ASSESSMENT OF THE INTEGRATION OF HIV-AIDS THEMES IN THE INTEGRATED ENGLISH SECONDARY SCHOOL CURRICULUM IN GARISSA CENTRAL DIVISION

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DECLARATION

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

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DEDICATION

To my beloved parents, the late Obed Baraza Jilo, and Hannah Hadida Jilo, my brothers and only sister, my spouse Mary and sons Baraza, Maunda and Jangina. They have always been an inspiration.

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I thank my brothers and only sister for the moral support extended to me.

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ABSTRACT

Following a needs assessment survey by the Kenya Institute of Education (KIE), it was established that there existed gaps in the secondary school sub – sector curriculum that needed filling. **The National Needs Assessment Survey Report (KIE 1999)** pointed out that the curriculum was not appropriately meeting the needs of learners. Sensitive emerging and contemporary issues had not been factored both in the primary and secondary school curriculum. To enhance the relevance of the curriculum, the report proposed, amongst others; the incorporation of HIV-AIDS themes in the curriculum through integration into already existing subject areas. There was therefore, a deliberate attempt to integrate and infuse HIV – AIDS themes into English as a subject of study at secondary school level. The main purpose of this study was to establish the teaching of the new English curriculum which was first introduced to the 2003 form one class and in higher classes in the subsequent three years ending 2006.

The researcher investigated the preparedness of teachers to actualize this curriculum in the class and also studied the availability and suitability of the teaching and learning materials and the extent of there availability. He looked at the reception of this curriculum by students and the testing of HIV-AIDS themes in class.

The findings and analysis of data is found in chapter 4 while the findings and recommendations are in a chapter 5.   Generally the new curriculum was well received though there is some discomfort amongst the teachers especially on integration. Content in course books was well rated but students wish for an improvement. Access to course books was adequate and helped in learning. However there was short supply of teaching and learning aids. There was inadequate professional support and guidance to teachers. Training of principals and teachers was low. Students felt exposure to HIV-AIDS themes was still inadequate. There is need to improve on the amount of content in course books and extend training to teachers on the integrated curriculum. It is also recommend that access to course books and reference books and materials be supplied to optimum levels. Hand in hand with this is the need to improve on the quality and availability of teaching and learning aids. The Ministry of Education and its related agencies should extend more professional support and guidance to teachers and principals. Averages, percentages and means were used in data analysis. The findings are summarized in tabular form, from figure 2 to 31.

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ABBREVIATIONS

AIDS	:	Acquired Immune Deficiency Syndrome
ECD	:	Early Childhood Development
EFA	:	Education for All
GDP	:	Gross Domestic Product
HIV	:	Human Immunodeficiency Virus
IEC	:	Information Education Communication
IIEP	:	International Institute for Educational Planning
KAIS	:	Kenya Aids Indicator Survey
KIE	:	Kenya Institute of Education
MOEST	:	Ministry of Education Science and Technology
MOH	:	Ministry of Health
NACC	:	National Aids Control Council
NFE	:	Non Formal Education
PE	:	Physical Education
RDandD	:	Research Development & Diffusion
STD	:	Sexually Transmitted Disease
TIVET	:	Technical Industrial Vocational and Entrepreneurship Training
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
VOCH TECH	:	Vocational Technical

CHAPTER ONE

INTRODUCTION

1.1. Background to the Problem

The HIV-AIDS pandemic is a crucial threat to development in all its facets. It has become a serious threat to society as a whole and students in particular. A number of students and staff are infected and many are dying. In the document, **Reform Agenda for Education Sector in Kenya – Setting Beacons for Policy and Legislative Framework,** (Elimu Yetu Coalition-1994) it is estimated that up to 20 percent of pupils between 14 and 17 years are infected, the majority being girls. The Government has responded to the pandemic, by among other measures, introducing an HIV-AIDS syllabus in schools. The introduction of HIV-AIDS curriculum, the document points out, faces several challenges including insufficiency of teaching and learning materials, and inadequately prepared teachers.

i) The Basis for Recent Innovations of the 8.4.4 Secondary School Curriculum

The 8.4.4 system of Education was introduced in Primary Schools in 1985 and in Secondary Schools in 1986. This followed recommendations of the report of the **Presidential Working Party on the Second University in Kenya (Mackay Report – 1981)** The report had the intention of refocusing the education system from elitist to a broad based system with the ability

to expose learners to a wide variety of skills, knowledge and attitudes, with amongst other objectives that leading to an all round, social and moral development of the learner. After the completion of implementation of the new curriculum in the secondary school cycle, K.I.E released the **Formative Evaluation Report (KIE, 1990)** which proposed a reorganization of the curriculum. This led to the reduction of content with some unmanageable areas being left out all together. The revised curriculum was introduced in schools in 1992. The **Summative Evaluation Report (K.I.E 1995)** revealed that many problems still existed in relation to the curriculum. These were: -

a. Lack of adequate and appropriate human and other resources to implement the curriculum effectively.

b. The curriculum was too wide to allow for adequate coverage.

c. Each of the subjects was too heavy in content.

d. There existed overlaps between, within and across subjects.

e. The drop out rate was becoming too high.

f. The secondary school education objectives were not being fully realized.

The report recommended a review of the objectives to make them more realistic and attainable within the available time and resources.

ii) Towards the Integration of Emerging and Contemporary Issues in the Secondary

   School Curriculum.

It is the establishment of the **Koech Commission in 1998** that gave impetuous to a significant revision of the secondary school curriculum. The Commission, which commissioned K.I.E to carry out a needs assessment, confirmed the **Formative and Summative** evaluation findings. In its **National Needs Assessment Survey Report (K.I.E 1999);** it became apparent that the school curriculum needed a revision based on this research. This report, and the two earlier mentioned form an important basis of the revised and rationalized curriculum, whose implementation began in January 2003 in both primary and secondary level. Amongst the proposals that K.I.E made to the joint Primary and Secondary Course Panel and Academic Board, was infusion and integration of emerging issues in subjects existing in the curriculum.

Of concern, and whose inclusion was justified was: -

   a. Environment Education

   b. Health Education

   c. HIV-AIDS

   d. Drug abuse

   e. Children rights

   f. Child labour

   g. Gender responsiveness

h. Social education and ethics

i. Life skills

j. Technological advances, e.t.c.

The report indicated that the curriculum at both primary and secondary education was short of meeting the needs of the learners adequately and hence the need for a revision that would respond to the changing society and simultaneously incorporating the mentioned emerging issues.

Teachers Preparation Guide for the New Secondary Education Curriculum – Volume One (K.I.E, 2002.)

The **Summative Report** also indicated that the curriculum did not provide enough content, emphasis, resources and experiences for acquisition of social, moral and health education. It was noted that the prevailing social environment provided limited acquisition of social, moral and health education. It proposed that career subjects with messages on health education be reviewed in order to adequately address health education issues. This would also take care of HIV-AIDS in the curriculum.

In the foreword of the **Executive Summary on the Needs Assessment for the Secondary Education Curriculum (KIE 1999)**. The acting Director is rightly quoted on the issue of change and innovation,

"Curriculum is by nature very dynamic. It changes according to the ever changing needs of the society. As a national curriculum development and research centre, therefore we must keep pace with the emerging needs of the Kenyan society" (Muita i)

It is imperative to note that both the **Formative and Summative Reports** pointed out that

teachers were inadequately prepared for implementation of the 8.4.4 system and recommended

that a better formula of in-servicing teachers be established.

In its document, **Development of Education in Kenya (MOEST, 2004).** It is indicated that

major reforms to revamp the education sector were on course. These reforms cut across the

major sub sectors in education that is Early Childhood Education, Primary Education, Secondary

Education, TIVET and Tertiary Education.

The report said that as mitigation to the effects of HIV-AIDS on the youth, content on the disease

had been infused in various subjects at both Primary and Secondary levels as education is

perceived to hold the most effective strategy in prevention and control of HIV-AIDS (MOEST

2004)

With such innovation, the 2003 secondary school curriculum was rolled out.

iii) (A) The Core Curriculum and the Teaching of HIV-AIDS – A Justification of the use of English Language as a Subject.

Subjects in the Revised Secondary School Curriculum, based on information from reports of the

Academic Board of the Kenya Institute of Education (K.I.E), were approved by the Government.

The Teacher's Preparation Guide for the New Secondary Education Curriculum – Volume One (K.I.E 2002) stipulated subject selection modalities and time allocation.

1) Core Subjects

They are:-

- Mathematics

- English

- Kiswahili

- Physical education

The pointed out areas of study are the only non-optional subjects, and which all secondary school going students must take in the country. This is what has compelled the researcher to centre his study on the integration of HIV-AIDS English, especially since it is a compulsory core subject.

Within itself, the revised English language syllabus is an integration of language and literature. The content to be taught in the entire syllabus is organized under the major topics of: -

- Listening

- Speaking

- Reading

- Writing

- Grammar

b) The Core – Curriculum Rationale

Scholars have identified the rationale behind the core curriculum design. The system chosen by

a planner influences the total curriculum rationale that is developed.   The curriculum is the

school's plan for the intentional modification of pupil behaviour in the direction of agreed upon

educational goals.

Sowards, Scobey (1968:23) says of the core curriculum,

"…... the core curriculum, took society and its arrangements and problems as a point of
departure"
As a curriculum model, the core position does reject the idea of using subjects or broad fields,

but argues that basic human activities should be used as the centers around which curriculum

evolves, and planning and instruction takes place. Sowards,Scobey (1968) still argues that the

use of basic human activity resembles life as being lived, hence helping the school relate to

society. In Soward's point of view curriculum design and development values form a central

position in curriculum design and development. He points out that much of the core curriculum

is a commitment towards bringing values more consciously into the school curriculum,

"The core curriculum is basically committed to the idea that organized subject matter is best
viewed in school as a resource to which one goes with problems, concerns and questions"
Sowards, Scobey (1968: 37)   This view, therefore rejects the concept of a subject centered
curriculum.
The core curriculum is against fragmentation of knowledge. According to Shiundu J.O and

Omulando S.J (1992), although the term core has been used in a variety of ways, it is more

commonly used to mean that part of the school curriculum that is essential and therefore a common requirement for all students. In selecting the core subjects, curriculum planners pay close attention to the national philosophy and goal of education. The concept also suggests the existence of other subjects in the school curriculum that are optional and one is not under obligation to study. A characteristic of a core curriculum is its attempt to integrate material and content from various disciplines as a means of achieving the goals of a well integrated personality and society.

The core curriculum is an important concept used to solve problems of society.

(Okech, Asiachi - 1992) reckon that core curriculum fuses subject matter in certain subjects such as English, Social studies, Business Education e.t.c. This content is planned around problems that cut across the disciplines, with the basic method of learning being problem solving.

Coming back to the Kenyan situation, English as a subject is an important core area of study. It can be used to guide and orientate pupils towards the culture in which they live, the customs, values, beliefs, techniques of institutions and patterns of social and accepted values and morals of society. It is in a core subject like English that themes on HIV-AIDS can find a house.

1.2   Statement of the Problem

The HIV-AIDS epidemic is causing great fear in the education sector and society at large. It is affecting its size and growth, the supply of and demand for services, the composition of the student population, educational content and processes. Nationally, it is upsetting social and

economic systems owing to the many deaths, the cost of managing the disease and its related effects, and the installation of intervention programmes which are a strain to the economy.

To mitigate its effects HIV-AIDS content has been infused in various subjects at both primary and secondary levels, as education is perceived to hold the most effective strategy in its prevention and control (MOEST 2004).

However, the capacity of teachers to handle an integrated HIV-AIDS programme, infused into traditional subjects and areas of study that have developed for many years, and based on sound theory, remains in doubt. The suitability of educational material content has to be investigated.

The design, development and suitability of educational material carrying HIV-AIDS messages for use by both teachers and students should be established.

Institutional structures put in place in the schools in the form of resources, both human and material, professional advice, appropriate training, appropriate administrative support and teacher involvement from the very beginning of the innovation are important questions to answer.

1.3   Purpose of Study

This study is meant to establish the teacher's preparedness to implement the new secondary school English Language Syllabus. This will be premised on the main goal of the revised English syllabus; that is, to integrate contemporary and emerging issues in already existing traditional subjects. The integration and infusion of HIV-AIDS themes in the English syllabus is the core

reference point of the study. It will be viewed against the teacher's preparedness to implement this syllabus in the class and the suitability of the teaching and learning materials. It will seek to establish the level and availability of the required teaching aids including administrative support. In trying to draw conclusions on the effectiveness of implementation of the English syllabus, with HIV-AIDS as a guiding factor. It will look at the extent of access to both professional advice and enthusiasm towards this curriculum by the recipient teachers and students alike.

1.4   Specific Objectives of the Study

The study aims at the following specific objectives: -

a) To establish the level of preparedness of teachers in the implementation of the Secondary School English Syllabus in relation to HIV-AIDS themes.

b) To determine the availability of teaching materials for the teaching of English and HIV-AIDS themes.

c) To establish the suitability of the materials for the teaching of English and HIV-AIDS themes.

d) To determine the extent of the availability of teaching aids for English in relation to HIV-AIDS themes.

e) To establish the degree of administrative support for the teaching of English and HIV-AIDS related themes.

f) To determine the level of professional advice to teachers of English in relation to HIV-AIDS.

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g) To determine the level of interest in the teacher and learner in the English syllabus and its HIV-AIDS themes.

1.5   Research Questions

a) How is the teacher's professional preparation towards the teaching of HIV-AIDS?

b) Has the teacher attended any in-service training on the teaching of HIV-AIDS?

c) Can the teacher access adequate teaching and learning resources to effectively teach HIV-AIDS?

d) Are the teachers appreciative of the HIV-AIDS content in the English language secondary curriculum?

e) Are the students appreciative of the HIV-AIDS content in the English language secondary curriculum?

f) What evaluation strategies have been adopted towards the assessment of the integrated English HIV-AIDS curriculum?

1.6   Significance of the Study

The most obvious challenge of HIV-AIDS on the content of education is the incorporation of themes on the pandemic into the school curriculum with a view to bringing about behaviour change. This is driven by the need to impart knowledge, attitudes and skills that will help promote an HIV-AIDS free life. This study aims at unraveling areas of shortcoming and provides possible solutions. The study will establish the effectiveness of integrating HIV-AIDS themes

into the English language curriculum and its reception amongst the users.The study will provide

a basis for the improvement and selection of teaching and learning materials provided. It will

establish the extent of availability of suitable teaching aids and will form a reference for planners

as they develop support systems for better implementation of the syllabus. The teaching needs of

teachers as they come to reality with the new areas of content will be investigated. Since the

general preparedness of the teachers in relation to their knowledge on content and methodology

will surface the findings will give a premise upon which new training packages for teachers can

be developed. For the curriculum to have any significant impact, the pupils and teachers must be

appreciative of its content and objectives. This study will identify areas of weakness that will be

used to enhance the development of a relevant HIV-AIDS curriculum and its integration in

English. The study will explore significant areas of the new curriculum that affect

implementation. It can be depended upon to improve the already available product in the area of

objectives, content and methodology.

1.7   **Theoretical Framework**

The Research Development and Diffusion Model

Curriculum change is a process that is planned. The change is not haphazard, but is guided and

based on theories found in social science. For the purpose of this research, interest is on the

Research Development and Diffusion model (RD and D). It is known to be a highly organized

and rational approach to innovation, with a systematic sequence of activities as innovation is

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shaped and applied. Within it is the involvement of people and their relation with each other including their interaction; Okech, Asiachi(1992). Ronald Havelock of the University of Michigan studied how innovation came about in 1969. Amongst the models he identified was the Research Development and Diffusion Model (RD and D).

The model is popular with developing countries where curriculum development often is wide scale, with large geographical areas to cover and consumers in far flung locations. The sequence of activities in the evolution and application of the innovation is: -

1. Basic research carried out through a central project team. It develops a new curriculum, designs and devises prototype material.

2. There are field trials which involve the testing of prototype materials in selected trial schools, which in turn gives way to revision based on the weaknesses found in testing.

3. There is production in large numbers of the modified prototype material.

4. The modified materials are disseminated through a well programmed plan. This diffusion is through courses, conferences workshops e.t.c.

5. Following the four steps is the implementation of the innovation for use by the schools, teachers, pupils and other users.

The listed stages of curriculum innovation are sighted by Bishop (1985) and Okech (1992)

This theory is represented in the following model

Research	→	Development of Prototypes	→	Mass Production	→	Mass diffusion activities	→	User
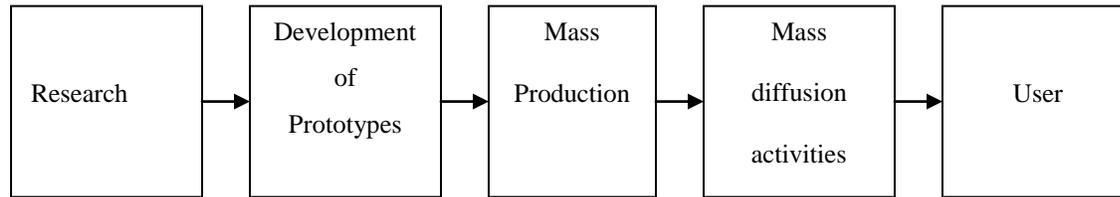
Figure 1A

The Research, Development and Diffusion model.

Bishop points out the presence of a development agency at the centre as an important

characteristic of the model. At this agency is carried out the development of packages which are

accompanied by guidelines for the users and teachers at the school.

This approach, the centre to the users is also known as the centre to periphery approach and is

common in developing countries, where a national curriculum development agency is found at

the centre.

In Kenya the process of curriculum development is coordinated by the Kenya Institute of

Education (K.I.E). It uses the Research Development and Diffusion approach. It carries out

research to find areas needing modification, develops plans and materials and conducts trials,

and finally implementation of the new curriculum takes place.

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1.8   Conceptual Framework

The Kenyan situation

The Kenyan model of curriculum development borrows heavily from Havelock's, Research Development and Diffusion Model (R.DandD).

Ndambuki J.K (2000) points out six broad steps that form the process of curriculum development in her paper, **Research in Curriculum Development and Implementation,** i.e.

1. Political and Policy Decisions

Policy makers make policy decisions related to general education issues such as the structure of education and subject content.

2. Conceptualization

In this stage is the process of needs assessment. The researcher, evaluator and curriculum developer conducts a needs assessment survey to determine the knowledge, skills, attitudes and values that students can learn. This research will determine the students', parents', teachers', community leaders' and other stakeholders' views on the existing curriculum and identify new dimensions, issues and needs of the learner and the society that need to be addressed by the curriculum.

3. Planning

This stage is comprised of the development of strategy for developing and implementing proposed curriculum, curriculum design, preparation of curriculum support materials and also the evaluation of other resources like physical facilities and equipment.

4. Preparation of Curriculum Support

The process of preparation of instructional material such as pupils' textbooks, teachers' guides and radio programmes, charts e.t.c. falls in this stage. They are evaluated by subject specialists and subject panels. Preparation of other resources like physical facilities and equipment form a segment of curriculum support.

5. Try out / Piloting of the New Curriculum

This component comes after the development of curriculum materials evaluation and modification. They are tried out in selected schools to determine their efficiency in bringing out the desired changes in the learner.

6. Implementation Stage.

This is the final stage in curriculum development. When the evaluation and revision of curriculum materials is complete, they are disseminated and diffused to all the schools in the country. There is monitoring and evaluation of school curriculum through the formative and summative evaluation process. This will in turn give way to further improvements as it will facilitate additional improvements that will place the curriculum in line with the dynamics of the

society. It is important that programme evaluation takes place periodically and at the end of the implementation cycle.

1.9   The Concept of Integration

a) Introduction

Integration is a concept that is applied during curriculum design and planning.   The current secondary school English language syllabus, whose roll out date was January 2003, has in its design, deliberately employed integration of elements and concepts in the content and methodology.   Through this means, the learning activities are appropriately inter-related.

"Integration refers to the fusing of learning activities in such a way that the subject or curriculum area boundaries are removed, and all that remains is one set of learning activities which is reorganized, for example, around selected themes or in an agreed logical order" (Oluoch 1982: 34)

It involves merging different but related subjects through correlation.   It relates to the incorporation of content and learning experiences in specific curriculum designs, meant to assist the learner to perceive a unity of knowledge; (Shiundu J.O, Omulando S.J;1992)

b) A Case for Integration

Learning is thought to be more effective when content from one subject is meaningfully linked to that from another, a position many curriculum experts have advocated for. Shiundu J.O,Omulando S.J (1992) mention three positive effects of an integrated curriculum:

i. That it assists students create a comprehensive understanding of the content experienced in an educational setting.

ii. Through it, learners are assisted to get a unified view and unify their behaviour in linkage with the elements dealt with.

iii. It helps to create unity in the learners' outlook, skills and attitudes. Therefore integration goes with a horizontal relationship of curriculum experiences such that the learner is helped through it. Of importance is how the learnt skills can be effectively utilized to avoid a situation of skills developed in isolation to serve a particular single course, but that which is part of the total capacities of the students to use in a variety of situations in his life, (Tyler, 1949)

Integration is not just done, but it is led with a purpose to produce an improved curriculum. It is observed that,

"……………….integration is a re-grouping of ideas and knowledge between subjects and intellectually reputable curriculum. Integration does not mean fitting together of bits and pieces from different subjects, but rather making use of the unique contribution of the individual subjects" (Bishop, 1985:95)

Integration is done through themes, topics and concepts, and correlation of subjects by establishing cross-links between subjects, and serves to reduce a fragmental learning environment, hence enhancing learning.

In separate subjects design there is different time and place, separate and distinct from any other. Critics have pointed out at the clear relationships that exist between many of the various branches of human knowledge, arguing that existing connections are important if learning is to serve the individual as well as it may. To these scholars, the separate subject arrangement is against recognition of relationships (Hirst 1974) which hinder effective learning. In an integrated organization and approach, the child is made aware of important relationships between the various areas of human knowledge. Paul.H. Hirst comments, that as much as subjects are logically distinct areas of knowledge, they may not serve the needs of the society.

This time however, the claim is that these areas do not contain many of the objectives that are now recognized as important in education since the latter are not theoretical, academic or intellectual in character (Hirst, 1977). He does advance the view that certain qualities of mind seem to be more general than those associated with traditional subjects, an example being open ended, enquiring attitude to social and practical problems. He says of the proponents of the subject based curriculum design,

"They think too of an education that directly illuminates the affairs of life that the vast majority of the population meet everyday, rather than the remote, intellectual affairs pupils never meet again once outside the walls of the school"(Hirst, 1974:141)

He therefore argues that in integration is found a base through which emerging and contemporary issues can be addressed through an educational curriculum. Integration employed

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in curriculum design enhances the quality and relevance of its product. In turn, if brings the curriculum to a position of achieving the intents and objectives of an educational system and the aspirations of the society.

Hirst does also point out that all the knowledge objectives a curriculum may pursue can be located in distinct forms. With the dynamics of society, other objectives emerge which are important and not so classifiable. These may call for curriculum units which will demand some form of genuine integration, thus running against the construction of sharp subject divisions.

Traditional subjects do not give explicit attention to the immediate practical and moral problems all pupils do and will face.

Looking at morality and its understanding, in existing subjects, moral education can be infused as an area that presupposes learning in other areas of knowledge.

An educational curriculum, which includes the subject centred curriculum design, cannot remain static. It must continuously strive to keep pace with societal needs, emerging and contemporary issues. The rapid changes occurring in roles and relationships, economic conditions, values, religious and political beliefs, relations between nations and ways of everyday life, must be catered for by the curriculum. These influences are recognized by curriculum experts,

"All these changes in society challenge us to rethink the curriculum. So, schools must come to terms with these changes and curriculum development must provide a focus to these attempts" (Okech, Asiachi, 1992:84)

A curriculum project must have visions and versions of the present, and it is situation dependent.

c) Resistance to Integration

It will not be true to say that integration of new content and knowledge into traditionally established subjects, with clearly defined boundaries, established by already agreed concepts and knowledge boundaries has been received wholesome. Indeed, traditionalists and advocates of subject centred curriculum have advanced an argument against integration of new knowledge in the old traditional subject content areas.

Some educators have questioned the tendency to deal with generalizations in established subjects, pointing out to the great amount of experience necessary for the emergence of meaningful generalization and to the development of concepts used in generalizations. It is argued that attacking the logical structure of existing knowledge is attacking the very nature of what it is assumed, most teachers teach. What needs reconsideration is the means not the necessary character of the ends (Hirst, 1974). What this means is; the danger of an internally weak curriculum unit, which will therefore be confusing.

d) Teachers Fears over Integrated Curriculum

It is agreed that teachers form one of the most important resources when it is time to implement an innovated curriculum, like the integrated content curriculum design. To ignore questions of motivation, or the facilities available, would translate into a crucial lack of structural and institutional support for integrated curriculum content. Ultimately, the teacher is expected to actualize the curriculum package in the class. The extract below gives the teacher's core role,

"The classroom is the most effective level of curriculum development. The curriculum becomes an educative tool only when it is implemented in terms of the individual learner, and this is the prime function of the teacher. In addition to a consideration of the present characteristics of the learner, and the past experiences he may have had, the teacher should project the consequences of current learnings into the future. The Education being received by todays child must have utility in an environment the exact nature of which is unknown" (Keith.., Blake., Tiedt 1968: 18)

Most of the teachers do not get the opportunity of participating in the formal design of the

curriculum, yet they should understand the context in which it exists, its intent, content and

implication for use. The teacher has to select, and initiate activities, adapt, modify, evaluate and

revise in order to achieve the intended goals and objectives.

In many instances, the teachers are not trained to teach integrated subject content. Often, there is

a single short course, which is unlikely to bring about the level of modification in teaching

methods and knowledge that is required. Lack of proper change, based on the new set of

objectives, is often proposed. In no way is the teacher to be partially involved if implementation

of an innovated curriculum has to succeed,

"The road to this kind of involvement seems to be, first, to interest the teachers in a particular line of development, not usually difficult, then to bring teachers together in circumstances which will create a willingness to enter with confidence into a commitment to work as a member of a curriculum group; and finally to arrange for the provision of all the resources and specialist help for which the group asks. The conventional method of in-service provision, through conferences and short courses of the lecturers, rarely provides all three conditions for total involvement, interest, commitment and resources" (Kerr, 1968:35)

Curriculum developers must acknowledge the swing in educational opinion in favour of

unification in form of the integrated curriculum. However, to that teacher who is used to having

his guidelines laid down by the textbook; and who cares for acquisition of useful knowledge, as well, tools of learning, this approach becomes difficult (Morris, 1969)

Morris notes that at the secondary school level, the problem of curriculum integration is even more difficult to solve, for specialist teachers are not willing to become generalists. This comes about since it is in the nature of secondary education that aptitudes and special interests are sorted out while at the same time providing some nature of choice.

A curriculum design that opts to widely incorporate integrated content must be carefully thought out if it has to be a suitable product of a curriculum development process. Education scholars and curriculum experts buy into this argument,

"A survey of recent school curricula reveals that little or no serious attention is paid to organization and design. Fashion exerts a disproportionate influence on curriculum for example; subject matter on emerging issues like sex education and environmental studies are added indiscriminately to make the curriculum more relevant while new sequences are effected on a piecemeal basis. The result is a kind of disjointed cluster of specialized subjects which often operate to impede rather than to foster education" (Shiundu, Omulando, 1992:16)

Teachers exposed and trained in traditional subject areas find difficulties when faced with the prospects of dropping their loyalty to the areas of knowledge they have identified with, with foreign content they have to fumble with as they learn to explore and master the new responsibility. Integrated studies extend beyond the known traditional subject boundaries. To be implemented, it needs flexibility in school organization, new and demanding roles for teachers.

For subject specialists, this fear exists,

"…….Subject specialists who 'view' themselves and their disciplines and knowledge with the jealous eye of a threatened priesthood, and defend the boundaries of their specialist subjects against the marauding peddlers of integration. Traditional loyalties die hard; it is subjects which give teachers their professional identity…………………so teachers resent swapping a subject expertise for the right to participate in a general approach to human problems and issues (Bishop, 1985:98)

1.10   Limitations of the Study

a. The area to be covered by the research is inhabited by a community that is conservative. Issues on sexuality are considered sensitive; it needs tact and a convincing tongue for the researcher to move.

b. The area of study is far off from the researcher's home. This will in turn make the research expensive.

c. There is no reliable transport to one of the schools that is located in the outskirts of the t

1.11   Assumptions

a. That certain factors are hindering effective implementation of the teaching of HIV-AIDS themes in the new Integrated English Language Curriculum.

b. That the selected sample is representative of the entire population in Garissa town, such that the findings could be applied over-board.

c. That effective implementation of the curriculum requires proper preparation of teachers.

d. That teachers are using the 2002 revised English language curriculum.

1.11 Operational Definition of Terms

a) Actualize

To put the curriculum into practice in the class.

b) Adapt

To modify and adjust an innovation to meet the local needs of the students, teachers, school system and society.

c) Core – Curriculum

That part of the school curriculum that is essential and therefore a common requirement for all students.

d) Correlation

Organizing curriculum content in such a manner that fragmentation of proximate bodies of subject matter is reduced.

e) Curriculum

Is the aggregate of syllabuses offered in a school: that is the formal course of study followed in a school.

g) Curriculum development

It is all processes and activities of the school curriculum subscribed or curriculum planning.

h) Curriculum Implementation:

This is the process of effecting the new curriculum.

i) Curriculum Innovation:

Introduction of something new in the curriculum that deviates from the standard practice.

j) Diffusion:

Is the spread of information about an innovation.

k) Dissemination:

Refers to planned strategies and actions to convey ideas and materials to the users.

l) Infusion:

Bringing quality into something

m) Integration:

Making something part of a larger segment, something is incorporated into a larger segment in order to co-exist.

n) Subject Centred Curriculum:

A curriculum design that emphasizes an academic discipline as the centre for curriculum design.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

2.1   Overview of the HIV-AIDS Pandemic

The global HIV-AIDS pandemic has had a devastating impact on families in Sub-Sahara Africa.

An estimated 38 million people worldwide are living with HIV-AIDS, of whom; two-thirds are

in Sub-Sahara Africa. The majority of people living with HIV-AIDS are aged 15 - 49 years. Of

this group, close to 50% are women of reproductive age. (MOH – 2005)

2.2   The Kenyan Situation

The gravity of the HIV-AIDS situation in Kenya is summarized in this extract,

"……………………, HIV-AIDS still continues to wipe out many people each day. Many parents are dying leaving a large number of orphans, mainly of school going age. It is estimated that Kenya will have 600,000 AIDS orphans by the year 2000 and one million of them by 2005 if the present rates of infection and death continue" **(Koech Commission 1999:63)**

The Kenyan Demographic and Health Survey (MOH 2005) indicated that

- 7% of Kenyan adults were infected with HIV-AIDS.

- Almost 9% of women compared to 5% of men were HIV – Infected

The first reported case of a HIV-AIDS was in 1984 and since then, the number of infections and

deaths has increased.

Two years later, the Ministry of Health **Kenya Aids Indicator Survey 2007 (KAIS 2007)**

indicated that 7.4% of Kenyans in the age bracket of 15-64 were infected with HIV. This meant

that about 1.4million adults are living with HIV. The table below indicates these figures:-

KAIS HIV prevalence by gender & province

Age 15 -64

	TOTAL	FEMALES	MALES
	% HIV Infected	% HIV Infected	% HIV Infected
Total	7.4	8.7	5.6
Nairobi	9.0	10.7	6.6
Central	3.8	4.0	3.5
Coast	7.9	9.2	6.1
Eastern	4.7	6.4	2.5
NE*	1.0	1.0	1.1
Nyanza	15.3	17.7	12.0
Rift valley	7.0	8.2	5.5
Western	5.1	5.7	4.3

Figure 1B

Source: **Ministry of Health Kenya Aids Indicator Survey (2007)**

The **KAIS Report (2007)** is the most current and comprehensive picture of the HIV epidermic in

Kenya. It does indicate that HIV is still a challenge in the country. The above statistics show that

a majority of those in basic and secondary education are within the HIV-AIDS vulnerable

category hence susceptible to infection.

Percentage of New HIV-AIDS Infections among the Youth (Under 20) in Kenya
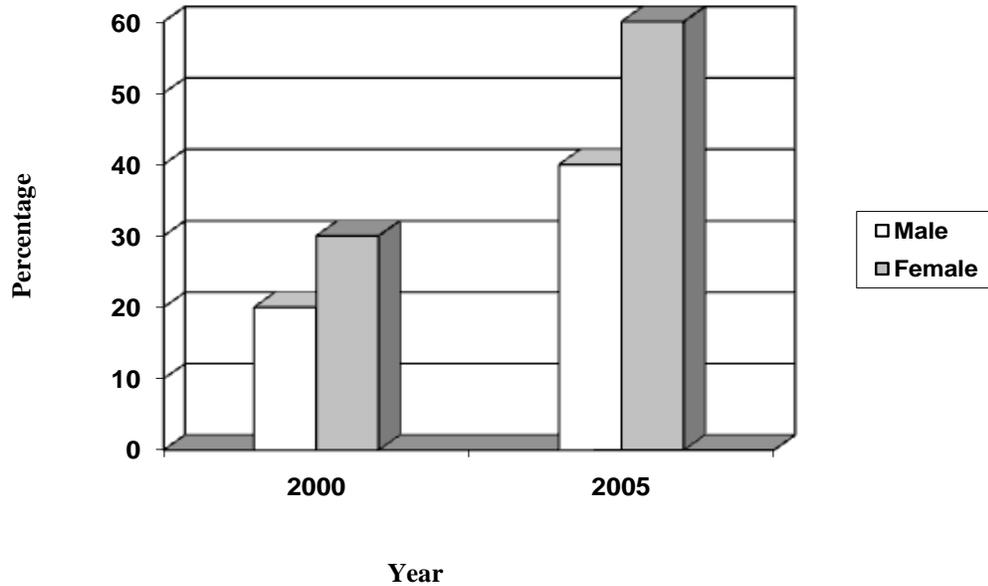
Graph1

Source: Wilson D. "HIV-AIDS in Africa"

While addressing a teacher's workshop at Kilifi, the Permanent Secretary MOEST Prof. Karega

Mutahi put the threat posed by HIV-AIDS and the role school should play in combating the

disease into perspective. He pointed out to the increase in enrolment in primary schools, a

development which was otherwise under threat from the HIV-AIDS pandemic and drugs. He

emphasized on the need for children in school to be empowered with knowledge and skills to

enable them make right decisions to avoid contracting HIV-AIDS. He informed the participants

that though the prevalence of the scourge had dropped from 14 to 6 percent, 50 percent of the

affected are students in school. He said that teachers had a pivotal role in empowering children

with knowledge and skills to protect themselves from contracting HIV-AIDS since they spent

many hours with them**(The Sunday Standard April 16, 2006:5)**

The acting Director of the National Aids Control Council (NACC) Prof. Alloys Orago recently

revealed at an HIV-AIDS forum that the country loses 384 people to HIV-AIDS daily and that

the infection rate was at 140,000 people **(The Standard March 22, 2006)**

It is with concerns as indicated by the authorities that attention has been directed to educational

institutions to intervene by imparting HIV-AIDS knowledge and life skills appropriate to leading

a life free of HIV-AIDS and care for the infected and affected.

With the effects of HIV-AIDS spreading overboard the school has taken a new role as a centre

for the dissemination of messages about the disease to its own pupils and staff, to the entire

education community and to the community it serves.

Education is a powerful tool in the prevention and control of HIV-AIDS. The school situation is

furthermore an important medium of dissemination of education on HIV-AIDS (MOEST; 2001)

So much is the concern caused by HIV-AIDS that MOEST factored it in **Sessional Paper No. 1 of 2005, on a Policy Framework for Education, Training and Research – Meeting the Challenges of Education, Training and Research in Kenya in the 21st Century.**

It indicated that the prevalence rate among adults was too high, at 14% in 2000, declining to an estimate of a 9% in 2005. This again dropped to 7.4% by the year 2007 (KAIS Report 2007)

Estimated National HIV Prevalence in Kenya 1990 - 2003
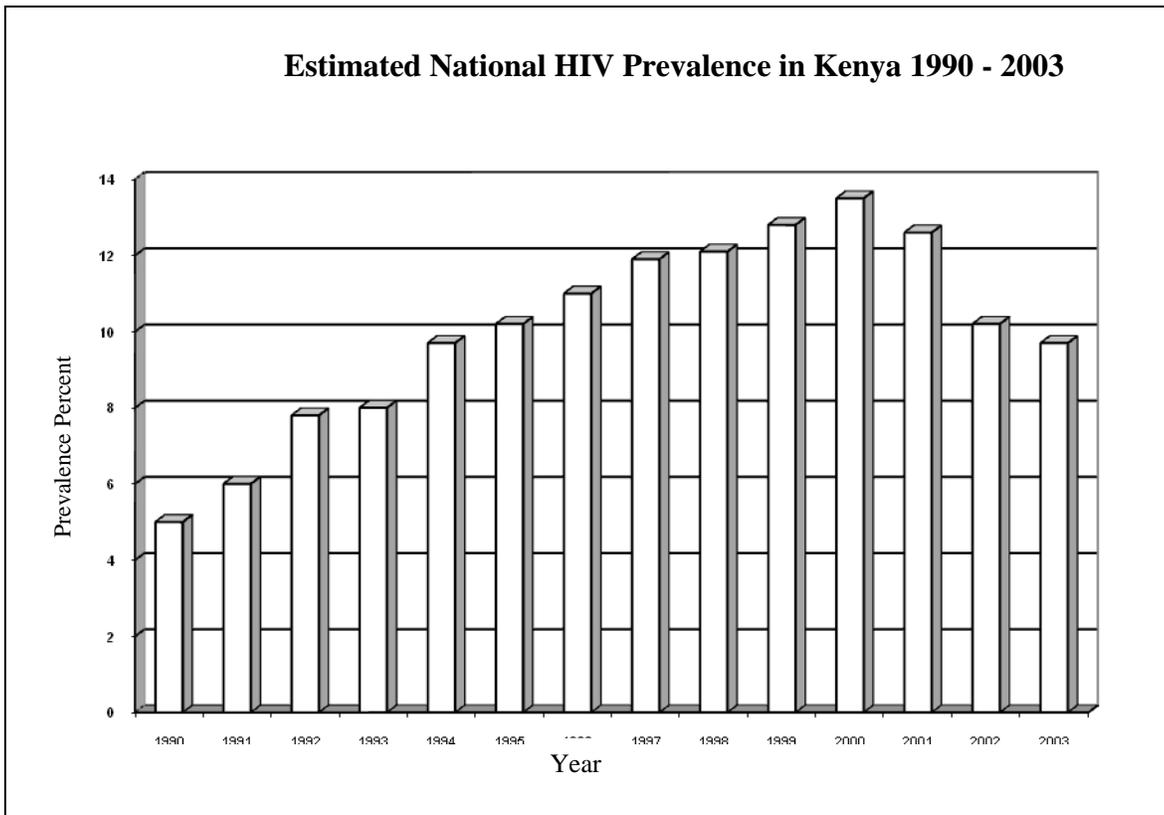
Graph 2.

Source: The HIV-AIDS Epidemic in Kenya – Sentinel Surveillance, 2004

The above figure shows prevalence trends between 1990 - 2003.

The paper noted that higher adult mortality rates had led to a decline in economic growth, resulting to an increase in dependency ratio among the population with a spill over to all sectors

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of the economy. It points out at the inability of children infected with HIV-AIDS at birth to live

to enroll in school and anticipated higher numbers of HIV-AIDS orphans who are likely to drop

out of school if intervention is not forthcoming. Some children will remain at home to care for

sick family members, while teachers will die of HIV-AIDS, with others too sick to work, hence

denying the sector of an important skilled human resource. Gains in literacy are likely to suffer a

set back emanating from increasing drop-outs rates with higher numbers of poorly educated and

working children (MOEST 2005)

"The **National HIV-AIDS Strategic Plan (2000 – 2005)** estimates that the impact of HIV-AIDS may reduce the GDP while per capita income is anticipated to fall by 10% by 2005. To combat this disaster, the country needs to implement effective policies aimed at addressing the insidious effects of the HIV-AIDS pandemic on education and training" **(Sessional Paper No. 1 of 2005: 19)**

2.3   The Need for HIV-AIDS Themes in the Secondary School Curriculum

"Culture has developed specific institutions to provide for specific needs. Education is the formal institution with partial responsibility for maintaining and improving the culture. The process of educational change does not necessarily originate in education itself, but is a result of changes which take place in politics, economics, science, technology, and other cultural phenomena. Pressures from these and other areas are the catalyst that instigate change in curriculum" (Keith Blake Tred'ts 1968, 6 – 7)

Faced with the difficult task of containing the spread and devastating effects of HIV-AIDS, the

Government and agencies working against the containment of the disease identified the

education sector as one of the most effective institutions, with structures already available that

could be used, albeit with some innovation, to fight the disease. In the school, is an effective

system with established networks to reach a sizeable component of the national population. The need for educational programmes for the prevention of AIDS is widely recognized and many international organizations and government agencies are emphasizing the role of educational activities as part of the global fight against AIDS (Hallak, 1994)

This then could include the more immediate and visible effects on the size of the system and on the nature of what the schools and classrooms look like, how teaching and learning takes place, the roles that teachers and pupils play and the longer term and more profound effects on the systems objectives and functions; which include what is taught and how planning, financing and management processes are effected.

In more concrete ways, the education system has to adapt to the impact of HIV-AIDS by altering the content – knowledge, skills and values of what it teaches and the methods it uses for teaching.

The youth have been identified as especially vulnerable hence the need for a curriculum that is tailored toward arming them with the necessary life skills, knowledge and attitude to keep them away from infection and also use them to disseminate information on HIV-AIDS to the community, including care for the infected and affected.

The devastating threat posed to the nation by the HIV-AIDS epidemic, and the need for the education system to target the youth for desirable behaviour change towards the eradication of the epidemic, is a challenge facing the nation **(Koech Commission, 1999)**

The rates of infection and death from HIV AIDS are on the increase among the youth **(Koech Commission, 1999).** This state demands for the development of social education values and ethics and HIV-AIDS related educational programmes at all levels of the education system.

The **Seventh National Development Plan (1994 – 1997)** recognized HIV-AIDS as serious and in 1997 the Government published **Sessional paper No. 4 on HIV-AIDS in Kenya.** It provided a policy framework within which HIV-AIDS control efforts were to be undertaken in the following fifteen years and beyond.

Among those challenged to contribute to the effort against HIV-AIDS were educational Institutions. Expected of them is promotion of social-cultural norms, values and beliefs that would help reduce the risk of HIV-AIDS infection.

There is potential in health education in preventing the spread of HIV-AIDS and programmes aiming to promote and introduce appropriate education into the school curriculum are recourse in the fight against the malady.

The Ministry of Education Strategic Plan (2003 – 2007) points out,

"Strengthening the sector's capacity to respond to the epidemic will require review of policy on HIV-AIDS and curriculum for various categories of educational institutions (ECD, Primary, Secondary, Voc Tech, NFE), MOEST will need to initiate skills based training relevant to AIDS in teacher training programmes". (MOEST 2003:205)

The secondary school curriculum, innovated and initiated in 2003 has fused and integrated themes on the HIV-AIDS:

"To mitigate the effects of HIV-AIDS on the youth, HIV-AIDS has been infused in various subjects at both primary and secondary levels as education is perceived to hold the most effective strategy in prevention and control of HIV-AIDS." **(MOEST Development of Education in Kenya, 2004: 13 – 14)**

2.4   HIV-AIDS Curriculum Content

Amongst the agencies that advocated for the integration of HIV-AIDS into the education system curriculum was the commission appointed by the Government to enquire into the education system in Kenya in 1998. It had this to say;

"The commission is of the opinion that, HIV-AIDS should be included in the curricula of various education and training institutions. It is also of the opinion that education and training institutions can be used as distribution and dissemination centers for IEC materials on HIV-AIDS." **(Koech Commission, 1999:67)**

An education system in a society affected by HIV-AIDS must be able to teach knowledge of quite a different kind from that traditionally taught in most countries of the world.

Hallak, Director of UNESCO International Institute for Educational Planning (IIEP), in a report,

The Impact of HIV-AIDS on Education-Report of an IIEP Seminar Paris, 8th – 10th December, 1993; points out seven areas of HIV-AIDS knowledge that should be incorporated into the educational curriculum in Kenya. They include: -

1. The body and its functions.

2. Reproductive health and sexually transmitted diseases.

3. The transmission of HIV, the prevention of infection and the nature of the disease.

4. The care and treatment of people with HIV-AIDS

5. Human rights issues related to HIV and AIDS.

6. New practical skills related to work and income generation, and life skills related to behavioural choices, resistance to harmful and negative behaviour and negotiation of relations with others.

7. New attitudes and values related both to responsible low risk sexual behaviour and to human right issues and tolerance. Also to be taught were attitudes related to respect for girls and women and more equal partnerships between males and females and the encouragement of moral standards.

There is need to strengthen efforts to implement programmes on a wider scale and in a more intensive manner to maximize impact on the epidemic at the national level down to the periphery. If HIV-AIDS is included in the curricula of various education training institutions; a powerful tool will have been found in the war against the scourge. The curriculum is said to be relevant when what is learnt can be applied within a particular environment and life situation,

"A curriculum must be designed in the light of the major trends and developments within society and it must also reflect the major social and cultural needs of society. An educational system goes astray when it has no relevance to society" (Bishop, 1985:6)

It is against this background that the Government introduced a new innovated curriculum in primary and secondary schools in 2003 which integrated emerging and contemporary issues, amongst them, HIV-AIDS.

2.5 Training of Teachers

The quality of education largely depends on the quality of teachers in terms of the level of academic qualification, professional training, commitment, dedication, a conducive working environment and appropriate terms of service. The country is experiencing societal changes which are fast. With this, the needs and aspirations also change. The school has and is expected to be prepared to cope with the changes and initiate change suitable to the changing needs and demands.

"Schools can only accomplish this if teachers are professionally trained and continuously in-serviced to improve their knowledge, pedagogical skills and competence." **(Koech Commission 1999: 160)**

In the sense mentioned therefore, the quality of teachers becomes important for improving and sustaining the quality of teaching and educating. It becomes more important when it is the agency saddled with the responsibility of successful implementation of change. Training in the handling of the practical aspects of the Integrated English Language Curriculum, with its Integrated HIV-AIDS themes; is an issue worthy careful consideration.

Bishop (1985:198) does underscore the importance of the teacher when it comes to curriculum innovation as that of 2002. In-service training is imperative,

"The more conventional way of introducing teachers to new ideas, techniques and methodologies in education is by courses ranging from a few days to several weeks."

Therefore, the teachers of English at secondary school level should be aligned with the demands of teaching HIV-AIDS themes within the integrated Secondary English Language Syllabus. Language is taught in the context of issues that affect community on daily basis.

HIV-AIDS is integrated in the teaching of:-

- Listening

- Speaking

- Reading

- Writing

It is expected that through the four skills, the learner will master basic competencies within the general objectives of Secondary English. This will be in the form of knowledge, skills and attitudes that learners should acquire by the end of the secondary education cycle. It is within these parameters that the teaching of HIV-AIDS falls.

2.6 **Strategies of Teaching HIV-AIDS**

Students learn more effectively if teachers use a variety of teaching methods. Before a teacher selects a certain teaching method, a determining factor should be the knowledge and skills of the students, their ability and the kind of experience they can bring to lessons. A good lesson (Quist 2000: 78) should have the following:-

- Spoken information

- Supporting teaching and visual aids

- Practical activities

- Opportunities for discussion by the teacher and student, and student to student

- Time for thinking and reflection

Whatever the method used, it must be matched to the lesson and be appropriate.

The Secondary School English Syllabus is designed for an integrated approach of teaching. None of the language skills should be taught in isolation.

HIV-AIDS themes have been integrated in the teaching of listening, speaking, reading and writing.

The **Secondary English Teacher's Handbook (2006)** proposed the following approach in teaching the various skills of language and the HIV-AIDS themes:

Listening and speaking

That the teacher will prepare listening comprehension passages focusing on amongst others HIV-AIDS. They should be specified for each class. He may also use debates to provide the learners with opportunities to express their views on this issue. Content from oral literature and poetry is also suitable in this case.

Writing Skills

The teachers will teach HIV-AIDS themes within writing skills by generating writing tasks that require students to write imaginative, descriptive, argumentative and expository essays on HIV-AIDS issues.

Reading

This is another skill that is used to integrate HIV-AIDS themes and teach them in class. It is mainly covered under reading comprehension and extensive reading. The learner is exposed to literary and non-literary materials on social responsibility, including HIV-AIDS. Such passages should be deliberately selected to focus on this issue. The teacher will also be expected to provide the learner with extensive reading materials on HIV-AIDS.

2.7   Evaluation of HIV-AIDS Secondary Curriculum

Evaluation of the curriculum serves a very valuable purpose. The teacher, who is also the instructor, has an important role in effective implementation of the curriculum and evaluation. He is involved in formative evaluation.

Teachers are involved in the construction, moderation, administration and marking of external examinations. They belong to committees related to examinations and are a source of information to the Examination Council. They also respond to questionnaires from the council and by making comments on question papers which are sent to the council. Such information is used to improve examinations.

"Since the teacher is the one closest to the learners, he should ever be finding out their performance." (Shiundu, Omulando: 1992)
Evaluation can be done through either, or a combination of the following methods:-

- Observation

- Questions during the lesson

- Evidence from class work

- Exercises

- Tests

Evaluation would be used to unravel weakness and shortcomings of the instructional programme. It also provides a lead on how the students could be helped to improve their performance and to improve curriculum at the school level.

The effectiveness and success of the HIV-AIDS Integrated Secondary English Curriculum will only be discovered upon proper evaluation and assessment at the unit of implementation, the school.

2.9   Teaching Resources and HIV-AIDS

Teaching resources are used in the enhancement of the teaching learning process. They are an important element in the implementation of the Integrated Secondary English Curriculum and its HIV-AIDS themes. Apart from the teacher, who is the most important resource; the other human resources include other teachers in the school, learners and any other person(s) from outside the school invited to facilitate.

Important also is non-human resources. They refer to the print and non-print materials and equipment that must be used in the teaching learning process. These are meant to complement learning as the teacher plays his central role of giving instruction.

Secondary Education Syllabus Volume One (2002:24)

Pointed out the outlined as resources to use:-

- Visual aids

- Text books

- Recorded materials like radio programmes, audio and video tapes, CDs and films

- Original material from teachers and pupils

- Improvised materials

- Extracts from magazines, books, newspapers, pamphlets and handouts

- Posters and advertisements

- Use of regalia

- Oral or written poetry

- Resource persons

- Class readers

- Visual aids: pictures

- Television sets

- Reports and periodicals

- Internet

It is acknowledged that resources are invaluable in the teaching learning process;

"When a teacher has tools to hand his confidence, his effectiveness; his 'productivity' all increase with better tools his professional capabilities are more fully utilized and he accomplishes larger and better results" (Bishop 1985:213)

CHAPTER THREE

Research Methodology

3:1 Introduction

This chapter contains the strategies and procedures the researcher employed to conduct his study. It identifies the location in which data was collected, presents the research design and also the target study population. The chapter illustrates the sample and the criteria used to reach at that sample.   In this area are the instruments applied for data collection and also methods of data analysis. The chapter mentions the manner in which the instruments are administered.

3.2 Locale

The researcher wished to study all secondary schools in Garissa District where the referred curriculum is being applied. However this would require massive financial and logistical support. To ease the researcher's task and assist him conduct a realistic study, it was decided that the study area be within Garissa town.   Garissa district is large. Owing to poor road and communication infrastructure, and the problem of insecurity; access to the rest of the schools would present another logistical handicap.

The researcher therefore interviewed principals, teachers and students from four secondary schools in Garissa Central Division. This included two boys and two girls schools.

3.3 Target Population

The researcher interviewed form four students from the four target schools.

The rationale for this selection was the fact that this class had experienced the full cycle of the

HIV – AIDS themes integrated English curriculum.

The four schools had a population of 423 students in form four comprising 221 boys and 201

girls.   All the 14 teachers of English were interviewed. Each of the principals of the 4 schools

also filled a questionnaire.

3.4 The Sample and Sampling Procedures.

a) **Selection of Schools**

Four secondary schools that had the highest form four student's enrollment formed the

population to be studied. The schools were to present students candidates for the Kenya

Certificates of Secondary Education (KCSE) examination in the year of study. For the

population to be more representative, two boys and two girls schools respectively were

targeted. The basis for this was that, where a bigger population was interviewed: the

more reliable the results would be. The degree to which the selected sample represented

the population determined the degree to which the results were generalized.

b) **Selection of Students**

The researcher targeted 50% of the population of 423 students registered for the Kenya

Certificate of Secondary Education examination.   Proportional representation was

employed per selected school so that 50% of those in form four in the target schools

were interviewed. The researcher randomly selected the sample population by applying

random sampling. He used even and odd numbers to reach the desired target population.

He folded pieces of paper and hand written on them, numerical numbers from one to the

highest; so that the total number of students in a class were captured. Where the last number in a class was and odd number, the one succeeding it: and which was even, would be used to mark the 50% line. All the students who picked the even numbers formed the sample and therefore were interviewed.

c) **Selection of Principals**

The four principals of the target schools formed part of the target population. Being the officials who facilitate curriculum implementation, supervise and extend professional and administrative support, their input was invaluable.

d) **Selection of Teachers**

The schools have between them 14 teachers of English. Being the staff charged with the responsibility of interpreting and actualizing the curriculum in the classroom; their experiences and feedback was crucial to this study. They were also part of the study population. Each of them filled a questionnaire.

3.5 Research Design

The study was in the form of a survey. A sample was selected randomly. This subset of the population was used by the researcher in attempting to generalize information. The sample selected involved only students. Since the schools principals and teachers were few, all of them formed part of the population to be studied.

The target population filled written questionnaires. The researcher employed quantitative techniques through the application of a questionnaire. This assisted him to make general statements about the integrated English curriculum in relation to themes on HIV-AIDS. This approach is especially suitable in studying educational phenomena.

3.6 Instrumentation

The researcher applied the following instruments:-

i.   Questionnaire for principals

ii.   Questionnaire for teachers

iii.   Questionnaire for students

The instruments were designed to elicit information on the availability and suitability of materials used and access to teaching aids.   They captured information on the adequacy of the content in the English language curriculum and the ability of teachers to implement it in class. They sought to determine whether the principals, teachers and students appreciated the integration of HIV-AIDS content into the secondary school English language curriculum. Finally, the instruments tried to establish means and ways of enhancing the curriculum and its implementation. Administration and professional support was also investigated.

3.7 Validity and Reliability of Instruments

Before actual data collection the instruments were piloted in two secondary schools, Maumau Girl's Secondary Schools and Hola Secondary School, both found in Hola town of Tana-River district. It involved six teachers of English, ten students and the two principals. The geographical, cultural and social conditions found here are similar to those in Garissa. This was undertaken to modify the instruments and data collection strategies. As a result of this project, some alteration was made on the measuring scales used. This brought alignment in terminology used to measure common concepts across the three different questionnaires. The researcher also depended on expert judgment by supervisors.

3.8 Application of Data Instruments

The researcher personally directed, applied and administered the questionnaires to the principals and teachers.   They were allowed ample and free time to fill the questionnaires. Different from principals, only teachers of English were involved in this exercise with each of them filling a questionnaire.

Only a sample of the students population was issued with the questionnaires. The researcher gave a brief introduction on the purpose of the research and assured the target population of confidentiality. He was present during the exercise to give guidance where required. Teachers of English of the target schools assisted in issuing the questionnaires and collected them immediately the exercise ended.

3.9 Data Analysis Plan

The researcher employed statistical analysis. This is a common method used with quantitative data. To overcome the challenge of dealing and trying to interpret numbers that are too many, and establish patterns, descriptive statistics was applied. The researcher summarized the numbers. This in turn enabled him to analyze and interpret the various responses.

It was necessary to tabulate and describe the data collected from the research. Also used were means and percentages.

CHAPTER 4

ANALYSIS OF FINDINGS

4.0   Introduction

This chapter outlines the findings of the research questions formulated in chapter one. The

researcher administered the three different questionnaires to the three distinct groups i.e.

principals, teachers and students.   Each of the questionnaires was tailored to capture certain

specific data from the target population.

The main purpose of the study was to establish the level of preparedness of teachers to

actualize the English syllabus in class and the availability and suitability of the teaching

materials available. The extent of availability of teaching aids, administrative support and

professional advice were also investigated. Finally was an investigation of the level of

interest in the teachers and learners regarding the integrated English language secondary

school curriculum infused HIV-AIDS themes.

The researcher used statistical analysis as a way of establishing patterns. He applied

descriptive statistics, means, percentages and averages to analyze data.

4.1   On the Relevance of HIV-AIDS Themes

A good curriculum takes cognizance of trends and developments within society and must

always reflect major social and cultural needs of society. It is within this context that HIV-

AIDS was integrated into the English language curriculum. This research has elicited the

following responses from users on the level of relevance of HIV-AIDS information infused.

	Rating Scale	No.	Percentage
A	Very much	118	55.7
B	A little	75	35.3
C	Not at all	19	9.0
	Total	**212**	**100**

Figure 2: Relevance of HIV-AIDS themes

The figure indicates that the new curriculum was warmly received with 55.7% of the

respondents rating it highly.   Only 9% of the students were unhappy with this curriculum. In

total 91% approved inclusion of HIV-AIDS themes in English.

4.2   On the Integration of HIV-AIDS Themes

In chapter one, we noticed that sometimes teachers may not be comfortable with integration

of content from other fields into traditional subjects with rigid boundaries on what should be

contained in an area of study. Indeed a lot of care had to be taken by our own curriculum

developers; Kenya Institute of Education (KIE) to produce an English language curriculum

that was acceptable to the principals, teachers and students alike. Asked to comment on this,

the principals said;

	Rating scale	No.	Percentage
a	Very relevant	4	100
b	Relevant	-	-
c	Irrelevant	-	-
	Total	**4**	**100**

Figure 3: On integration of HIV-AIDS themes

Asked on the same the teachers said;

	Rating scale	No.	Percentage
a	Very relevant	7	50
b	Relevant	7	50
c	Irrelevant	0	-
	Total	**14**	**100**

Figure 4: On integration of HIV – AIDS themes

	Rating scale	No.	Percentage
a	Very relevant	172	81.1
b	Relevant	23	10.8
c	Irrelevant	17	8.0
	Total	**212**	**100**

Figure 5: On integration of HIV-AIDS themes

Principals of schools were satisfied with integration at 100% rate of approval.

However only 50% of the teachers were happy with this arrangement while 50% disapproved of it. On the other hand, students approval is high with 81.1% totally agreeing with the new curriculum while 10.8% indicated satisfaction. This brings approval rates of 91.9% amongst students. Integration did not go down well with 8% of the students.

4.3 On the Adequacy of HIV-AIDS Content in Textbooks

The HIV-AIDS Content infusion into the English curriculum was meant to update and accurately bring it closer to the realities of life, and equip the learner with life skills that would help him to live with the affected, take care of the effects and acquire knowledge on

protection from infection. The researcher received the following responses on the content

from principals:

	Rating scale	No.	Percentage
a	Excellent	1	25
b	Good	2	50
c	Fair	1	25
	Total	**4**	**100**

Figure 6: On HIV – AIDS content in textbooks

On the same question, the teachers made the following comments:

	Rating scale	No.	Percentage
a	Very appropriate	11	78.6
b	Appropriate	1	7.11
c	Inappropriate	2	14.3
	Total	**14**	**100**

Figure 7: On HIV-AIDS content in textbooks

 Students also gave their input:

	Rating scale	No.	Percentage
a	Adequate	89	42.0
b	In adequate	117	55.2
c	Not available	6	2.8
	Total	**212**	**100**

Figure 8: On HIV – AIDS content in textbooks

65

Most of those interviewed felt the content was adequate i.e. 25% and 50% of principals saying it was excellent and good respectively. Only 25% felt the course books were inadequate in content. On the same 78.6% of the teachers indicated that the textbooks were very adequate with another 7.1% indicating that this material was appropriate. This leads to an approval rate of 85.7%.

However a majority of the students deviate from the norm derived from the principals and teachers with 55.2% indicating that content was inadequate and another 2.8% saying such content was unavailable or missing all together. Therefore, on the average: a majority 58% are of the view that the coursebooks fall short of expectation as they do not give them much on HIV-AIDS. In contrast, 42% of the students indicated being comfortable with the textbooks in the current form.

4.4   On Students Access to Coursebooks

With a change or innovation to a curriculum, it is imperative that there be corresponding improvement in preparation of suitable textbooks and other teaching and learning materials. This goes hand in hand with adequate production and supply to the users. On this question the teachers had this to say:

	Rating scale	No.	Percentage
a	Adequate	9	64.3
b	Inadequate	4	28.6
c	Not available	1	7.1
	Total	**14**	**100**

Figure 9: On students access to coursebooks

On the other hand the students said:

	Rating scale	No.	Percentage
a	Adequate	104	49.1
b	In adequate	85	40.1
c	None	23	10.8
	Total	**212**	**100**

Figure 10: On students access to coursebooks

Whereas 64.3% of the teachers felt access was adequate, only 49.1% of the students

concurred with this position.   Further, 28.6% and 7.1% of teachers respectively indicated

that there was inadequate access or in some areas, not any at all. 40.1% of students and

10.8% respectively also indicated access either being inadequate or none at all.

4.5   On Whether Level of Access to Coursebooks has

   Affected Learning of HIV-AIDS Concepts

A major purpose of preparing and producing curriculum materials is to assist the personnel

involved and students to correctly interpret and implement the ideas in the curriculum plan.

To attain this objective; there should be adequate supply of these materials. The students

interviewed indicated the following as the relationship between learning of HIV-AIDS

concepts and access to course books;

	Rating scale	No.	Percentage
a	So much	46	21.7
b	Slightly	51	24.0
c	Not at all	115	54.2
	Total	**212**	**100**

Figure11: Whether level of access to coursebooks has affected learning

More than half the respondents indicated none or a slight effect on their learning with 54.2%

and 24.1% respectively indicating either having not been affected at all or having

experienced only a slight effect. Therefore, on the average; 78.3% of the interviewees were

contented with the level of access. However, 21.7% of the respondents felt the affects on

their learning of HIV-AIDS themes was colossal.

4.6 Availability of Teachers and Students Reference Books and Materials

There is always need to have a variety of materials. This is necessary because it allows for

flexibility in teaching and learning approaches. Teachers indicated the following on

availability of this material:

	Rating scale	No.	Percentage
a	Adequate	2	14.3
b	Inadequate	7	50.0
c	Not available	5	35.7
	Total	**14**	**100**

Figure12: Availability of teachers reference books and teaching materials.

Asked on the same, the students said:

	Rating scale	No.	Percentage
a	Adequate	44	20.8
b	Inadequate	54	25.5
c	Not available	114	53.8
	Total	**212**	**100**

Figure 13: Availability of students reference books and materials.

Only 14.3% of teachers indicted they had adequate access to these materials while 50% and

35.7% respectively said they were either inadequate or not available at all. A similar pattern

is discerned from the students responses with only 20.8% saying they could access

adequately required reference material with 25.5% and 53.8% respectively saying it was

either inadequate or none at all.

On whether the status of supplementary materials on the teaching of HIV-AIDS themes

affected their teaching, the teachers made the following response

	Rating scale	No.	Percentage
a	Much	6	42.9
b	A little	5	35.7
c	Not at all	3	21.4
	Total	**14**	**100**

Figure14: Effect of supplementary materials on the teaching of HIV-AIDS.

Less than half the respondents i.e. 42.9% said this had a significant effect on their teaching.

However 35.7% and 21.4% respectively indicated the effect was minimal or none at all.

4.7 Quality and Availability Teaching and Learning Aids

It is the teacher's responsibility to make the teaching and learning situations and experiences interesting.

Therefore, the teacher has to device suitable strategies that are to be determined by existing variables besides the teacher and the learner.   At this point elements like media communication, audio – visual aids, photographs, magazines cut cuts, films, resource persons and many other teaching and learning aids come in. On this the teachers said the following:

	Rating scale	No.	Percentage
a	Adequate	2	14.3
b	Inadequate	5	35.7
c	Not available	7	50.0
	Total	**14**	**100**

Figure 15: Quality and availability of teaching and learning aids

Only 14.3% of the teachers expressed satisfaction with 35.7% and 50% respectively saying the aids were inadequate and in other instances totally missing. On the average 85.7% were dissatisfied with the quality and access to teaching and learning aids on HIV-AIDS themes.

4.8 Personnel and Appropriateness of Training Attended

Personnel involved in implementing an innovated curriculum must be made aware and be persuaded to accept it. It is at school level that any curriculum is actualized.   It is therefore important that head teachers and teachers attend both pre-service and in-service teacher education programmes to continuously acquit them with new developments in curriculum innovation and implementation. The following data shows the principals and teachers status on whether they underwent any pre-service or in – service preparation.

The principals said:

	Rating scale	No.	Percentage
a	Yes	2	50.0
b	No	2	50.0
	Total	**4**	**100**

Figure 16: Training of principals

On the other hand, teachers said:

	Rating scale	No.	Percentage
a	Yes	2	14.3
b	No	12	85.7
	Total	**14**	**100**

Figure 17: Training of teachers

Principals who attended gave the responses indicated on the appropriateness of the training

received:

	Rating scale	No.	Percentage
a	Appropriate	2	100
b	In appropriate	-	-
c		-	-
	Total	**2**	**100**

Figure 18: Appropriateness of training

On preparedness in relation to any form of training, either pre-service or in – service, 50% of

principals indicated having had the opportunity for such a course while 50% had none. Only

14.3% of teachers had access to some form of training while 85.7% had none at all. The

headteachers who attended training rated the appropriateness of training at 100%.

On whether there was any exposure to HIV-AIDS themes during pre – service training the,

researcher established the pattern below on teachers:

	Rating scale	No.	Percentage
a	Yes	6	42.9
b	No	8	57.1
	Total	**14**	**100**

Figure 19: Pre- service exposure to HIV – AIDS themes

Teachers who were exposed to HIV-AIDS themes during training made 42.9% of the sample,

while 57.1% received no exposure at all.

The helpfulness of this exposure is discerned in the table that follows:

	Rating scale	No.	Percentage
a	Yes	6	100
b	No	0	-
	Total	**6**	**100**

Figure 20: Appropriateness of pre-service exposure.

This exposure is seen as being useful by 100% of the teachers exposed to HIV-AIDS themes

during there pre – service training.

Principals of schools visited gave the data below on teachers who at attended external

seminars/ workshops related to HIV-AIDS themes in the English curriculum:

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	Rating Scale	No.	Percentage
a	All	0	0
b	A few	2	50.0
c	None	2	50.0
	Total	**4**	**100**

Figure 21: Teachers attendance of seminars/workshops

On whether there was any such workshops/ seminars at school level, the responses from the principals were in the pattern shown below:

	Rating scale	No.	Percentage
a	All	-	-
b	A few	1	25
c	None	3	75
	Total	**4**	**100**

Figure 22: Workshop or seminar at school level

From the responses received, 50% of principals indicated that a few teachers had attended any external seminars/ workshops while 50% said none of their teachers had attended any at all. While 25% of principals responded by saying a few teachers had opportunity to attend any seminars /workshops at school level, a high figure of 75% indicated that none of their teachers had such a chance at all.

The same question was posed to teachers. It elicited the information shown below:

	Organization /Institution	NO.	PERCENTAGE
a	The school at school level	0	0
b	The Ministry of Education at district level	1	7.1
c	The Ministry of Education at provincial level	1	7.1
d	The Ministry of Education at national level	0	0
e	By Non-Governmental Organizations (NGO's)	2	14.3
f	By religious organizations and bodies	1	7.1
g	By publishers	0	0
h	Other (Specify)	0	0

Figure 23: Seminars /Workshops attendance

Of the fourteen, only three had attended seminars/workshops organized and facilitated by any of the institutions sighted. Of the attendant group, one attended three different seminars/workshops facilitated and organized by three different organizations. Two attended a common seminar facilitated and organized by the same organization. Percentage attendance out of fourteen is indicated by the figure below:

Attendance	No.	Percentage
Attended	3	2.4
Not attended	11	78.6
Total	**14**	**100**

Figure 24: Summary of seminar attendance

It is evident that only 2.4% of the teachers have attended any seminars/workshops, while 78.6% have not attended any at all.

On the suitability of the seminars/workshops attended towards the teaching of HIV-AIDS

Themes, the responses were:

	Rating scale	No.	Percentage
a	Suitable	2	66.7
b	Unsuitable	1	33.3
	Total	**3**	**100**

Figure 25: Suitability of seminars and workshops

There was 66.7% approval on the suitability of the seminars/workshops while 33.3% of the

respondents felt they were of no help.

4.9 Professional Support and Guidance Extended to Teachers

In implementing a new curriculum, teachers need professional support and guidance to arrive at

an optimum level of competence. The researcher set out to establish the extent to which this

service was forthcoming. Principals and teachers made known their experiences. The principles

said:

	Rating scale	No.	Percentages
a	Excellent	-	-
b	Good	1	25.0
c	Fair	1	25.0
d	Poor	1	25.0
e	None	1	25.0
	Total	**4**	**100**

Figure 26: Professional support and guidance to teachers

Of this, teachers said:

	Rating scale	No.	Percentages
a	Excellent	2	14.3
b	Good	1	7.1
c	Fair	3	21.4
d	Weak	1	7.1
e	Not applicable (no visit at all)	7	50.0
	Total	**14**	**100**

Figure 27: Professional support and guidance to teachers

On this, 25% of the principles said this service was good. Another 25% thought it was fair with

the rest rating 25% for poor and 25% for none at all.

Administrative and professional support to teachers at school level.

Teachers gave their feeling on support given by school managements, both professional and
administrative as:

	Rating scale	No.	Percentages
a	Excellent	-	-
b	Good	2	14.3
c	Fair	7	50.0
d	weak	5	35.7
	TOTAL	**14**	**100**

Figure 28: Professional support and guidance to teachers

Only 14.3% felt support was good whereas 50% said it was fair. 35.7% indicated that there was

little if any at all and rated such at weak.

4.10 On Teachers Potential to Teach HIV-AIDS Themes

The teachers rated themselves on the ability to effectively teach the English curriculum, infused with HIV-AIDS themes:

	Rating scale	No.	Percentages
a	Excellent	1	7.1
b	Good	7	50.0
c	Fair	6	42.9
d	weak	-	-
	Total	**14**	**100**

Figure 29: On potential to teach HIV-AIDS themes

A small number at 7.1 % indicated they were excellent, while 50% rated themselves as being good. At fair was 42.9% no one indicated being weak.

4.11 Extent of Exposure of HIV-AIDS Content to Students

A good curriculum is a product of rational planning. It must have clear and specific aims and objectives. This leads to the means, content and methods that will lead to achievement of objectives set. The researcher sought to know whether the students were contented with the HIV-AIDS themes taught.

The students said:

	Rating scale	No.	Percentage
a	Enough	58	27.4
b	A little	91	42.9
c	Not at all	63	29.7
	Total	**212**	**100**

Figure 30: Extent of exposure to HIV-AIDS content

Respondents indicated the extent to which they thought they were exposed to HIV-AIDS themes.

27.4 % felt they had enough while 42.9% thought it was little. The rest, at 29.7% said they had

not been exposed at all. Therefore on the average 72.6% thought their exposure was inadequate.

4.12   Evaluation of HIV-AIDS Content

Evaluation is an important component in the process of curriculum implementation. It

determines the extent to which the objectives of a programme have been achieved. Learning

experiences and activities are expected to lead to certain bahaviour changes.

This can be measured objectively by administering tests or examinations by teachers or even by

self assessment by the students themselves. On whether the tests contained any messages on

HIV-AIDS, the students commented as follows:

	Rating scale	No.	Percentages
a	Often	47	22.2
b	Occasionally	66	31.1
c	Not at all	99	46.7
	Total	**212**	**100**

Table 31: Testing on HIV-AIDS themes.

The above table indicates that 22.2% were often tested while another 31.1% said they underwent

the same process. 46.7% responded by saying at no time were they ever tested.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher aims at summarizing the whole study. Conclusions are made from

the results of the research. The implications of the study are mentioned as well as

recommendations for further research.

This chapter derives from information given in chapter 4 in tabular form and from which

observations were made.

5.1 Summary

The purpose of this study was to investigate the teachers preparedness in implementing the

revised English curriculum and assess the level of appreciation of integrated themes from the

area of HIV-AIDS. The suitability of teaching and learning materials was studied, including the

extent of appropriateness and access. Enquired into was also the level of administrative and

professional support. The research was anchored on HIV-AIDS themes and how effective the

implementation process was within the English Curriculum.

5.2 Conclusions

a) On the Relevance of HIV-AIDS Themes

The infusion of HIV-AIDS themes into the English Curriculum was well received. This

therefore indicates that the decision to include HIV-AIDS concepts was realistic. It is viewed as

a means to finding possible solutions to the social and economic problems resulting from the

scourge. This is a good beginning from which further innovation can take place to produce a

better product.

b) On the Integration of HIV-AIDS Themes

There exists a disconnect between the feelings of the principals and students on one side and those of the teachers on the other side. The former indicated that they highly accept the concept of integration as applied in designing this curriculum and the final product; inclusion of HIV-AIDS themes in the English curriculum. However, it is noticeable that the teacher, who is the actual agent of change and implementer at the most crucial stage; the classroom, has indicated significant discomfort with this arrangement.

c) On the Adequacy of HIV – AIDS Content in Textbooks

The principals and teachers concur that students English course books are a good product. They feel HIV-concepts have been well handled and content included meeting the threshold of what a good textbook is. However, the verdict of the students who use the course books is different and wide apart from that of their principals and teachers. A majority view these books as having failed to reach their expectation in relation to HIV-AIDS knowledge.

d) On Students Access to Coursebooks

As an invaluable resource, course books are a must investment for every school. The population interviewed has given a clean bill to availability by indicating acceptable access levels. However, a small group has low reach to this material.

e) On Whether Level of Access to Coursebooks has Affected Learning of HIV-AIDS Concepts.

Since access rates to textbooks were found to be fairly high, the students interviewed indicated a positive correlative relationship between access and learning. However, because there is a group that is yet to access these books, the aims of this curriculum are yet to be fully attained.

F) Availability of Teachers and Students Reference Books and Materials and its Effect

The results of the research indicate that teachers are not adequately supplied with reference books and materials. The students too indicated short supply of supplementary reading sources. This shortage is a challenge to both teachers and students alike. Only a small number is contented with the reference books and material available.

Despite the status indicated, a majority of the teachers said there was little effect on their teaching of HIV-AIDS concepts. However, there is still a significant percentage who feel their effectiveness is hampered by the scarcity of these materials.

g) Quality and Availability of Teaching and Learning Aids.

The supply of quality learning and teaching aids is disproportionate to needs. A significant majority of the teachers said that there is a big gap in the area of teaching aids. Where the materials were available, they were most of the times inadequate. A very small fraction of teachers expressed satisfaction with this area.

h) Personnel and Appropriateness of Training Attended.

Results of the research indicate inadequate preparation of principals and teachers toward the implementation of the English Curriculum. Only 50% of the principals had attended any training. The status of teachers training is disturbing with almost all teachers- 85.7%, have had no prior nor current training on the English HIV-AIDS integrated curriculum.

Notable are comments by principals who were beneficiaries of training on this subject. They indicated that the training was very appropriate to the implementation of this curriculum. Although training on HIV-AIDS themes was minimal, a significant number of teachers indicated having been exposed to concepts on HIV-AIDS during pre-service training. A majority of them said they received no exposure at all.

This exposure has gone a long way in helping teachers in their teaching. All those who had such exposure said it was helpful to them.

I) **Teachers Attendance to Seminars/Workshops**

On seminars/workshops for teachers, the principals indicated that few teachers had such opportunity. Almost all teachers had never benefitted from such.

Teachers interviewed corroborated this information. They indicated that attendance to seminars on HIV-AIDS that could help them implement the English curriculum was low since few of them attended.

However, positively; teachers who attended seminars/workshops indicated that they were suitable and correlated well with the teaching of HIV-AIDS themes in the English Curriculum; hence helpful.

J) Professional Support and Guidance Extended to Teachers.

The level of satisfaction in this area is low. Both principals and teachers alike did indicate that such support was inadequate. In both cases, a significant number of respondents indicated, displeasure with support and guidance towards the implementation of the English, HIV-AIDS infused curriculum from Ministry of Education officials.

The teachers added that they were dissatisfied with professional support and guidance from school administrators.

K) Extent of Exposure of HIV-AIDS Content to Students.

On whether the students were satisfied with the HIV-AIDS content in the English curriculum, the researcher found out that a majority thought it was inadequate. Only a small number said they had enough exposure.

l) Evaluation of HIV-AIDS Content

Many students were contented with English tests. They said that they carried an adequate number of HIV-AIDS content test items. However, the results also indicate that a significant population lacked any exposure to such items.

5.3 Recommendations

The researcher's summary has led to the emergence of issues that curriculum developers, the Ministry of Education, school administrators and teachers may need to look at. They are related to teachers preparedness in implementing the HIV-AIDS integrated English curriculum and the suitability of teaching and learning materials including its access and appropriateness. This included levels of administrative and professional support. Some of the issues need further research.

a) On the Relevance of HIV – AIDS Themes

In as much as approval rating for inclusion of HIV-AIDS themes into the English curriculum was high, a small percentage of respondents was unhappy and thought the information was irrelevant. Further research is required to establish the cause of their contrasting views. The results of the study can then be used to make further innovation to the existing curriculum.

b) On the Integration of HIV – AIDS Themes

Whereas the principals and most students accepted the concept of integration as having been well applied, a significant number of teachers were of a contrary view. Suggestions that HIV-AIDS be taught as a separate subject arose. This went hand in hand with a demand for specific time allocation in the secondary school curriculum including being time-tabled as it

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is done with other subjects. Although a good number of students did not complain of integration, nevertheless; they had the same proposal as the teachers, including proposals for allocation of more time.

This suggests need for further exposure to teachers on the concept of integration through in-service courses and workshops/seminars. The benefit of this may spill to the students hence improve the acceptance levels of the integrated English curriculum.

c) **On the Adequacy of HIV-AIDS Content in Textbooks**

The principals and teachers are in agreement that the coursebooks meet the demands of the English curriculum.

The students are of the opinion that the books need review to make them more sensitive to their needs. In their suggestions, they said they would benefit more if HIV-AIDS content reached them in the form of reading passages/comprehensions, since this item gives more comprehensive information.

d) **On Students Access to Coursebooks**

Students access to coursebooks is within acceptable levels. However, it is recommended that this be pushed to optimum levels. Indeed, this accounts for some of the respondents views that the books are not meeting their needs in relation to HIV-AIDS information. With inadequate supply of textbooks, tracing such information is also hindered.

e) **On Whether Level of Access to Coursebooks had Affected**

   Learning of HIV-AIDS Concepts

There is correlative relationship between the high level of access to course books and learning. There should be emphasis on improving this access to optimum level. This will in turn help in the implementation of the HIV-AIDS integrated English curriculum.

f) Teachers and Students Reference Books and Materials

Even though access and availability are said to be low, both teachers and students indicate

that effect on teaching and learning activities is low.   However, proposals put forward by

the two sets or of respondents vouch for more of these materials. This hopefully will

enhance dissemination of HIV-AIDS themes and knowledge much more easily and

comprehensively.

g) Quality and Availability of Teaching and Learning Aids

Both teachers and students expressed need for the supply of teaching and learning aids.

While acknowledging a severe shortage of the same, particularly; they asked for:

- Visual aids like pictures.

- Recorded materials like radio programs, audio and video tapes, CDs and films.

- Extracts from magazines and newspapers.

- Resource persons.

- Television sets.

- Resource centres and,

- Original materials from teachers and pupils, especially plays (drama) and poems.

Provision of the mentioned teaching and learning aids will enhance the teaching and

learning of HIV-AIDS themes hence promote knowledge on the disease.

h) Personnel Training Needs

Little effort was put in training principals and teachers on the revised English curriculum

and its implementation. This has caused reservations on key implementers. For this reason

there was the discomfort brought about by the integration of HIV-AIDS themes in the

revised English curriculum. There is therefore need to train teachers of English through in-

service programmes and seminars/workshops. Principals and teachers who received such training term their experiences as of crucial importance in implementing the English curriculum. This justifies the proposals to subject all teachers of English to relevant training.

i) Professional Support and Guidance to Teachers

Little professional support and guidance was forthcoming. To build the confidence of teachers and win their enthusiasm for the revised English curriculum, it is imperative that the Ministry of Education, through the Directorate of Quality Assurance and its related agencies like the Kenya Institute of Education (KIE) visit schools to specifically give professional support and guidance to the teachers of English.   School heads can also extend such service to the teachers concerned.

j) Exposure of HIV-AIDS Content to Students

The coursebooks used were rated as being good. However, the students felt that there was little exposure to HIV-AIDS. This can be equated to teachers preferences in selection of teaching content, the short supply of coursebooks and other teaching and learning reference materials, and scarcity of teaching and learning aids.   The limitations indicated in sub-sections a, b, c, d, e, f, g, and h are factors that have led to low exposure to HIV-AIDS content to students.

k) Evaluation of HIV-AIDS Content

Significant effort has been put towards the testing of HIV-AIDS content through test teachers should consider testing more of this to cover the target population that feels it has been inadequately exposed HIV-AIDS test items.

5.3 Suggestions for Further Study

Following the data analysis and recommendations given, some of the results are inconclusive and they need further study.   They include:-

a. **Issues on the HIV-AIDS content.** A study to establish why some users of the English curriculum felt HIV-AIDS content was irrelevant is needed.

b. **Opposition to the integration of HIV-AIDS themes.** A study on why some respondents are unhappy with it should be done.

c. **Inadequate exposure to students on HIV-AIDS.** Its important for further research to uncover why students feel they are not getting adequate exposure to HIV-AIDS themes.

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APPENDIX I

LIST OF APPROVED ENGLISH TEXTBOOKS FOR FORMS ONE TO FOUR

Form One

SUBJECT		PUBLISHER	TEXTBOOK TITLE	AUTHORS
ENGLISH	1.	Longman Kenya Ltd	Explore English – Form One	T.K. Ngari, Beth Kukubo, Zipporah Mutea, Thomas Rimbui
	2.	East African Educational Publishers	New Horizons in English 1 Teachers Guide	Alice Kiai, Benson Oduor, Emily Owuor
	3.	Oxford University Press	Head Start Secondary English Pupils Book Teacher's Book 1	Austin Bukenya, David Njengere, Angeline Kioko, Virginia Mutei
	4.	Jomo Kenyatta Foundation	New Integrated English Book 1 Teacher's Guide	Julie Newman, Harriet Mugambi, Eunice Kimaliro, Ngungui Kiio, Agnes Gathumbi, Jane Bwonya
	5.	Longhorn (K) Ltd	Advancing in English 1 Teachers' Book 1	Hilda Oburu, Hida Bochere, Lillian Vikiru
	6.	Kenya Literature Bureau	Excelling in English 1 Teacher's Guide	Phyllis, Francis Gichema Wanjohi, Florence Kisirikoi, Theal Nyaa

Form Two

SUBJECT		PUBLISHER	TEXTBOOK TITLE	AUTHORS
ENGLISH	1.	Longman Kenya Ltd	Advancing in English – Form Two Teacher's Guide	Lillian Vikiru, Hilda Obutu, Hilda Omwonyo
	2.	Oxford University Press	Head start Secondary English Form 2 Teacher's Guide	Austin Bukenya, David Njeng'ere, Angelina Kioko, Jane Njue
	3.	Kenya Literature Bureau	Excelling in English Book 2 Teacher's Guide	Phyllis, Francis Gichema Wanjohi, Florence Kisirikoi, Muchiri Mukunga
	4.	East African Educational Publishers	New Horizons in English 2 Teachers Guide	Alice Kiai, Benson Oduor, Emily Owuor

Form Three

SUBJECT		PUBLISHER	TEXTBOOK TITLE	AUTHORS
ENGLISH	1.	Kenya Literature Bureau	Excelling in English Book 3	Henry Indagasi Phyllis Mwangi Muchiri Mukunga Charles M. Gecaga
	2.	Longman (K) Ltd	Explore English – Form Two Teacher's Guide	Tarcisius K. Ngare Beth Kukubo Zipporah Mutea
	3.	Longhorn (K) Ltd	Advancing in English Book 3 Teacher's Guide	Hilda Oburu Hilda Bochere Lillian Vikiru
	4.	Oxford University Press	Head start Secondary English Book 3 Teacher's Guide	Austin Bukenya David Njeng'ere Angelina Kioko
	5.	Macmillan Kenya Ltd	Macmillan Secondary English Book 3 Teacher's Guide	Ruth Ngung'u Lawrence Njoroge Purity Kiambi
	6.	Jomo Kenyatta Foundation	New Integrated English 3 Teacher's Guide	Jane Bwonya Eunice Kimaliro Ngungui Kiio Harriet Mugambi Julie Newman

Form Four

SUBJECT		PUBLISHER	TEXTBOOK TITLE	AUTHORS
ENGLISH	1.	Oxford University Press	Head Start Secondary English 4 Teacher's Guide	Austin Bukenya David Njeng'ere Angelina Kioko
	2.	Longhorn Kenya Publishers	Advancing in English 4 Teacher's Guide	Hilda Oburu Hilda Onwoyo Lilian Vikiru
	3.	East African Educational Publishers	New Horizons in English 4 Teacher's Guide	Macmillan Publishers
	4.	Macmillan Secondary English 4	Macmillan Publishers Teacher's Guide	Ruth Ndung'u Lawrence Njoroge Purity Kiambi

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

You are kindly asked to answer the questions in this questionnaire accurately. Do not give your name. You are further assured that your identity shall not be divulged to anyone whatsoever. This information shall be treated confidentially and be treated and used purely for academic purposes. Answer questions accordingly. Where brackets are used, appropriately put a tick (✓).

(This is all in relation to the English Language Curriculum)

1. What are your teaching subjects?

    a)   _____

    b)   _____

    c)   _____

2. What is your teaching experience?

_____ (years)

3. What is your teaching load?

_____ lessons

4. How do you rate your teaching load?

    a) Overloaded   ( )

b) Adequately loaded ( )

c) Under- loaded   ( )

5. What is your opinion on the integration HIV-AIDS themes in the English Language syllabus?

a) Very relevant   ( )

b) Relevant   ( )

c) Irrelevant   ( )

6. How do you rate the available student's textbooks in terms of HIV-AIDS content?

a) Very appropriate   ( )

b) Appropriate   ( )

c) Inappropriate   ( )

7. Are teachers' reference books and materials on HIV-AIDS adequate in numbers?

a) Adequate   ( )

b) Inadequate   ( )

c) Not available   ( )

8. How do you rate the content of the reference material available for teachers?

a) Very appropriate   ( )

b) Appropriate   ( )

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c) Inappropriate ( )

9. Does the above situation on teaching materials negatively affect your teaching of HIV-AIDS content?

   a) Much ( )

   b) A little ( )

   c) Not at all ( )

10. Rate your students access to course books

    a) Adequate ( )

    b) Inadequate ( )

    c) Not available ( )

11. Did you receive any pre-service training on the English language syllabus in relation to the integrated HIV-AIDS content?

    a) Yes ( )

    b) No ( )

12. Were you exposed to HIV-AIDS themes during your pre-service training?

    a) Yes ( )

    b) No ( )

13. Is the exposure you got helpful in your teaching?

    a) Yes ( )

b) No   ( )

c) Not applicable   ( )

14. How many seminars/workshops have you attended on the implementation of the integrated

English language syllabus, in relation to HIV-AIDS organized by:-

a) The school, at school level   _____

b) The Ministry of Education at district level   _____

c) The Ministry of Education at provincial level _____

d) The Ministry of Education at national level   _____

e) By Non Governmental Organizations (NGO's)   _____

f) By religious organizations and bodies   _____

g) By Publishers   _____

h) Other (specify)   _____

15. Rate the suitability of the seminars/workshops you attended to your teaching of the subject in

relation to HIV-AIDS

a) Suitable   ( )

b) Unsuitable   ( )

c) Not applicable   ( )

16. Rate your potential and efficiency in the teaching HIV-AIDS themes in the English language

curriculum

a) Excellent   ( )

b) Good   ( )

c) Fair   ( )

d) Weak   ( )

17. In terms of quality and availability how would you describe the teaching aids in your school

(i.e. photographs, magazines cut outs, films, tapes, resource persons e.t.c.)

a) Adequate   ( )

b) Inadequate   ( )

c) Not available   ( )

18. How do you rate the administrative and professional support at the school level in terms of

implementation of this curriculum?

a) Excellent   ( )

b) Good   ( )

c) Fair   ( )

d) Weak   ( )

19. Rate the extent of professional support from Ministry of Education officials (Quality

Assurance Officers) in terms of implementation of this curriculum.

a) Excellent   ( )

b) Good   ( )

c) Fair   ( )

d) Weak   ( )

e) Not-applicable (No visit at all)   ( )

20. In your opinion, what should be done to improve the English language curriculum as a tool to

    fight HIV-AIDS?

    a) _____

    b) _____

    c) _____

21. In your opinion, what should be done to help you implement this curriculum effectively?

    a) _____

    b) _____

    c) _____

Thank you for giving me your time and input. May God bless you abundantly!

APPENDIX III

QUESTIONNAIRE FOR STUDENTS

You are kindly asked to answer the questions in this questionnaire accurately. Do not give your name. You are further assured that your identity shall not be divulged to anyone whatsoever. This information shall be treated with confidentiality and used purely for academic purposes. Answer questions accordingly. Where appropriate, use a tick (✓)

(This is all in relation to the English language curriculum)

1. Are you happy with the integration of HIV-AIDS in the English language curriculum?

    a) Very much   ( )

    b) A little   ( )

    c) Not at all   ( )

2. Do you think the integration of HIV-AIDS in English is relevant to your life?

    a) Very relevant   ( )

    b) Relevant   ( )

    c) Irrelevant   ( )

3. Is there adequate HIV-AIDS content in the English language textbooks you use?

    a) Adequate   ( )

    b) Inadequate   ( )

c) Not available ( )

4. Are you taught concepts related to HIV-AIDS in English as a subject?

   a) Often ( )

   b) Occasionally ( )

   c) Not at all ( )

5. Are you satisfied with your teachers approach when teaching HIV-AIDS concepts?

   a) Highly ( )

   b) A little ( )

   c) Not at all ( )

6. Do you have an adequate number of English textbooks for use?

   a) Adequate ( )

   b) Inadequate ( )

   c) None ( )

7. Does the above situation on textbooks negatively affect your learning of HIV-AIDS in any way?

   a) So much ( )

   b) Slightly ( )

   c) Not at all ( )

8. Do you have access to supplementary teaching and learning aids (i.e. photographs, magazine

cut outs, films, tapes, resource persons e.t.c.) related to HIV-AIDS in English as a subject.

a) Adequate   ( )

b) Inadequate   ( )

c) Not available   ( )

9. Do the tests you do contain any messages on HIV-AIDS in English as a subject.

a) Often   ( )

b) Occasionally   ( )

c) Not at all   ( )

10. In your opinion, are your teachers of English giving you as much exposure as you need in

HIV-AIDS?

a) Enough   ( )

b) A little   ( )

c) Not at all   ( )

11. In your opinion, what do you think should be done to improve the teaching of HIV-AIDS in
English?

a) _____

b) _____

c) _____

Thank you for allowing me use your time. May God bless you abundantly!

APPENDIX IV

QUESTIONNAIRE FOR PRINCIPALS

You are kindly asked to answer the questions in this questionnaire accurately. Do not give your name. You are further assured that your identity shall not be divulged to anyone whatsoever. This information shall be treated with confidentiality and used purely for academic purposes. Answer questions accordingly. Where appropriate, use a tick (✔).

(This is all in relation to the English language curriculum)

1. Did you receive any training in the implementation of the revised secondary school syllabus?

    a) Yes   ( )

    b) No   ( )

2. If you did, how do you rate its appropriateness?

    a) Appropriate   ( )

    b) Inappropriate   ( )

    c) Not applicable   ( )

3. In your opinion how important is the integration of HIV-AIDS in the English Language syllabus?

    a) Relevant   ( )

    b) Irrelevant   ( )

    c) Not available   ( )

4. How was the reception of the new English language syllabus by teachers?

   a) Excellent ( )

   b) Good ( )

   c) Fair ( )

   d) Poor ( )

5. Have the teachers complained about the integration of HIV-AIDS in English?

   a) Often ( )

   b) Rarely ( )

   c) Not at all ( )

6. Rate the teachers satisfaction with the HIV-AIDS content in the course books

   a) Excellent ( )

   b) Good ( )

   c) Fair ( )

   d) Poor ( )

7. How many of the English teachers have attended any external workshops and seminars in

   relation to the HIV-AIDS integrated course?

   a) All ( )

   b) A few ( )

   c) None ( )

8. Have the teachers of English had any workshop or seminar at school level in relation to the HIV-AIDS integrated course.

a) All   ( )

b) A few   ( )

c) None   ( )

9. Rate the level of professional support and guidance extended to the teachers by MOEST staff (Quality Assurance Division)

a) Excellent   ( )

b) Good   ( )

c) Fair   ( )

d) Poor   ( )

e) None   ( )

10. How would you describe the load of your teachers of English?

a) Highly overloaded   ( )

b) Overloaded   ( )

c) Adequately loaded   ( )

d) Under-loaded   ( )

11. To what extent does the above load affect the efficiency of the teachers?

a) Makes them very inefficient ( )

b) Makes them slightly inefficient ( )

c) No effect on efficiency ( )

12. Rate your students reception of HIV-AIDS integrated English language syllabus

a) Excellent ( )

b) Good ( )

c) Fair ( )

d) Poor ( )

13. Have you been able to meet all the demands made by teachers in relation to the implementation of the new English curriculum?

a) To a higher extent ( )

b) To a lower extent ( )

c) Not at all ( )

If your answer falls at (c) or (d), kindly explain why

a) _____

b) _____

c) _____

14. Kindly suggest what could be done to improve this curriculum?

a) _____

b) _____

c) _____

15. Kindly suggest what could be done to help you implement this curriculum more effectively:

a) _____

b) _____

c) _____

Thank you for dedicating some of your time to this project.