

**Knowledge and Attitude of Secondary School Teachers towards HIV and
AIDS related Education in School**

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Abstract

The HIV/AIDS related health issues possess the severe threat in the society especially among younger generation as far as its effective prevention is concerned. This study explored the knowledge and attitude of school teachers towards HIV/AIDS education in school. The study conducted on the sample of 144 school teachers taken through stratified random sampling technique from secondary schools of Hyderabad. The tool used for data collection is knowledge and attitude scale for teachers regarding HIV/AIDS education in schools which is developed by the researchers. It is five point scale Questionnaire consisted 25 items from five dimensions such as General knowledge & Awareness, Symptoms & Preventions, Attitudes towards people with HIV/AIDS, Attitude towards Teaching Sensitive Topics, and Instructional Confidence. The statistical techniques used for analysing the data are mean, standard deviation and t-test. The result of the study showed that there is moderate knowledge and attitude towards HIV/AIDS education among secondary school teachers. It is also found that there is significant difference in the attitude towards HIV/AIDS education

among secondary school teachers based on stream of subject and teaching experience of teachers. It is also found that there is no significant difference in attitude towards HIV/AIDS education based on gender and type of management of school among secondary school teachers.

Key words: *HIV and AIDS, HIV and AIDS related Education, Awareness and attitude*

Introduction

The younger generation are highly prone to health issues due to HIV infections as around half of all HIV-infected people are aged 15 –24 years. HIV and AIDS are severe health threat since lack of proper awareness may cause health hazardous as HIV continues to be an alarming health issue of human globally (Monasch & Mahy, 2006). Many issues cause to raise the vulnerability of young generation to HIV infection but lack of proper knowledge has been identified as one of the leading cause. HIV is a state of human immuno deficiency virus infection while AIDS is acquired immune deficiency syndrome which is a spectrum of conditions caused by infection with the human immuno deficiency virus. It is estimated in 2017 that around 36.9 million people were living with HIV which consisted of an estimation of 1.8 million children as well. It depicts that the global HIV prevalence among the adult is 0.8%. UNAIDS shows that 77.3 million people have become the victim of HIV and more than 35.4 million people have died due to AIDS-related illnesses. It is also alarming that 940,000 people died in 2017 due to AIDS-related illnesses issues. The major issue regarding the epidemic is that around 25% of the HIV victims do not know that they have infected with the virus. There is fall currently in number of victims that has declined by more than 51% after its peak stage during 2004 and around 1.4 million in 2010 (UNAIDS-2015 Fact sheet Department of AIDS control Ministry of Health and Family welfare, 2014).

Significance of the Study

Studies shows that the school - based HIV/AIDS education and intervention programmes can potentially bring significant changes in knowledge and attitudes that affect

sexual behaviour of young people (James - Traore, Finger, Ruland & Savariaud, 2004). Teachers' awareness and proper training on specific content can also expose to the participatory learning approaches among students that is potential to ensure classroom discussion of HIV transmission and prevention (Buston, Wight, Hart & Scott 2002). Schools are pivotal in providing crucial platforms to impart effective awareness programmes to younger generations. Teachers occupy substantial place in making aware the student is as the teachers are ideal sources of educating the youths either explicitly or implicitly. The highlighting demographic features of India are that it is the largest country with huge young population. The physical and mental health of Indian young generation is paramount in educational scenario since teaching and educating the young adults and adolescents is pertinent in constructing a healthier future for the society. Hence, the study necessities to find out whether teachers have the appropriate knowledge, awareness and attitude regarding the concerned issues since the schooling system is highly expected to impart effective knowledge and information regarding awareness campaigning on HIV/AIDS .

Review of related studies

Goyal et al. (2015) found significant differences in knowledge on HIV/AIDS among teachers by the type of school and teaching subject. It is also found that there were significant differences in attitude as well by the type of school, teacher's age and teaching subject. The study found no statistically significant relation between adequate knowledge and favourable positive attitude among teachers. Munusamy and Raviraaj (2010) found that teachers have sufficient awareness as in one or more ways in which HIV spreads and 69% of the teachers have the knowledge of symptoms and ways through which the HIV spreads. Ghosh, Chhabra & Springer (2008) found a significant difference among public and private school teachers in their knowledge, attitudes toward HIV/ AIDS related educational issues, and their instructional confidence level in addressing these issues. Mazloomi & Baghianimoghadam (2008) found a relationship between the age of participants and their attitude as younger teachers having more positive attitudes. A significant difference was found between the gender of teachers and their attitude. It is also found a direct correlation between teachers' knowledge on of HIV/AIDS and a positive attitude.

Objectives of the study

1. To find out the significant difference in the knowledge and attitude towards HIV/AIDS education among government and private secondary school teachers.
2. To find out the significant difference in the knowledge and attitude towards HIV/AIDS education among arts and science secondary school teachers.
3. To find out the significant difference in the knowledge and attitude towards HIV/AIDS education among male and female secondary school teachers.
4. To find out the significant difference in the knowledge and attitude towards HIV/AIDS education secondary school teachers having teaching experience less than and more than 10 years of teaching experience.

Hypothesis of the study

1. There will be no significant difference in the knowledge and attitude towards HIV/AIDS education among government and private secondary school teachers.
2. There will be no significant difference in the knowledge and attitude towards HIV/AIDS education among arts and science secondary schoolteachers.
3. There will be no significant difference in the knowledge and attitude towards HIV/AIDS education among male and female school teachers.
4. There will be no significant difference in the knowledge and attitude towards HIV/AIDS education secondary school teachers having teaching experience less than and more than 10 years of teaching experience.

Methodology

A survey study was used as the design of the study. The population of the study is secondary school teachers from Hyderabad district of Telangana state, India. The sample selected for the study is 144school teachers from Hyderabad district of Telangana state, India. The sample was selected through a stratified random sampling technique taken from government and private secondary school teachers. The tool used for data collection is an awareness and attitude scale for teachers regarding HIV/AIDS education in schools which is developed by the researcher. It is five point scale Questionnaire consisted 25 items from five dimensions such as General knowledge and Awareness, Symptoms & Preventions, Attitudes

towards People with HIV/AIDS, Attitude towards Teaching Sensitive Topics, and Instructional Confidence. The statistical techniques used for analysing the data are mean, standard deviation and t-test.

Result and Analysis

Table 1

Comparison of difference in the knowledge and attitude towards HIV/ AIDS education among government and private school teachers

Group	N	Mean	Standard Deviation	t-value	table value	Level of significance
Government	60	74.68	9.22	1.48	1.96	Not significant
Private	84	72.54	8.04			

Table - 1 shows that the mean and standard deviation of knowledge and attitude towards HIV/ AIDS education among government and private school teachers are 74.68, 9.22 and 72.54, 8.04 respectively. The calculated t-value is 1.48 which is lesser than the table value at 0.05 level. There is no significant difference in knowledge and attitude towards HIV/ AIDS education among government and private school teachers. Hence, the null hypothesis which stated there is no significant difference in knowledge and attitude towards HIV/ AIDS education among government and private school teachers is accepted.

Table 2

Comparison of difference in the knowledge and attitude towards HIV/ AIDS education among arts and science school teachers

Group	N	Mean	Standard Deviation	t-value	table value	Level of significance
Arts	70	73.44	10.45	2.13	1.96	Significant at 0.5
Science	74	76.84	8.65			

Table - 2 shows that the mean and standard deviation of knowledge and attitude towards HIV/ AIDS education among arts and science school teachers are 73.44, 10.45 and 76.84, 8.65 respectively. The calculated t-value is 2.13 which is greater than the table value at 0.05 level. There is significant difference in knowledge and attitude towards HIV/ AIDS education among arts and science school teachers as the knowledge and attitude towards HIV/ AIDS education among science school teachers is higher than school teachers from arts subjects. Hence, the null hypothesis which stated there is no significant difference in knowledge and attitude towards HIV/ AIDS education among arts and science school teachers is rejected.

Table 3
Comparison of difference in the knowledge and attitude towards HIV/ AIDS
education among male and female school teachers

Group	N	Mean	Standard Deviation	t-value	table value	Level of significance
Male	76	75.51	9.37	1.07	1.96	Not Significant
Female	68	73.92	8.41			

Table - 3 shows that the mean and standard deviation of knowledge and attitude towards HIV/ AIDS education among male and female school teachers are 75.51, 9.37 and 73.92, 8.41 respectively. The calculated t-value is 1.07 which is lesser than the table value at 0.05 level. There is no significant difference in knowledge and attitude towards HIV/ AIDS education among male and female school teachers. Hence, the null hypothesis which stated there is no significant difference in knowledge and attitude towards HIV/ AIDS education among male and female school teachers is accepted.

Table 4
Comparison of difference in the knowledge and attitude towards HIV/ AIDS
education secondary school teachers with less than and more than 10 years of
teaching experience

Group	N	Mean	Standard Deviation	t-value	Table value	Level of significance
Teachers with less than 10 years of teaching experience	78	72.08	8.15	2.31	1.96	Significant at 0.5
Teachers with more than 10 years of teaching experience	66	75.49	9.64			

Table - 4 shows that the mean and standard deviation of knowledge and attitude towards HIV/ AIDS education among secondary school teachers with less than and more than 10 years of teaching experience are 72.08, 8.15 and 75.49, 9.64 respectively. The calculated t-value is 2.31 which is greater than the table value at 0.05 level. There is significant difference in knowledge and attitude towards HIV/ AIDS education among secondary school teachers with less than and more than 10 years of teaching experience as the knowledge and attitude towards HIV/ AIDS education among secondary school teachers with more than 10 years of teaching experience is higher than school teachers with less than 10 years of teaching experience. Hence, the null hypothesis which stated there is no significant difference in knowledge and attitude towards HIV/ AIDS education among secondary school teachers with less than and more than 10 years of teaching experience is rejected.

Conclusion

Effective school-based HIV/AIDS education systematically can be given by combining curricular interventions and training programmes by teachers. Teachers training and sufficient knowledge can facilitate the enhanced awareness level of students since they may be a genuine source of correct information and trusted persons with whom younger generation can raise sensitive and complicated issues about sexuality and other related issues. The explicit and implicit intervention programmes undertaken by the teachers in and out of classroom can shape meaningfully the perspectives of younger generation especially their health and other behavioural issues. It is the great need of the hour that teachers should be effectively given better training programme and orientation regarding the health education. Teachers should enhanced their understanding on health related issues by proper educational

activities that they can provide effective guidance and counselling to their students. The study recommends to the teachers, curriculum framers and educational policy makers that there should be proper provision to train and educate the students regarding health issues especially the health hazards like HIV/AIDS. The awareness level of students in the school can be greatly enhanced by implementation of the HIV/AIDS education programme in training of teachers.

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