

# Relationship Between Teachers' Motivation Teaching HIV/AIDS Education And Students' Knowledge And Attitude Towards Sexual Behaviour In Secondary Schools In Coast Region, Kenya

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## ABSTRACT

Education plays an important role in curbing the spread of HIV and AIDS among the youth. However, there is little known how teachers' motivation in teaching HIV/AIDS education affects students' knowledge and attitudes towards sexual behaviour. The purpose of the study was to determine the relationship between teachers' level of motivation in teaching HIV/AIDS education and students' knowledge and attitude towards sexual behaviour in secondary schools in the Coast Region of Kenya. The study used descriptive survey research design. Proportional, purposive and random sampling methods were used to choose the participants. The samples comprised 421 respondents of which 33 were teachers and 388 students in 13 secondary schools. Questionnaires, document analysis and interview schedule were used to collect the data. Reliability coefficients of the instruments were 0.8 for both teachers and students. Both descriptive and inferential statistics were used in data analysis. The descriptive statistics that were used were frequencies and percentage. Chi-square statistics was used to test the hypothesis in the study. The hypothesis testing was done at  $\alpha = 0.05$  level of significance. The data collected in this study was analysed using Statistical Package for Social Sciences (SPSS) computer programme version 20.0. The findings showed that there is a relationship between teachers' level of motivation in teaching of HIV/AIDS education and students' knowledge and attitudes towards sexual behaviour. It further revealed that majority of Form 4 students had negative attitude towards sexual behaviour. The study recommends that the Teachers Service Commission and other stakeholders should motivate teachers who teach HIV/AIDS education in secondary schools.

**Key words:** teachers' motivation, students' knowledge, students' sexual behaviour

## 1. Introduction

An estimated 38 million people worldwide are living with HIV and AIDS, two thirds of these are in Sub-Saharan Africa (UNAIDS, 2001; Global Report, 2010). Whiteside and Sunter (2000) argued that a lot can be done to curb the spread of HIV and AIDS through education. However, for education to be effective, it must begin before young people are initiated into sexual activity (UNESCO, 2011). Merck Foundation and Overseas Development Institute (2006) report showed that, in Kenya, teachers were expected to pass HIV and AIDS messages through their regular subjects using the implementation guidelines provided by the two syllabi; one provided by the Ministry of Education (MoE) and the other syllabus provided by the Kenya Institute of Education (KIE). The KIE syllabus has infused and integrated HIV and AIDS content in the regular subjects. The successful implementation of this approach, however, presupposed adequate preparation in terms of teacher capacity development, child responsive pedagogy and development of appropriate learning materials. However, according to Ruto, Chege and Wawire (2009), many teachers in Kenya shunned the teaching of HIV/AIDS education, mainly because they perceived themselves as incompetent in the subject. Mithamo (2005) noted that implementation of HIV and AIDS curriculum has not been successful due to lack of training of teachers and unavailability of relevant HIV and AIDS teaching and learning materials. It is worth noting that while teachers prepare learning materials in subjects they teach and also some write textbooks in the subjects that they teach for use by other teachers, they do not do the same for HIV/AIDS education. This research investigated teachers' level of motivation in teaching HIV/AIDS education.

Teachers are expected to play a major role in the provision of information on HIV and AIDS in order to promote awareness which results in behaviour change among students (Madzivanyika, 2013). According to Bishay (1996), teachers in Nigeria have high motivation in teaching. Peck, Fox, and Morston (1977), showed that there exists a correlation between teacher motivation and student self-esteem. Vimala et al (2005) reported that motivation and accountability among teachers was a big problem and that most children leave primary school without learning the basic skills of reading and writing in India. However Stevens and White (1987) showed that there was no direct relationship between teacher morale and student achievement. The evidence on motivation trends is more mixed. Stakeholder respondents in most countries usually identified the same negative and positive factors, but invariably reached different conclusions about the overall impact on teacher motivation (Bennell, & Kwame, 2007).

NACC (2010) showed that risky sexual behaviour and condom use among the youth in Kenya has not improved significantly since the introduction of HIV/AIDS education in secondary schools. Many young people do not seek voluntary counselling and testing (VCT) services until they develop symptoms of AIDS in Kenya (Kiragu, 2001). Most of the youth engage in risky sexual behaviour more than any other age group in Kenya (Waithaka & Bessinger; 2001; Onyando & Otieno, 2003). Thus the high cases of students in secondary schools getting involved in risky sexual behaviour are of great concern that was worth being investigated in this research. There was also need to assess the relationship between teachers' level of motivation in teaching HIV/AIDS education and students' knowledge and attitude towards sexual behaviour in secondary schools in the Coast Region of Kenya. This is the gap the research study is intended to fill.

## **2. Objectives of the Study**

The objective of this study was to investigate the relationship between teachers' level of motivation in teaching HIV/AIDS education and students' knowledge and attitudes towards sexual behaviour in secondary schools in the Coast Region of Kenya.

## **3. Research Hypotheses**

The following null hypotheses were tested at  $\alpha = 0.05$  level of significance.

H<sub>01</sub>: There is no significant relationship between teachers' level of motivation in teaching HIV/AIDS education and students' knowledge on sexual behaviour in secondary schools in the Coast Region of Kenya.

H<sub>02</sub>: There is no significant relationship between teachers' level of motivation in teaching HIV/AIDS education and students' attitudes towards sexual behaviour in secondary schools in the Coast Region of Kenya.

## **4) Methodology**

The study adopted a descriptive survey research design. The target population composed of 112026 respondents in 362 public secondary schools in Coast Region, Kenya. The sample comprised 421 respondents of which 33 were teachers and 388 students in 13 public secondary schools. The selection of schools was done using simple random sampling methods while participants were selected using purposive, propositional and simple random sampling. Data was collected using questionnaires and the rationale of using it was because of the large number of the respondents. Documents used in teaching HIV/AIDS education in schools were reviewed and Head of Department guidance and counselling were interviewed. The pilot study was carried out in three schools in Kilifi County within the Coast Region, Kenya. The data from the pilot study was used to compute correlation coefficient. The test re-test method was used to obtain the two scores which were correlated using the Pearson's product moment correlation coefficient to establish the reliability of the instruments. The instruments were considered to be reliable if they yielded a reliable coefficient of 0.7 and above. Teachers' questionnaire and students' questionnaire yielded a reliability coefficient of 0.8 each. The research tools were developed and validated before their use with help from other members from the Department of Education. The researcher obtained permission to carry out the study from the National Commission for Science, Technology and Innovation (NACOSTI).

The study ensured privacy and confidentiality by allowing respondents to have pre-eminence over time and extent to which they could withhold or share information. The researcher also presented the proposal document to university ethical committee and any recommendation made by the committee was fully adhered to. The data collected was analyzed using both descriptive and inferential statistics. The descriptive statistics that was used include frequencies and percentages. Chi-square statistics was used to analyze data collected to establish the significance of the relationships between the study variables and ascertain the differences in the respondents. The data collected in this study was analysed using statistical package for social sciences (SPSS) computer programme version 20.0. The result was presented using frequency, percentages distribution tables and bar graphs.

## **5. Results of the Study**

The study was set to investigate the relationship between teachers' motivation in teaching HIV/AIDS education and students' knowledge and attitudes towards sexual behaviour in secondary schools in the Coast Region of Kenya. Information was collected from 421 respondents and the data analysis generated the following results:

### 5.1 Demographic Characteristic of the Respondents

Majority (55.1%) of respondents were male whereas 44.9% were female. The study revealed that 44% of teachers were trained in HIV/AIDS and/or life skill education and 56% were not trained. Majority of trained teachers (88.8%) were trained in HIV/AIDS education through seminars and workshops and 18.2% of teachers had trained in HIV/AIDS education at certificate or diploma level.

### 5.2 Teachers' Motivation and Students' Knowledge and Attitude

The Null hypothesis one ( $H_{01}$ ) of the study sought to find out whether there was a significant relationship between teachers' level of motivation in teaching HIV/AIDS education and students' knowledge on sexual behaviour in secondary school in Coast Region, Kenya. The researcher first established teachers' level of motivation and students' level of knowledge on sexual behaviour. These variables were grouped into two categories, those who had high and those who had low. The results are shown in Table 1 and 2.

Table 1 Teachers' Level of Motivation in Teaching HIV/AIDS Education

Statements	Teachers n = 25			
	High		Low	
	F	%	F	%
I go out of my way to make sure HIV/AIDS resources are available in school	6	24	19	76
I always keep records on what I teach during HIV/AIDS lesson	12	48	15	52
I prepare HIV/AIDS education lesson plan before going to class	16	64	9	36
I prepare life skills lesson plan before going to class	4	16	21	84
I create extra lessons to cover HIV/AIDS syllabus	4	16	21	84
I create extra lessons to cover life skills syllabus	4	16	21	84
I invite facilitators in school to talk to students about HIV and AIDS	9	36	16	64
I organise for interschool activities on HIV and AIDS every year	10	40	15	60

Results depicted in Table 1 showed that 64% of teachers prepared HIV/AIDS lesson plan before going to class to teach HIV/AIDS education and 16% of teachers prepared life skills lesson plan before going to class. Table 1 further revealed that 16% of teachers created extra time to cover life skills syllabus. Table 2 shows the summary of students' knowledge on sexual behaviour

Information captured in Table 2 showed that 45.6 % of Form 1 students and 36.9% of Form 4 students indicated that condoms do not protect people from getting infected with HIV. The information in Table 2 also revealed that 60.6% of Form 1 and 58.9% of Form 4 students knew that petroleum jelly was not a good lubricant for condoms. Majority (86%) of Form 1 students indicated that insect bites can transmit HIV compared to 11.8% of Form 4 students. In order to test the stated hypothesis, the collected data was analysed using the descriptive statistics. The results are summarised in Figure 1.

Table 2 Summary of Students' Level of Knowledge on Sexual Behaviour

Statements	Form 1 n = 193				Form 4 n = 195			
	High		Low		High		Low	
	F	%	F	%	F	%	F	%
HIV only infect people	142	73.6	51	26.4	137	70.3	58	29.7
All people who are HIV positive got it through sexual intercourse	171	88.6	22	11.4	176	90.3	19	9.7
A person can't get HIV and AIDS by sharing clothes, utensils with an infected person	136	70.5	57	29.5	142	72.8	53	27.2
A person can get HIV through bites from insects such as mosquitoes, lice, bedbug	27	14	166	86	172	88.2	23	11.8
People who are HIV positive are always sickly	119	61.7	74	38.3	114	58.5	81	41.5
Condoms do not protect a person from getting infected with HIV during sexual intercourse	105	54.4	88	45.6	123	63.1	72	36.9
Knowing your HIV status can reduce the risk of HIV infection	134	69.4	59	30.6	158	81	37	19
Abstaining from sexual intercourse is the only method of reducing HIV infection	85	44	108	56	89	45.6	106	54.4
Being faithful to one sexual partner can't reduce the rate of HIV infection	110	57	83	43	122	62.6	73	37.4
Petroleum jelly is a good lubricant for condoms	117	60.6	76	39.4	114	58.9	81	41.1

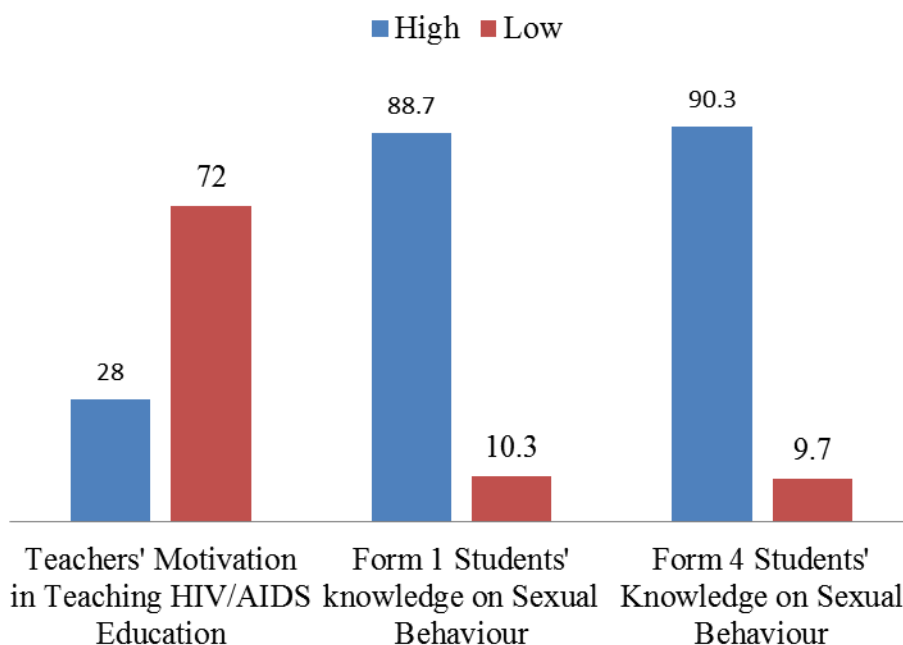


Figure 1 Teachers' Motivation in Teaching HIV/AIDS Education and Students' Knowledge on Sexual Behaviour

Figure 1 showed that 72% of teachers had low motivation in teaching HIV/AIDS education, 10.3% of Form 1 students and 9.7% of Form 4 students had low knowledge on sexual behaviour. To test the stated hypothesis, Chi-square test was performed on the analysed data. The findings are shown in Table 3.

Table 3  
Chi-square test between Teachers' Motivation and Students' Knowledge on Sexual Behaviour

	Teachers level of motivation	Form 1 students' knowledge	Form 4 students' knowledge
Chi-square	4.840	118.140	126.405
df	1	1	1
Asymp. Sig.	.028	.000	.000

The results in table 3 showed that there was a significant relationship between teachers' level of motivation and students' knowledge on sexual behaviour (*df*1, *p* < .05). The Null hypothesis stated was rejected.

### 5.3 Teachers' Motivation and Students' Attitude towards Sexual Behaviour

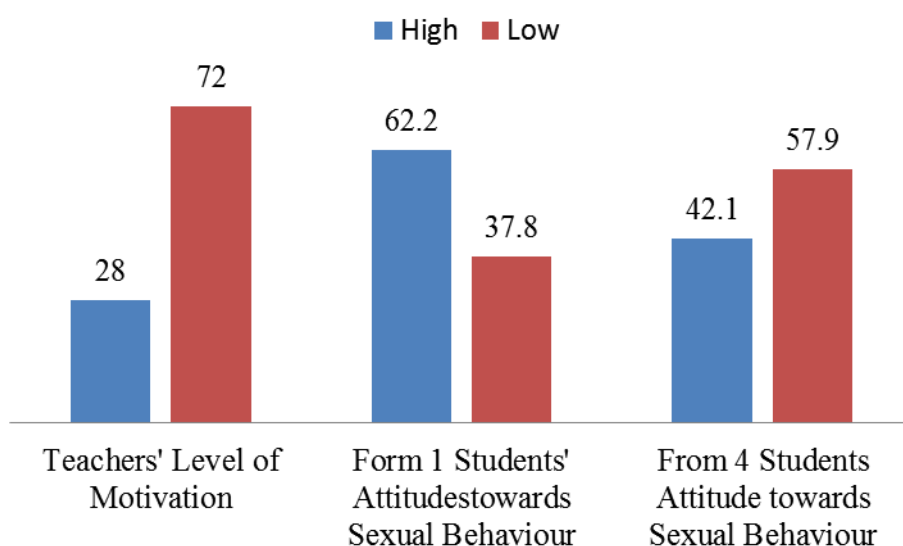
The Null hypothesis two ( $H_02$ ) of the study sought to find out whether there was a significant relationship between teachers' level of motivation in teaching HIV/AIDS education and students' attitude towards sexual behaviour. The researcher first established students' attitude towards sexual behaviour and the results are summarised in Table 4.

Table 4  
Students' Attitude towards Sexual Behaviour

Statements	Form One n = 193		Form Four n = 195	
	positive F	negative %	positive F	negative %
I feel that abstinence from sexual intercourse is possible in present time	119	61.7	74	38.3
I feel that students should be encouraged to have only one sexual partner	144	74.6	49	25.4
I feel that peers (friends) influence is not important when it comes to engagement in sexual intercourse	69	35.8	124	64.2
I feel that cheating on each other sexually is normal these days	50	25.9	143	74.1
I feel that it is easy for a person to have only one sexual partner throughout his/her life	106	54.9	87	45.1
I feel that it is okay having more than one sexual partner as long as you are faithful to them	130	67.4	63	32.6
I feel that sexual intercourse where condom is involved is no sex	117	60.6	76	39.4
I feel that married people should also be encouraged to use condoms when having sexual intercourse	59	30.6	134	69.4
I would use or ask my partner to use a condom when having sexual intercourse	100	51.8	93	48.2
It is my feeling that all people regardless of whether they are sexually active or not should go for VCT	133	68.9	60	31.1
It is my feeling that People who know their HIV status suffer more than those who don't know their status	116	60.1	77	39.9
It is my feeling that information about people who are HIV positive is likely to leak from VCT centres	76	39.4	117	60.6

The results in Table 4 indicated that 64.2% of Form 1 and 57% of Form 4 students believed that peer influence played an important role when students engaged in sexual intercourse, 45.1 % of Form 1 students and 54% of Form 4 students felt that it was not easy for a person to have only one sexual partner throughout his/her life. The findings in this study were consistent with findings of Chinsebu et al (2004) which indicated that a high percentage of adolescents reported having had sexual intercourse and a significant percentage reported having had sexual intercourse with more than one sexual partner in Namibia. Nath (2009) also found out that condom awareness was fairly high but condom usage was low among the youth in India and the youth appeared to hold negative attitudes towards HIV testing. Mayock and Byrne (2005) found out that 63% of females and 77% of males reported incidents of non-condom use since their first experience in Dublin and Ireland.

The results in Table 4 also showed that 68.9% of Form 1 and 76% of Form 4 students believed that it was important for everybody to be tested for HIV. Another 76% of Form 1 and 54% of Form 4 students believed that there was confidentiality in VCT centres. These results are consistent with the findings by Abebe and Mitikie (2009) which showed that a high percentage of students had positive attitudes towards VCT in Ethiopia. In order to test the stated hypothesis, the analysis was done by the help of descriptive statistics and Chi-square test. The results are shown in Figure 2 and Table 5.



**Figure 2** Teachers' Motivation in Teaching HIV/AIDS Education and Students' Attitudes towards Sexual Behaviour

The results in Figure 2 showed that 72% of teachers had low motivation in teaching HIV and AIDS education, 57.9% of Form 4 students and 37.8% of Form 1 students had a negative attitude towards sexual behaviour respectively. In order to test the stated hypothesis, Chi-square test was done on the analysed data. The results of the test are summarised in Table 5.

Table 5

Chi-square test between Teachers' Motivation and Students' Attitude towards Sexual Behaviour

	Teachers Motivation	Form 1 Attitudes	Form 4 Attitudes
Chi-square	4.840	11.446	4.928
df	1	1	1
Asymp. Sig.	.028	.001	.026

Results in Table 5 showed that there was a significant relationship between teachers' level of motivation in teaching HIV/AIDS education and students' attitudes towards sexual behaviour (*df1, p < .05*). The Null hypothesis stated was, therefore, rejected. The researcher further investigated the teachers' preparedness in teaching HIV/AIDS education by perusing the available documents used in teaching HIV/AIDS education in order to shed more light on teachers' motivation in teaching HIV/AIDS education. Table 6 shows a summary of the findings.

Table 6  
Teachers' Preparedness for HIV/AIDS and Life Skills Lesson

Documents	Teachers n= 25			
	Available		Not available	
	F	%	F	%
Scheme of work for life skills	0	0	25	100
Scheme of work for HIV/AIDS education	25	100	0	0
Life skills lesson plan	2	8	23	92
HIV/AIDS lesson plan	13	52	12	48
Record of work for HIV/AIDS lesson	5	20	20	80
Record of work for Life skills	5	20	20	80
Teacher's lesson notes for Life skills	0	0	25	100
Students' life skills notes	3	12	22	88

Results in Table 6 revealed that 100% of teachers did not have lesson notes for Life skills, did not have lesson plan for life skills and did not have scheme of work for life skills respectively. On the other hand, only 12% of students had notes on life skills education. However, all teachers (100%) had schemes of work for HIV/AIDS education. The researcher checked on resources available for teaching HIV/AIDS that were available for teachers' use in the school. Table 7 shows the summary of the findings.

Table 7  
Resources Available for Teaching HIV/AIDS Education and Life Skills

Documents	Teachers n=25			
	Available		Not available	
	F	%	F	%
MoE guideline syllabus	11	44	14	56
KIE syllabus	23	92	2	8
MoE syllabus	6	24	19	76
Penis model	6	24	19	76
HIV testing kit	3	12	22	88
Male/female condom	8	32	17	68
Chart of male reproductive organs	22	88	3	12
Chart of female reproductive organs	23	92	2	8
Illustrative diagram showing how to wear male condom	8	32	17	68
Teacher's resource textbooks	19	76	6	21
Students' HIV/AIDS textbooks	17	68	8	32
Ministry of Education resource book	13	52	12	48
Time table for life skills lessons	19	76	6	24
Posters on HIV/AIDS in school compound	4	16	21	84

Information in Table 7 revealed that 24% of teachers did not have a timetable for life skills lesson, 76% of teachers did not have MoE syllabus and 84% of teachers did not have any poster on HIV/AIDS in their school compound. However, 88% of teachers were able to produce a chart showing male reproductive organ. Information in Table 7 also showed that 32% of teachers had gone to the extent of having condoms in the school and 12% had HIV testing kit in the school. However, the researcher could not conclusively state that teachers were using these resources when teaching HIV/AIDS education and life skills lesson. The researcher, therefore, carried out an interview with the Head of Department guidance and counselling (HoDs) to shed more light on teachers' motivation in teaching HIV/AIDS education and life skills in secondary schools. . The descriptions of some of HoDs response are given in Excerpt 2.

**Excerpt 2**

**Researcher:**

Does the school have enough HIV/AIDS education resources materials?

**HoD 1:**

As somebody who has a background in counselling, I cannot say that we have all the resources required for counselling but the principal has done his best in equipping the library with relevant books.



- Researcher:** Do you involve other teachers in soliciting for these materials?  
**HoD 1:** I do most of the requisition. In fact most teachers are not trained and do not even know what to ask for. But requisition is made during the departmental meeting, so I can say they are involved.
- Researcher:** Are you aware of HIV/AIDS resource centre and if yes, have you ever visited it?  
**HoD 1:** Yes I have heard of the resource centre but I have never visited it but now that you have mentioned it, I will arrange with the principal to find out what they can offer.
- HoD 2:** Response to the two questions;  
1<sup>st</sup> response, we do have departmental meetings at the end of the year when we order for books. However, other subjects are always given preference when it comes to buying of textbooks and other resource materials.  
2<sup>nd</sup> response, I'm not aware. What exactly do they do?
- HoD 3:** Response to the two questions;  
1<sup>st</sup> response, yes but I have been told they have nothing to offer so I did not see the need of wasting my fare.  
2<sup>nd</sup> response, since I came to this school, we have never done any requisition, the principal just buys textbooks if she thinks they are good for students.

The results of the interview showed that; many schools lack enough resource materials, school administration rarely supported teaching of life skills and most teachers relied on biology teachers to teach information related to reproduction. The interview also revealed that most teachers were not directly involved in requisition of HIV/AIDS resource materials. However, most of them could not be blamed because they did not even know what to ask for.

## 6. Discussion

Teachers' level of motivation in teaching HIV/AIDS education and Form 4 students' knowledge on sexual behaviour showed a negative relationship. Integration of HIV/AIDS education in Kenya into other examinable subjects could have made learning of HIV/AIDS education more academic in nature where students learned on their own to pass examinations (Agbemenu, 2009; AVERT, 2010; Kelly 2013). Fiona and O'Meara (2010) also pointed out that teachers give students textbooks containing HIV and AIDS information and ask them to read on their own. There is a lot of information about HIV and AIDS that is accessible to students in the electronic media that can contribute to the high knowledge found among the students despite low motivation in teaching of HIV/AIDS education portrayed by their teachers (Onyando & Otieno, 2003, Anahita, Azadeh, Anahita, Parvin, & Zahra, 2004)

Teachers' level of motivation in teaching HIV/AIDS education and Form 4 students' attitude towards sexual behaviour portrayed a positive relationship. According to Syomwene (2003), teachers have a big role to play in the formation of a positive attitude by students toward subjects. As the controller of the learning environment, the teacher acts as a role model in the classroom. Teacher training in HIV/AIDS, resources availability; teacher's attitudes and lack of examination in HIV/AIDS and teachers' level of motivation influence the teaching of HIV/AIDS education (Kelly, 2013; Oginga, et al., 2014). According to Sharlene, Maren and Gisela (2011), adolescents need correct information about their bodies, about sex, sexuality and about HIV and AIDS. Many teachers find it hard to talk to school pupils about their bodies and their choices, and often there is little space in the timetable to teach life skills and family life education. According to Olugbennga-Bello, et al (2013), there is need for the involvement of the stakeholders in bridging the gap between knowledge and attitude towards prevention of MTCT of HIV among women which could be applicable to secondary schools students in this study as far as knowledge and attitude towards sexual behaviour is concerned.

## 7. Recommendations

Based on the study findings, there was need for Teachers Service Commission and Boards of Management (BoM) to motivate teachers who teach HIV/AIDS education to improve on students' attitude towards sexual behaviour.

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