

Original Research Article

Influence of instructional facilities on teaching of life skills on HIV/AIDS in secondary schools in Gucha South District, Kenya

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Abstract

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Despite the introduction of Life Skills on HIV and AIDS in all learning institutions in 2008, there are still cases of irresponsible sexual behaviour, teenage pregnancies, sexually transmitted infections/diseases (STIs and STDs) spread of HIV and AIDS infection among the young people. Barriers such as stigma and discrimination in addressing the HIV and AIDS pandemic. Until then, little was known as to why life skills on HIV and AIDS lessons has not reduced the rising rate of these irresponsible behaviour among the adolescent. However, blame has been made on inadequacy of instructional facilities in schools to enable teachers deliver life skills lesson successfully in classrooms. Unfortunately, little is known about the influence of instructional facilities on the teaching and learning of life skills on HIV and AIDS in secondary schools. The purpose of this study therefore, was to describe how instructional facilities influence teaching of life skills on HIV and AIDS in secondary schools in Gucha South District, Kenya. To achieve this purpose, the study was guided by the following objective: To identify instructional facilities used in teaching of life skills in secondary schools. A descriptive survey design was used for the study. The study targeted 37 secondary schools, 1800 students, 150 teachers; and 37 principals. The study sampled 180 students, 30 teachers, 15 secondary schools and 15 principals. Purposive sampling, simple random sampling technique and stratified sampling techniques were used to select the study sample. Questionnaires, interview schedules and observation schedule were used to collect data. Descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) package was used to analyze data from questionnaires while qualitative data from interviews schedule and classroom observation schedule were analysed by thematic analysis. The main finding was that: teaching and learning resources were available in majority schools though they were inadequate. The study recommended that the government through the ministry of education should ensure that instructional facilities for teaching and learning life skills on HIV and AIDS are adequate in schools to enhance the teaching of life skills in the school curriculum.

Keywords: Gucha South District, Kenya, Influence, Instructional Facilities, Life Skills on HIV/AIDS, Secondary Schools, Teaching

INTRODUCTION

Schaalma (1997) as cited in Githinji (2007) contended that since the out- break of AIDS pandemic, most AIDS

prevention activities targeting the young students have been focusing primarily on transfer of knowledge, risk

communication and discouraging risky sexual practices. This approach to AIDS prevention was based on the assumption that students act on their own interest once informed of the risk and the benefits of changing their behaviour. More so, Moses and Plummer, (1994) as cited in Githinji (2011) argues that apparently knowledge alone without life skills has not helped the youth to change their behaviour. Young people must also have the necessary skills to apply their knowledge: this realization has led to a move to a more life skill approach, teaching a wide range of skills which go beyond HIV. Moses and Plumber (1994) as cited in Githinji (2011) notes three equally broad categories of skills that would apply to life skill approach include; communication and interpersonal skills, decision- making and critical thinking skills, and coping and self- management (UNICEF and WHO, 1997). The shift to a life skill approach goes some way to meeting criticisms that simply increasing awareness will not change behaviour.

Ogunnaike (2000) as cited in Ofodu (2012) notes instructional facilities functions as stimuli and support for both teacher and student during the teaching-learning process and further argues that instructional resources are important catalysts for stimulating the students' interest, moving his perception towards the positive side, thus increasing his actuation for learning especially among students. Classroom teachers would be more successful in either English Language or Life skills teaching if practical aids are used generously in the classroom activities so that learners are not made to become passive listeners in classroom. However, World Bank (1997) revealed that even when basic textbooks are available, schools in poor locations often lack other instructional facilities and in the same study in poor district in India indicated that while in majority schools in those districts have adequate textbooks and learning materials for learners, classrooms faced shortage of supplementary facilities as teacher guides and other instructional materials which are vital for effective teaching of life skills on HIV/AIDS in classrooms.

The Ministry of Education (MOE) (2008) introduced the teaching of life skill education in all learning institutions 2008. Life skill education entails the acquisition of abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life. The teaching of Life Skills Education must, therefore, be aimed at equipping the learner with psychosocial competencies that would help him/her make informed decisions, solve problems, think creatively and critically, communicate effectively, build health relationships, empathize with those in need and manage his/her life in a healthy and productive manner. However a study by Abobo (2012) revealed that many of the studied secondary schools in Trans-Nzoia lacked adequate teaching learning materials which included textbooks, teacher's guides, reference materials, charts and video which influenced ineffective teaching of

life skills education. The researcher therefore, seeks to investigate factors influencing effective teaching of Life Skills Education on HIV/Aids to students in Secondary schools of Gucha South district.

The Level of Literature Review

Ofodu (2012) pointed out the most often adopted instructional facilities by teachers in various classrooms for the reason of teaching English language including Life skills such as: diagrams, real objects while the least applied in classroom teaching are: filmstrips, videotapes, computers, posters, bulletins and movable boards. However, Oluwagbohumi (2008) argued that the application of textbooks quite frequently is not is not good idea as most of the students some days report to school without textbooks and went further to state that electronic gadgets are never used because they are missing due to irregular electricity that make them operational in classrooms. These results implied absence of diverse instructional facilities in learning institution negatively impact delivery of English language including teaching of life skills on HIV/AIDS in secondary schools.

Kie (2008) as cited in Abobo, Osero and Orodho (2014) point out that instructional facilities are valuable possessions used to enhance the teaching/learning process. They may be tangible or intangible, human or non-human. In Life Skills Education tangible facilities include: material equipment, media and books among others. Intangible resources include time, human skills, energy and knowledge. Teaching/learning materials aid in enhancing learners' attention span thus making teaching/learning more effective. They make it easy for the students to acquire knowledge and skills which enable them to relate to the environment around them. The teacher should determine the best resources for a particular lesson and the resource should be used in the most natural and logical manner known to reinforce a particular learning activity. However, they should complement teaching and learning and not replace the teacher. Some resources can be purchased or improvised from the environment, locally made, borrowed or shared at departmental inter-school levels. The importance of teaching/learning materials is as follows: they make the learning of Life Skills Education interesting, real and enjoyable, they encourage students to retain knowledge, life skills and attitudes learnt, they appeal to some senses such as sight, touch, smell, among others, they make it possible for students understand abstract ideas, and clarify concepts and ideas, and finally they provide stimulus variation in the teaching learning process thus making the lesson captivating.

Koech (1999) as cited in Adhiambo (2013) observes that the quality and adequacy of such resources: as physical, equipment, teaching and learning materials

have a direct bearing on quality as they determine how effectively the curriculum is implemented. According to Kie (2012), a wide variety of materials are necessary for effective teaching of any subject. These must be suitable, relevant, interesting and durable to benefit the learning process. Educational facilities and instructional materials are essential because they make teaching more effective and meaningful, increase the learners' motivation, concentration span and simplify skills being taught. Lack of instructional materials could negatively affect the learning process. This could be detrimental especially for students in who are supposed to get involved in activities like on how to avoid spreading of HIV infections.

Sifuna (1974) as cited in Abobo (2012) points out that instructional facilities are a major determinant to the success, or failure in a teaching/learning situation. However, the availability of materials does not in itself guarantee learning. They must be put in the proper order, use and be utilized at the right time with proper guidance to facilitate learning. Kieff et al. (2000) suggested out that a classroom should be equipped with teaching materials that suggest activities and provide the materials needed for activities invented or initiated by learners. Dau (1999) noted that the provision of teaching/learning facilities and arrangement of the space should be planned to work for learners and teachers need to use their creativity and inventiveness to extract every bit of value from the setting.

Aila (2005) pointed out that teaching/learning resources are vital because they are used to enhance learning, generate more interest and create a situation where the students would fully engage in classroom activities. Allen et al. (1996) expressed that in addition to using teaching materials; teachers must ensure that a variety of the same are assembled in the classroom for effective teaching and learning. The instructional facilities exhibited in the classroom situation should be selected to provide many and varied opportunities for learners to acquire the instruction they require. This ensures that learners are offered many opportunities to practice and master life skills through a variety of instructional facilities. The more life skills a particular material prompts a student to learn, the better the material is.

Molenda et al. (1996) backs the subject by saying that the main role of a visual aid as a communication device is to serve as a more concrete referent to meaning than the spoken or written word. They conclude that visuals are more clearly and easily understood than verbal messages. The character of facilities in classroom determine learners' activities; however students' application of the learning aid vary based on each student's interest, previous experiences and immediate goals (Kessler et al, 1992). It is important to note that the organization of instructional facilities in the classroom influence students' learning.

Statement of the Problem

Despite the introduction of Life Skills Education on HIV/AIDS in schools and teachers' training colleges in 1999 and 2008, to help students develop appropriate responses to confront HIV/AIDS crisis. Life Skills education on HIV/AIDS is aimed at enabling students to develop knowledge, attitudes, values and skills needed to make and act on the most critical and positive health-related decisions on HIV infections UNESCO, (1995). But there are still cases of irresponsible sexual behaviour, teenage pregnancies, leading to dropouts, abortions, sexually transmitted infections /diseases (STIs and STDs) and spread of HIV/AIDS infection. This has affected education sector and socio-economic development negatively. In addition to this, there are barriers such as stigma and discrimination in addressing the HIV/AIDS pandemic. If these are not generally well addressed in time, they will halt the progress the government is making in reducing the spread of HIV/AIDS among the youth. This case of irresponsible sexual behaviour rising among young people is worrying the public as whole; and has been largely blamed on inadequate of instructional facilities in many of the schools targeted. Previous studies have reveal that the availability and adequacy of instructional facilities enhance teaching of life skills on HIV/AIDS in secondary schools. That was why, the study sought to describe the influence of instructional facilities on teaching of life skills on HIV/AIDS in secondary schools in Gucha South District, Kenya.

The Purpose and Objectives of the Study

The purpose of this study therefore, was to describe the influence of instructional facilities on teaching of life skills on HIV and AIDS in secondary schools in Gucha South district, Kenya.

The specific objective of the study was:

- i. To identify teaching / learning materials used by teachers in teaching of life skills on HIV/AIDS in secondary schools.

Research Questions

The research question arising from the stated objectives was:

- i. What teaching/learning materials are adequate for teaching of Life Skills on HIV/AIDS in secondary schools?

Significance of the Study

The findings of the study might be of importance to the following groups of people:

- i. The study might provide teachers teaching life skills on HIV/AIDS with necessary information concerning on how to improvise instructional facilities for teaching of Life Skills on HIV/Aids to students in secondary schools.
- ii. The study might inform the national curriculum developers and Ministry of Education officials about the shortage of instructional facilities in public secondary, so that they might hasten to supply these necessary materials to affected schools.

Limitations of the Study

- i. The study was limited to sampled secondary schools in Gucha South District in Kisii County, but the result were generalized to all secondary schools in Kenya and this generalizations of the findings might not be true reflections of all secondary schools.
- ii. This study was limited to responses that were obtained from the questionnaires, interview schedules and observations. It would be possible that teachers would not be writing to divulge information on their weakness.

RESEARCH METHODOLOGY

Research Design

This study mainly employed descriptive survey. Descriptive survey was chosen because it is appropriate and relevant since it entails the collection of data on more than one case and at a single point in time in order to collect a body of data in relation to two or more variables from a larger sample of subjects from Gucha South district. The design enabled the study to describe how instructional facilities influence on teaching of life skills on HIV and AIDS in Gucha South District.

Study Locale

The study was carried out in public secondary schools in Gucha South District in Kisii County, because there was no known study that has been carried out concerning the influence of instructional facilities on teaching of life skills on HIV and AIDS in secondary schools.

Target Population

The study targeted 37 secondary schools offering life skills, 1800 form three students, 150 teachers teaching life skills education and 37 principals.

Sample Size

The study sampled 180 students, 30 teachers, 15 principals and 15 secondary schools.

Research Instruments

The researcher used questionnaires, interview schedules and observation schedules to collect data for the study.

Questionnaires

The researcher used questionnaires to collect data from teachers and students. Two set of questionnaires were developed, where one was addressed to students and the other set addressed to teachers. The instrument was divided into different sections where each section will be addressing questions aimed at achieving a particular objective. Section A contained questions on the general information of the respondents and B contained questions on instructional facilities. The instrument contained both open ended and closed ended questions. Likert scale was used for the questions testing on the degree or the extent of the factor under investigation.

Interview Schedules

Interview schedules were administered to 15 principals of the sampled secondary schools to investigate the factors influencing effective teaching of life skills on HIV and AIDS in secondary schools. Interview guide was to provide supplementary data which would not have been captured by the Questionnaires.

Observation Schedule

The researcher used lesson observation schedule during the classroom teaching of life skills on HIV and AIDS in form two and three to collect primary data from four secondary schools randomly selected from the actual study sample. This enabled the researcher to observe adequacy of the teaching/learning resources, and the effectiveness of the life skills lessons.

Piloting

The research instruments were pre-tested in two of the public secondary schools not included in the actual study. Piloting was to provide an opportunity to make necessary adjustments to instruments. Ambiguous statements were to be rephrased and unnecessary ones dropped to enhance the validity of the three research instruments.

Piloting was to correct the errors which might have been made in the research instruments before they are applied in actual research.

Validity

The validity content was enhanced by the use of several/triangulation of instruments to collect data on same issues and cross-check with the already available data on same issues. The researcher also established the content validity by seeking expert judgment from curriculum specialists from (KICD) whether or not the items in the instruments are relevant.

Reliability

The reliability from teachers' and students' responses from questionnaires were tested separately each. The responses from four teachers and responses from 24 students were tested for piloting purposes. This was done by Split-half method. The responses in each half was computed and determined the correlation coefficient for the two sets of scores by applying Spearman Brown Prophecy Formula. And the two sets of scores from four teachers' responses yielded a Pearson r of 0.78 while the two set scores from 24 students yielded a Pearson r of 0.76. The researcher concluded that the questionnaires for teachers and students were reliable and hence appropriate for the study. A coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good according to Gay (2003).

Data Collection procedures

A letter from the Ministry of Education was obtained to allow for data collection. The researcher made appointments with the principals of the sampled secondary schools to notify them of the permission to carry out a study in their schools. The two researcher assistants administered teachers' and students questionnaires to teacher and student respondents and teacher respondents were given a duration of two weeks to complete answering their questionnaires after which they were collected, while the student respondents were required to answer their questionnaires immediately. The researcher himself interviewed the principals. The researcher himself also observed the Life skills on HIV and AIDS classroom teaching lessons in form two and three in four sampled schools. The data collection procedure lasted for a period of four weeks.

Data Analysis

Quantitative data from teachers and students' question-

naires on teaching materials and teaching approaches was analysed using descriptive statistics such as: frequencies, percentages, means and standard deviations with the aid statistical package for social sciences (SPSS). Quantitative data was presented and interpreted using frequency tables, percentages, pie-charts, linear-graphs, bar-graphs and in discussions. The Qualitative data on teachers' training and teachers and students' perception; interviews schedule and classroom observation schedules were analysed thematically and was quoted directly in text.

DATA PRESENTATIONS, DISCUSSIONS AND FINDINGS

Availability of teaching resources used for the implementation of teaching of life skills in schools

Teaching Resources for Life Skills

In establishing the availability of various resources used in teaching of Life Skills on HIV and AIDS in secondary schools, the teacher respondents were asked to indicate the level of adequacy of various resources used in teaching of Life Skills in their schools. The findings of the study were as shown in Table 1.

The results pointed out that instructional materials were very adequate because 9 (30%) of the respondents who said that they were adequate. On the availability of magazines, the study found that the magazines were adequate as indicated by 13 (44%) who said that they were adequate and 9 (30%) who said that they were very adequate. Regarding the adequacy newsletters, the study found that 10 (33% indicated that the resources were adequate while 17% said that they were inadequate. On the adequacy of pamphlets, 12 (40%) indicated that they were very adequate. The study finally found that 10 (33%) of the respondents indicated that video tapes were adequate while 14% indicated that they were not available at all. From the findings of the study, it can be said that even though the resources were available in most schools studied, some schools in total had none of the resources.

The respondents were further probed to mention other resources available in their schools which are used in the teaching and learning life skills. The following resources were mentioned: Peer counselor, resource persons, text books, radio tapes, radio programs, organizing drama among students and theatre.

In an interview with the principals 14 (93.3%) on how their schools were prepared for the implementation of teaching Life Skills, the study found that resources for teaching Life Skills on HIV and AIDS were inadequate in the schools and that teachers were not prepared professionally as most of them had not been trained on Life Skills on HIV and AIDS.

Table 1. Teaching Resources for Teaching Life Skills

Resources	Very adequate		Adequate		Average		Inadequate		Not available at all		Percentage (%)
	N	%	N	%	N	%	N	%	N	%	
Chart	14	47	9	30	1	3	4	13	2	7	100
Magazines	9	30	13	44	4	13	1	3	3	10	100
Newsletters	6	20	10	33	6	20	5	17	3	10	100
Pamphlets	12	40	7	23	2	7	7	23	2	7	100
Video tapes	8	27	10	33	7	23	1	3	4	14	100

Using an observation checklist, it was found that resources such as charts and pictures, magazines, newsletters, pamphlets and video tapes were available in some schools though they were inadequate. This was an indication that schools did not have enough resources for the teaching and learning Life Skills on HIV and AIDS. These findings are in line with, Kie (2012) points out that a wide variety of materials are necessary for effective teaching of any subject. These must be suitable, relevant, interesting and durable to benefit the learning process. Educational facilities and instructional materials are essential because they make teaching more effective and meaningful, increase the learners' motivation, concentration span and simplify skills being taught.

CONCLUSIONS

From the findings of the study, it can be concluded that on instructional facilities for teaching and learning life skills on HIV and AIDS, it can be concluded that most of the schools had the facilities but they were inadequate in secondary schools in Gucha South District.

RECOMMENDATIONS

It was also recommended that the government through the ministry of education should ensure that resources for teaching and learning life skills on HIV and AIDS are adequate in schools to enhance the implementation of the inclusion of teaching of life skills in the school curriculum.

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