

Personal Characteristics as Determinants of Attitude and Importance of Television- based HIV/AIDS Prevention Programme among Secondary School Teachers in, Rural Botswana

¹Oladele O.I and K P ²Mahudinga

¹Department of Agricultural Economics and Extension, North –West University Mafikeng Campus, South Africa
oladimeji.oladele@nwu.ac.za

²Department of Agricultural Economics Education and Extension, Botswana College of Agriculture, University of Botswana Gaborone.

Abstract: In Botswana, the urgency with which the prevention of HIV/AIDS should be addressed necessitated the need for the adoption of Teacher Capacity Building Project. Talk Back- programme has contributed to HIV/AIDS prevention and mitigation of its impact through interactive distance education and had proved successful in Brazil. Using a random sampling technique, this study examined the personal characteristics as determinants of attitude and importance of television- based HIV/AIDS prevention programme among secondary school teachers in, Molepolole Botswana. Data were collected with a structured questionnaire that has a reliability coefficient of 0.85 and were analyzed with frequency counts, percentages and multiple regressions. The result shows that teachers are favorably disposed to the Talk Back programme and that the topics were most important in building their capacity. Important predictors of importance attached to the programme are tenure status (t = -7.41) and Position (t = 2.03), while significant determinants of teachers' attitude towards Talk Back programme are age (t =3.40), tenure status(t=-3.51), position(t= 3.58) and reasons for viewership(t = - 2.62). The paper recommends that it is important to ensure that the programmes are not clashing with thing periods, and that teacher in school are of confirmed status so as to serve to motivate them to be committed to the programme.

[Oladele O.I and K P Mahudinga. **Personal Characteristics as Determinants of Attitude and Importance of Television- based HIV/AIDS Prevention Programme among Secondary School Teachers in, Rural Botswana.** Life Science Journal. 2011;8(3):23-29] (ISSN:1097-8135). <http://www.lifesciencesite.com>.

Keywords: Capacity Building, Attitude, Importance, Television broadcast, HIV/AIDS Prevention, Teachers, Botswana

1. Introduction

Education and training lie at the heart of development efforts and that without human development most development interventions will be ineffective. It is also a series of actions directed at helping participants in the development process to increase their knowledge, skills and understandings and to develop the attitudes needed to bring about the desired developmental change (Van Crower 1996). Capacity building strengthens knowledge, abilities, skills and behavior of individuals and improves institutional structure and processes such that the organization can efficiently meet its mission and goals in a sustainable way. It is generally recognized that a country's human resource capacity for productivity is a prerequisites for social and economic development. In schools, Teachers are the agents of change and must play a central role in mitigating the scourge of HIV/AIDS. According to the MoH (1993), the alarming increase in HIV/AIDS among young people presents critical challenges to the government. The department of Teacher Training and Development in the Ministry of Education and Skill Development plays an increasingly important role in enabling teachers to enhance their capacities and effectiveness. The quality of instruction is one of

<http://www.sciencepub.net/life>

the most important determinants of the level of learning achievement. (RNPE, 1994).

Although schools have been identified as appropriate settings for health promotion, the content of information on the change in the personal behaviors of youths, from health-damaging to health-promoting one as a main target of intervention strategies, has not achieved the desired results, may be due to little knowledge about health related issues on the part of teachers or lack of support and capacity. The urgent need is, therefore, to improve the quality and content of the health education provided to students. As a result of its focus on improving the capacities of teachers, the Department of Teacher Training and Development, in the Ministry of Education and Skill Development, also recognizes that improving the skills of teachers goes beyond simply providing their basic needs. Teachers are considered as agents of dissemination of information, and generally recognized that they play an important role in shaping the lives of youths and, therefore, building their capacity is a pre-requisite for combating the scourge of HIV/AIDS (Bridges and Kerry 1993). The scourge and menace of HIV/AIDS in the SADC region necessitate the need to strengthen school teachers' capacity as a method to

combat and disseminate information to students. It was on this background that the Ministry of Education launched Teacher Capacity Building (TCB) project, a television programme popularly known as “Talk Back” as a strategy for the promotion and sustainability of health issues, to introduce and maintain behavior change, thus reducing the level of risk for contracting HIV/AIDS by youths in schools.

Information and Communication Technologies (ICTs) have become an integral component of capacity building at all levels (Backingham (1993). Widespread dissemination of experience of innovation and supporting services, including training and information activities are necessary to assist the teacher in the selection of the new methods appropriate to his own particular situation. Bagulia (2005) argued that in the midst of social and technological explosions in various fields of knowledge, as well as in the technique by which this burgeoning knowledge is communicated, the teacher can no longer attempt to be the sole information-giving instrument in the classroom. Indeed, the teacher himself can no longer keep pace with the expanding world of information. New developments in subject areas are far beyond the experience of the teacher who would have been trained five years ago.

The teacher capacity building project is a south to south cooperation between Brazil and Botswana, that aims at creating capacity for multimedia interactive distance education on HIV and AIDS prevention in the school environment. This is based on the effectiveness of the same project in Brazil. The project is jointly funded by African Comprehensive HIV/AIDS Partnership (ACHAP) and United Nation Development Program with the Botswana Ministry of education as the executing agency. Other partners include Botswana television, Ministry of Local Government and the national; AIDS coordinating agency. The program covers a wide range of topics, but most importantly issues related to HIV/AIDS. The objectives of the project are to transfer knowledge and skills on HIV and AIDS using television as means to reach teachers and students, develop values, attitudes and behaviours on prevention and care of HIV and AIDS and institutionalization of educational television broadcasting. Major components of the project are curriculum development, training in the use of interactive teaching methods, television broadcast in schools, tagged “Talk Back”, interface with information and communication technology and monitoring and evaluation.

The project was launched in 2003 in schools, as an informational strategy, aimed at equipping

<http://www.sciencepub.net/life>

teachers with information related to health issues and its equitable availability to students. The Teacher Training and Development division within the Ministry of Education in collaboration with the African Comprehensive HIV/AIDS Partnership (ACHAP) and United Nation Development Program provides and coordinates “Talk Back” assistance and related resources. The department offers support to teachers by developing teaching material to enhance their ability of basic-health awareness and to help in disseminating information. All schools are supposed to be active in support of “Talk Back” by encouraging teachers to slot HIV/AIDS and related issues in their subjects’ lessons. The program is broadcast on Botswana Television for an hour every week, at 12 noon on Tuesday. Teachers are expected to watch this program and if possible make some phone calls and be part of the discussion. There is provision that the program can be recorded and the teachers would watch it at their convenient times. Schools are provided with television sets and each school has the program coordinator, whose responsibility is to promote organized viewing, conduct post telecast discussions and convey the viewers’ reactions and comments as feedback to the program producer (MoE, 2008).

Youths remain at a greater risk for contracting HIV/AIDS than other sectors of society through ignorance. According to MoH (1993), the national estimate of persons infected country wide in 1993 was 92,000 or 7 % of the population of 1.3 million. This placed Botswana among the worst affected countries in the African continent. In 1993 the government of Botswana established a plan for the prevention and control of HIV/AIDS. Schools were assigned a central role reflected by a considerable number of national activities aimed at the control and prevention of the AIDS pandemic.

Although the Botswana government has taken great measures in combating the scourge of HIV/AIDS by building the capacity of teachers, the community at large is concerned about the wayward behavior of students and their individual risk still persist. This apparent lack of change in the behavior of students may be attributed to the attitudes teachers have about “Talk Back” and may be they are ineffectively utilizing the program and/or may be they are not sharing the information they get from the program with the students. Some schools are in rural areas where there is no electricity and hence the teachers could not watch the program live. They rely on recorded materials and they are unable to take part in current discussions and give feedback on time. The program is broadcast at a time when some teachers are still in classes teaching. It is, however, not clear whether the teachers should leave their

classes and go and watch the program or should the program be time tabled in the school master time table. Nevertheless, the program has been going on for more than five years and it seems it has achieved mixed results. This study aims to find out whether with the lot of spending in terms of time, labor, and money into the program, has it achieved its objective of empowering teachers on HIV and AIDS related issues and whether it is expanding or not, and the attitudes of the teachers towards the program. Specific objectives of the study were to determine the attitudes of teachers towards the program, identify teachers' demographic characteristics, ascertain the listenership of the program, and examine the adequacy of the programmes' content.

2. Materials and Methods

The cross sectional design was used and the population for the study comprised all teachers in all secondary school in Molepolole, which are 8 junior secondary schools and 1 senior secondary school. There were six hundred and four (604) teachers in these nine (9) schools with hundred and eighty (180) teachers in senior secondary school and four hundred and twenty four (424) teachers in junior secondary schools. Proportional sampling technique was used to

select forty (40) teachers from senior secondary school, while 80 were selected from junior secondary schools, to give a sample size of hundred and twenty (120) teachers. Data for this study was obtained through a structured questionnaire that was subjected to face validity and having a reliability coefficient of 0.87. The questionnaire was carefully crosschecked for non-responses after collection from respondents, and a follow up of the respondents was made a week after delivery to enhance respondents' response rate. Data was coded and analyzed with the Statistical Package for Social Science (SPSS) version 16 using percentages, mean, standard deviation, frequencies and multiple regression.

3. Results

Table 1 shows the personal characteristics of Teachers and table 2 presents the Talk Back viewership. In Table 3, teachers' perceptions towards talkback were presented while in Tables 4 and 5 Talkback topics responsible for building teachers' capacity and Multiple regression analysis of relationships between personal characteristics, importance and attitudes towards Talk Back Programme were presented respectively.

Table 1: Personal characteristics of Teachers

Demographic characteristics	Frequency	Percentage
Gender		
Male	54	45.0
Female	66	55.0
Age		
21-24	19	15.8
25-31	78	65.0
34-38	17	14.2
39-and above	6	5.0
Marital status		
Married	59	49.2
Not married	61	50.8
Educational qualification		
Diploma	65	54.2
Degree	55	45.8
Teaching experience		
1-4 years	19	15.8
5-9 years	64	53.3
10-14 years	31	25.8
15-20 years	6	5.0
Tenure status		
Confirmed	118	98.3
On probation	2	1.7
Post of responsibility		
Head of department	3	2.5
Senior teacher 1	26	21.7
Senior teacher 11	63	52.5
Teacher	28	23.3

Table 2: Talk Back Viewership

Talk Back Viewership	Frequency	Percentage	Mean	Standard deviation
Talk Back Viewership				
Yes	59	49.2	1.72	0.79
No	36	30.0		
Reasons for non-Viewership				
Clash with teaching period	60	50.0	0.55	0.59
Programme is boring	58	48.3		
Topics are irrelevant	2	1.7		
Frequency of Viewership				
Weekly	59	49.2	0.93	1.00
Fortnightly	32	26.7		
Once a month	8	6.7		

Table 3: Teachers' perceptions towards talkback

	SA	A	U	D	SD	Mean	SD
The time allocated to the programme is enough	54(45.0)	34(28.3)	3(2.5)	13(10.8)	16(13.3)	3.8	1.46
The time slot for broadcasting the programme is appropriate	0(0)	1(0.8)	0(0)	57(47.5)	62(51.7)	1.50	0.55
The resources in your school are enough to run the programme	1(0.8)	20(16.7)	18(15.0)	45(37.5)	36(30.0)	2.21	1.08
Your school management encourages teachers to watch the programme	48(40.0)	44(36.7)	2(1.7)	10(8.3)	16(13.3)	3.81	1.41
The programme covers adequately the needs of teachers concerning issues of HIV/AIDS	49(40.8)	45(37.5)	12(10.0)	10(8.3)	4(3.3)	4.04	1.07
It should be made compulsory that every teacher should watch the programme	47(39.2)	51(42.5)	4(3.3)	17(14.2)	1(0.8)	4.05	1.04
Majority of the teachers take the programme seriously	2(1.7)	20(16.7)	17(14.2)	56(46.7)	25(20.8)	2.32	1.04
Accessibility of school telephone to teachers is unlimited to give feedback after viewing the programme	2(1.7)	6(5.0)	2(1.7)	58(48.3)	52(43.3)	1.73	0.87
After watching the programme teachers go back to the students and share with them	0(0)	1(0.8)	10(8.3)	90(75.0)	19(15.8)	1.94	0.52
The programme is a waste of time and resources	1(0.8)	1(0.8)	0(0)	32(26.7)	86(71.7)	1.33	0.61
The presenter presents the topics under discussion in an organized manner	58(39.2)	53(48.3)	0(0)	4(3.3)	5(4.2)	4.29	0.96
The presenter maintains an environment where teachers are comfortable to ask questions	47(39.2)	70(58.8)	0(0)	1(0.8)	2(1.7)	4.33	0.69
The presenter shows activeness, personal interest and enthusiasm about the program	61(50.8)	57(47.5)	0(0)	1(0.8)	1(0.8)	4.47	0.63
The programme is empowering teachers about the ever changing challenges of teaching profession	28(23.3)	55(45.8)	2(1.7)	31(25.8)	4(3.3)	3.60	1.20

Table 4: Talkback topics responsible for building teachers' capacity

LIST OF TALKBACK TOPICS	VI	I	NI	NS	Mean	SD
Inclusive HIV/AIDS knowledge base; towards an informed, safe and secure nation	97(80.8)	23(19.2)	0(0)	0(0)	3.81	0.40
Safety for people with special needs; a challenge for the community	113(94.2)	7(5.8)	0(0)	0(0)	3.94	0.24
Safety; An issue for the pre-schoolchild too	99(82.5)	21(17.5)	0(0)	0(0)	3.83	0.38
Waste management; a safety measure in the area of HIV/AIDS	74(61.7)	43(35.8)	2(1.7)	1(0.8)	3.59	0.57
The school Guidance and counseling Programme and HIV/AIDS; The link for effective school safety	85(70.8)	31(25.8)	3(2.5)	1(0.8)	3.67	0.57
Achieving personal hygiene; The gateway for addressing HIV stigma	107(89.2)	12(10.0)	1(0.8)	0(0)	3.88	0.35
Building a strong web of support; a safety measure	91(75.8)	29(24.2)	0(0)	0(0)	3.76	0.43
Safety through routine HIV testing	99(82.5)	20(16.7)	0(0)	1(0.8)	3.81	0.45
HIV and blood pressure; facts for life	97(80.8)	22(18.3)	1(0.8)	0(0)	3.80	0.42
HIV testing; a challenge for people with special needs	79(65.8)	40(33.3)	0(0)	1(0.8)	3.64	0.53
HIV and transport; the link	94(78.3)	23(19.2)	2(1.7)	1(0.8)	3.75	0.52
A holistic approach to treatment adherence for children	107(89.2)	12(10.0)	2(1.7)	0(0)	3.88	0.35
Confidentiality; the pledge for effective teacher and student relationship	107(89.2)	13(10.8)	0(0)	0(0)	3.89	0.31
HIV and Epilepsy; facts for life	99(82.5)	21(17.5)	0(0)	0(0)	3.83	0.38
Children utilizing information on HIV/AIDS	104(86.7)	13(10.8)	2(1.7)	1(0.8)	3.83	0.47
The family; an invaluable resource for children	101(84.2)	19(15.8)	0(0)	0(0)	3.84	0.37
Mentality challenge children; minimizing their risk to HIV infection	100(83.3)	17(14.2)	3(2.5)	0(0)	3.81	0.45
A human rights based framework for HIV prevention and care	101(84.2)	18(15.0)	1(0.8)	0(0)	3.83	0.44
Drugs and substance use; a risk presenting issue for children	70(58.3)	50(41.7)	0(0)	0(0)	3.58	0.50
Committing to healthy teacher and student relationships; breaking the silence	80(66.7)	40(33.3)	0(0)	0(0)	3.67	0.47
Boy-girl interactions; schools providing the healthy moral connection	100(83.3)	19(15.8)	1(0.8)	0(0)	3.83	0.40
Children and media reporting of HIV/AIDS	74(61.7)	28(23.3)	11(9.2)	7(5.8)	3.41	0.88
Childhood dynamics and implications for adulthood	91(75.8)	22(18.3)	3(2.5)	4(3.3)	3.67	0.69
Dispelling myths and closing the knowledge gaps; The gateway to positive self management	114(95.0)	5(4.2)	1(0.8)	0(0)	3.94	0.27
Attaining safe and enterprising ways of living	83(69.2)	33(27.5)	1(0.8)	3(2.5)	3.63	0.63
Aging; immunity and HIV infection; The link	101(84.2)	13(10.8)	2(1.7)	4(3.30)	3.76	0.65
HIV and herpes zoster; facts for life	95(79.2)	20(16.7)	4(3.3)	1(0.8)	3.74	0.56
HIV and food safety; a risk reduction measure	91(75.8)	23(19.2)	6(5.0)	0(0)	3.71	0.56
Innovative partnerships for addressing HIV	106(88.3)	14(11.7)	0(0)	0(0)	3.88	0.32
Abstinence; The engine for addressing HIV	102(85.0)	13(10.8)	4(3.3)	1(0.8)	3.80	0.53
Relationship challenges in the era of HIV	109(90.8)	11(9.2)	0(0)	0(0)	3.91	0.29
Living the promise for a brighter future	97(80.8)	20(16.7)	3(2.5)	0(0)	3.78	0.47

Table 5: Multiple regression analysis of relationships between personal characteristics, importance and attitudes towards Talk Back Programme

	Importance B (Std. Error)	Attitude B (Std. Error)
(Constant)	160.41(6.94)**	50.72 (7.15)**
Gender	0.04(0.75)	.41(0.78)
Age	1.75(1.12)	3.91(1.15)**
Marital status	-0.91(0.73)	-0.15(0.75)
Education level	0.34(.75)	1.04(0.77)

Teaching experience	-1.33(1.03)	-1.70(1.06)
Tenure status	-20.82(2.81)**	-10.14(2.89)**
Position	1.100(0.54)**	2.36(0.66)**
Viewership	-0.38(.78)	0.97(0.80)
Reason for viewership	-0.45(0.94)	-2.54(0.97)**
Frequency of viewership	-0.02(0.53)	-0.56(0.55)
F	7.17	4.32
p	0.00	0.00
R	0.63	0.53
R Square	0.39	0.28

4. Discussion

The personal characteristics of respondents examined in the study were presented in table 1; about 55 percent were female which indicated the dominance of females in the teaching profession. Also, 50.8 percent were not married, while about 65 percent were between 25-34 years of age, which implies that majority of teachers were within the productive years. About 53 percent had teaching experience of between 5-9 years while 54 percent had diploma as their qualification. In terms of job position, 52 percent are in the senior teacher 11 category. The results might mean that teachers were not progressing by the ministry as of when due. From the respondents, 98 percent were confirmed which indicated that schools are well staffed with qualified teachers with relatively good experience. From table 2, 59 percent respondents indicated that they watch to the programme and clash with teaching period, was cited as prominent hindrance to the viewership for the programme with 50 percent. Thus it is pleasing however, that majority of teachers are willing to listen to the programme, but are rather discouraged by the time the programme is aired. This therefore calls for the rescheduling of the programme time slot, so as to solve the problem of non-viewership due to clashing with teaching periods in school. Table 3, shows a list of 14 statements about the perceptions of teachers toward talkback television programme. The respondents were asked to rate the statements using the 5-likert scale as follows; 1 (Strongly disagree), 2(Disagree), 3(uncertain), 4(Agree), and 5(Strongly agree). The actual mean is 3 due to the rating scale, and mean of greater than 3 to denote that teachers are favorably disposed to, mean of less than 2 to denote teachers are unfavorably disposed to and a mean of 3 and more but less than 4 to denote marginal or uncertain. The results revealed that teachers are favorably disposed to presenter's personal interest and enthusiasm about the programme with a mean of 4.47, conducive environment created by the presenter

4.33, presenter's ability to present topic in an organized manner (4.29), listenership to the programme to be compulsory (4.05) and programme caters adequately for the needs of teachers 4.04 as mean. On the other hand teachers are unfavorably disposed to programme as a waste of time and resources with a mean of 1.33, appropriate time slot for broadcasting the programme (1.50) and accessibility of school telephone 1.73 as mean. Teachers are marginal/uncertain about the time allocated to the programme with 3.8 as mean, school management encourages teachers to watch the programme (3.81) mean and programme empowering teachers with 3.6 mean. In table 4 respondents were asked to rate the topics of talkback on the extent of importance towards building the capacity of teachers as follows; 4(Very important), 3(Important), 2(Not important), and 1(Not sure). The mean of 2.5 was used to denote actual mean and mean of more than 3 was used to denote most prominent importance. The most common topics with most prominent importance toward building the capacity of teachers as indicate by respondents are Safety for people with special needs; a challenge for the community (94.2 percent), Confidentiality; the pledge for effective teacher and student relationship (89.2 percent) and dispelling myths and closing the knowledge gaps; the gate way to positive self management (95 percent), A holistic approach to treatment adherence for children (89.2 percent), Relationship challenges in the era of HIV (09.8 percent), Innovative partnership for addressing HIV (88.3 percent). The result of the multiple regression analysis of relationships between selected personal characteristics and importance and attitude towards Talk Back programme is presented in Table 5. The independent variables are significantly related to the importance and attitude towards Talk Back programme with F value of 7.17, $p < 0.05$, and 4.32, $p < 0.05$ respectively. Also the R values of 0.63 and 0.53 shows that there is a strong correlation between the independent variables and the

importance and attitude towards Talk Back programme. The personal and viewership characteristics were able to predict 39 percent of the variation in the importance attached to Talk Back programme and 28 percent of the attitude towards Talk Back by the teachers. Significant determinants for importance attached to the programme are tenure status ($t=-7.41$) and Position ($t=2.03$). It implies that the more the number of teachers whose appointments are confirmed, the more the importance attached to the programme. Similarly, significant determinants of teachers' attitude towards Talk Back programme are age ($t=3.40$), tenure status ($t=-3.51$), position ($t=3.58$) and reasons for viewership ($t=-2.6$).

The significance of these variables as determinants of attitude may be due to the fact that majority of the teachers are in the sexually active age groups and thus the need to use the information from Talk Back for themselves and then as teaching materials to their students. For tenure status and position the more the number of teachers whose appointments are confirmed, the more they are favourably disposed to Talk Back programme. The inverse relationship with the reasons for viewership shows that the more the programme clashes with teaching periods the lower the teachers will be favourably disposed to the programme. It is important to ensure that the programmes are not clashing with teaching periods, and that teachers in school are of confirmed status so as to serve to motivate them to be committed to the programme.

5. Conclusion

The study has shown that majority of the respondents were females in Molepolole secondary schools, which implies a gender imbalance of teachers. Most of respondents were Diploma holders and held the position of senior teacher 11 with 5-9 years of teaching experience. Majority of teachers that the programme time slot was not appropriate since it clashed with their teaching periods and that the programme covered adequately the needs of teachers concerning issues of HIV/AIDS and that Talk Back

topics were most important in building their capacity. The study therefore recommends that it is important to ensure that the programmes are not clashing with teaching periods, and that teachers in school are of confirmed status so as to serve to motivate them to be committed to the programme.

Corresponding Author:

O.I Oladele

Department of Agricultural Economics and Extension
North West University – Mafikeng Campus
Private Bag X2046, Mmabatho, South Africa
E-mail: oladimeji.oladele.nwu.ac.za

References

1. Buckingham D (1993) Children Talking Television. The Making of Television Literacy. The Falmer Press. London and Washington DC.
2. Bagulia M A (2005) Modern education. Audio-visual aids. Anmol Publications. Pvt. LTD. New
3. Bridges D and Kerry T (1993). Developing Teachers Professionally. Reflection for Initial and In-service Trainers. Routledge. London and New York.
4. Ministry of Education (2008): Department of Teacher Training and Development Reports on Talk Back Programme. Gaborone Government Printers Botswana.
5. Ministry of Education (1994): Revised National Policy On Education Gaborone Government Printers Botswana.
6. Ministry of Health (1993): Botswana National Policy On HIV/AIDS. Gaborone, Government Printers Botswana.
7. Van Crowder L. (1996) Human Resource and Institutional Capacity Building Through Agricultural Education. <http://www.fao.org/ds/index-en.htm>. Retrieved 20/9/08.

3/17/2011