

CHAPTER 1 BACKGROUND AND ORIENTATION

1.1 INTRODUCTION

In post-colonial Zimbabwe, one of the country's major investments has been in the education sector. However, significant gains in this sector are being eroded by the prevalence of HIV among the general populace (Katsinde & Katsinde, 2007:100; Chavhunduka, Rukanda, Matiza & Matshalaga, 2004). The National AIDS Policy (1999:iv) is indicative of this in the assertion that 'AIDS has, in a period of just one and a half decades, reached an unprecedented crisis level in Zimbabwe.' This information reveals that HIV and AIDS have been firmly embedded in all sectors in Zimbabwe including the education sector (UNAIDS, 2010; 2002). It was forecasted that life expectancy would be reduced by 26 years and a further decrease (by 35 years) by the year 2010 (UNAIDS 2002; Zimbabwe Demographic and Health Survey, 2005-2006, 2007:222). About half of the Zimbabwean population is in school, with a high prevalence of HIV infection of approximately 11.1% among secondary school students (UNAIDS, 2010:183).

The Zimbabwe Human Development Report (2003) reveals that an estimated 30% of learners were likely to be infected by HIV soon after completing their school career and most of them were likely to die of AIDS-related illnesses before turning forty. However, the earlier prediction of 30% was reduced to 11.1% among youths in secondary schools due to the administering of HIV antiretroviral therapy to people infected with HIV (UNAIDS, 2010:183). These developments are consistent with what Baxen, Wood and Austin (2011:4) observed in South Africa that 'the introduction of anti-retroviral medication has seen people living with the virus, rather than dying from it'. In relation to these assertions, the overall objective of my study was to determine how secondary school teachers understand and implement the policy and curriculum

for the AIDS Action Programme for Schools (AAPS¹) in an effort to curb HIV infection among learners.

As a national response to the rapidly increasing HIV infection in the general population, the Government of Zimbabwe (GoZ²) through the Ministry of Education, Sport, Arts and Culture (MoESAC³) introduced HIV and AIDS education into schools as one of the HIV and AIDS prevention strategies and initiative under the name AIDS Action Programme for Schools (GoZ, 2003a; 2006a; Chirawu, Murungu, Nzira, Chikwanda & Zunguze, 2007:2). Despite the introduction of the AIDS Action Programme for Schools curriculum in Zimbabwe, research (Moyo & Muvezwa, 2004; Boler, 2004; Jackson, 2002) reveals that the educational needs of learners are not yet being met to the satisfaction of policy makers and curriculum developers. Among other militating variables, it could be that teachers have attitudes and concerns which influence their responses to curriculum change and implementation negatively (Bowins & Beaudoin, 2011:4; Lloyd & Yelland, 2003). Accordingly, Clasquin-Johnson (2011) conceptualises the relationship between teachers and curriculum change as not always being a process of adaptation, adoption or fidelity implementation.

Surveys undertaken with Form Three⁴ students in some schools revealed that although HIV and AIDS education is being taught under the AIDS Action Programme for Schools, students indicated that they needed more information in the subject area (Ndamba, Mugweni, Chirobe & Chakanyuka, 2011; GoZ, 2003c). Although the AAPS appears to be offered in Zimbabwean schools, there is still a significant gap in teacher motivation and knowledge to effectively implement the curriculum (Chireshe, 2006; GoZ, 2006a). I acknowledge that although HIV and AIDS education is important, it is only one of the several approaches needed to curb the spread of the pandemic (Baxen, *et al*, 2011). Unless social structural, economic and political changes are made, education alone will not be able to have much impact in reducing the further spread of HIV among the youth in schools (Baxen, *et al*, 2011).

¹ AAPS is the abbreviation of AIDS Action Programme for Schools. The abbreviation AAPS is used interchangeably with AIDS Action Programme for Schools in some sections of the thesis.

² GoZ is the abbreviation for Government of Zimbabwe. The abbreviation is used in some sections of the thesis.

³ MoESAC is the abbreviation for the Ministry of Education, Sport, Arts and Culture. The two terms are used interchangeably in this thesis.

⁴ Form Three: refers to the third year in secondary school education.

This study explored the meanings, concerns and practices of secondary school teachers by investigating how these teachers conceptualise⁵ and implement the subject area⁶ AIDS Action Programme for Schools in Zimbabwe. The AIDS Action Programme aims to reduce the spread of HIV among learners and their communities (O'Donoghue, 2002:388; UNICEF, 2000; UNAIDS, 2000). Accordingly, this study aimed to establish how secondary school teachers understand, respond to and implement the AIDS Action Programme for Schools in secondary schools, explore the requirements and components of the policy and curriculum of the subject area and establish whether there is a disjuncture between policy, curriculum provisions and educational practices regarding the AIDS Action Programme for Schools. In the following paragraph I provide the rationale for the study.

1.2 RATIONALE

To achieve the aim of the study stated above it was justified to search for the meanings attached to the AIDS Action Programme for Schools by teachers and how they respond to the innovation in terms of implementation of the curriculum in their classrooms. The interest in investigating these phenomena stemmed from findings of a survey undertaken by the Ministry of Education Sport, Arts and Culture which revealed that although the AAPS is being implemented, schools are not responding adequately and effectively to the implementation of the curriculum and to the HIV and AIDS educational needs of students (HIV/AIDS Assessment Team, 2002:xi). Research (Chireshe, 2006:213; Kasaira, Chireshe & Chipandambira, 2004:61) reveals that despite the implementation of HIV and AIDS education under the AIDS Action Programme for Schools, Zimbabwe is still facing multiple challenges with the HIV and AIDS epidemic and learners' understanding of the disease. It therefore became essential to study the manner in which teachers understand, respond to and implement the AIDS Action Programme for Schools in order to inform policy and curriculum execution, professional development programmes, training programmes, interventions for teachers as well as to ensure empowerment of the child with informed knowledge and life skills in a context ravaged by HIV and AIDS (Baxen, *et al*, 2011:2; HIV/AIDS Assessment Team, 2002:xi).

⁵ In this study the term conceptualise means understanding; the two terms are used interchangeably in this thesis.

⁶ Subject area: refers to the AIDS Action Programme for Schools which is offered to all learners from Grade Four to Grade Seven in the primary school and Forms One to Six in the secondary school. A subject area is a field of knowledge that is imparted to learners.

Policy implementation in terms of HIV and AIDS education is influenced by at least two main issues: firstly, teachers' understanding or perceptions (knowledge, beliefs and attitudes), and secondly, teachers' skills that are needed for the day-to-day classroom activities (Ni & Guzdial, 2007:2; Perry, Tracy & Howard, 1999). My pilot study with teachers in schools revealed that teachers have misconceptions of their core mandates in implementing the AIDS Action Programme for Schools. It seemed that the subject area does have its insightful place and status in schools. With regard to the propositions on teacher responses to innovations, Bantwini (2010:83) argues that 'it would be irrational and naïve to expect teachers to accept educational reform easily without objection. In practice, some teachers found it difficult to accept and adapt to the change while others ignored or resisted implementing the change (Clasquin-Johnson, 2011).

In Zimbabwe, any teacher, regardless of specialisation, is mandated to teach the subject area. The Secretary for the Ministry of Education's Circular No. 3 of 2002 (GoZ, 2002b:7) stipulates that each school should have a team of male and female teachers to implement the AAPS curriculum. The challenge is that very few secondary school teachers have qualifications in HIV and AIDS education and most are subject-specific specialists who may not be willing to effectively teach HIV and AIDS education (GoZ, 2003c). Preliminary informal interviews I conducted with Form Three students and interactions with teachers in two secondary schools revealed that most teachers are reluctant to teach the subject area. Some of the teachers viewed the sessions as time for students to do independent study or complete unfinished work in other subject areas. The AIDS Action Programme for Schools was viewed by teachers as an extra burden on the teachers' already full workload with no extra remuneration. As an experienced educationist, it is my view that such information is a cause for great concern since Zimbabwean teachers seem to have adopted negative attitudes towards implementing the subject area.

Shumba, Chakuchichi, Dhlomo and Kaziboni (2006:23) found that generally, secondary school teachers in Zimbabwe are reluctant to talk about sex and sexuality issues, resulting in a conspiracy of silence. Commenting on teacher reluctance, Hargreaves (2005b:11) posits that 'teacher resistance to change' is often due to fear of the unknown and loss of motivation. Hargreaves (2005b:11) further submits that if

teachers see through the ‘smoke and mirrors’⁷ of educational reform, they will resist the change. My assumption is that the situation observed by Hargreaves (2005b) may be prevailing among teachers who are implementing the AAPS in Zimbabwe.

Teacher understanding of policy reforms and innovative programmes plays a critical role in determining their pedagogical practices (Jorgenson, 2006:3; Flores, 2005:401). There seems to be a precise link between what teachers say (espoused conceptions) and what they do (enacted conceptions). Research (O’Sullivan, Carroll & Cavanagh, 2008:1; Christiaan, 2006; Perry, Tracy, & Howard, 1999) shows that beliefs adopted by the teachers about their subject and their pedagogy, as well as their access to customised professional development programmes, are strong influences on their responsiveness and adaptation to change. Due to the high prevalence of the HIV and AIDS pandemic, effective implementation of life skills through the AIDS Action Programme for Schools in Zimbabwe is highly relevant and significant (Prinsloo, 2007:158). Wilson, Hickson and Miller (2003:84-85) contend that comprehensive knowledge generated through informed practice allows for appropriate control of HIV and AIDS. With particular reference to this study, effective practice depends on how teachers understand, respond to and implement the AAPS in their schools.

As a consequence, the intriguing question that remains is, ‘why are teachers reluctant to teach HIV and AIDS and sexuality issues although it forms the core content of the AIDS Action Programme for Schools?’ The puzzle provoked me to undertake this study in a bid to discover teachers’ understanding, responses and implementation of the curriculum. The results aimed to add new insights to the existing knowledge base on policy implementation, professional development, training programmes, school-based HIV and AIDS prevention programmes and curriculum change.

In Zimbabwe there is minimal research in this area as well as within the context of the implementation of policy and curriculum change using qualitative methods at secondary school level (Chirume, 2007:45; Kelly, 2004). According to the Government of Zimbabwe (2003a) it is imperative for teachers to know that the AIDS Action Programme for Schools is a core subject area that aims to develop positive

⁷ Smoke and mirrors refers to confusion, lack of clear understanding or distorted view.

behaviour change and life skills and a strategy to curb the spread of HIV and AIDS among learners. If teachers undermine effective implementation of the subject area it could increase learners' vulnerability to HIV infection (GoZ, 2006a; O'Donoghue, 2002). This study attempts to close the gap in the literature by investigating teachers' understanding, concerns and levels of implementation of the AIDS Action Programme for Schools. Further, findings of this study are necessary to generate awareness among teachers, the Ministry of Education, heads of departments and school heads regarding the importance of teacher understanding and implementation of the AAPS.

1.3 STATEMENT OF THE PROBLEM

In Zimbabwe the ideal situation is that teachers in secondary schools should receive comprehensive professional development on HIV and AIDS education and be given sufficient resources to effectively implement the AIDS Action Programme for Schools in their classes. The existential situation in secondary schools is that despite the fact that the Ministry of Education Sport, Arts and Culture held training workshops on the implementation of the policy and curriculum for the AIDS Action Programme for Schools, there still appeared to be some misconceptions, lack of motivation and resistance among secondary school teachers to teach the AIDS Action Programme for Schools. Such factors could lead to ineffective implementation of the subject area curriculum and perhaps be one of the reasons for the high prevalence of HIV infection among the youth in Zimbabwe (Priestley, 2011:2; UNAIDS, 2010:183; WHO, 2004). Although the AIDS Action Programme for Schools was instituted in secondary schools in 2003 focusing mainly on behaviour change, there has been an unabated spread of HIV and AIDS specifically among the youth in schools. Hence forth, the study intended to explore teachers' understanding and implementation of the AAPS with the hope to inform professional development of teachers in universities and colleges, policy makers, Ministry of Education and school heads. The study also aimed to improve policy and curriculum performance, for effective execution of the subject area in schools as well as to reduce HIV infection among the learners.

In light of the above problems as well as issues discussed in the rationale for the study the following research questions were formulated:

1.3.1 MAIN RESEARCH QUESTION

- *How do secondary school teachers understand, respond to and implement the AIDS Action Programme for Schools?*

1.3.2 RESEARCH SUB-QUESTIONS

In pursuit of answers to the main research question, the following sub-questions were formulated:

1. What are the policy, curriculum requirements and components of the AIDS Action Programme for Schools?
2. How are teachers experiencing the implementation of the AIDS Action Programme for Schools?
3. What is the relationship between policy, curriculum provisions and educational practices regarding the AIDS Action Programme for Schools?

1.4 AIMS OF THE STUDY

The primary aim of this study was therefore to shed light on the manner in which secondary school teachers conceptualise (understand), respond to and implement the AIDS Action Programme for Schools. To answer the above research questions of the study, it was imperative to formulate the following secondary aims:

- To determine what the policy, curriculum requirements and components regarding the AIDS Action Programme for Schools entail.
- To investigate how secondary school teachers are experiencing the implementation of the AIDS Action Programme for Schools.
- To explore the relationship between policy, curriculum provision and educational practices regarding the AIDS Action Programme for Schools.

1.5 BACKGROUND TO HIV AND AIDS EDUCATION IN ZIMBABWE

1.5.1 THE ZIMBABWE HIV AND AIDS POLICY AS A BASIS FOR THE AIDS ACTION PROGRAMME FOR SCHOOLS

The Zimbabwean National HIV and AIDS Policy was first instituted in 1999 and revised in 2003 after wide consultation with expert groups, mainly Non-Governmental Organisations (NGOs) (Katsinde & Katsinde, 2007:100; Zimbabwe Human

Developmental Report (ZHDR), 2003). The policy then became the springboard for the development of all HIV and AIDS intervention programmes. HIV and AIDS, sexual health, education and gender issues, among others, are the focus of the Zimbabwe HIV and AIDS Policy. In education, the impact of HIV and AIDS is manifested in teachers and learners' absence from school owing to ill health or attendance at close relatives' funerals (Chirawu *et al.*, 2007:2).

The HIV and AIDS Policy promotes abstinence and secondary 'virginity', behaviour change, correct and consistent use of condoms, and early diagnosis and treatment of sexually transmitted infections (STIs). This is what is referred to by Chirawu *et al.* (2007:60) as the ABCD⁸ strategies. The National HIV and AIDS Policy⁹ emphasises that all people should be afforded access to information on HIV and AIDS and STIs. According to the policy, people should be empowered in order to prevent vulnerability and further infection.

The need to respect children's rights is spelt out in the policy document, in accordance with the Convention on the Rights of the Child (CRC) (1989) to which Zimbabwe is a signatory so that children are not exposed to HIV infection through sexual abuse (GoZ, 2005a). The ZHDR (2003:129) says that, 'The children and young people should be informed about HIV and be empowered to prevent themselves from being infected with HIV and STIs. Also, children should be supported by professionals should they seek reproductive health care support services such as contraceptives.'

Regarding gender matters, the National AIDS Policy highlights that inequalities between men and women should be removed in order to reduce the vulnerability of women and girls (Chirawu *et al.*, 2007). However, despite the noble guidelines and constructive recommendations of the national AIDS policy document, only a few of the given recommendations are adopted in current HIV and AIDS prevention and awareness programmes in Zimbabwe. The ZHDR (2003) highlights issues such as informing children and youth about HIV, AIDS and STIs as well as empowering them to protect themselves through the development of positive behaviour and life skills. In

⁸ ABCD strategy refers to: A – Abstinence; B – Behaviour change; C – Condom use; and D – Diagnosis (early diagnosis and treatment).

⁹ National AIDS Policy: refers to the Zimbabwe HIV and AIDS policy on which the AIDS Action Programme for Schools was founded.

an effort to respond to the HIV and AIDS epidemic in 1993, Zimbabwe launched its AIDS Action Programme for Schools and revised it in 2003 through partnership with the United Nations Children’s Fund (UNICEF) and the Ministry of Education Sport, Arts and Culture as key role players for HIV and AIDS education (SAFAIDS, 2003; GoZ, 2003b). However, a study carried out in Zimbabwe revealed that implementation of the policy and curriculum innovation AAPS is not meeting the sexual health needs of the learners (HIV/AIDS Assessment Team, 2002).

1.5.2 HIV AND AIDS EDUCATION AS CONTENT OF THE AIDS ACTION PROGRAMME FOR SCHOOLS

The aim of the Ministry of Education Sport, Arts and Culture is to provide high quality and relevant primary and secondary school education (GoZ, 2006a:8; 2003a). Hence, the Ministry of Education needs to promote national development through the production of disciplined, socially well-adjusted and productive individuals with sound physical and mental health practices. This is referred to as educating the ‘*head, the heart and the hand*’ (GoZ, 2005a:1). Accordingly, the Ministry of Education’s national curriculum is aimed at educating the learners’ heads, hearts and hands through the provision of HIV and AIDS and Life Skills education under the AIDS Action Programme for Schools (GoZ, 2005a:1; 2000a).

The Ministry of Education, Sport, Arts and Culture, Director’s Circular No. 2 of 2003, outlines the major policy guidelines on HIV and AIDS and Life Skills education in all schools in Zimbabwe. The curriculum of the subject area stemmed from the realisation that the Ministry of Education, Sport, Arts and Culture is a key player in the fight against the AIDS epidemic because of its role in the development of children and the intensive interaction it consequently has with school children at all levels (GoZ, 2006a:8; 2002b:12).

In the light of the above mission, it is sad to note that the education sector, regardless of its mandate, and the fact that it caters for young people, has been hard hit by the HIV and AIDS epidemic. Although the AAPS is institutionalised throughout Zimbabwe, maintaining high-quality curriculum implementation is a constant challenge regardless of the fact that many teachers received initial training at the inception of the programme.

1.5.3 AIDS ACTION PROGRAMME FOR SCHOOLS - ZIMBABWE

As discussed earlier, the AIDS Action Programme for Schools as a subject area in secondary schools provides information about sexually transmitted infections and HIV and AIDS (Chireshe, 2006:16; GoZ, 2005b). As a subject it facilitates the development of life skills to enable youth to make informed decisions regarding relationships and sexual behaviour (Katsinde & Katsinde, 2007; GoZ, 2006a:7; 2002b:12; O'Donoghue, 1996:1).

The policy stipulates that the curriculum reform is mandatory in every secondary school where one 40-minute lesson per class per week is to be taught from Forms One to Six (GoZ, 2003c; 2002b:12; Moya, 2002:2). Specifically, paragraph 3.1 of the HIV and AIDS policy in schools stipulates that at least one period per class per week be allocated for the teaching and learning of HIV and AIDS and Life Skills education (GoZ, 2005b; 2000c).

Learners' textbooks on the subject area include core and supplementary materials addressing four topics: relationships, life skills, health and human growth as well as sexual maturation development (O'Donoghue, 1996:5). Supplementary materials for the subject area include 'body talk in the age of AIDS' and 'play scripts' for use in school drama competitions. The book and supplementary materials support the main purpose of teaching HIV prevention (GoZ, 2006a:7; Moya, 2002:2). The Government of Zimbabwe, through the Ministry of Education¹⁰, is drafting policy guidelines for the institutionalisation of the AIDS Action Programme for Schools from early childhood development (ECD) at (preschool level) to high school (Chireshe, 2006:63; Nyanungo, 2005:1). The major goal of the AAPS is to assist learners and their communities to develop positive behaviour change and overcome the challenges of the AIDS pandemic (Maturure, 2004:2).

Throughout its implementation phase, the AAPS consistently works to 'meet the five UNAIDS criteria for best practices in school-based HIV and AIDS education and prevention: effectiveness, ethical soundness, relevance, efficiency, and sustainability' (Moya, 2002:2). Since the AIDS Action Programme for Schools was instituted across

¹⁰ Ministry of Education is the short form for the Ministry of Education, Sport and Culture. The two terms are used interchangeably in this thesis

the nation, the goal to maintain effective programme implementation uniformly has been a constant challenge. Philliber Research Associates (1997) and ActionAid (2004) revealed a constant need for additional training and support. The latter drew attention to the fact that long-term commitment and continuing technical input were crucial to ensure the success of this significant programme (Philliber Research Associates, 1997). Due to missing links in the implementation of the subject area, HIV infection among Zimbabwean youth remains a critical concern for teachers and policy makers (National AIDS Council, 2007). Levels of knowledge about HIV and AIDS and behaviour change among learners have been found to be still too low to curb the further spread of HIV in Zimbabwe (Zimbabwe Demographic & Health Survey, 2005-2006 (2007:222)).

1.6 TEACHER UNDERSTANDING IN CURRICULUM IMPLEMENTATION AND CHANGE

The teaching profession has people who enjoy working independently and take great pride in developing a degree of expertise in designing units and courses (Jorgenson, 2006:6). In Wagner's (2001:378) view, teachers are like craftsman but their identity may be threatened by policy makers' imposition of structure on what the teachers love to do. Curriculum change that has swept through schools for the past decade tends to reinforce the belief of many teachers that innovations are the transitory fancy of leaders who are here today and gone tomorrow and hence, not to be believed (Miller, Hickson & Wilson, 2008; Jorgenson, 2006:6; Wagner, 2001:378). This dimension of teacher decision-making is consistent with the literature which suggests that we see, interpret and react to the world according to what we have experienced in the past (Priestly, 2010:1; O'Sullivan *et al.*, 2008:168;). Nyaumwe and Buzuzi (2007:21) and Cohen (1990:339) elaborate that teachers are inspired by prior experience. They (Nyaumwe & Buzuzi, 2007:21; Cohen, 1990:339) assert that teachers cannot simply shed their old ideas and practices like a shabby coat, and slip on something new. As they reach out to embrace innovation, they reach out with their old professional selves including all their ideas and practices.

Similarly, teachers' knowledge, beliefs and perceptions play a fundamental role in their understanding and implementation of reforms relating to HIV and AIDS education (Blignaut, 2007). In the context of this study it is important to note that

teachers may have attitudes, tacit theories or concerns that influence the way they adopt, adapt, ignore, or resist the teaching of the AAPS. There might be confusion, lack of support systems, stress, fear of the unknown, misunderstanding, reluctance or even resistance to implementing the curriculum. Bowins and Beaudoin (2011:1) contend that though many factors are found to affect the adaptation to the change process, the relative experience of teachers appears to affect their confidence. Spillane, Reiser and Gomez (2006:47) and Burges, Robertson and Patterson (2010:51) observe that even when teachers implement policy, failure may still result due to other variables at play such as the available form of professional development, training, workload intensity and teacher understanding. Hence forth, in suggesting positive practice Wood (2009) ponders that 'by adopting a holistic and critical approach to HIV and AIDS education, educators are able to move beyond the traditional responsibilities of the teacher, and thus play a major role as agents of change in their school and community'.

According to Lloyd and Yelland (2003:82) a challenge that faces individual teachers is how they meet externally imposed requirements, and how they respond to new and conflicting discourses of their work. O'Sullivan *et al.* (2008:1) argue that teachers' beliefs about their subject and their pedagogy, and their access to customised professional development programmes are strong influences on their responsiveness and adaptation to change. According to O'Sullivan *et al.* (2008) the possibilities for reform in practice are enhanced when teachers understand and value the nature of the changes in the curriculum, have time and resources to adapt their classroom strategies, and feel supported throughout the implementation phase. Similarly, Roehrig and Kruse (2005:412), undertook a study on the role of teachers' knowledge and beliefs in their implementation of a reform-based chemistry curriculum. The study found that few teachers successfully and consistently implemented enquiry-based instruction in their classrooms. The results of the particular study also revealed that teachers' degree of change is related to the teacher's beliefs about teaching and learning, depth of subject content knowledge and teaching experience. I reason that the study reinforces the need to assist teachers in implementing a reform-based curriculum such as the AIDS Action Programme for Schools as intended by policy makers.

In Arab Emirates, Shower (2010) undertook a qualitative study to examine the impact of class-level teacher professional development and satisfaction. Results of the study indicated that teacher curriculum transmission resulted in neither teacher professional development nor satisfaction. The study observed that in pedagogical practices some teachers continue to develop beyond initial training while others rarely take action to advance their career. Shower (2010:597), views that concerns have been expressed in his context about in-service teacher development opportunities. Related to my study on teacher implementation of AAPS, concerns might be expressed that teachers may run completely different curricula content in their classes despite teaching the same subject area.

Evans (1996:34) says that teacher change is a personal adjustment of a teacher at an individual level, basing on his or her personal experience and prior knowledge. Teachers perceive change and to teach subjects out of their field of specialisation either in a positive or negative way and this may result in confusion and unpredictability (Evans, 1996:34). For the teachers, 'it takes time to shift mindsets, to gain confidence in practicing new skills and to develop a sense of purpose and identity' (Baxen, *et. al.*, 2011:4). In articulating the teachers' implementation of change cycle, Pennington (1995:705) avers that a teacher's implementation of change is behavioural and perceptual, that is, attitudinal and cognitive. Teaching, as viewed by Freeman (1992:1), is an integration of thought and action. Teacher response to change is influenced by awareness of the need for change, available alternatives, the teacher's experience, rigid time-tables and the philosophy of teaching. Teacher attributes act as a psychological barrier, frame or selective filtering mechanism (O'Sullivan *et al.*, 2008:1; Pennington, 1995:705). Change implies abandoning all familiar practices and this may be accompanied by profound feelings of loss, confusion and uncertainty (Miller *et al.*, 2008; Bellah & Dyer, 2007:66; Hargreaves, 2004:288). Educational change may not be a result of a teacher's dogmatic resistance and bad intentions, but may be due to genuine concerns, such as difficulty in understanding the innovation and its demands related to planning and coordinating a multi-level social process (Oloruntebge, Duyilemi, Agbayewa, Oluwatelure, Dele & Omoniyi, 2010:707; Fullan, 2001a:69).

Teachers' individual agency is a crucial element in attempts to implement structural reform or educational change. Fullan (2001b:4) also draws attention to what he terms

the ‘phenomenology of change’. There is a need to take into account the way in which ‘people actually experience change as distinct from how it might have been intended’ (Flores, 2005:403; Miller, Hickson & Wilson, 2008; Fullan, 2001a). For the purpose of this study it is important to establish how teachers understand, respond to and implement the AIDS Action Programme for Schools as a curriculum innovation; why some teachers adapt and others ignore or resist change when new curricula (AAPS) are introduced; why there are inconsistencies between policy and practice in the ways teachers implement change (AAPS) (Flores, 2005:403; Hargreaves, 2004); and how the teachers comply with the requirements of the subject area.

1.7 META-THEORETICAL ASSUMPTIONS

Research explorations concerning teachers should be undertaken within the school settings to understand the nature of the reality of the teachers and their contexts (Mouton, 1996:16). One has to recognise teachers’ attitudes and educational practices in the context of the social norms of their schools (Zimmerman, 2006:239). Teachers are fully aware that Zimbabwe is affected by a high prevalence of HIV infection among youths aged 15 to 24 (UNAIDS, 2010:183; ZDHS, 2005-2006, 2007:222). As a result they are expected to assist learners in developing positive behaviour change on sex and sexuality issues by implementing the AAPS in their classes. Teachers are also expected to help students develop life skills for survival and sound adolescent health in the context of HIV and AIDS. There are certain responsibilities a teacher has to be sensitive to in the creation of the classroom as a place for developing learners in totality. In the context of this study the responsibilities include: posing worthwhile HIV and AIDS questions and tasks, orchestrating stimulating HIV and AIDS discourses, thoughtful planning and reflecting on their teaching and creating classrooms where positive behaviour change and attitudes are the foci (GoZ, 2006a:7; 2003b; O’Donoghue, 1996:5). Researching on teacher conceptualisation and implementation of the AAPS in Zimbabwe would reveal teachers’ knowledge, attitudes, responses and experiences regarding the subject area in the particular context.

1.8 THEORETICAL FRAMEWORK

To establish an appropriate theoretical framework for this study, a survey of recent literature on teacher conceptualisation, teacher response to change, and policy implementation was undertaken and Hall and Hord's (1987; 2001) Concerns-Based Adoption Model (CBAM¹¹) proved to be the most suitable. This theory is used to guide empirical inquiry, because it provides a system of explicit explanations of the empirical phenomenon, its scope and how the phenomenon ought to be analysed. The theoretical framework therefore aided the process of finding out how teachers understand and use the policy framework and curriculum of the AIDS Action Programme for Schools.

The Concerns-Based Adoption Model is a widely applied theory and methodology for studying the process of implementing educational change and curriculum implementation by teachers and by persons acting in change-facilitating roles (Sweeny, 2008:3; Hall & Hord, 2001; Anderson, 1997:331). The theory is primarily concerned with describing, measuring and explaining levels of implementation experienced by teachers attempting to implement curriculum materials and instructional practices (Bellah & Dyer, 2007:68; Sweeny, 2003:1; Anderson, 1997). Applied to this study, the key components of the model include some basic assumptions about this form of educational change and the concepts of Stages of Concern (SoC), and Levels of Use (LoU) (Sweeny, 2008:3; Hall & Hord, 2001; Anderson, 1997:331).

The Concerns-Based Adoption Model acknowledges teachers as the focal point in school change efforts, and states that teachers experiencing curriculum change ask concern questions (Hall & Hord, 2001; Loucks-Horsley, 1996:1). The Concerns-Based Adoption Model also contends that school heads or principals and teachers are change facilitators serving as key factors in the success or failure of curriculum implementation (Bellah & Dyer, 2007:68; Hall & Hord, 1987:11). In this study, the theory assisted in establishing teachers' understanding, response to and implementation of the AIDS Action Programme for Schools. A comprehensive description of the theoretical framework is presented in Chapter 3.

¹¹ CBAM: is the abbreviation of the Concerns-Based Adoption Model; a theoretical framework which informed this study.

1.9 LIMITATIONS OF THE STUDY

My study had challenges emanating from the fact that sexuality and HIV and AIDS issues are sensitive, and that it impacted on the teachers' personal taboos, beliefs, emotions, attitudes and behaviour (Kachingwe, Norr, Kapondal, Norr, Mbweal & Magai, 2005:1). Some teachers may not have been free to talk about their conceptualisation and implementation of the AAPS. During focus group interviews, the teachers could have influenced each other to come up with a general view which may not reflect understanding of all variables at play. As a female researcher, male participants interacting with me in the interviews could have found me to be threatening their territories and gender beliefs and attitudes.

My own bias regarding secondary school teachers' participation in the AIDS Action Programme for Schools could have also been a limitation. As a result, I tried not to filter data through the personal lens influenced by my social and professional experience (Creswell, 2003:182). Lastly, findings of this study may not be transferable nationally since I undertook a case study involving teachers in only four schools in Masvingo district. Due to the nature of the research design, secondary school teachers on the AAPS were selected purposefully in order to solicit rich data that addressed the research problem. Fieldwork was done when I also had full lecturing duties at my workplace; hence, time constraints were limitations that could have affected the breadth and depth of the data collected. Finally, financial resources were a major limitation because I did not secure funding for the research project.

1.10 DEFINITION OF CONCEPTS

The definitions of terms given are unique to this study and the terms may assume other meanings outside the context of the study. The following are concepts that are used often throughout the thesis.

1.10.1 AIDS ACTION PROGRAMME FOR SCHOOLS

As mentioned earlier, the AIDS Action Programme for Schools is a compulsory subject area in schools for all learners in both primary and secondary schools. The programme was introduced as a policy and curriculum reform by the government of Zimbabwe to curb the spread of HIV infection among learners and their communities.

The focus of the programme, HIV and AIDS education, is to help learners develop positive attitudes and behaviour change in the context of the high prevalence of HIV and AIDS in Zimbabwe.

1.10.2 TEACHER

A teacher is defined by Fraser, Loubser and Van Rooy (1990:5) as somebody who is responsible for inducting a learner into adulthood and an expert to the novice he is leading. It is someone who is trained in the art of teaching within a school context. The noun 'teacher' also means tutor, instructor, coach, guide, professor, lecturer, mentor, facilitator and educator (Collins, 2005). In his or her practice the teacher demonstrates authority, respect, trust and expertise (Griessel, 1988:12). In this study a secondary school teacher is an educator that is a subject-specific specialist who is asked to teach HIV and AIDS education to adolescents at secondary school level. In this study the concept teacher refers to educators that are teaching at secondary schools. These teachers are subject-specific specialists who are requested to teach the AIDS Action Programme for Schools to adolescents at secondary school level.

1.10.3 SECONDARY SCHOOL

Within the context of this study secondary school refers to an institution where six years of schooling (Forms 1-6¹²) take place in the Zimbabwean education system – post primary school level and prior to university or college education. At secondary school students are approximately 12 to 18 years of age. The study explores how teachers at secondary school understand and teach the AIDS Action Programme for Schools to the students at their schools.

1.10.4 CONCERN

Concern means 'the composite representation of the feelings, preoccupations, thought and consideration given to a particular issue or task' (Hall & Hord, 1987:61). Regarding this study 'concern' refers to the perceived problems of teachers, the feelings, attitude and thoughts teachers experience frequently in the implementation of the AIDS Action Programme for Schools.

¹² In the Zimbabwean education system, Forms 1–6 are the six years of secondary school education students go through before starting university education.

1.10.5 CONCEPTUALISATION

A conception is an understanding or a belief of what something is or what something should be (Hornby, 2000). Conceptualisation is the process whereby an idea or belief is formed in one's mind. In this study conceptualisation refers to the course of action which teachers adopt towards understanding the AIDS Action Programme for Schools. The concepts 'conceptualisation' and 'understanding' are regarded as synonymous and are used interchangeably in this study. I will therefore give an additional explanation of the term understanding.

1.10.6 UNDERSTANDING

Understanding means knowing something or knowledge of something, through learning or direct experience. The verb 'understand' means: to know or comprehend, perceive, see, grasp, follow, recognise, be aware of, gather information and draw conclusions (Collins, 2005). Understanding is defined by Wieske (1998:40) as the ability to think and act flexibly with the knowledge one possesses. The two terms understand and knowledge are used in this thesis. To understand involves being able to explain:

- Why something is so
- How things work
- What they imply
- What they relate to.

Wiggins and Mctighe (2006) assert that to understand is to make sense of what one knows and to be able to use the knowledge in different situations. Understanding is revealed through behaviours that clearly or explicitly explain issues, how things work, what they mean, where they relate, how they happen and why. It is the knowledge that somebody has on a particular discipline or subject (Hornby, 2000:1413). In this study the concept 'understand' means the teacher's 'knowledge of and ability to comprehend the AIDS Action Programme for Schools, its related policies and how to effectively implement the subject area.

1.10.7 RESPONSE

To respond is to react to information that has been given or an experience that has occurred. It involves saying, answering, coming back to, or writing something as a result of particular knowledge or experience (Collins, 2005). In the context of this study the concept 'response' refers to how teachers react to the implementation of the AIDS Action Programme for Schools.

1.10.8 IMPLEMENT

According to Hornby (2000:650) 'implement' means to make something that has been officially decided upon, start to happen or be used. To 'implement' is to carry out, effect, apply, carry through, complete, perform, realise, fulfil, enforce, execute, bring about, enact, and put into action or effect a newly agreed upon policy, programme or plan (Collins, 2005). In this study, implementation will refer to how teachers put the AIDS Action Programme for Schools into effect in secondary schools through teaching HIV and AIDS and Life Skills education in their classrooms.

1.10.9 HIV

This study defines HIV as Human Immunodeficiency Virus. It is a virus that disables the immune system and makes a person susceptible to opportunistic diseases and AIDS (Hornby, 2000:26).

1.10.10 AIDS

For the purpose of this study AIDS means Acquired Immune Deficiency Syndrome, a condition caused by a virus called Human Immunodeficiency Virus (HIV) (Hornby, 2000:616).

1.11 RESEARCH DESIGN AND METODOLOGY

1.11.1 QUALITATIVE RESEARCH PARADIGM

The philosophical underpinning of this study is a qualitative paradigm. The approach focuses on understanding the phenomenon under study as a whole in its natural setting (Creswell, 2007). In qualitative research reality is best understood from the

perspective of the participant (de Vos, Strydom, Fouché & Delpont, 2011:291; Creswell, 2007:15-30; McMillan & Schumacher, 2006:22). As a qualitative researcher, I believe that seeking knowledge is seeking the truth and that seeking the truth begins with understanding the phenomena that one is dealing with. Research was conducted in the natural setting (the school) using multiple sources of evidence to elucidate responses in addition to gaining insight into teachers' understanding and implementation of the AIDS Action Programme for Schools (Marshall & Rossman, 2011; de Vos *et al.*, 2011:66; Creswell, 2007:212; Babbie & Mouton, 2001).

Using a qualitative research paradigm allowed me as a researcher to:

- Conduct research in schools and engage with the social process over time within the natural setting.
- Understand and emphasise events in the perspective of the insiders who are teachers.
- Provide description and understanding of the phenomenon under investigation, namely teachers' conceptualisation and implementation of the AIDS Action Programme for Schools.
- Come to grips with the specificity of teachers' understanding and implementation of the AIDS Action Programme for Schools.
- Hear the voices of participant teachers in terms of knowledge, practice, assumptions, attitudes, concerns and beliefs.

In qualitative research, human actions are viewed from the perspective of social actors. I interpreted the phenomenon in terms of meanings the participants attributed to it (Creswell, 2007:36; Denzin & Lincoln, 2005:3). Although it was not scientifically possible to generalise the findings of this study to Zimbabwe and the Southern African Development Community (SADC), the emergent findings are significant in terms of added knowledge. In that vein, I accept Denzin & Lincoln's (2005) proposal that qualitative research necessitates a collection of varied empirical data from multiple data sources. Further, multiple empirical data was archived through a research design which constituted an open-ended questionnaire, individual interviews, focus group discussions and field notes as discussed below as well as in Chapter Four.

1.11.2 RESEARCH DESIGN

A qualitative case study research design was employed in this study to illuminate¹³ the phenomenon of secondary school teachers' understanding and response to the implementation of the AIDS Action Programme for Schools (Hancock & Algozzine, 2006:15). The research design was used as a plan or blue print of the entire research process (McMillan & Schumacher, 2006). A case study design was preferred because it involves intensive analysis and description of a single unit or system bound by time and space (Hancock & Algozzine, 2006:11). Also, being qualitative, the research is richly descriptive in nature (Marshall & Rossman, 2011; Merriam, 2001). The approach allowed me to observe nuances, behaviours and gestures or group dynamics during focus group interviews (Babbie & Mouton, 2001; Merriam, 2001). Furthermore, observations allowed me to unobtrusively capture the participants' experiences in order to probe deeply and analyse intensively the multifarious phenomena (Cohen, Manion & Morrison, 2007:106-107). I explored a programme of special interest where I employed vignettes and **verbatim accounts** of key participants to report data from the teacher questionnaire, individual interviews, focus group interviews and field notes to create mental images that bring to life the complexity of the variables inherent in the phenomena (de Vos *at al.*, 2011:321; Hancock & Algozzine, 2006).

In this research, I explored and taped information supplied by teachers in four schools in the same district which formed my case study's environment for a more thorough examination of teacher conceptualisation, response to and implementation of the AIDS Action Programme for Schools in Zimbabwean secondary schools. I endeavoured to be investigative and exploratory in that I sought to identify themes and categories of events and behaviour rather than to prove relationships.

The methods adopted for data collection in this study were based on the case study tradition (de Vos *at al.*, 2005:314; Creswell, 2003:15; Maxwell, 1996; Wolcott, 1994). Triangulation as an approach was applied. Triangulation is part of data collection that cuts across two or more techniques or sources. By using a combination of procedures, I was able to easily validate and cross-check findings. Each data source has its strengths and weaknesses, and by using triangulation the strength of one

¹³ Hornby (2000:645) says that the term illuminate means making something clearer or easier to understand.

procedure can compensate for the weaknesses of another approach (de Vos *et al.*, 2005:314). To obtain triangulation of data collection strategies and sources the Ministry of Education officials¹⁴ and school heads were interviewed individually while teachers completed open-ended questionnaires and participated in focus group interviews. Hence, rich data from teachers teaching the AIDS Action Programme for Schools was obtained using the case study research design through use of the different data collection methods discussed below.

1.12 DATA COLLECTION

Informed by the research questions and a qualitative research design three phases of data collection were engaged to gather data and answer the research questions (Creswell, 2007:36). Various strategies and interrelated methods were used to collect data. The approach I employed is in agreement with the views of Cohen *et al.*, (2007:37) that triangulation of data sources enables a researcher to solicit salient and consistent issues from the data.

Hence, the visual presentation in Figure 1.1 illustrates how triangulation of data collection strategies and data sources was achieved in this study.

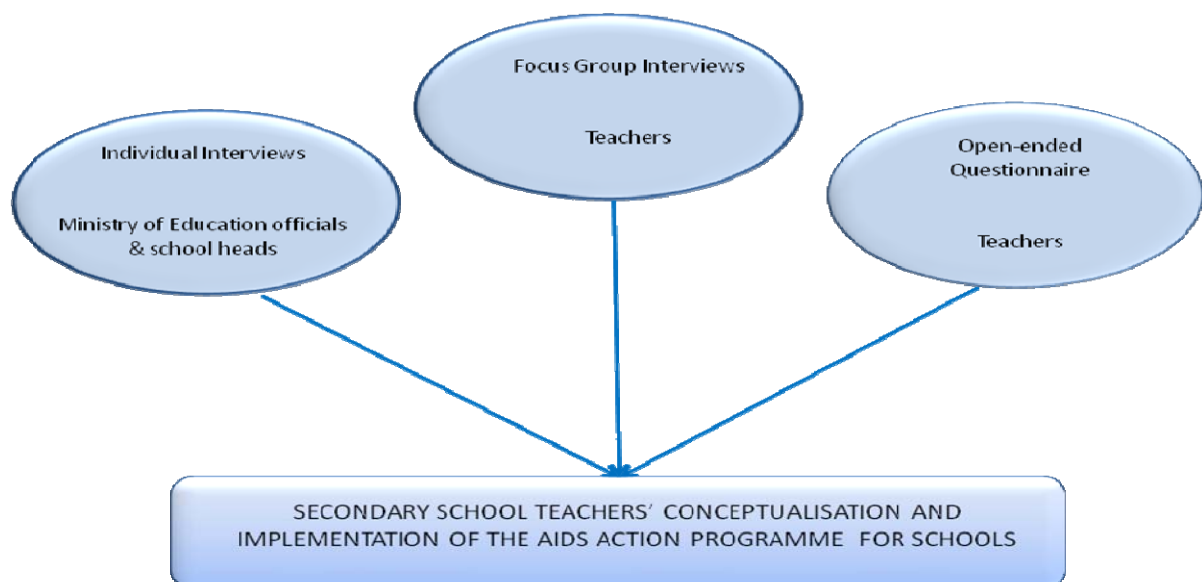


FIGURE 1.1: Triangulation of Data Sources (Adapted from Marshall & Rossman, 2011:66)

¹⁴ Ministry of Education officials: is a short form of referring to the officers responsible for implementation of the AIDS Action Programme for Schools in the Ministry of Education, Sport, Arts and Culture.

1.12.1 POPULATION AND SAMPLE SELECTION

The basic source of information was the purposive sampling of secondary school teachers who were teaching the AIDS Action Programme for Schools. In the opinion of de Vos *et al.*, (2011:392), and McMillan and Schumacher (2006:319), purposive sampling involves 'selecting information-rich cases for in-depth study' without generalising the findings. Purposive sampling was also employed to increase the utility of results obtained from the small sample. Supplementary data was sourced from school principals and Ministry of Education officials. I included Ministry of Education officials and school heads in this study as secondary participants because of the management, supportive and leadership roles they provide to schools and teachers during a process of change. It implies that they have influence on how policy and/or curriculum is implemented in their schools. A sample of 20 teachers from four government schools, four school heads (one from each school) and two Ministry of Education officials in the regional office was purposefully drawn from a population of all teachers, school heads and ministry officials implementing the programme in the Masvingo district. The teachers selected were believed to be a good sample because they were teaching the subject area at their schools.

The teachers, school heads¹⁵ and Ministry of Education officials had first-hand experiences in curriculum change and policy implementation. Hence, they were considered to be relevant informants to supply information on how teachers understood, responded to and implemented the AIDS Action Programme for Schools (Creswell, 2007; Miles & Huberman, 1994). The sample was representative of the characteristics and attributes of the population in terms of policy delivery as well as professional and social experiences as suggested by Denzin and Lincoln (2000:370). In selecting participants, the sample size was not statistically determined since data was based on saturation and not representativeness.

1.12.2 DATA COLLECTION STRATEGIES

Data was solicited from secondary school teachers using an open-ended questionnaire and focus group interviews (McMillan & Schumacher, 2006). Firstly, Ministry of Education officials were engaged in individual interviews. Secondly,

¹⁵ In this study the terms school head and school principal are used interchangeably to mean a senior and experienced teacher who is in charge of a school.

individual face-to-face interviews with school principals were undertaken. Whilst I was conducting individual interviews with school heads, the teachers taking part in the AIDS Action Programme for Schools completed an open-ended questionnaire. Lastly, the teachers participated in focus group interviews. The teachers completed an open-ended questionnaire before focus group discussions because I wanted to obtain their individual responses and views on the phenomenon before being influenced by the group in interviews. Information from the open-ended questionnaire complemented the data from the focus group interviews.

Individual interviews were conducted with Ministry of Education officials and school heads to obtain data with regard to the AIDS Action Programme for Schools policy and implementation framework from an administrative and management point of view. Data was also merged with that from teachers, who are the frontline policy and curriculum implementers in schools. Field notes were captured in a research journal. The recorded notes helped me to be reflective and mindful of researcher bias.

1.12.2.1 Individual Face-to-Face Interviews

At the root of the semi-structured face-to-face interviews was an interest in establishing understanding and eliciting responses and educational experiences of teachers in their implementation of the AIDS Action Programme for Schools (De Vos, Strydom, Fouché & Delpont, 2005:295). The interviews were conducted with two Ministry of Education officials in the provincial office, and four school heads in their offices at their schools. I used in-depth semi-structured interviews because social abstractions such as articulating curriculum change issues and HIV and AIDS education are best understood through the experiences of individual school principals working with teachers on the programme together with the Ministry of Education officials who engage in professional interaction with the teachers while monitoring programme implementation (Marshall & Rossman, 2011; Cohen *et al.*, 2007:174; Kvale, 1996:174).

Face-to-face individual interviews were conducted with school heads to establish the central themes of the school heads' experiences with teachers in schools during curriculum implementation. Each of the individual interviews lasted for approximately an hour. The interviews allowed me to engage in insightful face-to-face interactions

with the participants (Maxwell, 1996:91). The in-depth interviews facilitated an enquiry into the research topic. Data from the semi-structured interviews helped me to establish how teachers understand, respond to and implement the AIDS Action Programme in their school contexts.

1.12.2.2 Focus Group Interviews

I undertook four focus group interviews with five subject area teachers at each school. Focus group interviews were preferred because they are less time-consuming and capitalise on the sharing and creation of new ideas that sometimes do not occur if participants are interviewed individually (Hancock & Algozzine, 2006). In comparison to individual interviews, the focus group interview was a less threatening context that allowed participants to volunteer information freely and openly as they were encouraged to discuss issues that seemed common to them all (Hancock & Algozzine, 2006:39-40). Techniques such as summarising, paraphrasing, clarification, probing and non-verbal responses were employed to extract and reveal existing knowledge (Silverman, 2004:272). I ensured that participants' viewpoints were cross-examined for truthfulness through the use of counter-check questions.

Each interview was audio-recorded. To record the focus group data, I used both handwritten notes and audio taping the interviews with the participants' consent. Recording the interviews was justified because the primary data of qualitative interviews are verbatim accounts of what transpired in the interview (McMillan & Schumacher, 1998). Audio-recording the interviews ensured completeness of the verbal interactions and provided material for reliability checks. Voice recording also enabled me to concentrate on the topic and the dynamics of the interviews at the time rather than to be distracted by note-taking (Kvale, 1996; Seidman, 2006).

1.12.2.3 Open-ended Questionnaire

A researcher-designed open-ended questionnaire dealing with items exploring teachers' understanding of, response to and implementation of the AAPS was also used to collect data. Teachers selected to complete the questionnaire were those who were teaching the subject area.

A mixture of questions was adopted in the instrument to obtain meaningful, accurate, comprehensive or rich data from the questionnaire (De Vos *et al.*, 2005:340). It was necessary to have open-ended questions because the information gathered was detailed and had a clear status as credible data (Srivastava, 1994). I decided to use open-ended questionnaires to get more information that might not have been discussed in the focus-group interviews. Further, open-ended questions allowed the respondents to compose their own answers rather than to choose from a number of given alternatives. Thus, open-ended questions were more likely to produce valid data since the respondents were able to express their views in their own words and think through issues. Use of the open-ended questionnaire allowed for anonymity, individual opinion to be expressed and was an economical way of accumulating information in terms of time, effort and cost (De Vos *et al.*, 2005:340; Srivastava, 1994; Oppenheim, 1992).

1.12.2.4 Field Journal

During fieldwork I maintained a field/research journal. Through the research journal, I was able to capture information and keep running field notes and reflections of activities directly observed in the school settings which yielded information relevant to my study (Hancock & Algozzine, 2006:46-47; Seidman, 2006). These various recorded observations strengthened the validity of the study and were relevant during data analysis. Through the use of a research journal I was able to capture and observe salient things that participants might not have talked about freely in interviews (Cohen *et al.*, 2000:315). The information from field notes was corroborated with data from other sources in the triangulation (de Vos *et al.*, 2011; McMillan & Schumacher, 2006). I realised that although methods and procedures do not guarantee validity, they are nonetheless essential to the process of ruling out validity threats and increasing the credibility of my conclusions.

1.13 DATA ANALYSIS

Data analysis was a final inductive process of narrowing, presenting and interpreting data (Sarantakos, 2000:210). Qualitative data analysis enables organising the data into categories as well as identifying relationships and emerging patterns among the categories (McMillan & Schumacher, 2001:461; Ely, Vinz, Downing & Anzul,

1997:165; Creswell, 1997:237). This is the final stage of data reduction, presentation, analysis and interpretation (Sarantakos, 2005; Ely *et al.*, 1997:165; Coffey & Atkinson, 1996:23). Data analysis was an ongoing process after the first batch of data was collected. During the data analysis, analytical and interpretive processes worked in tandem in generating meanings.

Wolcott (1994:23) submits that analysis carries with it connotations of acts that are cautious, controlled and methodological; whereas interpretation connotes freewheeling and unbounded acts. Extending Wolcott's (1994:23) view, analysis involves discerning patterns, themes and issues in the data and these findings are seen in relation to one another and against a larger theoretical perspective. Interpretation implies drawing meanings from the analysed data (Ely *et al.*, 1997:160). In this study, data were systematically collected and meanings, themes, categories, sub-themes and general descriptions of the experience within the context of the study formulated. Informed by the research questions of the study, thick descriptions and vignettes were used to present the findings. The methodology and data analysis are exhaustively and explicitly discussed in Chapter 4.

1.14 ETHICAL MEASURES

Since, the study dealt with HIV and AIDS education, ethical considerations were integral to this research project. Ethics is the science of criteria, norms and values of human action and conduct (Babbie, 2001:417). In this study the ethical measures considered were based on sound scientific principles because the research entailed extraction of sensitive and personal information from participants (Babbie, 2001:417). Ethics deals with engagement in reflection and analysis of morals concerning whether an act is good or bad and how it influences our basic quest for meaning, our search for humanity and our attempt to create a human society. The intention of ethics is to safeguard human dignity and promote justice, equality, truth and trust (Medical Research Council, 1993:13). The four principles of ethics I considered are: autonomy, beneficence, non-maleficence and justice. In this study, the ethical requirements set by the Medical Research Council (MRC) and in line with the University of Pretoria, Faculty of Education's expectations were addressed (MRC, 1993:13-14). The ten basic ethical codes of research behaviour considered in this study are:

- the participant as a person
- human rights
- the ethic of justice, fairness and objectivity
- competence
- integrity
- sensitivity
- confidentiality
- demarcation of roles
- communication
- possible dangers taken into consideration

A detailed discussion of the ethical considerations is provided in Chapter 4.

1.15 ORGANISATION OF THE THESIS

The study focuses on secondary school teachers who had the responsibility of teaching HIV and AIDS and Life Skills under the subject area AIDS Action Programme for Schools. I sought to establish the teachers' understanding of, response to and implementation of the AAPS in relation to official policy, curriculum requirements and components and the teachers' pedagogical practices. I began with the intention of soliciting views from the teachers on whether policy and curriculum expectations of the AIDS Action Programme for Schools were consistent with their implementation needs. The outline of the chapters in this thesis is presented below.

CHAPTER ONE: Background and Orientation

This chapter sets the background and orientation of the study by defining the key constructs and discussing the aim and statement of the problem. The main research question and sub-research questions are highlighted. A brief literature review exploring a situational analysis of the HIV and AIDS Policy and issues in Zimbabwe is presented in order to place the study in context. The research population and sampling strategies are explored. Key concepts and terms in the study are defined. I indicated how the research methodology, design and data collection strategies were implemented. In this chapter the theoretical foundation of the study is introduced.

CHAPTER TWO: Literature Review

The second chapter covers the literature review of the research. The review was used as a tool to focus the study and formulate the research instruments in a bid to better understand what constitutes teacher understanding and implementation of the AIDS Action Programme for Schools. The relevant literature in respect of the following critical issues of the study was also reviewed:

- Rationale for HIV and AIDS education in Zimbabwe
- Policies for the AIDS Action Programme for Schools
- The importance of education in preventing the spread of HIV and AIDS
- Teacher conceptualisation and policy implementation
- Curriculum implementation
- Teacher response to curriculum change
- Factors that influence teachers' responses to curriculum change and implementation
- Barriers to curriculum change

The above issues were reviewed because they are seen as influencing the teachers' espoused and enacted pedagogical content knowledge and practice in implementing the subject area. In Chapter 3, the theoretical framework – the Concerns-Based Adoption Model which provides an organised plan and an analytic tool to understand what constitutes teacher conceptualisation and implementation of the AIDS Action Programme for Schools – is discussed.

CHAPTER THREE: Theoretical Framework

Chapter Three discusses the theoretical framework upon which the study on secondary school teachers' conceptualisation and implementation of the AIDS Action Programme for Schools is founded. The theoretical framework – the Concerns-Based Adoption Model – was also applied as an analytical tool to data collected in this research. In this chapter, the main three components of the Concerns-Based Adoption Model namely: the Stages of Concern (SoC), Levels of Use (LoU) and Innovation Configuration (IC) are explicitly explored. The chapter highlights the basic assumptions of the Concerns-Based Adoption Model in implementing a subject area such as the AIDS Action Programme for Schools.

CHAPTER FOUR: Research Methodology and Research Design

This chapter presents an in-depth view of the research approach, methods and design employed in the study. An outline of data collection strategies, analysis and interpretation is discussed. Ethical considerations that informed the study are clarified. Processes undertaken when administering open-ended questionnaires, individual interviews, focus group interviews and observations are deliberated upon. Of significance is that a qualitative research design was utilised.

CHAPTER FIVE: Data Presentation, Analysis and Results

Results of the study on secondary school teachers' conceptualisation and implementation of the AIDS Action Programme for Schools are presented using themes, categories and sub-themes. The results were analysed and interpreted for emerging categories and themes. This was done to reveal how teachers understood, responded to and implemented the AIDS Action Programme for Schools in their classrooms. Findings of the study are discussed in relation to the key research questions.

CHAPTER SIX: Overview, Synthesis of Findings and Recommendations

I present and discuss the findings of the study in relation to the key research questions and to the literature and the theoretical framework. Recommendations for teachers, school heads, Ministry of Education officials, teachers' colleges and universities with specific reference to the AIDS Action Programme for Schools policy and curriculum implementation in schools are presented. Possible areas for further research are outlined and the chapter ended with a final conclusion.

1.16 CONCLUSION

This introductory chapter provided a background and orientation that placed the study in the correct context in Zimbabwe and clarified the aim, primary research question, secondary research questions, objectives and the study's methodology. The need to research and document secondary school teachers' conceptualisation and implementation of the AIDS Action Programme for Schools in Zimbabwe was justified. It is a policy and curriculum innovation issue that has not yet received much attention from researchers in Zimbabwe despite its being an important subject area in the fight against the high prevalence of HIV and AIDS in Zimbabwe and Southern

Africa as a region. Evidence of this fact is the scant literature on teacher policy and curriculum conceptualisation and implementation in Zimbabwe as shown by the brief literature review in this chapter. Teachers' espoused beliefs seem to be inconsistent with their practice in most policy and curriculum reform implementation cases. Therefore, the preliminary literature review and Hall and Hord's (1987; 2001) Concerns-Based Adoption Model were viewed as suitable analytical tools to analyse secondary school teachers' conceptualisation and implementation of the AIDS Action Programme for Schools in this study. The following Chapter 2 discusses literature related to this study.

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