

## CHAPTER 5

### DATA PRESENTATION, ANALYSIS AND RESULTS

*Change and the tendency to embrace or to resist it seem always to have been part of the human condition. Change leads to consternation for some, indignation for others, shock for still others and hope for a few*  
(Hall *et al.*, 1975:52).

#### 5.1 INTRODUCTION

In Chapter 4, a comprehensive presentation of the qualitative research approach and design was discussed in order to respond to the main research question and secondary research questions of the topic under study. After the approval of my ethics application, data was collected. Participants' responses were noted during the data collection strategies described in Chapters 1 and 4, which were:

- Semi-structured individual interviews with Ministry of Education, Sport, Arts and Culture officials and school heads.
- Focus group interviews with teachers who teach the AIDS Action Programme for Schools.
- An open-ended questionnaire that was administered to teachers of the AIDS Action Programme for Schools.

In this chapter, I carefully consider the data I collected during the fieldwork at the Ministry of Education provincial offices and at four government secondary schools in the Masvingo District of Zimbabwe. I engaged in the process of data collection and analysis concurrently throughout fieldwork (Ely *et al.*, 1997:12). Initially, the bulk of the collected data was considered. Then the data was coded and significant ideas were singled out and systematically arranged in themes and categories for a thematic discussion as indicated in Tables 5.1 to 5.3. Then I report the results of this study according to the emergent themes, taking cognisance of the research questions outlined in Chapter 1. At this initial stage, I advanced a non-evaluative reporting of data as suggested by Merriam and Simpson (1984:180).

The thematic contentions were evaluated against seven discrete Stages of Concern (SoC) and eight Levels of Use (LoU) of an innovation that the teachers might demonstrate during implementing the AIDS Action Programme for Schools as described by Hall and Hord's (1987; 2001) Concerns-Based Adoption Model (CBAM) (see Chapters 1 and 3). The themes helped to categorise the responses of the research participants in terms of implementation of the AAPS as well as in relation to the literature. Accordingly, the teachers' responses were analysed to determine how they understand, respond to and implement the AIDS Action Programme for Schools. The analysis pursued what Nieuwenhuis (2007a:99) refers to as the presentation of meaningful and symbolic data. The discussion of the results also aimed to answer the main research question of this study, which was:

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

There were four school heads, two Ministry of Education Sport, Arts and Culture (hereafter referred to as Ministry of Education) officials and 20 teachers who participated in the study. Rhodene, Muccheke, Hillside and Nemanwa were chosen as the schools' pseudonyms. In order to maintain anonymity of the research sites and research participants, codes were assigned to the responses that emerged from the transcripts. Therefore, the codes in Tables 5.1, 5.2 and 5.3 were utilised.

**TABLE 5.1: Codes of Individual Interviews: Ministry of Education officials and School Heads**

<b>Code</b>	<b>Explanation</b>
ME-OF	Ministry of Education official
SH-R	School Head – Rhodene
SH-M	School Head – Muccheke
SH-N	School Head – Nemanwa
SH-H	School Head – Hillside

**TABLE 5.2: Codes of Open-ended Questionnaire: Teachers**

Code	Explanation
TO-H	Teacher Hillside
TO-M	Teacher Mucheke
TO-R	Teacher Rhodene
TO-N	Teacher Nemanwa

**TABLE 5.3: Codes of Focus Group Interviews: Teachers**

Code	Explanation
TF-R	Rhodene
TF-M	Mucheke
TF-H	Hillside
TF-N	Nemanwa

Hence, TF-R2:10 would mean:

- TF-R2: Teacher number 2, focus group interview, Rhodene
- 10: page 10 of the transcript

## 5.2 ANALYSIS OF QUALITATIVE DATA

During the research process, there were situations where I had to separate, merge or adapt emerging themes. It was my intention that the interpretations from the participants' responses would result in the findings being trustworthy and relevant to the research questions. In addition, it must be noted that data from observations during fieldwork were included in the subsequent thematic discussion. Table 5.4 introduces the themes, categories and sub-categories highlighted in the ensuing data analysis and discussion. For ease of understanding raw data, *vignettes* (Ely *et al.*, 1997:70) or actual words spoken by the participants during semi-structured interviews and focus group interviews and those written responses to the open-ended questionnaire appear in sections indented and italicised for ease of identification in the consequent analysis of results.

**TABLE 5.4: Analytical Strategy – Research Themes, Categories and Sub-categories**

<b>THEME 1</b>	
<b>Teachers' understanding of the AIDS Action Programme for Schools</b>	
Category 1	Teachers with the requisite knowledge
Category 2	Teachers lacked the requisite knowledge and skills
Category 3	Teachers lacked resources and support

<b>THEME 2</b>	
<b>Teachers' experiences with implementation of the AIDS Action Programme for Schools</b>	
Category 1	Teachers experienced feelings of frustration and fear
Category 2	Teachers experienced the AIDS Action Programme for Schools as a sensitive subject
Category 3	Teachers experienced lack of direction and felt overburdened

<b>THEME 3</b>	
<b>Teachers' response to implementation of the AIDS Action Programme for Schools</b>	
Category 1	Teachers responded with a positive attitude
	1.1 Teachers adapted and adopted implementation of the AAPS 1.2 Teachers collaborated with colleagues and interested partners
Category 2	Teachers responded with a negative attitude
	2.1 Teachers were reluctant and ignored implementation of the programme 2.2 Teachers lacked motivation

### **5.3 ANALYSIS OF BIOGRAPHICAL INFORMATION OF PARTICIPANTS**

Questions 1, 2, 3, 4 and 5 (Appendix 9) in the open-ended questionnaire were asked to obtain biographical information regarding the research participants such as gender and age, academic and professional qualifications, subject specialisation and years of teaching experience. The biographical responses are presented in Table 5.5. These details enabled me to advance an analysis of the research participants' personal and professional backgrounds in relation to their knowledge and responsibility to teach the AIDS Action Programme for Schools.

I anticipated that the use of the pseudonyms would enhance the anonymity of participants in the study. Information on gender and age might indicate the participants' maturity and teaching experience to execute the implementation of the AAPS. Data on academic and professional qualifications would reveal the professional development and training that the participants had received to determine their capacity to present HIV and AIDS education as set out in the AAPS policy documents.

Lastly, information on the participants' years of teaching experience contributed to my understanding of the teachers' competence level and professional maturity with regard to implementing the AIDS Action Programme for Schools in their classes. The participants' responses to questions one to five are indicated in Table 5.5.

**TABLE 5.5: Research Participants' Biographical Information**

Pseudonym	Gender & Age	Academic and Professional Qualification	Subject Specialisation	Teaching Experience
Dudu	Female: 40 years	MBA, BSc, C.E <sup>1</sup>	Science	19 years
None	Male: 42 years	BA, Grad. CE	Shona & RS <sup>2</sup>	20 years
Mitz	Female: 47 years	BA, Grad. CE	Shona & Divinity	22 years
Precious	Female: 44 years	BA Hon., Grad. CE	History & English	23 years
Denio	Female: 31 years	'A' Level <sup>3</sup> , DE	History	10 years
Nyasha	Female: 34 years	BSc in Educ.	Geography	12 years
Kay-Kay	Male: 35 years	MEd.	Mathematics	13 years
Muller	Male: 47 years	MEd.	Physics & Biology	15 years
Esx	Female: 45 years	STC, BEd.	Biology	21 years
Concerned	Female: 43 years	BA, Grad. CE	English Literature	16 years
Rejoice	Male: 32 years	BEd.	Home Economics	10 years
Rtramile	Male: 30 years	BSc, Grad. DE	Agriculture	6 years
Shingairai	Female: 33 years	BA, Grad. DE	Literature in English	10 years

<sup>1</sup> MBA: Master of Business Administration; MEd. Master of Education; BEd. Bachelor of Education; BA: Bachelor of Arts; BScC: Bachelor of Science – Counselling; BSc: Bachelor of Science; Grad. DE: Graduate Diploma in Education; Grad. CE: Graduate Certificate In Education; DE: Diploma in Education; CE: Certificate in Education, STC: Secondary School Teacher certificate

<sup>2</sup> RS: Religious Studies

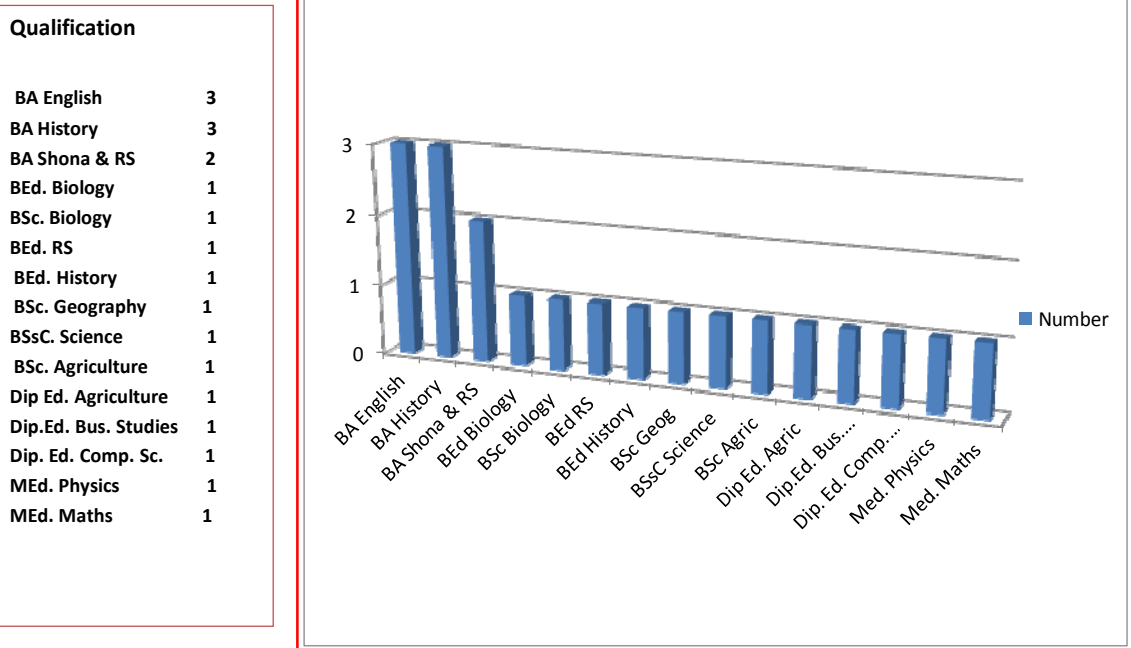
<sup>3</sup> In the Zimbabwean education system 'A' Level refers to the 6<sup>th</sup> and last year in secondary school education

Pseudonym	Gender & Age	Academic and Professional Qualification	Subject Specialisation	Teaching Experience
Pauline	Female: 39 years	BEd.	Religious Studies	15 years
Chiwanza	Male: 40 years	BSc. Hon.	Biology	16 years
Praise	Female: 32 years	BA, Grad. DE	History	8 years
Chiwawa	Female: 43 years	BA, CE	English	20 years
Shumba	Male: 25 years	'A' Level, DE	Business Studies	3 years
Quevee	Male: 26 years	'A' Level, DE	Computer Science	3 years
Speaker	Male: 34 years	'O' Level <sup>4</sup> , DE	Agriculture	9 years

Analysis of results presented in Table 5.5 reveals that of the 20 teachers who participated in the study, 11 were females and 9 were males; possibly indicating that more females were assigned to teach the AIDS Action Programme for Schools in their contexts. The results show that all the participants were qualified teachers and had Bachelor's degrees in various subjects and areas of specialisation. Two of the teachers had diplomas in education. None of the teachers had a qualification in HIV and AIDS education, with the exception of one who had a Bachelor of Science degree in Counselling. However, two other teachers had Bachelor of Science and Bachelor of Education degrees in Biology, which is one of the areas related to the AAPS. All the teachers had significant teaching experience ranging from three years up to 23 years. These teachers were assigned to teach the subject area over and above their normal teaching load in their specialised subjects. Figure 5.1 shows the different subject area specialisations of the teachers implementing the AIDS Action Programme for Schools in their classes.

<sup>4</sup> In the Zimbabwean education system 'O' Levels refers to the 4<sup>th</sup> year of secondary school education

## Teacher Qualification and Subject Specialisation

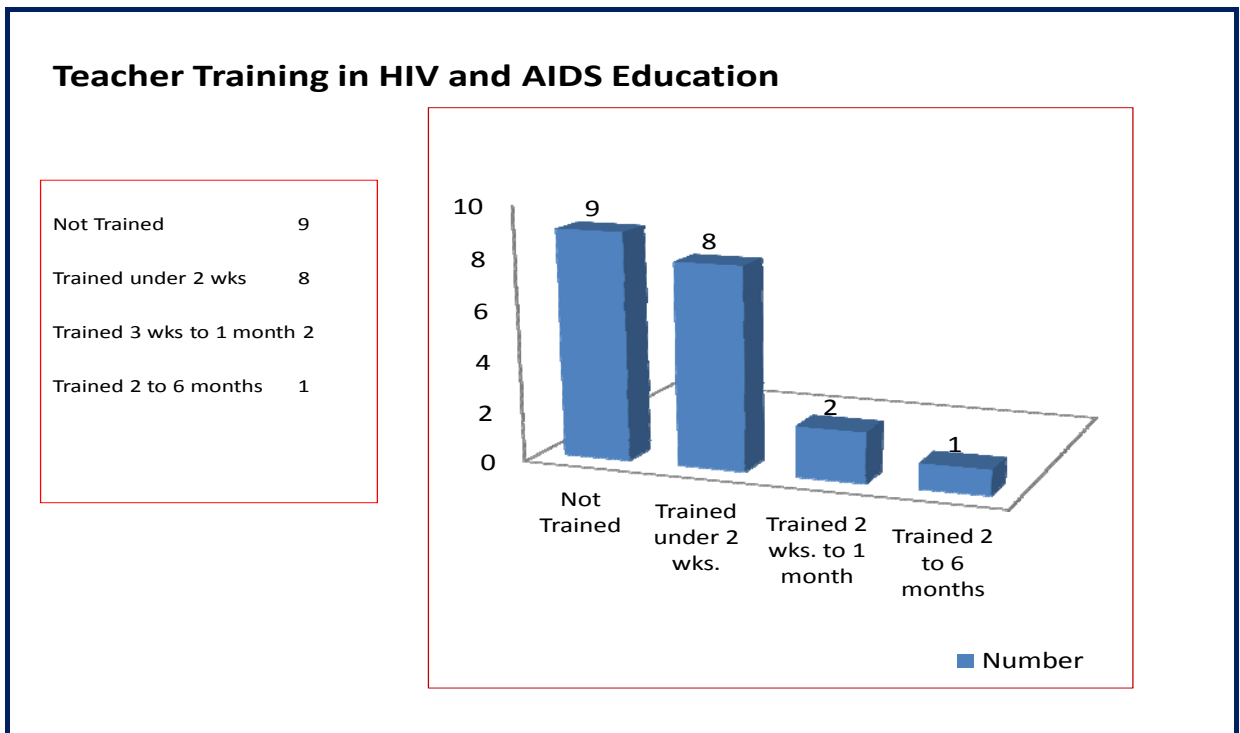


**Figure 5.1: Teacher Qualification and Subject Specialisation**

Reflecting on the results in Table 5.5 and Figure 5.1, my reservations were that most of the teachers might face content-knowledge challenges in HIV and AIDS education although they had sound academic and professional qualifications in their different subjects of specialisation and relevant teaching experience. Accordingly, I reasoned that all teachers in this study had adequate academic and professional qualifications to teach different subjects in secondary schools but only three (one with a BSc Counselling degree and two who majored in BSc and BEd Biology respectively) of them had qualifications related to HIV and AIDS education. Considering these results, I concluded that teachers who are academics and specialists in different subjects were tasked to implement the AIDS Action Programme for Schools as an additional subject area<sup>5</sup> to their normal teaching load in their subjects of specialisation.

<sup>5</sup> In this thesis subject area refers to the AIDS Action Programme for Schools the two terms are used interchangeably.

Most of the teachers' response during focus group interviews and completion of questionnaires revealed that few of the teachers (three as indicated in Figure 5.2) implementing the AIDS Action Programme for Schools had adequate in-service training in HIV and AIDS education. Figure 5.2 shows a visual distribution of the teachers' training in HIV and AIDS education. Most of the teachers were all not experienced in teaching HIV and AIDS education, as a subject area, which means that according to the CBAM, they started implementing the AAPS at the Orientation Level of Use where they were still collecting information and wanting to know more about the subject area (Hall & Hord, 2001).



**Figure 5.2: Teacher Training in HIV and AIDS Education**

The presentation in Figure 5.2 reveals that of the 20 teachers who were implementing AIDS Action Programme for Schools nine had no formal training or induction in HIV and AIDS education at all. I reasoned that these nine teachers relied on HIV and AIDS literature search to acquire knowledge in the subject area at an individual level. Of the teachers who had induction, or received training, eight of them attended workshops not exceeding two weeks. Further, two of the teachers had training not exceeding one month. In fact, according to these results, 17 of the teachers implementing the AAPS in this study can be classified as having no and very little insight about the content and components of the subject area due to lack of



requisite qualification. Based on Hall and Hord's (1987; 2001) CBAM, these teachers were mostly practicing AAPS at Orientation, Preparation and Mechanical Levels of Use. Only one teacher received formal training in HIV and AIDS education for a period of up to six months through workshops and seminars.

## **5.4 THEMATIC DISCUSSION OF THE RESEARCH**

### **5.4.1 THEME 1: TEACHERS' UNDERSTANDING OF THE AIDS ACTION PROGRAMME FOR SCHOOLS**

In exploring teachers' understanding of the AIDS Action Programme for Schools it was found that the teachers showed both basic understanding in some respects and ignorance in others about what the subject area's policy, curriculum requirements and components were. The teachers' understanding of the AAPS can be divided into two categories, namely those with basic knowledge and those who lacked the essential knowledge. It became apparent that most teachers who teach the AAPS did experience various knowledge challenges and had misconceptions relating to their understanding and interpretation of policy, curriculum requirements and components when implementing them in their classrooms. However, there were a few teachers in some of the schools (Nemanwa, Hillside & Rhodene), who showed basic understanding of the programme's provisions. The disparities in terms of teacher understanding of the AAPS implied that the teachers were engaging with the subject area at different levels of practice according to Hall and Hord's (1987; 2001) Concerns-Based Adoption Model. A thematic discussion of teacher understanding of the AAPS and levels of practice will follow.

#### **5.4.1.1 Teachers with the requisite knowledge to implement the AIDS Action Programme for Schools**

For the purpose of clarity in the thematic discussions that follow, I reiterate what has been stated in Chapter 2, namely that the AAPS does not have a specific subject syllabus at secondary school level. There are only a set of objectives given to schools by the Ministry of Education Sport, Arts and Culture. Teachers are expected to develop individual school syllabuses from the stipulated objectives for use in their classes (GoZ, 2003c; 2006a).

Data analysis of the results from both focus group interviews and open-ended questionnaires revealed that generally, the teachers were aware of the AAPS but only few teachers from three of the four participating schools showed the requisite understanding of the policy and curriculum requirements for the AIDS Action Programme for Schools. The teachers who displayed an understanding of the subject area (TO-H2:1; TO-M2:1) in their responses averred that the AAPS is an important subject area which ought to be taught to learners from Grade 4 in the primary school up to Form 6 in the secondary school. According to the teachers' responses, the curriculum should equip learners with the prescribed HIV and AIDS knowledge and life skills to be able to live with the infected and affected and to make responsible decisions and choices. Participants did regard the AAPS as an important subject, as expressed by a teacher who stated that:

TO-N1:1 *AAPS is a programme that helps learners understand more about HIV and AIDS. It emphasises that every pupil must be taught HIV and AIDS education at least one lesson per week.*

A participant (TF-H1:1) responded that the AAPS compels individual schools to teach HIV and AIDS education, sexually transmitted infections and related issues. The latter is in line with the content requirements of the AAPS. A participant from the focus group interviews expressed the teachers' understanding of the AIDS Action Programme for Schools as follows:

TF-N2:1 *AIDS Action Programme for Schools is a curriculum implemented by schools in Zimbabwe in order to develop HIV and AIDS awareness and related issues among the pupils and later disseminate information to the community concerning HIV and AIDS.*

The participants' understanding of the subject area revealed that they emphasised the seriousness of the AAPS. Participants were aware of the subject area as outlined in policy documents and literature (GoZ, 2006a; 2003c; O'Donoghue, 1996:5) and were aware that the AAPS is a policy and curriculum innovation designed to combat HIV infection among children in both primary and secondary schools and also to equip children with life skills. In order to illustrate teachers' understanding of the significance of the policy guidelines for the AAPS, a participant (TF-N2:2) contended

that the policy stipulates that it is compulsory for all schools to educate learners on HIV and AIDS. It is not supposed to be side-lined or replaced by any other subject and/or other learning or teaching, but should appear on the school timetable as HIV and AIDS education (TF-N1:2). Reiterating the views of participants who showed basic understanding of the subject area, a teacher in a focus group interview stated:

TF-H3:1 *This subject area brings about HIV and AIDS awareness and child abuse issues within different groups of pupils of school-going age. In addition, it gives awareness of the social implications of HIV and AIDS. The subject area is beneficial in its mandate to bring about that understanding so that pupils will know where to go and what to plan for in their lives in the context of HIV and AIDS.*

Participants' responses were in line with the Ministry of Education's expectations that the AAPS should be regarded as compulsory and be treated as a separate subject area with equal status as other subjects in secondary schools (GoZ, 2002b:12; 2003c; 2006a). Participants concurred with this stating:

TF-N2:1 *Just to add on what has already been said, as per policy mandate the subject has to be treated equally like any other subjects on the curriculum.*

TF-N3:1 *The policy says for all schools it's compulsory to teach HIV and AIDS education and its one lesson per class per week.*

The empirical data revealed that the participants' understanding was consistent with the information in the AAPS policy and curriculum documents (GoZ, 2003b; 2005b; Moya, 2002:2; O'Donoghue, 1996:1) such as the AAPS policy framework, which was summarised by a Ministry of Education official as follows:

ME-OF:1 *The policy framework is that all the children in schools should be informed about the AIDS pandemic. Policy encourages the teaching of the AIDS awareness programme by teachers in the schools. The aim is to ensure that as much as possible all learners including vulnerable children are protected and are made aware of the problem of HIV and AIDS.*

The Ministry of Education officials explained the policy that teaching the subject area was a requirement in all schools and that all school pupils must be taught this subject. Two school heads (SH-R: 2; and SH-N: 2) pronounced that it was actually an act of misconduct not to teach the subject area in schools. One school head elaborated upon the implementation of the AAPS policy framework revealing that:

SH-N:2 *Policy [...] states that HIV and AIDS education should be offered as a subject area to learners by teachers in schools. The aim is to ensure that as much as possible, children are protected from being infected by HIV.*

In exploring teacher understanding of the AIDS Action Programme for Schools, a participant (TO-N3:1) in an open-ended questionnaire responded that the programme in schools was meant to make learners aware of the deadly disease and to care for the infected and affected people. The key components of the AAPS identified by participants are to:

- Impart HIV and AIDS knowledge to pupils (TF-N2:2)
- Develop social skills that pertain to HIV and AIDS (TF-N2)
- Encourage abstinence from sexual activity early in a child's life (TF-H3:1)
- Prevent child sexual abuse (TF-N3).

On reflection, it became apparent from the results that participants who portrayed basic understanding of the AIDS Action Programme for Schools and who put it into effect, collaborated and exchanged knowledge and skills with those teachers who shared their ideas. The results measured against Hall and Hord's (1987; 2001) Concern-Based Adoption Model revealed that teachers who showed a basic understanding of the AAPS were likely to collaborate with each other and with heads of schools in order to acquire more information to implement the subject area efficiently. Such teachers realised that effective implementation of the AAPS in a school was not a task that could be assigned to one person but should rather be approached in collaboration with others. The issue of knowledgeable teachers who act as AAPS facilitators was realised by a Ministry of Education official when he commented:

ME-OF1:2 *There are usually one or two teachers in a school who have been exposed to the literature and knowledge and they are supposed to induct others who may not have attended workshops.*

One of the principles that guide the CBAM is that in implementing an innovation the knowledgeable teachers' task is to facilitate or assist others in ways that are consistent with their concerns so that they become more effective in teaching the subject area and embracing necessary procedures (Hall & Hord, 1987:10).

#### **5.4.1.2 Teachers lacked the requisite knowledge for them to implement the AIDS Action Programme for Schools effectively**

Teachers who lacked the requisite knowledge of the AAPS were the majority. Responses from participants in focus group interviews, individual interviews and the open-ended questionnaires revealed that most of the teachers had serious knowledge deficiencies in terms of their understanding of the policy and curriculum provisions of the AIDS Actions Programme for Schools. All 20-teacher participants had bachelor's degrees with the exception of three, who had diplomas in education, and they lacked specific HIV and AIDS education qualifications. Teachers were tasked to teach the subject area on an ad hoc basis to fill up their timetable. Teachers who lacked content knowledge of the AAPS also happened to be ignorant of the policy guidelines. In explaining the lack of teacher knowledge of the subject area participant TO-M5 said:

TO-M5:1 *AIDS Action Programme is an awareness programme to young people. I am not aware of its components. I don't have knowledge about the Ministry policy.*

As revealed in the verbatim report above, the teacher's response illustrated a lack of knowledge about the AAPS and its policy guidelines, which formed the source of reference for the teachers who were expected to, base their teaching of the subject area thereon. Taking cognisance of the fact that teachers employed their knowledge of daily experiences as lenses or windows through which they viewed the curriculum it was of concern that these participants had misconceptions about the subject area they were implementing (Zimmerman, 2006:239). Based on information obtained

from the participants I inferred that the lack of knowledge was because policy and curriculum documents were not disseminated to some of the teachers who were supposed to implement these. This was confirmed in the responses of participants during the focus groups interviews, where it emerged that there was a general lack of knowledge of the curriculum and its implementation mandates. Writing on policy planning Haddad (1995) suggests that policy planners should ascertain that the intended implementers understand policy requirements. This study found that there was reluctance and resistance to teach the subject area due to the teachers' lack of knowledge and confusion as indicated by the following submission from a participant (TF-M3) who was not even aware whom the subject area was designed for. She stated:

TF-M3:1 *I think it is a programme designed to cater for people who can be affected by the epidemic or who are already affected by the epidemic disease which is called AIDS. [...] and it again educates the public about how to handle people who are HIV affected.*

The participant's response confirmed the teacher's lack of clear understanding of the official government policy and curriculum initiative. The teachers' ignorance of policy mandates and guidelines could be attributed to the lack of commitment on their part to learn about a subject outside their field of specialisation that they had to teach. When teachers adopt a negative attitude to change, it becomes difficult for them to develop the required knowledge and skills for effective implementation of an innovation (Bantwini, 2010:83; Blignaut, 2007). Jansen and Christie (1999) mention that sometimes teachers view the knowledge and competencies expected of them as difficult, complex, unrealistic, ambitious and impractical given the existing demands upon them. A Ministry official confirmed the teachers' lack of knowledge of the subject area in schools when he stated:

ME-OF1:2: *The problem really is that [...] those teachers who have attended HIV and AIDS education workshops are a minority that normally are overwhelmed by the majority who may not have accessed the information and are ignorant.*

Measured against Hall and Hord's (1987; 2001) Concerns-Based Adoption Model teachers with such an approach are stuck at the initial stage of Unconcerned/Awareness, Informational and Personal, where the individual shows little concern and lack of knowledge, is not ready to accept change and may therefore ignore or resist implementation of the subject area. Zimmerman (2006:239) observes that teacher knowledge and skills are affected by psychological factors (such as teacher feelings, values and attitude) when teachers are required to teach a subject outside their field of specialisation. Hall and Hord (2001) aver that psychological factors are embodied in teachers' espoused concerns during implementation of a prescribed innovation (such as the AAPS).

Most of the teachers who displayed a lack of knowledge of the AAPS blamed the Ministry of Education, Sport, Arts and Culture for the failure to disseminate the policy and relevant curriculum information about the subject area to schools on time. Guskey (2002) who observes that close collaboration between curriculum developers and teachers can facilitate the process of adaptation supports this. A participant (TF-M3) expressed the teachers' concern with regard to their lack of the essential knowledge as follows:

TF-M3:3: *I think it runs from the government offices. There is no policy in place, which enforces, so that the HIV and AIDS programme can be successful. Because even our Ministry of Education, it's just on paper but practically there is nothing which is being done. Therefore, we are having problems when it comes to understanding and teaching that subject.*

In addition, it seemed that dissemination of information on the AIDS Action Programme for Schools did not reach all schools. A Ministry of Education official affirmed the response during an individual interview:

ME-OF1:4 *The schools face a number of problems or challenges you see. One of the challenges is lack of information. The booklets we talk about may not be there early, they are not available. They did not go around all the schools.*



The response from the Ministry of Education official (ME-OF1:4) implied that there was a shortage of the policy and prescribed textbooks necessary to inform the teachers about implementation of the AAPS. This resulted in teacher despondency. According to Wood and Oliver (2007:1), teachers can get despondent due to the lack of basic information about a subject they are tasked to implement. They could develop a lack of intrinsic motivation in implementing the subject area (Adamchak, 2005). Hargreaves (2004) and Jansen (2001b:242) view such a situation of teacher despair and lack of knowledge about a subject area such as the AAPS as ‘the dislocation between policy provision and practical reality in schools’. One of the participants who responded to the open-ended questionnaire expressed her views as follows:

TO-M4:1-2 *Ministry policy for the programme I am not aware. Curriculum for the programme, I am not aware. Key elements of the programme I am not aware either.*

Participants claimed that the curriculum content was not stipulated and the prescribed booklets that some schools received were not appropriate. Consequently, the teachers often used their own ideas and experience in teaching the subject area. The teachers were perturbed by the lack of information about policy, clear teaching directives and the non-availability of syllabuses in schools. This is supported by findings of Prinsloo’s (2007:165) study, that the success or failure of teachers’ implementation of Life Orientation was closely linked to lack of training, motivation and confidence. A teacher TF-M4 stated the source of the concerns:

TF-M4:2 *Teachers are not aware simply because there are no syllabuses to cover. People don’t have knowledge, and again without knowledge on how to teach these children, where do we go, what do we do? We are concerned [...].*

Besides expressing a lack of knowledge, the above participant went further to point out the lack of direction, inadequate remuneration and a sense of helplessness that exists among teachers at the schools. Commenting on teachers’ inadequate remuneration and a sense of helplessness prophesied by the teachers a Ministry of Education official averred:



ME-OF2:3-4: *I can simply say government does not have enough money to run the AIDS intervention programme in schools. Anybody, who is teacher enough, knows the importance of giving a proper curriculum to the child. Any curriculum that does not include HIV and AIDS as an integral part is not useful to the child.*

According to Hall and Hord's (1987; 2001) CBAM, the participant's response indicates that most of the teachers could have been stuck at Orientation, Preparation and Mechanical Levels of Use. At these levels, teachers are mainly focusing on the self and seeking information about the subject area that they are supposed to adopt and teach. Bellah and Dyer (2007:69) suggest that it may require a lot of time and support for teacher-needs to be addressed, especially if teachers are implementing a curriculum about which they have no clarity.

These results reveal that most participants faced serious lack of knowledge, challenges and misconceptions relating to the policy and curriculum for the AIDS Action Programme. In this regard, the findings are in keeping with Zimmerman's (2006:239) view that teacher knowledge of an innovation acts as a road map to the implementation journey. It has to be noted that when teachers have misconceptions and distortions, their practice of a subject area might also lack focus and direction (Burgess *et al.*, 2010:52). According to Hargreaves (2005b:11) the teachers' ignorance in understanding a subject area made them confused.

Participants reported that teachers were not aware of the AAPS policy requirements. Discussing teacher knowledge, Stoll *et al.* (2006) suggest that a high investment of time, effort and focus may be required to sustain the development of a learning community of teachers and to actually implement the curriculum initiative. A teacher expressed this when she said:

TF-R1a:2 *For us to discuss about policy position at this stage it's not applicable at the moment. Because we do not have [...] and even if it's there, the teachers who are teaching about this disease have not been trained; it's just from reading literature here and there.*

TF-R1b:2 *[...] and nobody has taught you what the underlying policy for the programme is. There is a policy gap. Most of the teachers that are teaching this subject don't know anything about it they are ignorant, not trained.*

Teachers indicated that their lack of awareness about the existence of the policy was frustrating them to such an extent that they preferred not to refer to the subject or talk about the policy issue at all. These results are similar to earlier findings by Mapfumo (2001:11) and Chireshe (2006:214) in Zimbabwe who found that teachers lacked content knowledge and skills to implement the Guidance and Counselling programme. Inquiring how AAPS information is passed on from the Ministry of Education offices to the teachers in schools, a Ministry of Education official responded saying:

ME-OF1:3a *It's mainly through the heads of schools that senior officers like me pass information to teachers. We talk to the heads in the hope that the heads will take the message to their schools and communities, to their teachers.*

ME-OF1:3b: *There are no resources to have direct contact with every teacher, say at provincial and district level. We try to convince school heads that the programme is essential. So, heads when they meet their teachers they also do the same.*

The response by the Ministry official might imply that teachers do not have direct access to the Education Officers, who are more knowledgeable of the policy, curriculum provisions of the subject area. A participant (TF-R3) reiterated challenges faced by the teachers regarding the lack of the AAPS policy documents in schools when she contended that:

TF-R3:3: *We just talk of AIDS from a layman's point of view, from humanity, from our experiences. What I see in my family, at work place, wherever, from other people's stories, that's the information that we use when we are talking about AIDS. We have nothing clearly stipulated or even literature. We don't know, we have never received any literature on AIDS.*

Despite the teachers' lamentation about their lack of understanding of critical policy and curriculum guidelines, the Ministry of Education seems not to have heeded the teachers' concerns about their lack of knowledge. At the Ministry of Education level, it appears that officials are satisfied that the policy documents with implementation guidelines for the AAPS have reached most schools. The following response from a Ministry of Education official during individual interviews reflects the notion that schools had received the policy document. The Ministry of Education official averred:

ME-OF2:3 *I would say at the moment we have made sure that every one of our schools has got the policy document. It instructs them what to do, how to do it, so in other words every school head has made sure that his or her school has got the syllabus and has the circulars. The documents actually specify our approaches to HIV and AIDS pandemic in schools.*

Responding to whether heads of schools and teachers were well informed about the AAPS during individual interviews, a Ministry of Education official expressed his opinion as follows:

ME-OF1:2 *Heads of schools are aware of the policy but in this case, again you find some of the school heads will not be fully aware of the policy. It is resistance again from the Heads, who think that the AIDS Action Programme for Schools is irrelevant. They claim they don't have time for it and that on the school curriculum is an added burden for their teachers and for them to supervise. Therefore, they resist the teaching.*

Analysing the Ministry of Education official's response it appears that some of the heads of schools, who should provide leadership and management roles in implementing the AAPS, lacked the requisite understanding of the subject area and its policy requirements.

In a similar way, it seems that not all schools had received textbooks that would have helped teachers to design school syllabuses and to overcome the challenges most of them faced in implementing the AAPS. Alternatively, it is also possible that the teachers themselves had not taken the initiative to source the documents from their school heads or from the Ministry of Education offices. This resulted in the teachers'

failure to acquire the critical knowledge needed for them to effectively implement the subject area in schools.

#### **5.4.1.3 Teachers lacked resources and support for them to effectively implement the AIDS Action Programme for Schools**

For the sake of clarity in reading this chapter let me state that in this study, although the issue of resources is a factor discussed on its own under this heading, it is apparent that lack of resources as a critical determining factor emerged very strongly across most of the preceding and subsequent themes.

Teachers on the AAPS were perturbed by the lack of resources such as syllabuses and prescribed textbooks to teach the subject area as well as the lack of support from the school heads and the Ministry of Education to effectively implement the AAPS curriculum. Participants were dissatisfied with the lack of workshops and in-service training to capacitate them with the necessary knowledge and skills to teach HIV and AIDS education.

It seemed that the teachers were not aware that the Ministry of Education expected them to develop their own school syllabuses from the given objectives. The response from one the participants (TF-R2) during the focus group interviews outlined his concerns as follows:

TF-R2:2: *The other problem for me I have never attended any workshop, so for me I don't know even the policies, even the objectives for the Ministry of Education. We have just been talking about the objectives from what we think should be taught to the learners.*

The above quotation refers to the challenge of the critical shortage of resources to effectively execute the AAPS in schools. As indicated by literature studies such as those conducted by Chireshe (2006:214) and Chirume (2007:45) in Zimbabwe, ActionAid (2004) in Kenya, Kachingwe *et al.* (2005:199) in Malawi, Samuel (2004:162) in India, Clasquin-Johnson (2011:136) in South Africa, Shower, (2010:597) in Arab Emirates and Burgess *et al.* (2010:52) in Australia, limited

resources and inadequate professional development were barriers to effective curriculum implementation.

Responses, during focus group interviews and open-ended questionnaires, from participants who received textbooks revealed that they thought that there was a general lack of appropriate content for the AAPS. One participant, TF-R3 expressed the view:

TF-R3:3-4 *There is a text book 'Let's Talk about It' but it doesn't have much. Its scanty information, the same book is taught from primary school. In primary school, they use the same literature. We are told to use the same book (Let's Talk about It). It's got no information whatsoever about living with 'it' and how to help affected and infected children. That's the literature I think they say they have sent. But it's not [...] it's so shallow.*

In response to the concerns about the teachers' lack of knowledge due to insufficient information on the subject area being disseminated to schools by the Ministry of Education, Sport, Arts and Culture the participant (TF-R3) went on to say:

TF-R3:4 *Even if you were to use the text book you don't get anything else out of it other than people who are saying I am HIV positive, you know and the meaning of the abbreviation AIDS and it's not much. There isn't much information in those books that they have sent to schools which the Ministry could say we have sent information. [...] and teachers are not ready to teach it.*

Confirming the teachers' assumptions on the lack of the subject area syllabus in schools one of the Ministry of Education officials said:

ME-OF2:6 *Teachers would like the syllabus. Some teachers say they don't know the syllabus, it's possible. [...] We use the primary school Grade four to seven syllabus, that one we have.*

Yet, contrary to the views on lack of resources expressed by the teachers, the other Ministry of education official claimed:

ME-OF1:3 *We make sure that every school has got a number of copies of that material (prescribed test book) and encourage schools to expose that material, that information to pupils through the teachers.*

The non-availability or lack of resources could be a contextual factor within the schools that negatively affects the implementation of the AAPS (Van den Berg, 2008:187). Teachers utilise their knowledge and experiences as a frame of reference to a new subject outside their area of specialisation given to them (Bantwini, 2010:18; Zimmerman, 2006:239). Hence, the teachers' knowledge and experience has direct implications for the success or failure of execution of the AIDS Action Programme for Schools.

Participants were further perturbed by a lack of adequate time at schools with most of the teachers at three of the four schools maintaining that they did not have adequate time to teach the subject area (TF-M1:4; TF-M2:4). The lack of sufficient time for the AAPS in schools affected the teaching of the subject area to the extent that teachers were frustrated and did not want to talk about the issue. Participants in this research were concerned about the fact that the subject area was not given the recognition it deserved on the school timetables. Little time was allocated to the subject area at some schools while at others the subject area was given a space not reflected on the timetable at awkward times of the day. During focus group interviews, one participant expressed the teachers' concerns over the lack of time as follows:

TF-H2:4 *We also have limited time for lessons on the AIDS Action Programme for Schools.*

Participants stated that for their professional development and training, workshops were the most necessary resource (TF-N2:16; TO-R5:8; SH-N: 2; TF-M1:5). The following response by a participant (TF-H2) clearly portrays the teachers' need for professional development:

TF-H2:15 *Teachers who teach HIV and AIDS education should be trained so that they have deeper content and good qualities and skills to teach that subject for it to become effective.*

In their studies, Cohen and Hills (2001) and Ndamba *et al.* (2011) found that the lack of teacher knowledge and sufficient training often led to ineffective implementation of the curriculum. Reiterating the concern regarding the teachers' lack of support and training, a school head (SH-M) categorically stated her line of thinking on the need for teacher training in the related subject area as:

SH-M: 11 *Let them be trained to teach AIDS and related issues on the programme. The subject should be taught at universities where teachers are professionally trained. That should be the best way to equip teachers with the necessary methods, information and whatever is required by the subject area.*

Most participants in this study revealed that besides the lack of in-service training, the teachers lacked support from the Ministry of Education, non-governmental organisations (NGOs) and from school management. With regard to school support, there were no clear parameters set for teachers. Some participants reported that they were receiving minimal support from their school heads and Heads of Departments (HoDs) (TF-H2:9; TO-M3; TF-H3:9). The school management ensured mainly that the subject was time-tabled but no provision was made with regard to the training and support of teachers. Similarly, Bantwini (2010:86) in South Africa found that the absence of school management support and inspectors (supervisors) at schools resulted in a culture where teachers often went to their classes without preparation and proper lessons plans. Discussing the teachers' frustration, a participant (TF-M1) expressed her concern for the lack of support from HoDs and school heads during focus group interviews saying:

TF-M1:8 *We don't get much support from the school heads and Heads of Departments. I think even the administration is in problems in terms of this programme [...] he is also affected by the policies which are not in place and one cannot help.*

Over and above the challenge of the lack of support for the teachers from the school management, a participant (TF-H1) reported that there was also a serious lack of consistent support from NGOs. Projects and activities started by NGO partners at the schools lacked continuity. The teachers reported that the partners would just start a



project at a school and then disappear for long periods resulting in programme implementation gaps. A teacher expressed this when he said:

TF-H1:4 *They offer us 'hit and run programmes'. NGOs just come to the schools, start something as a support project for HIV and AIDS education and then disappear for long periods of time without any feedback.*

Evaluating the results of insufficient resources and teacher support against Hall and Hord's (1987; 2001) Concerns-Based Adoption Model, it should be noted that resources such as policies, curriculum, learning materials and teacher support were critical support external factors for the effective implementation of the AIDS Action Programme at Schools. According to Hall and Hord (1987:6-10), one of the Concerns-Based Adoption Model's basic assumptions is that to attain curriculum change, the teacher had to change first. In order for the teacher to change, it was important that there was adequate knowledge and an enabling support system or structure in place. The effectiveness of the implementation of the AAPS depended on whether teachers and the school management considered the subject area seriously (Sweeny, 2008). It implies addressing teacher concerns through the provision of resources, professional development and general or specific administrative support as key to effective implementation of the AAPS (Hall & Hord, 1987; 2001; Loucks-Horsley, 1996:1).

#### **5.4.2 THEME 2: TEACHERS' EXPERIENCES WITH IMPLEMENTATION OF THE AIDS ACTION PROGRAMME FOR SCHOOLS**

My aim in exploring this theme was to obtain an understanding of teachers' experiences when implementing the AIDS Action Programme for Schools. The theme also allowed for the teachers' emotions and feelings to be revealed and analysed in order to obtain insight into the topic under investigation. Data on teacher experiences was informative in terms of the study as the views of the teachers regarding their experiences were vital to understand how they were engaging with the AAPS and their feelings and overt concerns. The Concerns-Based Adoption Model (Hall & Hord, 2001) contends that teacher experiences, and immediately apparent concerns are pivotal to understanding teacher practices in terms of their use in the subject area.



#### 5.4.2.1 Teachers experienced feelings of frustration and fear regarding the implementation of the AIDS Action Programme for Schools

Teachers confessed to experiencing frustrations due to lack of understanding and insufficient time allocated to the teaching of HIV and AIDS lessons at the schools. My observations while carrying out interviews at the schools revealed that the AAPS was not on the timetable in three of the four schools. The timetables were filled with other subjects as the schools had double sessions. Accordingly, a participant (TF-H2) expressed the teachers' frustration as follows:

TF-H2:4 *You find out that the school is double session and most of the HIV and AIDS lessons are off session, it's frustrating. Most of the pupils will be tired from learning examinable subjects. They will be hungry too. As a result, [...] you see, most pupils do not come to such off session lessons.*

I reasoned that the lessons, which are taught 'off session', as expressed by the participants, implied that, they might not have been compulsory to the learners and the teachers. In addition, the off session lessons do not reflect on the schools' timetable. The participants viewed failure to place the subject on the timetables as a source of frustration and problems for the AAPS teachers. Regarding this result, Bailey (2000) argues that teachers faced with daunting emotional experiences are not likely to be deeply involved in envisioning and managing the teaching of a subject area.

If teachers were frustrated by failure to place the AAPS on the school timetable during morning sessions like is the case with other subjects on the curriculum, they have a genuine concern, which needs to be addressed by the school management. In order for the teachers to progress to higher levels of practice, it should be known that progression through the Levels of Use is determined by decision points and related behaviours in acquiring information, sharing ideas, planning tasks, reporting, performance and knowledge (Hall & Hord, 2001). If teachers' frustrations are eliminated and the teachers are content with the support given to them by school management their practice may progress to higher levels (Anderson, 1997:335).

Measured against the CBAM, teachers who face daily frustrations during policy and curriculum implementation are likely to function at the initial levels of use of an innovation – Mechanical and Routine. Teachers practicing at Mechanical and Routine Levels of Use face the challenge of implementing the AAPS at a superficial level (Hall & Hord, 1987; 2001). In a way, operating at Mechanical and Routine Levels of Use limits the capacity of teachers and they adopt the AAPS with limited knowledge of the underpinning requirements and components (Burgess *et al*, 2010:56). Empirical data in this study revealed that superficial implementation of the AAPS was being practised by many of the teachers in the four schools, showing that these teachers engaged in routine practice of the AAPS.

During levels below Mechanical use (Non-Use, Orientation and Preparation), the teachers were in a state where they had little knowledge, were making decisions to implement the subject area and were preparing to put the AIDS Action Programme for Schools into practice. In addition, the participants were frustrated by lack of knowledge and adequate time to teach the subject area as indicated by participant TF-H1 during the focus group interviews:

TF-H1:6 *The programme may frustrate and affect us. Let's say if you don't have the requisite knowledge and adequate time you find it difficult to deliver the lessons.*

Teacher frustration might account for reluctance as well as the development of negative attitudes and resentment towards the AIDS Action Programme for Schools. The feelings of exasperation expressed by the participants reflect that the teachers might be in their Unconcerned and Informational stages of Hall and Hord's (1987; 2001) Concerns-Based Adoption Model. It should be noted that for teachers to develop a positive attitude towards policy and curriculum implementation their needs should be considered (Benner, Nelson, Stage & Ralston, 2011; Rogers, 2003:169).

Since the CBAM's Stages of Concern describe feelings and attitudes that individual teachers experience during implementing an innovation such as the AAPS. These results show that the composite representations of the teachers' feelings, preoccupations, thoughts and considerations needed to be given particular attention (Hall & Hord, 2001). In most cases some of the teachers focussed on how the AAPS

was putting extra demands on them since they already had enough teaching loads in their subjects of specialisation. Blaming some of the school heads as being a source of teacher frustration in schools, a Ministry of Education official stated:

ME-OF1:2 *Heads of schools seem to contribute to these problems. Some heads who are up with it may promote the teaching of AIDS education, but I am sure the majority are just neutral or lukewarm.*

The teachers expressed feelings of being uncertain and confused about the demands of the innovation, their adequacy and self-awareness (self-efficacy) to meet those demands and their expected role in implementing the subject area (Straub, 2009). With such concerns, the teachers were operating at the Management stage of the CBAM's Stages of Concern (Hall & Hord, 1987). At this particular stage, the teachers were mostly experimenting and testing carrying out of the subject area without necessarily delivering effective lessons. This showed evidence of the teachers' compliance with constraints in implementing the AAPS.

Not only did participants face challenges from lack of knowledge, but also in addition, frustration was reported as emanating from the teachers' relationship with partners, interested stakeholders and NGOs in providing the AAPS activities to learners. In articulating the challenges teachers meet when they refer infected learners to referral centres for services two participants stated:

TF-H5:9 *Our referral centres are few and they don't give feedback to say what they have given to a child and which programme they have placed the child. So that's another source of frustration. You can help a child and then you refer the child, you don't get any results. You just see a child not coming to school or something is not right.*

TF-H1:14 *We give people information and they go away for good. Us who give the information we appear as fools.*

Evaluated against Hall and Hord's (1987; 2001) Concerns Based Adoption Model, such teachers are classified generally as non-users of an innovation (Clarke & Hollingsworth, 2002:947). Participants were of the opinion that the AAPS should

appear on the official timetable in order to motivate and empower teachers who teach the subject area.

The participants also observed that learners undermine the AAPS teachers' authority as expressed by a participant who said:

TF-R3:2 *Most of the problems we have with pupils you cannot freely talk to them about AIDS because you are not sure on how the pupils take it. So if it could be put on the curriculum as a subject and appear on the timetable it will also make us feel free to talk to [...] even counsel those pupils that we see are in problems or those who have problems in behaviour.*

The result showed that teachers were stressed by the lack of clarity on the part of school management to declare that the AAPS is an official subject by tabling it on the official school curriculum and on the timetable. My observation in the schools revealed that numerous and somewhat inconspicuous fears permeated the minds of confused and frustrated teachers.

Participants reported fear of themselves and their students being identified and labelled as having HIV and AIDS. The teachers stated that they did not want to teach the subject because they would be stigmatised as HIV-positive. A participant, TF-H4, expressed this during focus group interviews when he said:

TF-H4:15 *It is frightening to teachers and to the children to be identified that he or she has got HIV or AIDS. Some will be finding something to laugh at. [...] and in addition, it comes from other teachers and or elderly people in society that's where the big problem is. Many people laugh and stigmatise [...].*

I observed that participants' responses in all the focus group interviews showed lack of knowledge and fear, which expressed their discomfort with the AAPS due to the unavailability of clear policy and curriculum implementation guidelines in schools. The participants lamented the lack of a protective policy by the Ministry of Education at government level. In addition, there were no protective measures for teachers put in place by management in schools implementing the subject area. Acknowledging

teachers' concern of the lack of a protective policy a Ministry of Education official said:

ME-OF2:7 *I know how important it is for government to work together with these teachers, to protect their policy implementers. I don't want to be treated as a "Joe Nobody". I am somebody who is knowledgeable, who can change the behaviour of human beings into something productive to them, for everybody's gain. In a way yes, the teachers need protection.*

What the Ministry of Education official stressed is that there should be a policy put in place to protect teachers who teach the sensitive subject area in schools. He also emphasised that teachers deserve to be respected by the government and communities they service. Participants in the four schools reported that they feared victimisation by people who are perpetrators of child abuse if such cases were reported to the police and lawmakers. The teachers reported that they experienced fear to teach certain sensitive topics. Hence, participants advocated a protective policy. They outlined a policy that would prescribe teachers' limitations and parameters in discussing sensitive issues with children in schools (TF-R4:18; TF-M2:6). A participant explicitly described the teachers' fear as follows:

TF-M2:6 *We do not have protection from the school, the community, the Ministry of Education and we feel if we go deeper with the subject we get into more problems. If you are talking about pupil interaction with a male teacher, we even get more problems. There might be a child with a problem the moment I discuss the problem with the child, if I take further steps from there, which are correct I might get into hot soup.*

Participant's (TF-M2:6) response reveals the non-existence of a protective policy for the AAPS teachers. Due to the policy-practice disjunction teachers feared victimisation from perpetrators of child abuse (who may be learners' relatives) or other sensitive issues that constitute the subject area. During focus group interviews, participants clearly reiterated their fear of attracting problems to themselves. A participant expressed this when she said:

TF-R3:9 *We are afraid because at times if you experience sensitive issues there maybe victimisation. Because some of the things may end up leading*

*you maybe to the courts of law so sometimes it's difficult. Therefore, at the end, to be on the safe side you end up leaving some of the issues unfinished. We are also afraid of victimisation from children's elders, parents and relatives who might be the perpetrators of child abuse.*

Participants expressed that they were also afraid because they were expected to teach children to stand up for their rights, which is contrary to some African cultural practices in Zimbabwe (TF-M5:3; TF-M5:3). Most of the participants further stated that they feared confrontation by relatives if they empowered a child to report child abuse. Further, teachers (TF-R4, TF-R2) contended that the problem was that of the lack of protection because as teachers they were afraid of their safety:

TF-R2:12 *For example, we have an abused child I don't know what procedures to take [...] maybe the parent is the perpetrator or abuser, I don't know how he is going to take it. Some of the issues we are afraid because of the background factors of the child. So the issue of victimisation even if you were willing to help a child you chicken out<sup>6</sup>.*

Unreservedly all the participants professed that their greatest fear was that teaching the AIDS Action Programme made them feel that they were looked down upon by other teachers and had lost their status among their colleagues and the school community. This was due to the low status given to the subject area in schools. The teachers' experiences of fear during carrying out of the AAPS were summarised by a participant as follows.

TF-N3:10 *First of all the teachers have fear of loss of status in the school. Other teachers underrate teachers who teach HIV and AIDS. So at the end you may find it difficult to assign teachers to do AIDS lessons because they are viewed as teachers of a 'useless subject'. In addition, pupils take it as a 'second-hand subject'. In a lesson, you see some students' busy reading or writing notes for other subjects, which is very irritating, just because the subject is not examinable.*

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<sup>6</sup> 'Chicken out' is colloquial language means to refrain from or stop doing something out of fear.

I conclude that frustration and fear are negative emotions that retard the implementation of the AAPS. A concluding narrative from a participant (TF-R1) clearly reveals the frustrations and emotional suffering teachers experience when interacting with learners during execution of the subject area in their school contexts:

TF-R1:1 *The other children stigmatised him and they did not want him to bath in the same tub as they did. He was always dirty, extremely dirty, because he couldn't bath in the same bathrooms. He couldn't mix with other children freely. So we had to ask the parents what was wrong with the child. That's when the aunt opened up that the mother died and the father was working outside the country. That's when the aunt came to tell us that she had actually put him in boarding school because that was who he was. He was HIV-positive and she couldn't look after him at home. She thought boarding school was the right place to put him. [...] like in this case, faced with a devastating reality, I called other children and told them that, now this is one person you can see that he is infected, but among you there may be others who are infected that you don't know. [...] So the boy ended up leaving boarding school, because he could not take it anymore. These are some of the sad moments that we experience, in teaching the HIV and AIDS education.*

#### **5.4.2.2 Teachers experienced the AIDS Action Programme for Schools as a sensitive subject**

In a country like Zimbabwe with a high HIV prevalence rate of 11,1% among school-going youth (UNAIDS, 2010:183) many teachers and learners are infected or affected by HIV. Many children are orphans and many are in child-headed households due to the effects of AIDS. Teachers reveal that they do not want to teach the AAPS because it is a sensitive subject. Most of the participants in all the schools responded that, coupled with insufficient knowledge due to lack of training and skills, was the fact that they did not know what to do about the infected learners in their classes every day. Teachers revealed that they and their learners were also living with HIV and AIDS-related deaths. Some of the teachers resorted to being reluctant and ignoring teaching the subject area because of the sad emotions it evokes in them. Participants described their devastation by sad emotions because



they interacted with infected and affected learners in their classrooms while teaching HIV and AIDS education. This was expressed by TF-H4 as follows:

TF-H4:10 *If you go into a class you see that half of the children in the class are orphans because of HIV and AIDS but it's painful to those who are teaching that. Sometimes pupils fail to understand that you sympathise with them but the 'sympathy ends in the air'<sup>7</sup>.*

Besides facing social and cultural constraints that exist in teaching HIV and AIDS education, the teachers experienced difficult emotions (ActionAid, 2004:7; Brook, 1994). Most of the participants articulated that they found the subject area to be very upsetting. This reaction adversely affected their teaching on many occasions so that they had to seek coping strategies to avoid breaking down emotionally and psychologically. Participants experienced that the AIDS Action Programme for Schools is stressful as well as a daunting task. They reported that during the counselling of students on issues of child abuse they did not even want to be involved emotionally because it disturbed their emotions, as explained by participant TF-R1:

TF-R1:8 *You know, you don't want to put your heart into it when you counsel these kids. If you put your heart into it, you break down. It does affect us emotionally. [...] but now I have learnt to look at it as an observer otherwise, if you put your emotions into it you get angry at some cases. So, it's very stressful.*

Some of the participants responded that they had resorted to avoiding participation in the subject area. It became apparent that teachers did not choose to teach the subject because of its sensitivity. A participant (TF-H3) expressed the teachers' sentiments as follows:

TF-H3:1 *But you find that there are some who shun the programme saying that it's too emotional, it's too sensitive for the pupils to be held in such a way (referring to child abuse).*

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<sup>7</sup> By the 'sympathy ends in the air' the participants meant the sympathy yielded no help to the affected learners.



Some participants, due to a lack of professional skills in the area of HIV and AIDS education, experienced more emotional disturbance than others did who might be well experienced in the subject area and who have developed strategies to handle sensitive topics. ActionAid (2004:39) found that teachers find it difficult to teach about HIV because of the lack of relevant skills. An experienced teacher (TF-R1) expressed the traumatic emotional encounters the teachers went through as follows:

TF-R1:8 *If you are not a counsellor you may fail to handle the issues, especially emotional things or sensitive issues. Sometimes you become pained because you feel for the children so it is difficult.*

The results reveal that some of the teachers faced devastating, sad emotions after interacting with children and their problems. The participants reported that they found solace and peace by praying or adopting what the teachers referred to as the 'spiritual realm approach'<sup>8</sup>. By applying the approach to their situations, the teachers strengthened the affected child by appealing to his spiritual side and encouraging him to be brave. Expressing the participants' traumatising experience a teacher TF-H3 clearly stated:

TF-H3:3 *Basically we look at the spiritual aspect of the pupils [...] so that the children accommodate what would have taken place, if they really have to accommodate the situation once they have somebody with HIV and AIDS. In that respect we look at the spiritual side of these pupils [...] they should be brave enough to face reality.*

The experiences these participants narrated are not easily acceptable since the success of appealing to the spiritual nature of a learner depends on the particular child's faith, culture and belief system (TF-H3:3). The teachers experienced 'multiple decision-making points' to come to terms with the reality they experience in their classrooms during the teaching of HIV and AIDS education (Fullan, 2001b:53). A participant, TF-H2, revealed the teachers' experience with teaching the subject area as follows:

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<sup>8</sup> By 'spiritual realm' the teachers referred to praying to God for help to solve sensitive issues related to HIV and AIDS that affected them and their learners

TF-H2:6 *I think generally this subject HIV and AIDS education is very sensitive. Some of the way it affects us [...] it's a subject maybe that has been ignored, that was not talked about for a long time. Maybe I have my relative who died of AIDS so if I have to keep on talking about those things, emotionally, it will also affect me.*

Reiterating the sensitivity of AAPS that some teachers experience in their classes a Ministry of Education official said:

ME-OF1:6a *Teachers in the early days were sensitive [...] if they say to the children somebody who has symptoms of AIDS looks like this, looks like that, looks like the other; that may be how the teachers looks.*

ME-OF1:6b *No teacher wants to undermine his position like that. The children will take the message home and say, our teacher was describing a person with AIDS, that's exactly how he looks like. So, the teacher cannot willingly expose himself, its sensitive.*

Participants' sad emotions were also triggered by other experiences such as the death of a close relative due to AIDS. Some of the participants' sad feelings were the result of seeing their students who are minors grapple with problems beyond their age and capacity. The Concerns-based Adoption Model reveals that such teachers grappling with self, task concerns operate at low stages of concern (awareness, informational, personal and management), and therefore, in most cases they would not effectively implement the AAPS in their classes (Hall & Hord, 1987; 2001).

In the view of Hall and Hord (2001) and Sweeny (2003:2) teachers use their understanding and experiences to effectively progress in implementing a subject area new to them. The sad emotional experiences revealed by the teachers were perturbing and might have prevented the teachers from teaching the subject effectively. During focus group discussions, a participant (TF-N2) further illuminated the teachers' experiences when she said:

TF-N2:6 *At one point you shed tears looking at a child who will be coming to you confessing the truth about her problem deep down. You become emotional, more than a teacher does, more than a parent.*

In the same way as learners were encouraged, the teachers also sought spiritual solutions for their situations so that they could be strong and emotionally resilient to sensitive issues in the subject area. The teachers collaborated in prayers as a teacher (TF-H1) revealed:

TF-H1:7 *The other method that we normally use for pupils and ourselves is the 'spiritual realm'. We pray about it and we believe that the Almighty God have to save us. Otherwise, if we don't do that we feel bad and will not be able to help [...] the next group.*

The following is a narration from a participant (TF-H2) who tried to explain clearly the sensitivity of the subject area in the secondary school curriculum. The narrative summarises this section on the emotional experiences teachers reported they experienced in their classes during their implementation of the AAPS. TF-H2 narrated:

TF-H2:14-15 *Maybe it's the sensitivity of the subject itself. Maybe most of the people are affected so that if you are delivering the content to the child [...] I remember it was 2005 where an English language examination paper from the Zimbabwe Schools Examination Council (ZIMSEC) had a comprehension passage on AIDS. It was emotional. I remember that year pupils failed English. Because if the child had left a parent or a brother suffering from AIDS at home how was that particular child going to concentrate on the examination paper. I see that the issue of HIV and AIDS is still very sensitive. It's not very easy for a child and a teacher in the situation, think about it.*

Based on similar results as this study, Carless (1998:354) recommended that the school management should create a support system or an enabling environment that facilitates teacher collaboration and at the same time discourages negative sentiments from colleagues who are not teaching the subject area. It might be the case that teachers, who were initially enthusiastic about the AIDS Action Programme for Schools but experienced such emotional dilemmas, easily become disillusioned if there is lack of sufficient support in the whole school context (Hertberg-Davis & Brighton, 2006:90).

### 5.4.2.3 Teachers experience lack of direction and being overburdened during implementation of the AIDS Action Programme

During the time of the study, Zimbabwe was economically weak and it had adopted the American dollar as its official currency, but it was difficult to secure. The Ministry of Education, Sport, Art and Culture was not financially capable to fund sufficient production of learning and teaching materials to be used by teachers and learners in teaching the AAPS in schools. Participants during focus group interviews stated that they were trying to teach the subject area but they lacked focus due to insufficient knowledge and guidance that could be obtained from prescribed books. The participants expressed their confusion and lack of direction as explained by a teacher (TF-M2):

TF-M2:2      *We are trying to teach the subject but we lose focus because we don't have materials, we don't have the content. We don't even know what to do with the kids suppose I am given the [...] time to go and teach the subject.*

Some of the participants confessed that they lacked direction because the content that they got from the resources supplied by the Ministry of Education was limited and insufficient because only one textbook was used for both primary and secondary schools (TF-R1:13; TF-H2:13). Such results, demonstrating a shortage of prescribed materials in the implementation of a curriculum, were also found by Datnow and Castellano (2000:777) and Carless (1998:354). This shortage of material resources is contrary to what the Ministry of Education outlined in the Basic Education policy, namely that 'more books on Sexual Abuse, STIs, HIV and AIDS were to be published for use by teachers and learners' (GoZ, 2006a:8 & 27). The participants proposed that for them to be focused they needed prescribed books about 'real' issues they faced in teaching the subject area (TF-H3:12) which included topics such as home-based care. The need for prescribed textbooks with comprehensive content and methods was expressed by the teachers as well as explained further by TF-R1 who said:

TF-R1:13      *If they can print books with more information that can equip teachers right across [...] how to handle issues, if you meet this you do this, if you meet this you do this. This is how we can teach and implement*

*AAPS in schools. Because if we don't have information, definitely there is nowhere we can go.*

Related to teacher loss of direction was the issue of the lack of monitoring the implementation of the subject area. Participants at all the schools revealed that Ministry of Education officials and NGOs came to get information on the AAPS in schools, but they did not give the schools feedback on how they used the information. Most teachers in all the schools reported that the lack of monitoring or follow-up of the subject area activities made teachers lose direction (TF-H3:12; TF-R1:13; TF-M2:2). A participant (TF-H1) expressed this during focus group interviews when he said:

TF-H1:14 *The other problem I see which makes us confused and lack of direction is that there are no follow ups of activities. People just come to dump or take information and go for good. No one comes back to appraise or check what is happening, how the affected and infected are being helped and there are no handouts to help orphans in child-headed families.*

Participants contended that for teachers to have focus, the subject area should be taken seriously in schools (TF-R2:14; TF-N3:11). Teachers who lacked direction saw the AAPS lessons as an extra time to work in other subjects because it is not examinable (TF-N3:11). In some schools, the practice was that teachers spent more of their time in the classrooms doing work for examinable subjects in their fields of specialisation, while the AAPS activities, which are important in this context of HIV and AIDS, were neglected. Researching why curriculum change is difficult in Portugal, Jorgenson (2006:1) found that 'teachers valued their autonomy, worrying about their ever-increasing workload and time constraints'. Jorgenson (2006:1) found that by nature teachers were averse to risk and change. This was expressed by a participant (TF-R2:14) who said that the AAPS was not being taken seriously in schools. I observed that although teachers reported teaching the subject area, in reality, it was being ignored, paid lip service to, and implemented at surface level only. Most of the participants also reported lack of teacher direction emanating from the issues around subject accountability as conceded by a teacher TF-N3:

TF-N3:11 *People lack direction because accountability is poor in HIV and AIDS education than is the case in other subjects. For example, the teacher is accountable in History because at the end children are to write examinations [...] but in AIDS education teachers are simply saying to learners today write History notes during the AAPS lesson.*

On the issue of teachers who show lack of direction by using HIV and AIDS education periods to teach subjects in their fields of specialisation, a Ministry of Education official commented:

ME-OF2:5 *Teachers tend to concentrate on the historically measurable subjects, but, there must be some paradigm shift. Where, what do you value? In the end schools that value and emphasise HIV and AIDS education as an integral part of their curriculum, are usually the most successful than those that do not.*

Participants who were concerned by lack of focus on the programme also blamed it on the lack of practice in schools and economic circumstances in the country. Due to the economic weakness of Zimbabwe at the time of this study, most of the supposed provisions of the Ministry of Education ended up as mere empty promises as nothing concrete materialised in schools. Most participants were concerned by the lack of basic requirements for the AAPS to be implemented effectively as explained by a teacher who stated:

TF-H4:5 *For instance, we talk about herbs we don't have the herb garden. We talk about the correct food to eat; we don't have the money to buy the food to assist the needy ones, those who don't get the food who are in child-headed families. We talk about medication but we can't take them to hospital. So I feel there is a lot of theory and it's beyond the teachers' focus.*

Participants were also concerned about the cumbersome workloads that they were tasked to handle (TF-H2:8; TF-N2:10). Earlier, Gitlin and Margonis (1995:398) had observed that if teachers have too many lessons, regardless of their willingness, they would not teach an additional subject effectively. Hall and Hord's (2001) Concerns-

Based Adoption Model contends that teachers respond to curriculum implementation (Levels of Use) based on their experience. A teacher's tacit theory (frame of reference), is based on his experiences in implementing a subject outside his field of specialisation such as the AIDS Action Programme for Schools (Hall & Hord, 1987:8-9). The frame of reference becomes the basis to account for individual teachers' variation of application of the AAPS (Hall & Hord, 1987; Sweeny, 2003:2). A teacher expressed this when he said:

TF-H3:9 *Those teachers involved are overworked, they have their normal workload. For example one teacher is the head of the counselling department, head of the science department, has got a full load of academic lessons and then is supposed to teach this programme off session. At the same time there is nothing in terms of remuneration. Yes, they are willing to do the work they try to do their best. But they are only human beings. They do that extra mile but there isn't anything extra that they get that is different from any other teacher.*

Participants revealed that their concerns were not being addressed (TF-M2:7). The work overload and low status of the subject demotivated teachers. Due to poor remuneration and inconsistencies between policy and curriculum provision (no syllabus, no monitoring, no assessment) teachers did not want to teach the subject area. A participant, TF-N2:10, averred that at times teachers openly said that they were working relentlessly to teach a subject with no money. These results measured against the Concerns-Based Adoption Model revealed that most of the teachers implementing the AIDS Action Programme for Schools function on low Levels of Use of the subject area (Hall & Hord, 1987:8; 2001) due to numerous unresolved concerns the teachers expressed. Teachers experiencing lack of direction, confusion and being overburdened might resist implementation or resort to a day-to-day adoption of the AAPS at Routine and Mechanical Levels of Use, where they engage in surface level practice and superficial implementation (Burgess *et al.*, 2010:56; Hall & Hord, 1987:8).



### **5.4.3 THEME 3: TEACHERS' RESPONSE TO THE IMPLEMENTATION OF THE AIDS ACTION PROGRAMME FOR SCHOOLS**

The teachers' responses revealed how the teachers' actions resonated with the objectives of the AAPS with regard to implementation at their schools. Another aim was to determine whether the secondary school teachers responded to the implementation of the AAPS with a positive or a negative attitude, as well as whether they regarded such a subject area as beneficial to the adolescent children in their classes. Measured against Hall and Hord's (2001) Concerns-Based Adoption Model it was taken that the results in this category would reveal the different levels at which the teachers responded to the AIDS Action Programme in their schools.

#### **5.4.3.1 Teachers responded to the implementation of the AIDS Action Programme with a positive attitude**

At one of the schools (Nemanwa), teachers accepted the AAPS with a positive attitude and they showed the zeal and enthusiasm to implement the subject area in their classrooms. Commenting on how the subject was being received by the teachers in the schools, participants responded during focus group interviews that teachers at the school approved the subject, as explained by one participant (TF-N3):

TF-N3:2 *I think the AIDS Action Programme is being received with enthusiasm because most of the teachers do appreciate the subject area. They carry out all the necessary duties required by the curriculum. So the AIDS Action Programme at this school is okay.*

The result shows that the participants responded to the AAPS positively to the extent that they showed motivation and enthusiasm to implement the subject area in their classes. These particular teachers were extrapolating content from the objectives outlined in the official policy and curriculum documents to come up with their specified school syllabus for use and ease of implementation of the AAPS regardless of the fact that the subject area was not examinable. The teachers expressed their experiences in embracing the subject area with positive attitudes as outlined by one teacher:



TF-N4:2 *From the school syllabus that we drew up it seems people have got something to say. Normally most teachers go for the lessons which show that they have got that zeal to teach the subject regardless of the fact that it is not examinable.*

Some of the participants indicated that they received the programme quite well because they viewed it as beneficial to their roles *in loco parentis* (TF-H2:1; TF-N4:2; TF-H3:1). All the five teachers at Nemanwa School showed keen interest in implementing the AIDS Action Programme for Schools in their classes. The teachers operated at the highest level of the Stages of Concern – Collaboration and Refocusing (Hall & Hord, 2001). Practicing at Collaboration and Refocusing stages, the teachers' attention focused on the relevance of the AAPS to their students and the community. The teachers also focused on improvements needed to increase the learners' outcomes. They interest in working with colleagues in their school and with development partners in the local community such as the nurses at the local clinic to jointly improve the benefits of implementing the AAPS. Participants outlined the positive attributes of the subject area as expressed by a teacher TF-H2:

TF-H2:1 *When certain behaviours which are not good are noticed among pupils the AIDS Action Programme for Schools really helps to give direction to the pupils. Hence, it improves discipline among the pupils.*

Two of the teachers at Nemanwa implemented the AIDS Action Programme for Schools at the highest Stage of Concern – Refocusing. During focus group interviews, the teachers expressed that in their practice they thought mostly about improving the way they were teaching the subject area. The teachers reported that they made effort to cooperate and coordinate with others regarding use of the AAPS. These teachers focused on how to better implement the innovation – AAPS (Straub, 2009:635). Evidence of the teachers' keen interest on the subject area and refocusing was revealed by a participant (TO-N1:5) who expressed that she tried to impart as much information about the AAPS to learners and helped them solve problems in their lives. The participant reported that she imparted knowledge on child abuse, HIV, and AIDS to learners because these were the major problems faced by the community and society. The participant (TO-N1:6) emphasised that both learners and teachers needed to be more serious in their approach to the AAPS just like they

did in their subjects of specialisation. These results reveal that at Nemanwa teachers were positive and keen to teach HIV and AIDS content to learners, as stated by a participant (TF-R1:1-2) who said:

TF-R4:2 *The subject area is welcomed positively by everybody who is a teacher because we are the ones who spent most of the time with the children. The infected and the affected, especially the affected child, there is no way you can go to them and talk about how to keep themselves when you don't have this particular subject area in the school.*

The results in this category reveal that most of the teachers at Nemanwa School did receive the subject area with a positive attitude. They appreciated the AAPS in terms of its benefits to the learners rather than bemoaning personal concerns and implementation challenges. Measured against Hall and Hord's (1987; 2001) Concerns Based Adoption Model the teachers were most likely implementing the AAPS at the levels of collaboration and refocusing use (Hall & Hord, 2001; Burgess *et al.*, 2010:56). The positive attitude to school change that the teachers reported leads mostly to active teacher involvement in the AAPS (Poppleton & Williamson, 2004:289). Teacher involvement in curriculum implementation indicates the key agent that mediates between the change agenda and the implementation of the AIDS Action Programme in the school and the classroom (Swanepoel & Booyse, 2006:1).

**(a) Teachers adapted<sup>9</sup> implementation of the AIDS Action Programme for Schools. They collaborated with other teachers, refocused and reflected on their practice**

The participants who responded positively to the advent of the AIDS Action Programme for Schools generally devised teaching activities that enhanced students' learning of HIV and AIDS content as well as the development of positive life skills. According to the participants at Nemanwa school, the teachers adapted the teaching strategies and curriculum content for the subject area to maximise students' learning and for effective implementation of the AAPS. One of the participants described the strategies teachers employed to adapt implementation of the subject area as follows:

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<sup>9</sup> Adapted: In this study it means the teachers accepted and modified AAPS in order to make it suitable for their situation so as to be able to implement it more successfully in their schools (Hornby 2000:14)

TF-N1a:4 *Strategy one, we have HIV and AIDS education on the time table. Strategy two, teachers are given loads to teach and the school administration also appoints Head of Department to supervise the teaching of HIV and AIDS education.*

In addition to employing different strategies to successfully implement the AIDS Action Programme for Schools, the teachers collaborated with the Ministry of Education, Sport, Arts and Culture and with interested stakeholders such as NGOs. Collaboration was important in that teachers shared knowledge and experiences in the subject area. Evaluated against the CBAM, it shows a high level of operation in implementing AAPS as policy and curriculum innovation. They collaborated in mobilising resources, as explained by a participant:

TF-N1b:4 *Books are acquired from different departments. For example from the government study packs, from non-governmental organisations like Family Planning, like CADEC<sup>10</sup> [...] Legal Centres are also providing learning materials.*

It was shown that that the teachers at Nemanwa school were able to put administrative logistics in place and secure teaching materials. In addition, they also worked together with the learners to establish clubs such as the drama club where learners performed plays and recited poems pertaining to HIV and AIDS to educate the community on the dangers of HIV and AIDS (TF-N2:4). This stance was accordance with Brown's (2009:17) argument that the curriculum material improves implementation when teachers endorse curriculum materials and adapt these to their needs. In a response, one participant commented on the manner in which teachers adapted the implementation of the AAPS by using different resources:

TF-N3:5 *We have a library specifically meant for HIV and AIDS education. If you look at the shelves maybe we have supplementary reading from other subjects but the main objective of this library is HIV and AIDS education.*

Over and above their efforts to mobilise the resources to equip learners with the necessary knowledge of HIV and AIDS, the participants indicated that teachers also

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<sup>10</sup> CADEC is the abbreviation for Catholic Development Commission – a non-governmental organisation

contributed to their life skills development. Some of the participants (TF-N3:11; TF-N4:9) mentioned that they found discussions with learners to be useful. Participants who adapted the AIDS Action Programme for Schools to suit their performance thereof, contended that they were integrating HIV and AIDS education in their subject areas of specialisation such as Science, Biology, Religious studies or Computer Science. Such an adaptation illustrated the point that HIV and AIDS could be integrated into every subject – as a participant (TF-N5) said during one of the focus group interviews:

TF-N5:16 *Even in computer science HIV and AIDS can be integrated because for example when you teach computers there are viruses in computers. Just imagine one lady having many men, you take one disk and put in this computer remove that computer [...] obviously the computer will end up attacked by a virus.*

The analogy of the computer and viruses that could be applied to people was a creative way of teaching HIV and AIDS education to students (Drake & Sherin, 2006:154). The results confirmed a trend whereby the teachers moved from an entry level of awareness or initiation of the AAPS stage by means of personal construction and control referred to as renewal (Hall & Hord, 1987) intervention or as critical where teaching skills and understanding are creatively applied to new contexts (Russell, 1995:173).

In trying to equip students with diverse means of responding to the HIV and AIDS pandemic, the participants (TF-N3:6; TF-N4:7) stated that they taught learners to grow traditional vegetables with nutrients that boosted immunity and reduced illnesses caused by opportunistic diseases. This confirmed that teacher change is behavioural and perceptual, that is, attitudinal and cognitive (Pennington, 1995:705). During focus group interviews teachers reported that they made their learners aware of traditional vegetables and herbs that they can grow and use to improve their health as explained by a participant:

TF-N2:6 *Also the students are trained to use herbs. We have a herb garden which has a variety of herbs so that when they are at home they can make use of these herbs because they are ease to use. It's expensive*

*to have to acquire drugs in the community, so the children are taught to make use of herbs.*

Attitude towards curriculum implementation and change in practice is a variable that is apparent in the teachers' acceptance and adaptation of new policies (Zimmerman 2006:239). The participants at one of the schools revealed that in adapting implementation of the AIDS Action Programme they collaborated with other teachers, the family planning council, a nearby clinic and a hospital to educate students on HIV and AIDS matters. The result is consistent with the idea that adaptation is central to teachers' use of curriculum material and that no curriculum is used blindly or without adaptation (Drake & Sherin, 2006:159). They revealed that the family planning council emphasised topics such as reproductive health, STIs and other HIV- and AIDS-related diseases (TF-N3:6). On the other hand, the school imparted knowledge about AIDS to pupils and trained them to make informed decisions on how to choose friends, to avoid peer pressure and to prevent abuse from members of the community. Evaluated against Hall and Hord's (1987) Concerns Based Adoption Model in Sweeny (2003:2; 2008:3), teachers who employed different strategies to effectively implement the AAPS were working collaboratively and adapting accordingly when they established how others were using innovative approaches to effectively implement the curriculum (Hall & Hord, 2001).

**(b) Teachers adopted<sup>11</sup> implementation of AAPS, they engaged in routine use and refinement of the programme**

Some of the participants indicated that they implemented the AIDS Action Programme in their schools. Many of the participants from three schools responded that they had accepted the subject area and were doing basic forms of teaching in a routine manner without going deeper into issues and engaging much of their time in order to meet policy requirements. Hall and Hord (2001) contend that the changes teachers undertake during adoption of a new subject outside their area of specialisation can indicate the intensity of their engagement. Participants who adopted the AAPS implemented it primarily in a routine and surface level manner. A participant TF-N4 who stated indicated this:

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<sup>11</sup> Adopted: In this study adopted means that the teachers formally accepted AAPS as a policy and subject area and begin to teach it as their own (Hornby 2000:17)

TF-N4:9 *During our lessons we teach pupils facts about AIDS. We use teaching media like pictures, posters and we are teaching them on how AIDS is acquired or how we can prevent the spread of the disease, how one can live when he or she is affected with AIDS, Also on how we can take care of people living with AIDS in our community.*

Some of the participants (TF-H1:2; TF-N4:2) indicated that they gave individual tuition to pupils on HIV and AIDS and made sure that the subject area was time-tabled. The results were consistent with findings by Datnow and Castellano (2000:778) that a series of imposed changes creates a culture of compliance causing teachers to seek alternative ways to implement the expected task in a less painful way. One participant stated the strategies the teachers used to implement the AIDS Action Programme for Schools in an appropriate way were as follows:

TF-H4:3 *We give pupils some reading materials [...] and books which actually give information on AIDS and the oral discussions that we have. We also have organisations such as Red Cross and the Scripture Union coming to school to discuss openly about HIV and AIDS [...].*

Another participant (TF-N5:9) indicated that as they teach learners about HIV and AIDS they also helped them to develop self-esteem so that the students could easily fit into the society. In adopting the subject area the teachers revealed that they also invited relevant people to impart knowledge about HIV and AIDS to students – as outlined by a participant who acknowledged adherence to the programme during implementation (Penuel *et al.*, 2007:927). The participant (TF-N3) said:

TF-N3:8 *As teachers we just stick to what is in the syllabus primarily [...] so because of the limited time that we have with the kids you just stick to what is in the syllabus.*

According to Hall and Hord (2001) teachers who adopt aspects of a programme are generally classified, as users of the subject area. The response by TF-N3:8 indicates that simply adopting curriculum innovation could be limiting and unimaginative especially if changes are peripheral (Hargreaves, 2005b:9). As indicated above the participant engaged in routine use of the innovation, the AAPS, in an attempt to

acquire more knowledge. According to Hall and Hord's (2001) CBAM, it may be concluded that in this study the participants also implemented the AAPS at the Refinement level of use where they taught the subject based on the needs of learners and improving on efficiency.

#### **5.4.3.2 Teachers responded to the implementation of the AIDS Action Programme with a negative attitude**

The aim in discussing this category was to explain from the data how teachers responded negatively to the implementation of the AIDS Action Programme for Schools in their classes. Many of the teachers who participated in this study displayed a negative attitude towards implementation of the subject area as indicated in Figure 5.4 that of the 20 teachers twelve practiced AAPS below the Management stage of concern. Other participants engaged in compliance with constraints and alterations of procedures and routes.

##### **(a) Teachers were reluctant and ignored implementation of the subject area**

Due to the surface level of implementation, the participants in this study mostly were reluctant and ignored implementation of the AIDS Action Programme for Schools (see Figure 5.5) although they acknowledged that the subject area is of great importance to learners. Teachers who responded negatively to the AAPS alleged that lack of training and the absence of syllabus documents and materials were limiting factors. During focus group interviews the participants revealed the need for documents specifying the policy and curriculum provisions for the AAPS. This outlook was expressed by TF-R1 when she said:

TF-R1:9 *There is need for something that is written down. So if you have something maybe the syllabus sort of, then teachers will be guided. [...] as it is now, people will tend to repeat the same things they did so I don't think we can succeed in it. We need information to use, we need materials to use so that we can move forward.*

Teachers who ignored and resisted teaching the subject area had the rationale that there were no syllabuses to provide guidelines which was contrary to policy provisions because schools were expected to draw up their own syllabuses from the



objectives given by the Ministry of Education, Sport, Arts and Culture (GoZ, 2003a; 2006a). This finding was in line with what Bowins and Beaudoin (2011:8) and Clasquin-Johnson (2011:67) in South Africa found earlier on, namely that in their response to policy and curriculum mandates teachers ignored, resisted, adopted or adapted the curriculum. Also in their study Gitlin and Margonis (1995:397-398) found that teachers resisted change because of the increased workload, lack of consultation and weak collegiality during curriculum implementation. This participant emphasised that the lack of knowledge was the root of the teachers' resistance to implementing the AIDS Action Programme for Schools:

TF-M4:1 *Teachers resist because there is no syllabus to cover. They do not have the knowledge and they do not even know how to teach these children, where go, what to do. We will just see it as an extra workload over and above lack of remuneration.*

Participants who were resisting implementing the AAPS indicated that they had no guidance and that at their school the subject area was not on the timetable because there was no place for it. They claimed that the school timetable was full and they were finding it difficult to make the time to teach the subject area (TF-M1:2).

A school head who averred confirmed the particular teachers' concerns:

SH-M3 *Our school has no time allocated to this (AAPS). We have time that we call registration and inspection. Class teachers do it. The 15 minutes of each day are given for that, we expect that during that time the teachers involved talk to students about any matter concerning HIV and AIDS.*

The results were thus consistent with those found earlier by Cleghorn and Prochner (1997:346) that teachers resisted implementing a play-based curriculum in their classes and continued teaching in early childhood classes in the formal way. The participants emphasised their reluctance to implementing the subject area as expressed by a teacher when he said:

TF-M2:1 *I think teachers are ignoring this subject area and not taking it seriously because it's like they really don't know what is involved in making pupils aware of what should be taught or known about HIV.*

TF-M1:1 *[...] the subject is not received in a way other subjects are being treated at this school it's just like a part-time subject that the HoD and other members can find extra time to teach it.*

Many of the participants were of the view that for them to implement the AIDS Action Programme effectively they needed knowledge and skills which could help them to interact with students and avoid becoming too emotional while teaching affected and infected students. I reasoned that the teachers were highlighting concerns to cover up their negative approach to implementing the subject area in their classes. The teachers' confessions about the need for information and skills imply that their self-esteem might be threatened, hence their resistance to the implementation of the AIDS Action Programme for Schools (Gitlin & Margonis, 1995:385). Most of the participants lacked knowledge and training as indicated by a participant who expressed the concern as follows:

TF-R2:10 *[...] through eyes not any other means we can easily tell that this child is infected or affected, so what am I going to talk about to that pupil, then how do I handle others. So I think as teachers we need information.*

A Ministry of Education official inferred the teachers' negative attitude to implementing AAPS in their schools as emanating from of lack of training during their initial professional development in colleges when he stated:

ME-OF2:4 *HIV/AIDS and Life Skills education was not part of our curriculum. I am a trained teacher at [...], but I didn't have that component in my curriculum. I am trying to emphasise that we don't have manpower that is properly trained to handle that subject in schools. There is a knowledge gap, there is a skills gap in HIV and AIDS education in schools.*

It seems that although HIV and AIDS education was being taught in most schools, teachers still encounter multiple challenges. The key challenge they reported was the lack of adequate content knowledge. As highlighted previously, the majority of teachers were not educated about HIV and AIDS during their training at teachers'

colleges. The teachers' resistance to implement the subject could be the result of fear of change or loss of motivation (Hargreaves, 2005b:11). During focus group interviews participants confessed that there was a reason for their resistance to implementing AAPS as explained by one of the teachers:

TF-R3:10 *I think there is need for a choice of teachers because if you take anybody what they impart to the students and how they handle it can be more harmful than what the intended situation should be [...] you need to have special training.*

This exploration therefore revealed that most teachers were demoralised; therefore they refused to implement the proposed AAPS and shifted responsibilities to other teachers whom they viewed as having special training in the subject area (TO-M2:7; TO-H4:7). I reason that the participants' responses in a way reflected self-doubt about implementing the subject area. Self-doubt triggers various emotional responses and could have been a source of resistance to change (Ballet & Kelchtermans, 2008:59). The Zimbabwean AAPS has similarities to Life Orientation in South Africa. In this regard, the emerging results were in line with those of Wood and Oliver (2007) and Mosia (2011:1240) who researched Life Orientation in South Africa and found that the teaching of the subject was a daunting task for most teachers. In those particular studies teachers resisted implementing Life Orientation because they were not subject area specialists.

#### **(b) Teachers lacked motivation in implementing of the AIDS Action Programme for Schools**

This study established that participants in three of the four schools experienced a lack of motivation because they lacked knowledge. Teachers regarded the subject as additional to their workload, because of the sensitivity of the subject, the low status of the AAPS, the fact that the subject is not examinable and the scanty resources (TO-R1:7-8; TO-N1:5; TO-R3:8; TO-M5:8; TO-N2:8). Some of the participants in three of the schools clearly stated their perceptions and lack of motivation. A participant (TO-R3) categorically stated:

TO-R3:8 *I am not motivated to teach AAPS. It needs people with knowledge about HIV and AIDS, composure and maturity. I am not even active because we lack knowledge and training in the subject.*

Highlighting the teachers' concern on lack of professional training in HIV and AIDS education, two school heads contended:

SH-H4 *Not all teachers are trained in HIV and AIDS. Only a few teachers are trained. I can say a few are adequately trained and in-serviced.*

SH-M4 *Teachers are not adequately trained no training was given to them. Therefore, it's just reading from the papers, from circulars, and from there you have to know what is expected of you. As a school head, I was not trained.*

This finding validates the lack of teacher motivation for this subject area because it was tasked from top down, as reported earlier by Ballet and Kelchtermans (2008:60). Furthermore, Burgess *et al.* (2010:52) in Australia and Clasquin-Johnson (2011:162) in South Africa had previously revealed that limited resources and inadequate professional development and training are barriers to effective curriculum implementation. In some circumstances, the shifting of subject specialisation boundaries could have led to the widely noted lack of clarity about policy and subject area provisions and about teacher mandates during curriculum implementation (Mackenzie, 2011:64). Not even realising that the teaching method outlined in the policy documents was participatory; the participants articulated that they applied the same methods they used to teach other subjects in their classes. A teacher made this observation when she said:

TF-M1:4 *We just transfer our teaching methods form other subjects to this subject because we don't have a specific subject for it. If I am a Science teacher, I just transfer the teaching method to that, if I am a Shona teacher I just transfer these.*

In addition to most teachers' lack of knowledge and negative attitudes as sources of demotivation, most participants were worried about some of the socio-cultural practices among some Zimbabwean communities regarding HIV and AIDS-related

issues. Other communities (such as the Johane Marange Apostles) do not welcome the teaching of HIV and AIDS to their children on religious grounds. A participant, TO-M3 professed his concern and lack of motivation to implement the subject area when he said:

TO-M3:8 *The whole issue is demotivating you see. There is resistance from some community members to let teachers teach HIV, AIDS, and sexuality to their children on religious grounds. So teachers may end up ignoring the teaching of the subject in their classes.*

A head of school echoed the teachers' sentiments on the resistance of some communities to the subject area being taught to their children when she said:

SH-M7 *These boys and girls in secondary schools are mature. It can be cultural, because in our culture sexuality issues are things to be discussed privately with an aunt or uncle, not in the classroom or openly.*

A Ministry of Education official also expressed his view on the cultural aspect relating the teaching of HIV and AIDS education when he contended:

ME-OF1:4 *It's culturally sensitive in our situation. Therefore, you find some of the old teachers may feel that they are being exposed to things that are taboo to them.*

Results of this research indicate that implementation of the AAPS encountered resistance by most teachers in three of the four schools. The findings were therefore similar to those of Mosia in her study of teacher implementation of Life Orientation and that of Clasquin-Johnson (2011:216) in South Africa where early childhood teachers ignored and resisted implementation of some tasks during curriculum change. There is need to take cognisance of the idea that change processes involve change in behaviour, teacher attitude and knowledge (Burgess *et al.*, 2010:52). Hence, teachers' involvement in the AAPS depends to a large extent on their level of involvement and acceptance of the change effort (Bowins & Beaudoin 2011:8). Examined against the Concerns Based Adoption Model, the teachers who ignored and resisted implementation of the AAPS are in the three lower levels of use where

either no action was taken with respect to implementing the subject area or the teacher made changes to better organise the teaching of the AAPS (Hall & Hord, 1987; 2001).

## **5.5 SYNTHESIS OF RESULTS ON TEACHER CONCEPTUALISATION AND IMPLEMENTATION OF THE AIDS ACTION PROGRAMME FOR SCHOOLS**

In practice sometimes, the Levels of Use do not necessarily match. A teacher at unconcerned stage may be practicing at Orientation or Preparation level of use of an innovation whilst one may be a non-user (Anderson, 1997:335). A teacher may be at a certain stage in terms of his or her motivation, feelings and attitude (Straub, 2009:634; Anderson, 1997:334). The Stages of Concern are not discrete entities. A teacher's stages of concern may fluctuate. He or she may move up and down the Stages of Concern at a particular point in time and in a certain context or situation during implementing the policy and curriculum change, such as the AAPS in the case of this study (Vaughan, 2010). Another teacher may portray concerns at one or two stages at any given time during implementing the subject area (Straub, 2009:634; Hall & Hord, 1987; 2001). Wills (1992:82) emphasises that while a teacher's focus of concern may shift from one stage to another, it may not indicate that the previous stage of concern is alleviated. In this study the results presented in Figure 5.3 and Figure 5.4 show the teachers' Stages of Concern that were obtained at the time of data collection.

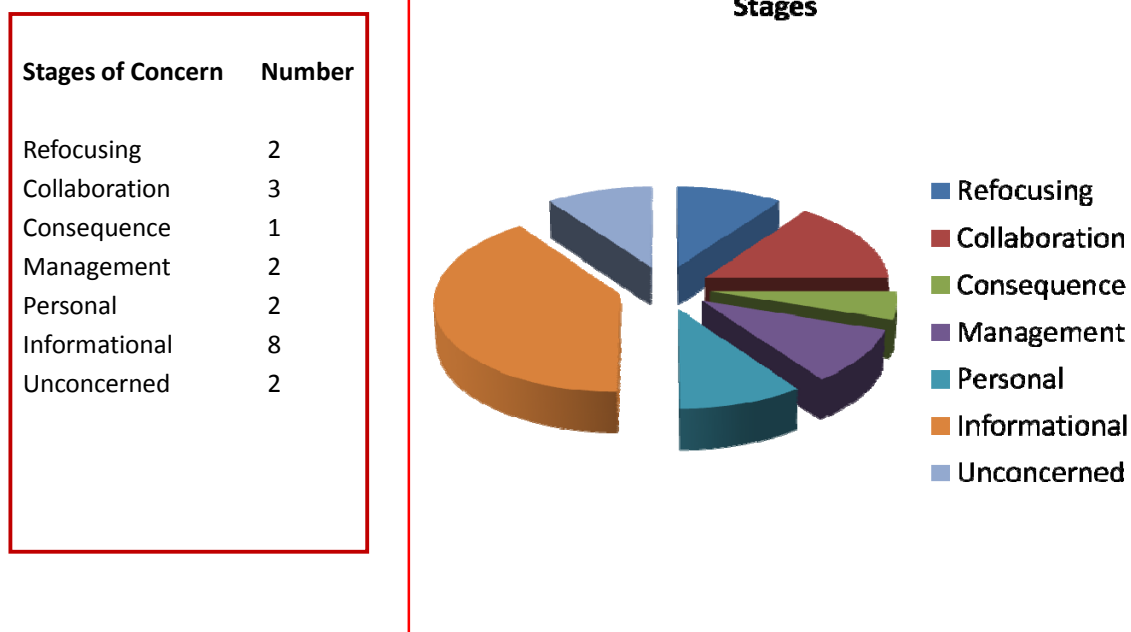
### **5.5.1 ANALYTICAL DISCUSSION OF STAGES OF CONCERN**

Figure 5.3 below show a visual distribution of teacher concerns and this inferred how they implemented the AIDS Action Programme for Schools in their classrooms as reflected by their responses during focus group interviews and the completed open-ended questionnaire. Questions were specifically asked to determine stages of concern and levels of use of the AAPS. As indicated in the figure, in terms of Stages of Concern (SoC), two of the teachers were at the first stage namely Unconcerned or Awareness stage. These teachers had little involvement with the AAPS, and were unaware of the subject area's policy, curriculum requirements and components. Subsequently, the teachers were not implementing the subject area effectively in

their classrooms. The second stage of concern – Informational consisted of eight teachers. At this stage the teachers were concerned about acquiring information about the AAPS from policy and syllabus documents and other sources of content or information. It implied that the eight teachers were information seekers due to lack of qualifications and in-service training in the subject area. At the Personal stage there were two teachers, while the other two teachers were at Management stage. These teachers at the three stages of concern namely – Informational, Personal and Management, practiced the AAPS at a surface level without effective skills and deep understanding due to lack of sufficient knowledge and training. One of the teachers was at Consequence stage of concern. According to the Concerns-Based Adoption Model, the teacher was concerned about the impact and consequence of the AIDS Action Programme for Schools on the learners as they are his clients (Hall & Hord, 1987; 2001). The higher stages of concern – Collaboration and Refocusing had three and two of the teachers subsequently. These were the teachers who had adopted the AAPS and were implementing it by collaborating through their teamwork and cooperation effort. It does not necessary mean that effective implementation of the subject area was being done since the teachers also lacked training in HIV and AIDS education. It was only through their initiative, positive attitude and team work that the five teachers (at Nemanwa) attempted to developed their own AAPS school syllabus from the prescribed objectives from the Ministry of Education, shared ideas, content and methods in adopting the AIDS Action Programme for Schools.



### Teachers' SoC in the Implementation of AAPS

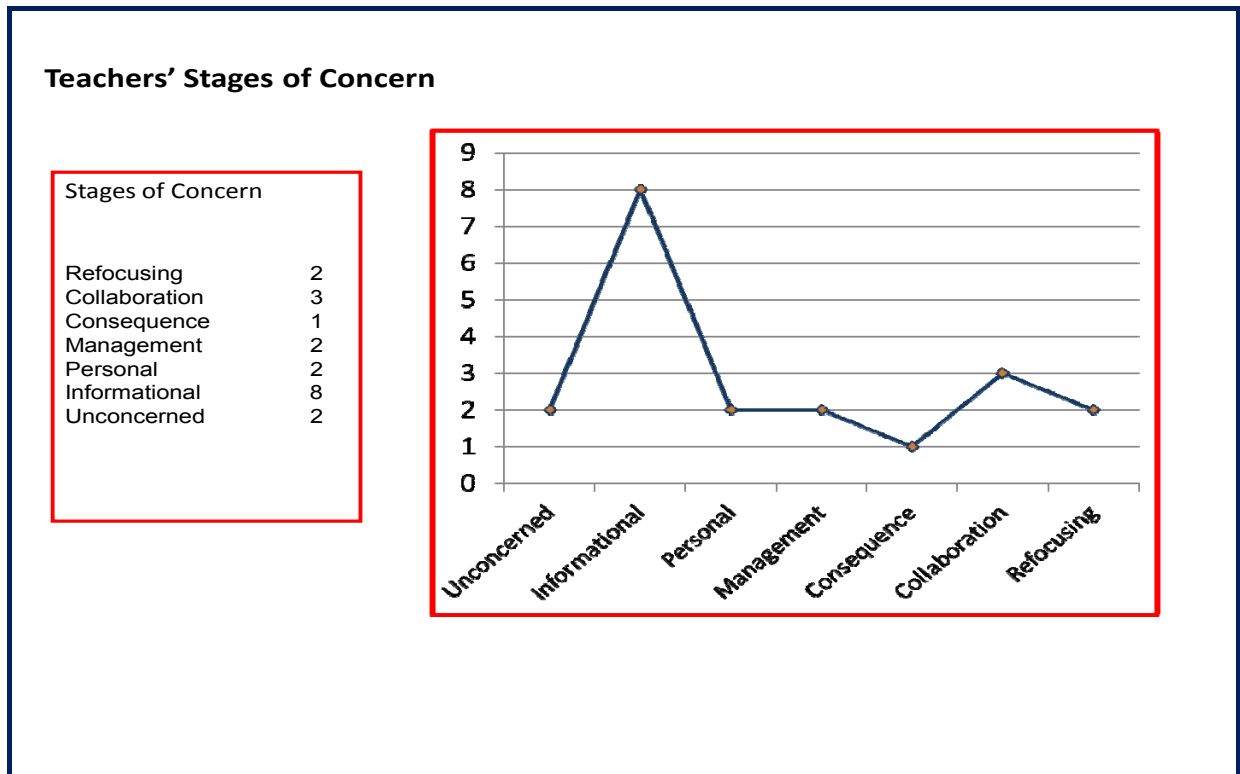


**Figure 5.3: Teachers' Stages of Concern in the Implementation of the AAPS**

Overall, Figure 5.3 indicates that out of the 20 participants twelve of the teachers were either unconcerned, operated at Personal stage of concern or were seeking information about the policy and curriculum innovation the AAPS but did not implement the curriculum or implemented the curriculum very little. As a result they implemented the subject area at a low or surface level with the fourteen of them operating at the Management Stage of the Concerns-Based Adoption Model and below. The Management stage of concern is the stage when teachers start to adopt using an innovation and mostly focus on mastering the task (Sweeney, 2008:3; Hall & Hord, 1987; 2001). Results indicate that at Management stage of concern teachers may implement the subject area at surface level just to be identified by the school management and Ministry of Education officials as complying with the policy and curriculum requirements. Mostly the implementation of policy and curriculum change at the Management stage is not effective (Hall & Hord 2001). This implies that the AIDS Action Programme for Schools was not well received by teachers in secondary schools as evidenced by the high number (15 teachers) of despondence and

reluctant compliance in implementing the policy and curriculum innovation in some schools in the Masvingo district.

A visual representation of teachers' stages of concern indicated in a pie chart in Figure 5.3 above is presented graphically in Figure 5.4 below.



**Figure 5.4: Teachers' Stages of Concern in the Implementation of the AAPS**

The Figure 5.4 above clearly reveals that only five teachers (at one school) of the 20 who participated in this study attended to implementation the AIDS Action Programme for Schools at Collaboration and Refocusing stages. As mentioned the lack of syllabus, knowledge and training could prevent the effective implementation of the AAPS. During focus group interviews, the participants indicated that the teachers had an awareness of the AAPS and its educational and social value, but they were reluctant, confused and uncertain to teach the subject area effectively in their classrooms. However, informal observations of the teachers in their classes and some of the data from interviews revealed that some of the teachers were using the AAPS periods on the timetable to teach other subjects in their areas of specialisation resulting in low levels of implementation of the subject area. In some cases, the teachers just engaged with the AAPS trying to get information without much effort to

improve practice (Informational and Management stages) for fear of being charged, as the policy stipulates that teacher failure to teach the subject area when it is allocated to him or her attracts a charge of misconduct. The teachers' negative feelings and low levels of motivation, lack of sufficient knowledge and guidance contributed to their in-effective teaching of the subject area (Straub, 2009:654).

Results of the research on teacher conceptualisation and implementation of the AIDS Action Programme for Schools show that most of the teachers implemented AAPS with reluctant compliance<sup>12</sup> (Clasquin-Jonson, 2011) due to fear of breaching policy requirements at school level as well as fear of being charged with an act of misconduct. Similar to these results, in her study Phatudi (2001:6) observed that national policies have caused resistance and criticism from stakeholders in different fields of knowledge as they were perceived as an imposition by the government. Overall, the results reveal that half of the teachers (ten) implemented the AAPS at Mechanical and Routine Levels of Use because they perceived the change as having been imposed on them from above. Based on the Concerns-Based Adoption Model, these are not good levels to effectively implementing a curriculum (Hall & Hord, 1987; 2001). Commenting on such change, Datnow and Castellano (2000:778) viewed that imposed changes creates a culture of compliance resulting in teachers to adopt ways to implement the change as painless as possible. The teachers cited lack of qualification in HIV and AIDS education, absence of syllabuses, learning materials, in-service training, insufficient knowledge and lack of support from the school management as the main factors militating against their effective adoption and implementation of the innovation – AIDS Action Programme for Schools.

### **5.5.2 ANALYTICAL DISCUSSION OF LEVELS OF USE**

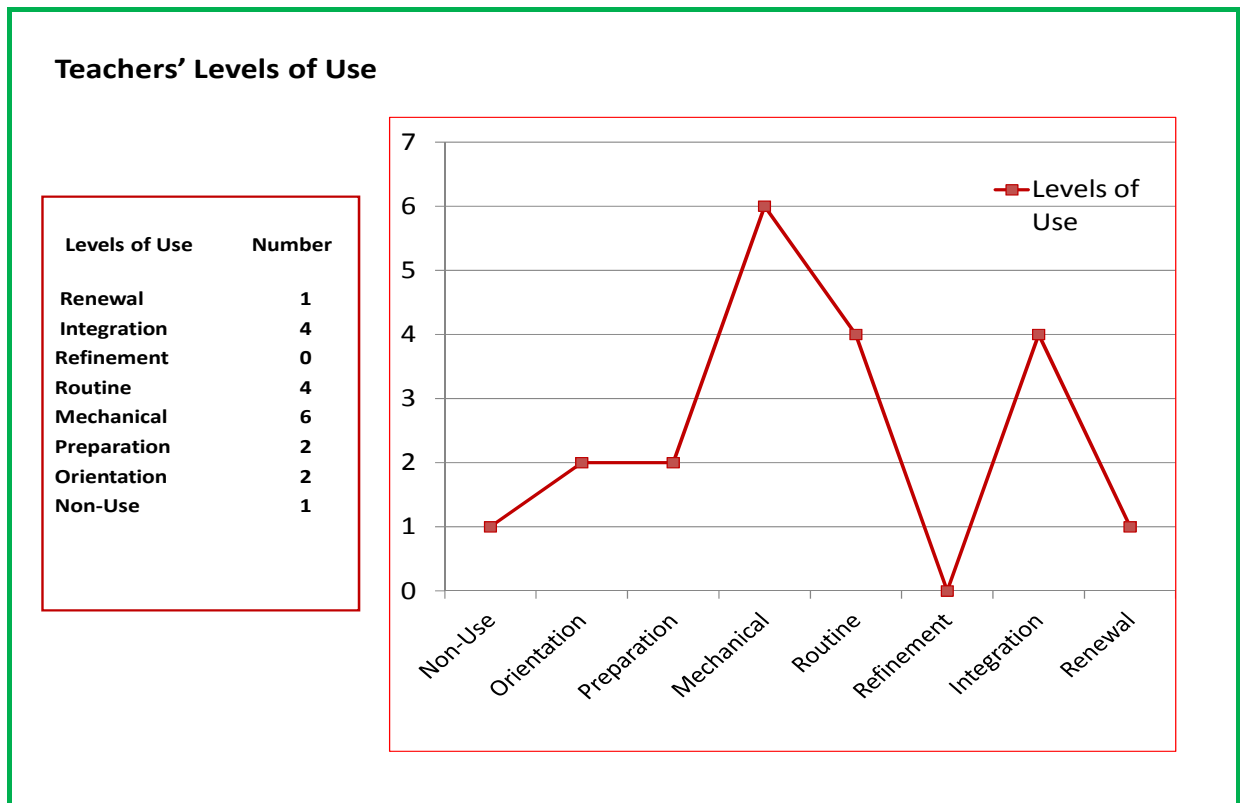
While Stages of Concern are not discrete, on the other hand, Levels of Use progress in a hierarchical and developmental manner (Hall & Hord, 1987; 2001). Concerning behaviour or practice, a teacher may show behaviours of a particular Level of Use of an innovation (such as the AAPS) at time. A teacher may progress from low levels of use to high levels depending on teacher understanding, qualification and training,

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<sup>12</sup> Reluctant compliance means that the teachers just complied but they were not willing and motivated to teach the subject area effectively.

interest, attitude, motivation, availability of resources and teacher support among others (Bellah & Dyer, 2007:69; Hall & Hord, 1987).

Figure 5.5 shows a representation of the teacher’s overall implementation of the AIDS Action Programme for Schools measured against the Concerns-Based Adoption Model’s Levels of Use (Hall & Hord, 1987; 2001).



**Figure 5.5: Teachers’ Levels of Use in Implementing the AAPS**

As indicated in Figure 5.5, teachers’ response to implementation of the AAPS were evaluated against the Concerns-Based Adoption Model in terms of Levels of Use (or practice) of the subject area. The figure indicates that one of the secondary school teachers was at Non-Use level. Hence, the teacher was not implementing the subject area in his classroom (Hall & Hord, 2001). Anderson (1995:335) views such a teacher as being in a state of having very little knowledge of the subject area and having no plans for its implementation. Two of the teachers practiced curriculum implementation at Orientation level. These teachers had made a decision to implement the AAPS but were being incapacitated by lack information and were still sourcing it. Two other teachers practiced at the Preparation Level of Use. Six of the 20 teachers were at Mechanical Level of Use. At this level of curriculum

implementation teachers focused of logistics and acquisition of skills and content of the subject only. The Routine Level of Use had four teachers. These teachers had adopted implementation of the AAPS with minimal changes to establish a regular pattern of use. However, these teachers were overwhelmed by constraints such as lack of qualifications in HIV and AIDS education. Other challenges reported were, absence of a syllabus and prescribed textbooks in the subject areas well as lack of time. Hence, their response to implementation of the subject area was that of reluctant compliance because of their confusion and low self-efficacy. None of the teachers implemented AAPS at Refinement Level of Use where the teacher's focus is student-centred (Straub, 2009).

Subsequently, of the 20 teachers three responded to implementation of AAPS at Integration Level of Use, while the Renewal Level of Use had only one teacher. Of the total 20 teachers who participated in this study, five teachers at one schools operated at the two highest level of use of the Concerns-Based Adoption Model (Hall & Hord, 1987; 2001). These teachers were mostly concerned with collaboration in an effort to integrate and renew the subject area during its implementation. This did not assure effective implementation of the policy and curriculum innovation – AAPS because the five teachers raised constraints of the absence of the official syllabuses to compare with their school syllabus they had developed from the Ministry of Education's prescribed AAPS objectives and in-service training. I reasoned that the five teachers practiced at high levels due to teamwork and collaboration with colleagues, development partners and other interested stakeholders such as NGOs in their community.

Since implementation of the AAPS is a policy requirement, the teachers could not completely ignore teaching the subject area in their classes. Hence some of the teachers complied to teach the subject area but they faced knowledge gap challenges and lack of interest. As indicated in Figure 5.5, 15 of the teachers faced constraints and challenges in implementing the AIDS Action Programme for Schools in their classes. The challenges emanated from lack of knowledge of curriculum components, content and methods because of lack of teacher qualification and in-service training in the subject area. Lack of support from school management and fear of victimisation by perpetrators of child abuse were also highlighted as factors militating against effective implementation of the AIDS Action Programme for

Schools. Overall, Levels of Use indicated in Figure 5.5, of the 20 teachers who participated in this study, 15 teachers implemented the AIDS Action Programme for Schools with reluctant compliance – just teaching AAPS because there is no option. The results are consistent with what Wood and Oliver (2007:1) observed that uncertainty often make teachers to feel despondent and lack intrinsic motivation in implementing policy and curriculum change. Five of the teachers willingly and actively taught the subject regardless of the cited constraints – they engaged in compliance with constraints. Commenting on teacher adoption of policy and curriculum change, Hargreaves (2005b:9) perceives that compliance to reforms may mean teacher behaviour change, but their attitude may remain the same.

## **5.6 CONCLUSION**

The analysis in this chapter explored participants' understanding, response to and implementation of the AIDS Action Programme for Schools within each of the research strategies employed namely, semi-structured interviews with the Ministry of Education officials, together with focus group interviews with teachers and open-ended questionnaires. The theoretical foundation of the research was that of Hall and Hord's (1987; 2001) CBAM that evaluated the secondary school teachers' stages of concern and levels of use during their understanding, response to and implementation of the AIDS Action Programme for schools. Overall it emerged that few teachers (five) received implementation of the AAPS with a positive attitude whilst most of the teachers (15) developed negative attitudes. Measured against Hall and Hord's (1987; 2001) Concerns Based Adoption Model only five teachers at one of the schools (Nemanwa) practice at higher Stages of Concern – Consequence, Collaboration and Refocusing. Many of the teachers' practice in the other three schools (Mucheke, Rhodene & Hillside) operated at the first four lower stages – unconcerned/Awareness, Informational, Personal and Management indicating none and little response to the AIDS Action Programme for Schools. At the lower levels of change teachers mainly implemented the AAPS with reluctant compliance and glossing over (Bellah & Dyer, 2007:69) The following chapter – Chapter 6 – discusses the conclusions of the study and recommendations in relation to the results in Chapter 5 and accordingly answers the research main question as well as the research sub-questions.