



HIV/AIDS CONFERENCE

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An exploration into the challenges faced by University students in integrating HIV/AIDS into the Curriculum in South Africa





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Introduction

Grant and Summerfield (2016) point out that the Integrating HIV and AIDS into the academic curriculum is not engaged with vigorously enough in South African higher education institutions, for several reasons, ranging from lack of interest to complaints of belabouring the issue of HIV and AIDS, especially from the biomedical perspective.

Through such integration the academic curriculum could be a key space and engine for persuading change and abating the effects of HIV and AIDS in higher education as well as in the communities served by the Universities

(Volberding, 2008)



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Literature

Morisky (2006) asserts that the initiatives must be taken by Universities to include HIV/AIDS in their curriculum but beyond the student-led extra-curricular activities, how are Universities taking up the curricular issues of HIV/AIDS?

Mpofu(2011)The Universities can respond to the calling in addressing HIV/AIDS and can be looked at in a variety of ways and can include the development and provision of credit-bearing stand-alone modules, online or direct delivery modules, or the development (or adaptation) of courses or modules to include some components of HIV/AIDS

Higher Education AIDS(HEAIDS) (2010) agree that integrated courses or modules can include various models of integration and infusion where HIV/AIDS is 'mainstreamed' and infused throughout the module, as well as those which reflect a 'bolted on' approach

Higgins and Norton (2010) claim that HIV/AIDS education and information regarding HIV/AIDS should be presented in **clear language and terms that are understandable and inspiring**

However, the most ambitious curriculum policy since the installation of a government of National Unity has been referred to as outcome



Literature

Department of Basic Education [DBE] (2004) furthermore makes it clear that schooling has the responsibility to give children basic life skills they need throughout their lives and this place us in an excellent position to educate the nation about HIV/AIDS

Life skills training can therefore also impact on risk behaviour related to HIV/AIDS (DBE.2004)

LO was introduced by the DBE(DBE,2011)



Literature

The life skills and HIV/AIDS education programme was implemented in secondary schools as strategy to combat the spread of HIV/AIDS (Choudhary,2014)

However the researcher conduct about HIV/ AIDS difficulties by University Students in integrating HIV/AIDS in the classroom when teaching EMS learners in South Africa. This study took place at Central University of Technology in the Free State Province of South Africa.



Challenges

Challenges facing student teachers during their teaching practice has become the major issue in South Africa and international

Practice teaching grants student teachers experience in the actual teaching and learning environment (Ngidi & Sibaya, 2003)

During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession (Perry, 2004)



EMS: Economics and Management Sciences

Consists of Accounting, Economics and Business Studies from Graded 10 to 12



The aim and objectives

This study explored the challenges faced by University students in integrating HIV/AIDS in the classroom when teaching learners in schools.

Methodology

The researcher used the qualitative research design for this study. This methodology, according to Ary, Jacobs, Razavieh and Sorensen (2009:426), looks at the context of events, natural setting, subject's perspectives and reasons for the events and phenomena needing exploration and explanation. According to Leedy and Ormrod (2013:139), qualitative research enables the researcher to examine people's words and actions and report in narrative and descriptive ways – more closely representing the situation as experienced by the participants. McMillan and Schumacher (2010:321) state that qualitative researchers accumulate data by interacting with selected individuals in their settings (field research) and by acquiring and reviewing written documents relevant to the study.



Participants

The participants in this study were 20 education students , EMS (female=60%, black 85%; age range 18 to 24 at Central University of Technology in Free State



Data collections

Data were collected from 20 student teachers on their experience during practice teaching at schools about the integration of HIV/AIDS, were collected using *semi-structured individual interview*.



Data analysis and discussion

Data was analyzed thematically through the responses of the student teachers about about the experience of student teachers during school based learning in South Africa



Theme 1: Workload

Majority of the participants asserted that due to the number of classes and other related activities given to them it is difficult to include HIV/AIDS into the curriculum.

Responses were made like:

“ It is difficult for me due to the number of classes

”Participants#12#female

“ I have a lot work to do and also classes” Participants#5#male

“ I have a lot of administration, marking and extra classes to run”

Participants#14#female



Theme 2: Culture as a barrier

Most of the participants indicated that they are not comfortable to talk about sex and HIV/AIDS freely to the learners. Participants further indicated that they are very sensitive about the language they used in the classroom and also sensitive because of the culture which prohibit them to talk about sex to the learners

Participants replied with statements like:

*“ I feel embarrassed to talk about sex and HIV/AIDS in the classroom”
Participants#3#female*

*I am afraid to ask questions in the classroom because I am very sensitive in using terms*Participants#9#male

“ I am very careful about the language that I use in the classroom they cannot express themselves in English” Participants#16#female

“ My culture does not allow me to talk about HIV/AIDS Participants#16#male

Theme 2: Lack of knowledge

Lack of knowledge has been indicated by the teachers as a challenge on their side, how to include HIV/AIDS and which topics in the EMS

Response were as :

" I do not know how to include it eg in Accounting because I am dealing with figures" Participants#9#female

" I do not know which topic are suitable to include HIV/AIDS eg Economics ,Business Management and Accounting"Participants73#female

*Some of them cannot attend the meetings since there are working far"
(Respondent # 8, female, 13 years)*

"You get learners in the who do not have parents, both parents pass away and no one will represent them during the parents meeting and instead they just take any anyone in the street if they have done something" (Respondent # 18, female)



Conclusion and recommendation

The finding of this study suggests that student teachers need adequately training to integrate HIV/AIDS into the curriculum

HIV/AIDS as a stand alone subject and must be compulsory

The need mentorship and guardianship for development with the support of mentor teachers and the lecturers

The continuous professional development is critical even after training at Universities

The findings attest to the need to focus on the strategies or intervention programmes to support wellbeing among learners and teachers in South African schools.



END

End : Thank you

PRESENTED BY.M A MODISE