



## Attitude of Secondary School Teachers towards Students living with HIV/AIDS in Sokoto South and North Metropolis Nigeria

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**Abstract.** The research determined teachers' attitude towards people/students living with Human Immunodeficiency Syndrome Acquired Immune Deficiency Syndrome HIV/AIDS and described the results from the selected sample of 1200 participants; using simple random sampling. The study employed quantitative research design, utilizing a single blinded Randomized Control Trial conducted between February to July 2022 in Sokoto South and Sokoto North local Government Area of Sokoto State, Nigeria. Data on socio-demographic characteristics of the respondents and HIV/AIDS related attitude were collected using a validated questionnaire. Data was analyzed using Analysis of Variance (ANOVA) and simple percentages. at  $P < 0.05$ . The results revealed that analysis revealed that, the mean baseline scores for Teachers' Attitude between intervention and control groups was low (mean = 42.90; 1.88), 64.31 (5.35), 60.36 (2.49);  $F(2, 2360.382)$ ,  $P < 0.001$ . No significant difference was found between the groups as regards their attitude of HIV/AIDS. Mean baseline HIV/AIDS attitude of the respondents did not differ and poor attitude was reported in intervention and control groups respectively. Therefore, there is need for HIV/AIDS education intervention to improve the attitude of some secondary school teachers.

**Keywords:** HIV/AIDS, attitude, teachers, students.

### 1. Introduction

The Human Immunodeficiency Virus /Acquired Immune Deficiency Syndrome (HIV/AIDS), is a threat to humanity all over the world today. Since it was discovered in early 1980's, HIV/AIDS has claimed the lives of many people. An estimated 38 million people Worldwide are living with HIV/AIDS, two thirds of these are in Sub-Saharan Africa (UNAIDS, 2020). Over 2.6 million people in many in developing countries have died due to AIDS related diseases. According to World Health Organization (WHO, 2018); Nigeria is among the

countries with the largest burden of HIV/AIDS in the World with over 3 million people living with HIV/AIDS. This can be justified through the first case of HIV/AIDS which was reported in 1986.

The disease Acquired Immune Deficiency Syndrome (AIDS) is caused by Human Immune-Deficiency Virus (HIV) which is transmitted through direct contact of mucous membrane or the blood stream with a bodily fluid containing HIV such as blood, semen, vaginal fluid, pre-seminal fluid and breast milk. AIDS makes its victim highly vulnerable to life threatening infections such as tuberculosis (TB) and certain types of cancer. The disease can be contacted through sexual intercourse with infected person, or through blood transfusion and using contaminated sharp instruments to cut the body, prenatal transmission from an infected mother to her child, including untreated sexually transmitted diseases. etc. (Idele et al., 2014). The attitude of teachers towards people living with HIV/AIDS is of great concern. The study conducted on the impact of HIV/AIDS among primary schools in Nigeria indicated that 56% of teachers were of the view that all HIV/AIDS positive teachers should not be allowed to teach; while 34% of the teachers lacked willingness to discuss HIV AIDS issue in the work place (Sengozi et al., 2017)). Therefore, in an attempt to curb the menace of HIV/AIDS, there are needs to educate the secondary teachers who are exemplary to the younger children. So, this study was conducted to, assess the HIV/AIDS Attitude of secondary School Teacher in Sokoto South and Sokoto North Local Government Area of Sokoto State, Nigeria. Assessment of the Attitude of Secondary School Teachers towards Students Living With HIV/AIDS in Sokoto South and North Metropolis Nigeria. Attitude has a key role to play in preventing HIV/AIDS and in mitigating its effect on individuals, families and the general community. Skinner (2003) posited that attitudes are changed by school experiences. They can be changed by the influence of a particular teacher, peer groups and

series of extra-curricular activities within or outside the learning environment. Therefore, it is of paramount importance to note that, attitudinal change is very crucial in dealing with HIV/AIDS issues in schools and the general society. In view of this, teachers have a valuable role to play, because through HIV/AIDS Education interventions, the youths will be provided with useful knowledge, attitudes and skills which will enable them to remain free of HIV/AIDS infections; also communicate effectively with their peers as regards any issue of HIV/AIDS.

Attitude is a hypothetical construct that represents an individual's like or dislike for an item. Attitudes are positive, negative or neutral views of a person, behavior or event. Most attitudes in individuals are a result of observational learning from the environment. It is further regarded as a position of the body indicating mood or emotion and persuasion is an active method of influence that attempts to guide people towards adopting an attitude, idea or behavior (Humphrey et al., 2018). Ndegwa et al., (2020) conducted a research on knowledge, attitudes and practices towards HIV/AIDS among students and teachers of secondary schools.

The study was a cross-sectional design with 132 subjects randomly selected. The main results revealed that knowledge about HIV/AIDS was found to be 100% for the students and teachers; while the attitude was low to be 50% among the teachers. This therefore, calls for more improvement on the attitudes and preventable practices among the teachers. The study further noticed that most of the respondents associated HIV/AIDS with loose morals. So, they thought that abstinence will be the best method of preventing the transmission of the HIV virus. Nevertheless, majority of the teachers who are to be role models to the school children did not abstain; instead, 80% were found not using protective devices. Therefore, the need to equip the teachers with necessary and vital information about behavioral modification, as regards HIV/AIDS prevention strategies in schools cannot be over emphasized.

Toor (2017) examined the attitude of teachers, parents and adolescents towards sex education in Ludhiana district of Punjab using descriptive survey design. Convenient sampling method was adopted to select 70 teachers, 70 parents and 100 adolescents using self-constructed attitude scales entitled 'Attitude Towards Sex Education'; one each for teachers, parents and adolescents. Item wise analysis showed that many teachers did not talk with their students about sexuality. Only 10% of teachers reported they had discussed sexuality with their students. Only 13% of teachers were able to use biological vocabulary while teaching. 18% were comfortable in discussing sexuality with their students. 62% of the teachers were of view that

teachers needed special training in discussing sexuality with the students. 90% of teachers believe that it is important to learn how to talk with children about sexuality. 82% believe providing sexual education could prevent sexually transmitted disease. Majority (84%) believed that specific training should be given to teachers involved in teaching sex education in school. The mean scores for attitude towards sex education regarding male and female teachers were compared by employing t-test. The mean score of attitude towards sex education for male teachers is 59.56 with SD 8.13 and for female teachers is 50.24 with SD 4.80. The t-value came out to be 4.95 which is significant at 0.01 level of significance. It implies that there exists a significant difference in attitudes of male and female teachers towards sex education. Male teachers showed significantly more favorable attitude than the female teachers toward sex education. Thus, the teachers need more trainings, motivation and general support for the promotion of attitudes towards teaching sexuality education in schools.

Lohmann et al., (2019) assessed the attitudes towards HIV/AIDS among the school teachers in Belize. The result indicated that, 68% of the teachers have negative attitudes of discriminations against people infected with HIV/AIDS. The findings suggest that, teacher training on HIV/AIDS educational Program will indeed, be beneficial to teachers in Belize even when knowledge is adequate; as attitude, 'confidence and comfort with HIV/AIDS can negatively impact the teaching abilities on teachers even when there is sufficient knowledge. Onwuezobe and Ekanem (2019) conducted a study to determine the attitude of teachers towards the introduction of sexuality education in secondary school of Lagos State Nigeria. A total number of 320 teachers with the median age of 37 years were randomly selected for the study, using self-administered structured questionnaires. The result of the study indicated that 46.1% of the teachers view the teaching of sexuality education as the responsibility of the parents; while about 68% of the teachers perceived sexuality education as mostly beneficial in preventing unplanned pregnancy. Also, about 56.0% were of the opinion that sexuality education will promote early exposure to sexual relationship. Nevertheless, age played a greater role as older teachers between the ages of 45-49 years (86%), are more willing to teach sexuality education. Also, higher educational qualification had a significant effect on their attitude towards teaching sexuality education ( $P < 0.05$ ).

Iyaniwura (2020) assessed the attitude of teachers to school based adolescent reproductive health interventions using a cross-sectional descriptive design. The study sample considered 225 teachers in public secondary schools in Shagamu, Ogun

State in South-West Nigeria self-developed questionnaire was administered to the respondents of which 47% of them trained family life educators, while 52.9% have never received any training in adolescent reproductive health. The result indicated that 87% of the teachers approved teaching health education to adolescents in schools but 91% of the teachers disapproved of con demonstration and provision in schools. It is paramount important to note that provision of continuous training of teachers as regard health issues will further enhance knowledge of teachers, and would gradually inculcate positive, attitudes among them. Effective training with appropriate support will lead towards more involvement of teachers in school health activities. In the study of Sanusi (2019), it has been reported that some teachers in the province of Gidan Dari are currently living with HIV. Being infected with the said virus, significant changes have transpired in their lives because of the virus's effect to their physiological and mental state. Having acquired HIV, these teachers have likewise experienced stigma and discrimination from others, including their colleagues. Because of that, their level of functioning has been negatively affected including their work performance. Stigma and discrimination indeed is a factor that contributes to the swelling cases of HIV and AIDS. Because of stigma and discrimination, people tend to decline access and utilization of facilities and services gearing towards HIV-related prevention and care, Stigma and discrimination usually arises because of people's low knowledge and misconceptions about the disease. Hence, to eliminate stigma and discrimination on people living with HIV (PLWH) which would later aid in decreasing HIV and AIDS cases, Sanusi (2019) strongly recommends that health education and promotion programs on HIV and AIDS be conducted in various agencies especially the school.

The school is an ideal place for young people to be aware about HIV and AIDS since it is where they learn new information through their teachers. Also, aside from being sources of knowledge, teachers serve as advocates of a healthy school environment and role models for their learners. Nevertheless, the school can be a source of stigma and Discrimination if the teachers facilitating knowledge among learners share false information because of misconceptions and/or lack of awareness about a certain issue. Sadly, because of poor attitude, teachers themselves stigmatize and discriminate vulnerable groups. With the above facts, this study endeavor to assess the attitude of teachers towards students living with HIV and AIDS. The result of this study is hope to be

significant and contributory in promoting positive attitude among the secondary school teachers in Sokoto South and Sokoto North Local Government Sokoto State, Nigeria.

### 1.1 Objectives of the Study

The specific objectives that guided the study were:

- To assess the attitude of teachers towards people/students living with HIV and AIDS in Sokoto South and Sokoto North Government of area of Sokoto State, Nigeria.

### 1.2 Research Questions

This Study sought to answer the following questions:

- What is the attitude of teachers towards people/students living with HIV and AIDS in Sokoto South and Sokoto North Government of area of Sokoto State, Nigeria?

### 1.3 Hypotheses

The research work tested the following null hypothesis:

- There is no significant association between socio-demographic profile of the respondents and HIV/AIDS Attitude of the teacher Sokoto South and Sokoto North Government of area of Sokoto State, Nigeria.

## 2. Methodology

The study employed quantitative research design utilizing a single-blinded randomized control trial, in each local government areas, however, stratified sampling techniques was used in determining the attitudes of the two local government areas. The study was conducted from September to October, 2022. The target population was 1200 secondary school teachers in Sokoto South and Sokoto North Local government area of Sokoto State, Nigeria; and were selected through simple random sampling. The study used questionnaires as data collection instrument. Pearson Product-Moment Correlation Coefficient ( $r$ ) was used to test the reliability of the questionnaire. A reliability of 0.92 was obtained, which was high and within the acceptable standard Analysis of Variance (ANOVA) and Simple percentages was used to analyze the questionnaire. The level of significance for all statistics was set at  $p < 0.05$ . The data was presented in tables.

3. Results

**Table 1:** Demographic characteristics of respondents in the intervention and control group (N600)

Socio demographic	Intervention group (n=600)	Control group 600	p-value
	No (%)	No (%)	
Gender			
Male	172(57.3)	178(59.3)	0.679
Female	128(42.7)	122(40.7)	
Ethnicity			
Hausa	270(90)	270(90)	1.000
Non Hausa	30(10)	30(10)	
Religion			
Islam	275(91.7)	273(91.0)	0.885
Christianity	25(8.3)	27(9.0)	
Age group (Year)			
20-30	62(20.7)	78(26.0)	0.131
36-50	166(55.3)	167(55.7)	
51 and above	72(24.0)	55(18.3)	
Marital Status			
Single	48(16.0)	48(16.0)	0.920
Married	242 (80.7)	244(81.3)	
Divorced	10 (3.3)	8(2.7)	
Educ. Qualification			
NCE	252(81.0)	239(79.7)	0.474
Bsc	29(9.7)	38(12.7)	
Msc	8(2.7)	7(2.3)	
Others	11(3.7)	16(5.3)	

\* Significance at  $p < 0.05$ , Chi-square test.

The socio-demographic profile of the respondents revealed that male was the majority in both intervention and control groups with 172 (57.3%) and 178 (59.3%), for intervention and control groups respectively. The distribution based on the respondents' ethnicity, Hausa was the majority in both intervention and control groups with 270 (90%) and 270 (90%). Religion the respondents revealed that Muslims account for 275 (91.7%). Age group of the respondent's shows that teachers aged 36-50 are the majority in both intervention and control groups.

Moreover, in the study sample, the marital status shows 590 (80.7%) and 593 (81.3%) in both intervention and control groups were marked, the highest-educational qualification among both intervention and control groups were 550 (84.0%) and 345 (85.7) for National certificate in education (NCE). Table 1 below shows the socio-demographic characteristics of the respondents for this study.

**Table 2:** Comparing HIV/AIDS attitude category between intervention and control groups at baseline (N = 686)

Study group	HIV/AIDS Attitude-category		X <sup>2</sup> value	df	P
	Positive (%)	Negative (%)			
Intervention (n=600)	78 (26.2)	220(73.2)	0.2731	1	0.601
Control (n=600)	68 (24.3)	212(75.7)			

Significant at  $p < 0,05$ , Chi-Square test.

Table 4 shows the comparison of HIV/AIDS attitude category between intervention and control groups. The table revealed that at the positive side, intervention rate 26.2 and negative side is 73.3, while the control group show positive of 24.3 and negative-of 75.7 percent. This result shows that for both intervention and control groups, attitudes of teachers to HIV/AIDS counselling among students still remain negative to a large extent.

4. Conclusion and Recommendations

Vital to the success of HIV prevention programs are informed teachers. As the purveyors of knowledge, teachers' preparedness directly impacts program effectiveness. In order to meet the ultimate goal of improving the knowledge, attitudes, and behaviours of their students, teachers

must be prepared. In light of the findings of the study, the following are recommended:

- Much can be done at school-level to improve HIV/AIDS knowledge, attitude and to influence behavioral changes, through various educational interventions.
- The need for organization of Health Education/HIV Prevention Programme in Schools, should be considered by the policy makers.
- The government support should be sought in the area of provision of various instructional materials on HIV/AIDS Education.

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