



**DEVELOPMENT OF HIV/AIDS AND LIFE SKILLS EDUCATION  
BOOKLET FOR STUDENT TEACHERS AND  
STUDY ITS EFFECTIVENESS**

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**Abstract**

*The present research study focuses on knowledge and attitude of student teachers towards HIV/AIDS & Life skills Education. The major objectives of the study were, to test and compare the knowledge and attitude towards HIV/AIDS & Life Skills Education w.r.t. gender, locale and Science –Non Science, to study effectiveness of self learning Booklet on knowledge and attitude of student teacher towards HIV/AIDS & Life Skills Education.*

*Multi methods were used for this study. Eight null hypotheses based on the objectives were established. All student teachers (B. Ed. students) from the state of Maharashtra is the population for this study. The simple random sampling technique was used for the selection of colleges while incidental sampling method was used for the selection of includes 500 student teachers from the four education colleges located in Pune region. To test the knowledge and attitude, Knowledge Test and Attitude scale (about HIV/AIDS & Life Skills Education), developed by researcher were used.*

*On the basis of data obtained, its analysis with Mean, Standard Deviation and 't' test and interpretation the following are the conclusions of the study. The knowledge of all student teacher about HIV/ AIDS and Life skills Education is good. Knowledge of Science student Teacher regarding HIV/AIDS & Life Skills Education is more than non-science student teacher. The Attitude towards HIV/ AIDS and Life Skills Education of all student teachers is positive. The self learning booklet and CD on HIV/AIDS and Life Skills Education is effective to enhance the knowledge and attitude towards the same.*

**Keywords:** HIV/ AIDS, Life Skills Education, Booklet, Student Teachers

## **INTRODUCTION**

Now days a large number of youth engaged in antisocial activities which creates a lot of social problems. This may affect their physical and intellectual capabilities and also seem to be a burden to the society. Sometimes high risks behaviors like alcoholism drug and infection of HIV/AIDS may affect society in a large extend. This new challenge requires immediate and effective responses from a socially responsible system of education.

In present education system, there is no formal programme to aware about such problems. In this connection life skill education plays a very vital role to increase the awareness among the youth about all social problems. Life skills education directly or indirectly results in the prevention of HIV/AIDS. In this regard United Nations General Assembly special session, declared in article 53 that “By 2005, ensure that at least 50 percent and by 2010 at least 95 percent of young men and women aged 15 to 24 have access to the information, education, including peer education and youth specific HIV education and services necessary to develop the life skills required to reduce their vulnerability to HIV infection, in full partnership with young persons, parents, educators & health care providers.

## **NEED OF LIFE SKILLS EDUCATION**

Life skill education is a value addition program for the youth, to understand self and able to assess their skill, abilities and areas of developments. Which also enable them to analyze their capacity to enhance the function in a most productive way.

Life skill education allows the youth get along with other people, able to adjust with their environment and making responsible decision. Which also incorporate to build up their values and to communicate effectively. In many circles, reproductive health education, population education and family welfare education are interchangeably used to convey the same meaning.

## **NEED FOR AIDS EDUCATION**

There are three main reasons for aids education

1. The first of which is to prevent new infections from taking place. This can be seen as consisting of two processes
- 2) A second reason that AIDS education is needed is to improve quality of life for HIV positive people.
- 3) The third reason people need AIDS education is to reduce stigma and discrimination.

## **NEED OF THE STUDY**

1. To change the attitude of student teacher into more positive , this study is needful.

2. At the school level, it is very necessary to inculcate the values, life skills and good habits among the students. It will help to shape the adolescent in future. To do so, at teacher training level this study has a special need.

3. Life Skills are helpful to the student to behave ideally in the society also help to contribute for the society. So this study is very necessary at this stage.

#### **SIGNIFICANCE OF THE STUDY**

1. The present study will play Significant role to check and compare the knowledge & attitude of novice-teachers regarding HIV/AIDS & Life skills Education w.r.t. gender, locale and Science and non Science student teacher.

2. It is also helpful to change the attitude of novice-teachers towards HIV/AIDS & Life skills.

3. It will play the contributory role for the incorporation of Life skills education & HIV/AIDS in the B.Ed. Curriculum.

4. Present study will develop the knowledge & attitude of teacher community about HIV/AIDS and Life skills Education which will be helpful for future generation.

5. This study will sensitize the novice teacher about the serious issue of HIV AIDS.

6. This study is helpful to inculcate the life skills and values among the novice teachers.

7. It will create a positive environment among teacher community.

#### **STATEMENT OF THE PROBLEM**

To develop Booklet of HIV/AIDS and Life skills Education for Student Teachers and study its effectiveness.

#### **OPERATIONAL DEFINITIONS**

**1. Booklet of HIV /AIDS and Life Skills Education:** Self learning pictorial and textual material about HIV /AIDS and Life Skills Education for student teacher.

**2. Knowledge and attitude:** Scientific information about HIV/AIDS and Life Skills Education and responses of student teachers in different critical situation

**3. Life Skills Education:** Skills like decision making ,critical thinking and analytical thinking etc which are used to prevent HIV/AIDS in future

**4. Student Teacher:** The students of the colleges of education (B.Ed.) affiliated to University of Pune.

**5. Effectiveness:** Positive effect on knowledge and attitude of student teacher about HIV /AIDS and Life Skills Education due to Booklet.

## **OBJECTIVES OF THE PRESENT STUDY**

1. To test the knowledge of student teachers about HIV/AIDS & Life skills Education.
2. To compare the knowledge of male student teachers and female student teachers about HIV/AIDS & Life skills Education
3. To compare the knowledge of Science student teachers and Non Science student teachers about HIV/AIDS & Life skills Education
4. To compare the knowledge of Rural student teachers and Urban student teachers about HIV/AIDS & Life skills Education.
6. To find out the attitude of student teacher about HIV/AIDS & Life skills Education.
7. To compare the attitude of Male student Teacher and Female student Teachers towards HIV/AIDS & Life skills Education.
8. To compare the attitude of Science student teachers and Non Science student teachers about HIV/AIDS & Life skills Education.
9. To compare the attitude of Rural student teachers and Urban student teachers about HIV/AIDS & Life skills Education.
10. To develop HIV/AIDS & Life Skills Education Booklet and CD For student teacher .
11. To study the effectiveness of HIV/AIDS and Life skills Education Booklet and CD.

## **ASSUMPTIONS**

1. HIV/AIDS has become a social problem.
2. HIV/AIDS deteriorate the physical and intellectual capabilities.
3. Life skills Education plays vital role to increase the awareness about the social problems youth.
4. Life skills Education helps an individual to improve the decision making skill.
5. Teacher plays vital role to solve the social issues.

## **HYPOTHESIS**

### **Null Hypothesis**

1. There will be no significant difference in the HIV/ AIDS and Life skills Education Knowledge of male and female Student Teachers.
2. There will be no significant difference in the HIV/ AIDS and Life skills Education Knowledge of Science and Non Science Student Teachers.
3. There will be no significant difference in the HIV/ AIDS and Life skills Education Knowledge of Rural and Urban Student Teachers.

4. There will be no significant difference between the attitude of male and female Student Teachers' towards HIV/ AIDS and Life skills Education.
5. There will be no significant difference between the Attitude of Science and Non Science Student Teachers' towards HIV/ AIDS and Life skills Education.
6. There will be no significant difference between the attitude of Rural and Urban Student Teachers' towards HIV/ AIDS and Life skills Education.
7. There will be no significant difference between the HIV/ AIDS and Life skills Knowledge of Student Teachers from control group and experimental group.
8. There will be no significant difference between the attitude of Student Teachers' towards HIV/ AIDS and Life skills Education from control group and experimental group.

### **SCOPE LIMITATIONS AND DELIMITATION**

#### **SCOPE**

The geographical scope of the present study was Pune region. The conclusions of the present research study are applicable to all student teachers of B.Ed. colleges in Maharashtra state.

#### **LIMITATIONS**

The conclusions of this research study were based on the responses of student teachers to the Knowledge test and Attitude scale.

#### **DELIMITATIONS**

1. The present research study was related to the knowledge and attitude of student teachers regarding HIV/AIDS & Life skills Education.
2. The sample was selected from Pune region only.

#### **METHODOLOGY OF RESEARCH**

For this research study multi method was used because of the objectives and the nature of the study.

**Survey Method** For objective 1 and objective 3, to test the knowledge and attitude of student teachers about HIV/AIDS & Life skills Education Survey Method was used.

**Product Development Method** For objective 5 of the research study, by using this method the booklet as a learning material for HIV/AIDS & Life Skills Education was developed for the student teachers to increase the knowledge and attitude about the same.

**Experimental Method** For objective no 6 of the study i.e. To find out the effectiveness of the booklet as a learning material on knowledge and attitude of student teachers, the Experimental method was used.

**POPULATION AND SAMPLE:** All student teachers (B.Ed. students) from the state of Maharashtra (India) were the population for this study.

For survey of knowledge and attitude of student teachers about HIV/AIDS & Life skills Education the Sample was 500 student teachers from the ten colleges of education affiliated to University of Pune.

Random Sampling Method was used by the researcher for the selection of colleges and the student teachers.

**DESIGN FOR THE RESEARCH:** For Experimental Method a purposive sampling method was used in which 100 students teachers (50 students teachers in control group and 50 students teachers in experimental group) were selected from one college of education. Two equivalent group design was used for the experiment.

#### **TOOLS FOR DATA COLLECTION**

The tools for data collection were

1. HIV/AIDS and Life Skills Education Knowledge Test (HALSEKT) and
2. HIV/AIDS and Life Skills Education Attitude Scale

#### **PROCEDURE OF THE STUDY**

##### **DEVELOPMENT OF DATA COLLECTION TOOL**

1. HIV/AIDS and Life Skills Education Attitude Scale
2. HIV / AIDS and Life Skills Education knowledge test

##### **A SURVEY**

**Selection of the College:** In Pune region there are fifty six colleges of education. Which are affiliated to University of Pune . These are situated in both urban and rural area of Pune. As per the need of sample fixed by the researcher ten education colleges were selected by Simple Random Method of Selection. Out of these selected colleges eight were from urban area and two were from rural area.

**Selection of the student teachers:** The selection of actual sample from ten colleges was done by Simple Random Selection Method. From the available student- teacher fifty students from each college were selected by Simple Random Selection Method for the survey. From ten colleges of education five hundred student teachers were selected as a sample.

**Administration of the tools:** As per the permission taken from the Principals of selected colleges the schedule was planned for data collection. Before the actual administration, the prior instructions were given to the student teachers and the data collection tools i.e.

HIV/AIDS and Life Skills Education Knowledge Test and HIV/AIDS and Life Skills Education Attitude Scale were administered.

**Development of Booklet (Learning Material) regarding HIV/AIDS & Life Skills Education:**

To enhance the knowledge and the attitude, the informative (pictorial and textual) booklet as Learning Material was developed. Along with this booklet the digital self learning material i.e. CD as a program for treatment was developed

**Experiment:** To study the effectiveness of Booklet , that means effect on knowledge and attitude regarding HIV /AIDS and Life Skills Education of Student –Teacher, researcher conducted an experiment. In it ‘ two-equivalent groups post test’ design was used.

The treatment in the form of Booklet and CD were given to the experimental group for self study and the effectiveness was tested.

**Selection of sample for Experiment:** Two equivalent group design was used for an experiment. Student teachers from one college of education groups were made by the merit of their previous examination held.

**Pre test:** To test the knowledge of student, teacher, regarding HIV / AIDS and life skills education and to make equivalent group, a test was conducted as a pre test. HIV/AIDS and Life Skills Education Attitude Scale was implemented to test the attitude of the student teachers.

**Implementation of Program:** Self learning booklet along with self learning CD. based on HIV/AIDS and Life skills Education was given as a treatment to enhance the knowledge and attitude towards HIV/AIDS and Life Skills Education. It was given to experimental group only. Orientation by the researcher about the use of booklet for self learning.

Guidelines were given about the use of CD for self learning.

The program was implemented for 3 weeks in the month of December 2013.

At the same time, the control group was kept away from the treatment program. After the treatment of experimental group, the knowledge test and attitude scale were implemented for both the groups and the data were collected.

**Post test:** To test the effectiveness of self learning booklet and CD on enhancement of Knowledge and Attitude towards HIV /AIDS & Life Skills Education , The same test ( pre test ) i.e. HIV / AIDS and life skills Education knowledge test and HIV/AIDS and Life Skills Education Attitude Scale were administered on control and experimental group. These tests were treated as post test. The effectiveness was tested by statistically. It is given in the following tables.

**Table No 1: Comparison of Knowledge and Hypothesis testing**

Professional Commitment	Male	Female	Science	Non Science	Rural	Urban
<b>Sample</b>	350	150	160	340	300	200
<b>Mean</b>	26.68	26.4	28.88	23.20	24.65	25.07
<b>Standard Deviation</b>	2.99	4.04	1.21	3.43	4.23	3.71
<b>Degree of Freedom</b>	498		498		498	
<b>Level</b>	0.05		0.05		0.05	
<b>0.01</b>	2.59		2.59		2.59	
<b>'t' –value</b>	0.021		7.95		0.68	
<b>Level of Significance</b>	Not Significant		Significant		Significant	
<b>Hypothesis</b>	Accepted		Rejected		Accepted	

**Table No 2: Comparison of Attitude and Hypothesis testing**

Professional Commitment	Male	Female	Science	Non Science	Rural	Urban
<b>Sample</b>	350	150	160	340	300	200
<b>Mean</b>	148.20	146.41	152.32	139.61	149.53	151.60
<b>Standard Deviation</b>	9.276	9.539	5.98	7.15	7.11	7.07
<b>Degree of Freedom</b>	498		498		498	
<b>Level</b>	0.05		0.05		0.05	
<b>0.01</b>	2.59		2.59		2.59	
<b>'t' –value</b>	0.012		4.27		1.09	
<b>Level of Significance</b>	Not Significant		Significant		Not Significant	
<b>Hypothesis</b>	Accepted		Rejected		Accepted	



**Table No 3: Hypothesis testing regarding Knowledge of control & experimental group Towards HIV/AIDS & LSE.**

Sr. No	Student Teachers	Numbers (N)	HIV/ AIDS & Life Skills Education Knowledge		Nature of Knowledge
			Mean	S.D.	
1	Control Group	50	25.02	3.94	Good
2.	Experimental Group	50	29.5	1.92	Excellent
3	t value		5.96 Ho Rejected		

**Table No 4: Hypothesis testing regarding Knowledge of control & experimental group Towards HIV/AIDS & LSE.**

Sr. No	Student Teachers	Numbers (N)	Attitude towards HIV/ AIDS & Life Skills Education		Nature of Attitude
			Mean	S.D.	
1	Control Group	50	145.17	7.15	Positive
2.	Experimental Group	50	165.45	5.98	Highly Positive
3	t value		5.287, Ho Rejected		

The data thus collected and were initially classified, analyzed and Hypothesis were tested by using the mean, standard deviation and t-test as statistical techniques. On the basis of analysis in the table no. 1 to 4 following are the findings and conclusions of the research study.

### **FINDINGS**

From the analysis of data, researcher found regarding knowledge and attitude towards HIV/AIDS AND LSE, the following findings.

Mean score of knowledge of all the student teachers regarding HIV/AIDS and Life Skills Education was 25.02. It shows good knowledge level.

Mean score regarding knowledge of male & Female student teachers were 26.8 & 24.26 respectively. Knowledge of male student teachers is higher than female.

Mean score value regarding knowledge of Science & Non Science Student-teachers were 28.88 & 23.20 respectively. It is greater of Science student teachers than non-science.

The knowledge mean scores of rural & urban student-teachers were 24.65 and 25.07 respectively.

Attitude of all student-teachers towards HIV/AIDS and Life Skills Education was found positive. The mean was 147.06.

The mean value of attitude towards HIV/AIDS & Life Skills Education for male & female students were 148.20 & 146.41 respectively. It is found high deviation in the scores. The attitude of male student found more positive than Female student teachers.

The mean score values of attitude towards HIV/AIDS and Life skills Education for science and Non-science student teacher were 152.32 and 139.61 respectively. Attitude of science student teacher found more positive than non-science students.

From the rural and urban student teachers, it was found that the mean scores were 149.53 and 151.6 respectively. The deviation was about to similar. It shows more positive attitude among urban student teachers.

Mean score value of knowledge regarding HIV/AIDS & Life Skills Education of control group and experimental group were 25.02 and 29.5 respectively.

The standard deviation values found differently.

Knowledge of experimental group is found more than control.

Mean score value of attitude towards HIV/AIDS & Life skills Education for control group was 145.17 and for experimental group it was 165.45.

The attitude of experimental group was found highly positive.

### **CONCLUSIONS**

- i.** Knowledge of all student-teachers regarding HIV/AIDS and Life Skills Education is good.
- ii.** Knowledge of male and female student-teachers regarding HIV/AIDS and Life Skills Education is not significantly different.
- iii.** Knowledge of Science student Teacher regarding HIV/AIDS & Life Skills Education is more than non-science student teacher. The difference in knowledge is significant.
- iv.** HIV/AIDS and Life Skills Education knowledge of rural and urban student is similar.
- v.** Attitude of all student teachers towards HIV/AIDS and Life Skills Education is positive.
- vi.** The attitude towards HIV/AIDS and Life Skills Education of male and female student teacher is positive and similar.
- vii.** The attitude towards HIV/AIDS and Life Skills Education of Science & Non-Science student teacher is significantly different. It is positive among non-science students while it is highly positive among science student teacher.
- viii.** HIV/AIDS and Life Skills Education attitude among rural and urban student teacher is positive and about at equal level.
- ix.** Mean score value of knowledge regarding HIV/AIDS and Life Skills Education of experimental group is significantly high as compared to control group therefore the self

learning booklet and CD on HIV/AIDS and Life Skills Education is effective on knowledge point of view.

x. As the mean score value of experimental group regarding attitude towards HIV/AIDS and Life Skills Education is significantly high as compared to control group, therefore the self learning booklet and CD on HIV/AIDS and Life Skills Education is effective. It is effective to enhance the attitude towards the same.

**DISCUSSION:** Jean Baxen and Anders Breidlid focused on the content of the life skills education and HIV and AIDS prevention information and awareness. In the present research, researcher found the positive effect of HIV/AIDS and Life Skills Education Knowledge and Attitude.

In the research of Jane T. Bertrand, Kevin O'Reilly, Julie Denison, Rebecca Anhang and Michael Sweat, they found that at least half of the studies did show a positive impact of the mass media on knowledge of HIV transmission and education in high-risk sexual behavior.

In the present study also, researcher found positive impact of self learning Booklet and CD.

The conclusion of research study of Opio James was that most pupils in schools far from camps are not aware of life skills compared to pupils in schools near camps. Application of life skills by pupils is still weak. Most teachers face numerous problems in the promotion of life skills. Life skills could be allocated time on the timetable or a core subject on life skills be introduced in schools. Funding life skills activities could be considered. It is clear from the above conclusion that education plays an important role to aware about the serious issues. In the present study also researcher focused on the education regarding the same.

#### **CONTRIBUTIONS TO THE FIELD OF EDUCATION**

It will play the contributory role for the incorporation of Life skills education & HIV/AIDS in the B.Ed. Curriculum.

Present study will develop the knowledge & attitude of teacher community about HIV/AIDS and Life skills Education which will be helpful for future generation.

It has given a deep insight about the fact that teachers do have positive attitude towards HIV/AIDS and Life skills Education.

It will helpful to explore new vistas of Life Skills Education

It will contribute to discuss challenges of Life Skills Education with reference to vulnerable group

**RECOMMENDATIONS:** The following recommendations made based on the findings, and observations made by the researcher.

A similar study can be undertaken to specifically compare the attitude of teachers from Government Aided and Un-aided school towards HIV/AIDS and Life skills Education. Additional studies should be undertaken on larger and more diverse populations to further validate the outcomes. Further studies across different levels are required to gain an insight into the problems of HIV/AIDS and Life skills Education

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