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## KNOWLEDGE AND ATTITUDE OF STUDENT TEACHERS' TOWARDS HIV/AIDS AND LIFE SKILLS EDUCATION : A STUDY



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**Abstract:** This research study focuses on HIV/AIDS and Life Skills Education. The objectives of present study were to test the knowledge of student teachers about HIV/AIDS & Life skills Education, to compare the knowledge of male student teachers and female student teachers about HIV/AIDS & Life skills Education, to find out the attitude of student teacher about HIV/AIDS & Life skills Education, to compare the attitude of Male student Teacher and Female student Teachers towards HIV/AIDS & Life skills Education. Survey method was used to test HIV/AIDS & Life skills knowledge of student teachers

The hypotheses for this study were there will be no significant difference in the HIV/AIDS and Life skills Knowledge of male and female Student Teachers, there will be no significant difference between the Attitude of male and female Student Teachers' towards HIV/AIDS and Life skills Education.

All student teachers (B.Ed. students) from the University of Pune (India) is the population for this study. For survey of knowledge and attitude of student teachers about HIV/AIDS & Life skills Education the Sample includes 200 student teachers from the four education colleges located in Pune city of Maharashtra state. The tools used for data collection were HIV/AIDS and Life Skills Education Knowledge Test and Attitude Scale to test attitude towards HIV/AIDS and Life Skills Education The Statistical techniques used for data analysis were Mean, Standard Deviation and t test.

The conclusions of the study are HIV/AIDS and Life skills Knowledge of all student teachers is good. The HIV/AIDS and Life skills Knowledge of male and female Student Teachers is same. The Attitude towards HIV/AIDS and Life skills Education of all student teachers is positive. The Attitude towards HIV/AIDS and Life skills Education of male and female Student Teachers is similar.

**Key words:** HIV/AIDS and life skills Education, Student Teachers,

### INTRODUCTION:

Youth considered as the most productive members of the society, due to their physical and intellectual society. But it is sad to recognize the fact that most of the youth are unable to utilize their potential in an appropriate way due to lack of guidance and motivation. Now a 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. Some times 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.

### 1.1 Life Skills Education :

In 1999 Department of Mental Health, WHO defined life skills education, 'as a design to facilitate the practice and re-information of psycho-socio skills in a culturally and developmentally appropriate way, it contributes to the promotion of personal and social development, the prevention of health and social problems and protection of Human Rights.'

In Life skill Education workshop organized by Remedia Trust which was supported by UNESCO, the participant accepted that - 'Life skills are abilities for adoptive and positive behavior.' and 'Life skills refer to the ability to maintain the state of mental and physical well-being while interacting with others within local culture and environment.'

Life skills Education helps the adolescents to

translate knowledge, attitude and their health behavior such as acquiring the ability to reduce specific risk behavior like HIV/AIDS and adopt healthy behavior that improve their lives in general.

There are more than one billion adolescents in the world. Their number in developing countries is over 800 million. Young people are our future leaders and it is worth developing in them the capacity to ensure a healthy and productive life free from encumbrances such as HIV/AIDS. Effective HIV/AIDS and Life skills Education programmes in colleges is a national concern, for that matter, that of the global community.

In order to have an effective implementation of Life skills education & HIV/AIDS, there is a need for professionally trained and skilled personal from within the country. Professional training requires a purposely planned programme of study. There is an urgent need to train and prepare a large contingent of 'trainers of trainers' (To Ts). They have to be expert in this field of study in order to be effective in performing their risk. The Teacher will play vital role in this regard. Though Life skill education he / she can move towards a more positive and holistic approaches in order to educate the new generations and through them future generations. So the researchers decided to study in this area.

#### 1. Interdisciplinary relevance

In the emerging era HIV/AIDS & Life skills Education are being studied through integrated approach of education. These are related to Health Education, Science Education, Value Education, Sociology, Psychology, Human Science etc. Through this study researchers tried to sensitize the student teachers by all these aspect. To sustain the human life these approaches are very important. So this interdisciplinary approach will develop the student teacher in all aspect of Education.

#### 2. Need of the Study

Now a day a large number of youth engaged in antisocial activities which create a lot of social problems, which affects the social health. Teacher will play a vital role in this. So researcher studied this problem at Teacher Education level.

There is no such provision regarding the Life skills Education in the present curriculum of the teacher training. As the researchers are Teacher-Educators, they decided to provide the opportunity for student teacher regarding the knowledge about HIV/AIDS & Life skills.

#### 3. Significance of the Study

The present study will play Significant role to check the knowledge & attitude of student-teachers regarding HIV/AIDS & Life skills Education.

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

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.

#### 4. Statement of the Problem

To study knowledge and attitude of student teachers' towards HIV/AIDS and life skills education

#### 6 Operational Definition:

· knowledge and attitude :Scientific information about HIV/AIDS and Life Skills Education and responses of student teachers in different critical situation

· Student teachers : Students who are engaged with B. Ed training under University of Pune

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

#### 7 Objectives of 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 find out the attitude of student teacher about HIV/AIDS & Life skills Education

4. To compare the attitude of Male student Teacher and Female student Teachers towards HIV/AIDS & Life skills Education

#### 8. Assumptions

1. HIV/AIDS is the serious issue among the society.

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 the individual to improve the decision making skill.

5. Teacher plays vital role to solve the social issues.

#### 9 Hypothesis

##### Null Hypothesis

1. There will be no significant difference in the HIV/ AIDS and Life skills Knowledge of male and female Student Teachers.

2. There will be no significant difference between the Attitude of male and female Student Teachers' towards HIV/ AIDS and Life skills Education.

#### 10 Scope Limitations and Delimitation

##### Scope

The geographical scope of the present study is Pune region. The conclusions of the present research study will be applicable to all student Teachers of B.Ed. colleges In Maharashtra (India).

##### Limitation

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

##### Delimitations

i) The present research study is related to the knowledge and attitude of student Teachers regarding HIV/AIDS & Life

skills Education.

ii)The sample is selected from Pune region only.

### 11 Research Methodology

#### 11.1 Method of the research

##### 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.

#### 11.2 Tools for data collection

The tools used for data collection were

- 1.HIV/AIDS and Life Skills Knowledge Test and
- 2.Attitude Scale to test attitude towards HIV/AIDS and Life Skills Education.

#### 11.3 Statistical Techniques

The Statistical techniques used for data analysis were Mean, SD and t test.

### 12 Population and Sample

All student teachers (B.Ed. students) from the University of Pune (India) is the population for this study . For survey of knowledge and attitude of student teachers about HIV/AIDS & Life skills Education the Sample includes 200 student teachers from the four education colleges located in Pune city of Maharashtra state. Random Sampling Method was used by the researchers for the selection of colleges while incidental sampling method of sampling was used for the selection of the student teachers.

### 13 Data Analysis and Interpretation

#### 13.1 HIV/ AIDS and Life skills Knowledge of Student Teachers

HIV/ AIDS and Life skills Knowledge Test was administered to the 200 student teachers from four Colleges of Education. The Mean, Standard Deviation of the HIV/ AIDS and Life skills Knowledge Test Scores were calculated and given below.

**Table No.1**  
**Mean, Standard Deviation of the HIV/ AIDS and Life skills Knowledge Test Scores**

Sr. No.	Student Teachers	Numbers (N)	HIV/ AIDS and Life skills Knowledge		Nature of Knowledge
			Mean (M)	S.D.	
1.	All	200	22.07	4.45	Good
2.	Male	68	21.07	4.17	Average
3.	Female	132	22.58	4.51	Good

From the Table No.1, the HIV/ AIDS and Life skills Knowledge of all student teachers is good. The HIV/ AIDS and Life skills Knowledge of male student teachers is Average while the HIV/ AIDS and Life skills Knowledge of female student teachers is good. The HIV/ AIDS and Life skills Knowledge of female student teachers is slightly more than the male student teachers.

#### 13.2 Attitude of Student Teachers towards HIV/ AIDS and Life skills Education

Attitude of Student Teachers towards HIV/ AIDS and Life skills Education Scale was administered to the 200 student teachers from four Colleges of Education. The Mean, Standard Deviation of the Attitude towards HIV/ AIDS and Life skills Education Scores were calculated and given below.

**Table No.2**  
**Mean, Standard Deviation of the Attitude towards HIV/ AIDS and Life skills Education Scale Scores**

Sr. No.	Student Teachers	Numbers (N)	Attitude towards HIV/ AIDS and Life skills Education		Nature of Attitude
			Mean (M)	S.D.	
1.	All	200	50.66	9.483	Positive
2.	Male	68	52.09	9.276	Positive
3.	Female	132	49.90	9.540	Positive

From the Table No.2, the Attitude towards HIV/ AIDS and Life skills Education of all student teachers is positive. The Attitude towards HIV/ AIDS and Life skills Education male and female student teachers is also positive. The Attitude towards HIV/ AIDS and Life skills Education of male student teachers is slightly more than the female student teachers.

#### 13.3 Hypothesis testing:

The researchers had decided to compare the HIV/AIDS and Life skills Knowledge of male and female Student Teachers, Attitude of male and female Student Teachers' towards HIV/AIDS and Life skills Education. They had also decided to study the effectiveness of the booklet on HIV/AIDS and Life Skills Education for Student Teachers Accordingly four null hypotheses were stated.

##### Testing the hypothesis No. 1:

The null hypotheses No.1 was, there will be no significant difference in the HIV/AIDS and Life skills Knowledge of male and female Student Teachers. This hypothesis was tested by calculating means, standard deviation and t- value. The means, standard deviation and t-values are given in the table.

**Table No. 3**  
**Mean Standard deviation and t-value of HIV/AIDS and Life skills Knowledge**

Sr. No.	Student Teachers	N	Mean	S.D.	t-value calculated	Null Hypothesis*
1	Male	50	21.07	4.173	0.0204	Accepted
2	Female	50	22.58	4.518		

\* t - value from table at 0.05 level is 1.98

From the Table No. 3, it can be seen that the difference in the HIV/AIDS and Life skills Knowledge of the male and female student teachers is not significant therefore, the null hypothesis No.1 was accepted. Thus the HIV/AIDS

and Life skills Knowledge of male and female Student Teachers is same.

**Testing the hypothesis No. 2:**

The null hypotheses No.2 was, there will be no significant difference between the Attitude of male and female Student Teachers' towards HIV/ AIDS and Life skills Education. This hypothesis was tested by calculating means, standard deviation and t- value. The means, standard deviation and t- values are given in the table.

**Table No. 4**  
**Mean SD and t-value of Attitude towards HIV/AIDS and Life skills Education**

Sr. No.	Student Teachers	N	Mean	S.D.	t-value calculated	Null Hypothesis*
1	Male	50	52.09	9.276	0.1240	Accepted
2	Female	50	49.92	9.539		

\* t - value from Table at 0.05 level is 1.98

From the Table No. 4, it can be seen that the difference in the Attitude towards HIV/AIDS and Life skills Education of the male and female student teachers is not significant therefore, the null hypothesis No.2 was accepted. Thus the Attitude towards HIV/AIDS and Life skills Education of male and female Student Teachers is similar.

**14 CONCLUSIONS:**

- 1.HIV/ AIDS and Life skills Knowledge of all student teachers is good.
- 2.The Knowledge towards HIV/AIDS and Life skill Education of male and female Student Teachers is same.
- 3.The Attitude towards HIV/ AIDS and Life skills Education of all student teachers is positive.
- 4.The Attitude towards HIV/AIDS and Life skills Education of male and female Student Teachers is similar.

**15 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

**16 RECOMMENDATIONS:**

The following recommendations made based on the findings, and observations made by the researchers. 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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