

## CERM-ESA Master's Programme

### KIKUYU MALE TEACHERS' CONSTRUCTIONS OF MANHOOD IN NYANDARUA COUNTY, KENYA: IMPLICATIONS FOR HIV AND AIDS EDUCATION

The HIV and AIDS epidemic is a major crisis particularly in Kenya, the fourth highly affected country in the world in terms of the number of people living with HIV. There is therefore an urgent need in Kenya to reduce HIV infections and educational systems have been ascertained as best placed to do so. In spite of having HIV and AIDS educational interventions, youths in Kenya still remain at the highest risk of HIV infection. There is therefore a need for more effective educational programs to be realized.

#### Research Question

How are Kikuyu male teachers' constructions of manhood implicated in their teaching of sexuality education within the HIV and AIDS education curriculum in rural secondary schools in Nyandarua County, Kenya?

#### Methods

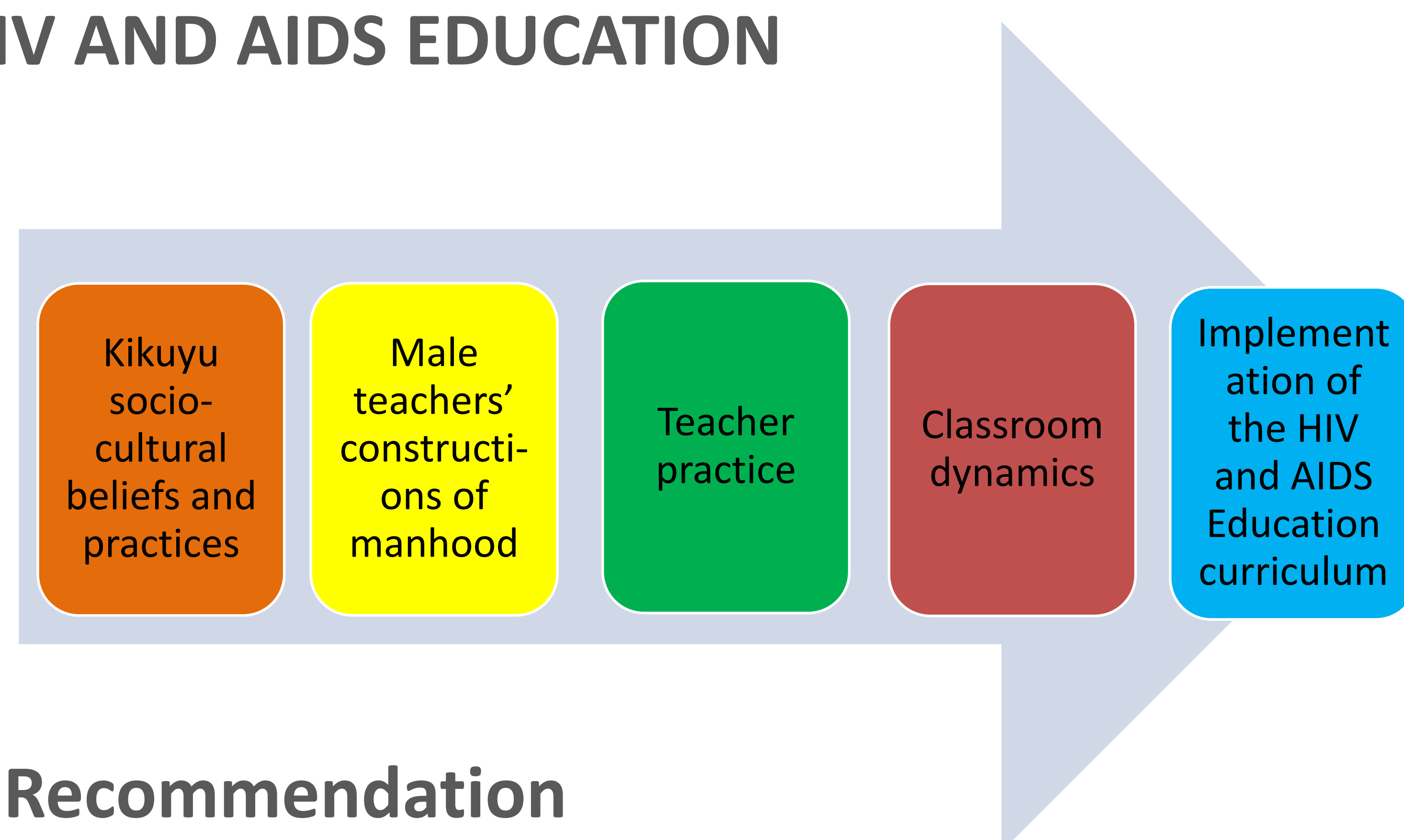
This study was guided by the constructivist paradigm, it employed a qualitative research approach and adopted a phenomenological research design. Homogenous purposive sampling was used to select a homogenous sample of participants which consisted of Kikuyu male rural secondary school teachers who teach subjects in which aspects of HIV and AIDS education have been integrated. Guidance and counselling teachers were also targeted for the study. Three teachers were selected from each school, making a sample size of 18 participants.

#### Instruments

In this study, three instruments of data generation were used namely: memory work, drawings and focus group discussions.

#### Findings

The results of the study revealed that the constructions of masculinity amongst the teachers involved in the study were deeply embedded into the Kikuyu socio-cultural beliefs and practices. This then influenced how they mediate themselves as men, as sexual beings and as teachers. The study also revealed that the teachers bring to the classroom internalised masculinity constructions, which then influence what is taught in HIV and AIDS education classes, and how it is taught.



#### Recommendation

This study calls for effective and sustainable teacher training, for teachers to be able to reflect upon their own attitudes, feelings, beliefs, experiences and behaviours and teach in ways that contribute to the fight against HIV transmission.

#### Conclusion

The study concluded that socio-cultural masculine identities do shape the assertiveness and the self-efficacy of male teachers in teaching about sexuality and HIV and AIDS. This implies that HIV and AIDS intervention programs should pay attention to socio-cultural beliefs and practices and be locally, culturally and contextually situated.



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