A COMPARISON OF PEER-LED AND TEACHER-LED INTERVENTIONS IN CHANGING KNOWLEDGE AND ATTITUDES RELATED TO HIV/AIDS AMONG SECONDARY SCHOOL STUDENTS

ANBUKKARASI A/P KANNAN

FPSK (M) 2003 12
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Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia for the Degree of Master of Science

May 2003
Dedicated to my beloved family:

Dad, Mum, Brothers,

Dearest Husband and Children
Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

A COMPARISON OF PEER-LED AND TEACHER-LED INTERVENTIONS IN CHANGING KNOWLEDGE AND ATTITUDES RELATED TO HIV/AIDS AMONG SECONDARY SCHOOL STUDENTS

By
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May 2003

Chairman : Mohd. Nasir Mohd. Taib, Ph.D
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The main objective of this study was to compare the effectiveness of peer-led and teacher-led HIV/AIDS interventions in changing knowledge and attitudes related to HIV/AIDS among secondary school students. The study sample consisted of 306 Form Four students from three secondary schools in Kajang. A total of 102 students from each school were matched closely with respect to socio-economic status, ethnic group, sex and academic achievement. The three schools were randomly assigned to either peer-led intervention, teacher-led intervention or control. All the respondents completed a questionnaire before and immediately after an HIV/AIDS intervention. Follow-up questionnaires were completed at one and three months after the intervention.

The results of the ANOVA (GLM Repeated Measure Design) and Post Hoc Test showed that there was a significant difference (p<0.05) in the mean knowledge and
attitude scores between before intervention and immediately after intervention, before intervention and one month after intervention and before intervention and three months after intervention of the peer-led group and teacher-led group. The results of the study also showed that there was no significant difference in the mean knowledge and attitude scores between before intervention and immediately after intervention, before intervention and one month after intervention and before intervention and three months after intervention of the control group.

Meanwhile, the results of the ANCOVA and Post Hoc test showed that after adjusting for pre-knowledge scores, the adjusted mean score of peer-led group was significantly higher (p<0.05) than the adjusted mean score of teacher-led group at immediately after intervention, one month after intervention and three months after intervention.

As for the adjusted attitude scores, the results of the ANCOVA and Post Hoc test showed that there was no significant difference between the mean scores of peer-led and teacher-led groups at immediately after intervention and one month after intervention. However, at three months after intervention, the mean score of peer-led group was significantly higher (p<0.05) than the teacher-led group.

In conclusion, the study showed that the HIV/AIDS related knowledge and attitudes of both peer-led and teacher-led groups had improved after the HIV/AIDS intervention. The study also showed that peer-led intervention was more effective than teacher-led intervention in changing the students' knowledge immediately after intervention, one
month after intervention and three months after intervention. As for attitudes, peer-led intervention was more effective than teacher-led intervention only at three months after intervention. Based on these results, it is recommended to implement HIV/AIDS education in secondary schools and to utilize peer educators to conduct HIV/AIDS intervention programs instead of teachers.
Abstrak tesis yang di kemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Master Sains

PERBANDINGAN INTERVENSI HIV/AIDS YANG DIKELOLAKAN OLEH RAKAN SEBAYA DAN GURU MENGUBAH PENGETAHUAN DAN SIKAP BERKAITAN DENGAN HIV/AIDS DI KALANGAN PELAJAR-PELAJAR SEKOLAH MENENGAH

Oleh

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Mei 2003

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intervensi. Borang maklumat susulan di lengkapkan pada satu dan tiga bulan selepas intervensi.

Keputusan ujian ANOVA (GLM Repeated Measure Design) dan Post Hoc menunjukkan perbezaan yang siknifikan (p<0.05) dalam min skor pengetahuan dan min skor sikap berkaitan dengan HIV/AIDS di antara sebelum dan sejurus selepas intervensi, sebelum dan sebulan selepas intervensi dan sebelum dan tiga bulan selepas intervensi bagi kedua-dua kumpulan rakan sebaya dan kumpulan guru. Hasil kajian juga menunjukkan perbezaan yang tidak siknifikan dalam min skor pengetahuan dan sikap berkaitan dengan HIV/AIDS di kumpulan kawalan di antara sebelum dan sejurus selepas intervensi, sebelum dan sebulan selepas intervensi dan sebelum dan tiga bulan selepas intervensi.

Keputusan Ujian ANCOVA dan Post Hoc pula menunjukkan min skor pengetahuan kumpulan rakan sebaya yang telah diubahsuaikan adalah lebih tinggi dan siknifikan (p<0.05) daripada kumpulan guru sejurus selepas intervensi, sebulan selepas intervensi dan tiga bulan selepas intervensi.

Manakala bagi sikap yang telah diubahsuaikan pula, keputusan Ujian ANCOVA dan Post Hoc tidak menunjukkan perbezaan yang siknifikan di antara kumpulan rakan sebaya dan guru sejurus selepas intervensi dan sebulan selepas intervensi. Min skor kumpulan rakan sebaya adalah lebih tinggi dan siknifikan (p<0.05) hanya pada tiga bulan selepas intervensi.
Kesimpulannya, kedua-dua intervensi HIV/AIDS yang dikelolakan oleh rakan sebaya dan guru dapat meningkatkan tahap pengetahuan dan sikap pelajar-pelajar selepas intervensi. Kajian ini juga menunjukkan intervensi yang dikelolakan oleh rakan sebaya adalah lebih efektif meningkatkan tahap pengetahuan pelajar daripada intervensi yang dikelolakan oleh guru selepas, sebulan selepas dan tiga bulan selepas intervensi. Bagi sikap berkaitan dengan HIV/AIDS, intervensi yang dikelolakan oleh rakan sebaya adalah lebih efektif daripada guru hanya selepas tiga bulan dari intervensi.

ACKNOWLEDGEMENTS

This thesis would not have been possible without the help and encouragement of countless number of people who have given much of their time and energy selflessly. Words alone are not enough to express my gratitude for all the assistance rendered.

First of all, I wish to express my sincere thanks and deepest appreciation to Dr. Mohd. Nasir Mohd. Taib, the chairperson of the supervising committee, for all the assistance, advice and encouragement he has given me over the years. As a supervisor, his meticulous and detailed comments and guidance on the thesis and fieldwork have definitely made me a better researcher. His ever-friendly and humble demeanor has created a comfortable atmosphere to work with. The inspiration and support he has given me made me a determined person.

Secondly, I would like to express my gratitude to the members of the supervising committee, Dr. Mary Huang and Pn. Nawalyah Abdul Ghani for their valuable suggestions and comments throughout the writing of this thesis.

I am deeply grateful to the principals of Sek. Men. Keb. Engku Husain, Sek. Men. Keb. Jalan Reko, and Sek. Men. Keb. Jalan Bukit for allowing me to conduct my research in their schools. I would also like to express my deep appreciation to all the teachers from these three schools who were of great help during the implementation of the HIV/AIDS
intervention program and data collection phase. Thanks are also due to Mr C. Karuthan who was of a great help in analyzing my data.

I am delighted to thank my husband, Selvanayagam, for his encouragement and his patience throughout my studies. During my late hours of study, he took care of our three children who were all less than 3 years then. It was only because of his support that this work could be undertaken, and I cannot thank him enough.

This acknowledgement would be incomplete without placing on record my deep sense of gratitude to the sacrifices my parents had made for me throughout my life. For me to complete my studies, my parents had decided to live apart. My dad was back in hometown and my mother stayed with me to take care of my children. Because of that I managed to concentrate on my studies. I think nobody else would be happier than my parents in seeing this book in print.
I certify that an Examination Committee met on 12th May 2003 to conduct the final examination of Anbukkarasi a/p Kannan on her Master of Science thesis entitled “A Comparison of Peer-led and Teacher-led Interventions in Changing Knowledge and Attitudes Related to HIV/AIDS Among Secondary School Students” in accordance with Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations, which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institution.

ANBUKKARASI A/P KANNAN

Date: 21 JUL 2003
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<td>General Linear Model</td>
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<tr>
<td>UPM</td>
<td>Universiti Putra Malaysia</td>
</tr>
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<td>HIV</td>
<td>Human Immuno Deficiency Virus</td>
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<tr>
<td>AIDS</td>
<td>Acquired Imunno Deficiency Syndrome</td>
</tr>
<tr>
<td>STD</td>
<td>Sexually Transmitted Disease</td>
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<tr>
<td>WHO</td>
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CHAPTER 1

INTRODUCTION

Preamble

The emergence of the disease, Acquired Immune Deficiency Syndrome (AIDS), in the United States of America in 1981 among a group of male homosexuals provoked intense discussion and fear in society. Initially, society as a whole was not concerned about AIDS since it appeared to be a problem only for homosexuals. As time progressed, it became evident that other segments of society were susceptible to developing AIDS.

AIDS is the terminal stage of a viral infection caused by a retrovirus called Human Immunodeficiency Virus (HIV). Despite advances in biomedical research, there is still no preventive vaccine or medical cure for this deadly disease. In just over a decade, AIDS has become the most serious infectious disease in contemporary history. In the year 2001, there were around five million of people newly infected with HIV throughout the world whereas the number of people living with HIV/AIDS throughout the world until the end of December 2001 was around 40 million. In terms of AIDS deaths, around three million people had died from AIDS since the beginning of the epidemic (UNAIDS, 2002). The scale of the epidemic is