

The Relationship between HIV and AIDS Impact and Services Delivery among Moi University Staff

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Abstract: - The unprecedented effect of HIV and AIDS in Africa cannot be over-emphasized as it takes its toll mainly on the active age population of 15-49 years. This age group is the main workforce of any nation and, unfortunately, the most vulnerable to infection of HIV. There has been growing concern about the devastating impact of HIV and AIDS in many workplaces. In response, many universities have developed university specific HIV and AIDS policies for impact mitigation in the workplace. Moi University is a public institution with a large workforce hence targeted in the current study. Realizing the negative impact that HIV and AIDS has on workplaces and the importance of having an HIV and AIDS workplace policy, this study sought to determine the relationship between HIV and AIDS impact and services delivery by the staff of Moi University. The study, whose main concern was about services delivery at Moi University, targeted teaching staff, non-teaching staff and senior management. To achieve this objective, the study used *ex-post facto* research design and stratified sampling technique in the selection of the study sample. A study sample made up of 330 participants was used for the study. The study utilized both qualitative and quantitative methods in data collection. These included Workplace Testing Questionnaire, document analysis and semi-structured interviews. Primary data was collected by use of self-administered questionnaires and interview schedules, while secondary data was collected from libraries. The study used the Statistical Package for Social Sciences (SPSS v 22.0) program to analyze the data collected. Qualitative data was analyzed thematically through coding. Both descriptive and inferential statistics were used. The descriptive statistics included frequencies and means. Correlation analysis was used to test hypotheses (to test the relationship between the independent and dependent variables). The findings revealed that 25.2% agreed and 17.0% of the participants strongly agreed that they knew of a staff member who had died from HIV. It also emerged that 37.2% of the participants believed that HIV had led to loss of tacit skills. The analysis revealed that there was a significant positive relationship between teaching staff and non-teaching staff ($r = .657$), senior management and non-teaching staff ($r = .529$) senior management and teaching staff ($r = .479$). The study concluded that HIV and AIDS had impact on services delivery. Following this, the study recommended more involvement of senior top level university managers for clear understanding that HIV and AIDS is a workplace problem with serious consequences on services delivery. The study is, therefore, expected to be of great significance to universities in addressing the impact of HIV and AIDS on services delivery.

Keywords: HIV and AIDS impact and services delivery.

1. INTRODUCTION

Teaching staff and non-teaching staff play a critical role in education and developing the social capital of the many countries. If teachers are unable to teach, then students cannot learn, therefore creating a situation that threatens the future growth and development. HIV and AIDS affect civil servants and teachers in sub-Saharan Africa, as it continues to metastasize there.

Teachers and other key educational personnel are not easily replaced. For example, in South Africa the entire output of teacher training colleges will not be enough to make up for those lost to HIV and AIDS. When teachers are lost, schools fail and whole communities suffer. When ministries lose key staff, the whole education system suffers (UNESCO, 2005; Peltzer *et al.*, 2005).

The demand for educational services declines, because of reduced family resources available for schooling in AIDS affected households. HIV and AIDS may change the character of the school age population. Most importantly, it causes a considerable rise in the number of orphans in many countries who may not afford education (Carm, 1999). According to Carr-Hill, Kataboro and Katahoire (2000), in a draft report on HIV and AIDS and education which was based on a review of a number of case studies in sub-Saharan Africa, children in households with an AIDS patients were likely to remain absent from school because of the need for care for a sick member of the family. They also found that as a result of HIV and AIDS related deaths, children are also likely to be absent from school to attend funerals.

Carr-Hill, Kataboro and Katahoire (2000) have indicated that teachers are expected to attend to sick relatives in critical conditions and this can take their time from lecture rooms and research work, Ferguson and Johnston (1999), in their study on AIDS, gender and school drop-out in Rusinga Island, Kenya, found out that school drop-out occurred for both gender because there was no money left to sustain them in school. This could be due to the fact that scarce economic resources may be spent on medical treatment and as such, children may be taken out of school in order to save money for treatment.

II. THEORETICAL FRAMEWORK

The study was informed by the E-V-R (Environment, value and Resources) congruence model. The model theory was

developed by Thompson (2000) HIV and AIDS workplace policy provides windows of opportunity that can be tapped in impact mitigation. Policy development, then, is a pattern of behaviour, a style of management which is concerned with obtaining and managing resources to exploit an opportunity. The theory was useful to the study because HIV and AIDS workplace policy provides windows of opportunity that can be tapped in impact mitigation. Policy development, then, is a pattern of behaviour, a style of management which is concerned with obtaining and managing resources to exploit an opportunity. The fundamental thinking behind adopting the E-V-R model in this study is the premise that if examination on what public universities achieve strategically by making use of HIV and AIDS policies is done, then there should be a reduction on HIV impact at the workplace and an improved productivity amongst the workforce of Moi University. It is widely acknowledged that public universities are not confined to any one type of educational pursuit. Moreover, there are several types of education programs. Some build education out of creativity, invariably with determination and effort. One key challenge for all education institutions is dealing with HIV and AIDS which is bound to affect the strategic and structural changes required for growth. Some administrators cannot manage this pandemic effectively and hence academic programmes lose direction and momentum, whilst others are able to change their style appropriately (Thompson, 2000). The E-V-R congruence model was identified as a theoretical model that could provide insight on HIV and AIDS policy in the response to HIV and AIDS mitigation at Moi University.

III. METHODS

Moi University was chosen because it was considered as rich of information sought in the study. The study, whose main concern was about the impact of HIV and AIDS on services delivery at Moi University, targeted teaching staff, non-teaching staff and senior management. To achieve this objective, the study used *ex-post facto* research design and stratified sampling technique in the selection of the study sample. A study sample made up of 330 participants was used for the study. The study utilized both qualitative and quantitative methods in data collection. These included Workplace Testing Questionnaire, document analysis and semi-structured interviews. Primary data was collected by use of self-administered questionnaires and interview schedules, while secondary data was collected from libraries. survey method of cross sectional type was used to collect data using a self-made five- point likert scale with the following response categories: Strongly Disagree = 1; Disagree = 2; Not Sure = 3; Agree = 4 and Strongly Agree = 5. The study used the Statistical Package for Social Sciences (SPSS v 22.0) program to analyze the data collected. Qualitative data was analyzed thematically through coding. Both descriptive and inferential statistics were used. The descriptive statistics included frequencies and means. Correlation analysis was used to test hypotheses (to test the relationship between the independent and dependent variables).

IV. RESULTS

4.1. Establish awareness of a member of staff who died due to HIV and AIDS

A descriptive analysis was run to establish whether Moi University staff were aware of a fellow member of staff who had died as a result of HIV and AIDS

Table 1 Aware of a Staff Member who died from HIV and AIDS

Response	Frequency	Percent
Strongly disagree	65	21.2
Disagree	52	17.0
Not sure	60	12.3
Agree	77	25.2
Strongly agree	52	17.0
No Response	24	7.3
Total	330	100

From the analysis in Table 1, it was evident that a total of 42.2% of the participants knew a staff member who had died from AIDS. This could be the possible explanation of the impact of services delivery as already noted in the reviewed literature on the impact of HIV and AIDS in the workplace. The loss of a staff member who might have been very influential is bound to affect the morale of colleagues in the workplace,

The extent to HIV and AIDS had led to loss of tacit skills at at Moi University

A descriptive analysis was run to establish the extent to which HIV and AIDS had led to loss of tacit skills, table 2 presents participants' responses on whether or not HIV and AIDS has led to loss of key tacit skills in various schools of Moi university.

Response	Frequency	Percent
Strongly disagree	55	16.7
Disagree	53	16.1
Not sure	71	21.5
Agree	81	24.5
Strongly agree	42	12.7
No Response	28	8.5
Total	330	100

From the analysis in Table 2, it was evident that 37.2% of the participants believed that HIV had led to loss of tacit skills, compared to 32.8% of the participants who disagreed or strongly disagreed with the statement that 'HIV had led to loss of tacit skills'.

The correlations HIV and AIDS impact and services delivery revealed that there was a strong correlation of .657 between teaching staff and non-teaching on the impact of HIV and AIDS on services delivery. This analysis revealed that there was a significant positive relationship between senior management and non-teaching staff (.529) senior management

and teaching staff ($r = .479$) on the impact of HIV and AIDS on services delivery. Therefore the null hypothesis which stated that: *“there is no significant relationship between HIV and AIDS impact and services delivery in Moi University”* was rejected.

V. DISCUSSION

Adequate, effective and timely delivery of services is very important in every organization. The impact of HIV and AIDS epidemic can adversely affect adequate, effective and timely delivery of services. When asked about the awareness of stigma, 21.8% of the participants agreed that they were aware of stigma at Moi University, while 14.2% strongly agreed, 22.1% were not sure, 15.2% disagreed and 15.5% strongly disagreed. The findings of this study are further confirmed by the Government of Botswana and DfID (2000) where one primary school teacher in Botswana noted that stigma result in several days of absence at a time: “teachers who come from other parts of the country leave on Thursday and sometimes don’t get back until mid-Monday” (Government of Botswana [DfID], 2000).

Teaching staff are central pillars in the university education system and their survival and well-being is essential for the sustainability of the system. However, HIV and AIDS have shown a potential to erode the gains made in education over the last few decades. Teaching staff are confronted with the impact of HIV and AIDS in many countries in Africa. The challenges teachers face in sub-Saharan Africa include an increasing workload due to absenteeism, sick leave and deaths of colleagues, responsibility for the care of sick relatives and providing assistance to infected and affected pupils (Education International, 2006). In some countries, a tenfold increase in teacher mortality and absenteeism due to HIV and AIDS has severely reduced both teaching time and quality. Permanent or temporary absenteeism of one teacher can have strong repercussions on up to 100 children (UNESCO, 2005).

Teaching staff and non-teaching staff are not easily replaced. In South Africa the entire output of teacher training colleges will not be enough to make up for those lost to HIV and AIDS. When teachers are lost, schools fail and whole communities suffer. When ministries lose key staff, the whole education system suffers (UNESCO, 2005; Peltzer&Shisana, 2005). In Zambia, the ability of the education sector to reach every child and every rural area is being severely compromised by AIDS deaths, exacerbated by inadequate output from teacher training colleges to meet the needs of a growing system that continues to suffer considerable teacher mortality (Kelly, 2006). Teachers in high prevalence settings are caught between a rock and a hard place. They may be HIV positive themselves, and they may be relatively or completely ignorant about HIV and AIDS. Yet they are required to reach out to children and adolescents and provide them with advice and counselling.

HIV and AIDS have negative implications for the supply of educators through their increased morbidity and mortality.

High levels of morbidity can lead to the extensive disruption of learning activities. Estimates suggest that the overall number of days lost through increased educator absenteeism result in a total of 8 weeks of working time in one year (Bennell, 2003). Such repetitive absences reduce educators’ contact time with learners, compromising continuity and quality, and may constitute a significant cost to the system in output terms (Mobile Task Team, 2003).

Absenteeism is problematic in many countries, regardless of HIV and AIDS. However, the epidemic has transformed absenteeism into a very serious issue in highly impacted settings. In Zambia, it is estimated that 60 percent of teacher absences are due to illnesses or having to care for family members or attend funerals (UNAIDS/WHO, 2006). In Namibia, sick leave and attendance at funerals are the largest causes of absences in the Northern provinces (Castro, Duthilleul&Caillods, 2007). Absenteeism has major implications for the quality of education; classes are often not taught and it creates heavier workloads for the remaining teachers and increased reliance on less qualified teachers (Caillods& Kelly, 2008). The effects on teacher morale also have an impact on job commitment and performance. According to UNESCO (2005), this has major implications in terms of costs. The financial impact of teacher absenteeism due to AIDS-related illness for Mozambique and Zambia in 2005 was estimated at US\$3.3 million and US\$1.7 million respectively (plus an additional US\$0.3 million and US\$0.7 million respectively in increased teacher training costs).

According to a report submitted to the Association for the Development of Education in Africa (ADEA) on Behalf of the World Bank by the University of Nairobi, the report indicated that the University of Nairobi was losing about two of its staff members every week - which translates into about 100 people per annum - to HIV and AIDS and AIDS related illnesses. The loss of manpower has particularly been more acute among senior academic staff and administrators, whose training takes huge financial resources and time (ADEA, 2000). More resources are being diverted from supporting academic programmes into the transportation of the deceased and bereaved members of the university community to funeral/burials away from the city. Through its Vice-Chancellor, the University of Nairobi has recognized the devastating effects HIV and AIDS has on its personnel, finances and academic programmes (Nzioka, 1994).

The impact of HIV and AIDS has greatly influenced demand for education in most countries in sub-Saharan Africa. Declining primary enrolment over the next decade will translate into subsequent reductions of qualified candidates for high school and tertiary training. In South Africa, younger people are most severely affected by the disease with around 60% of all adults who acquire HIV becoming infected before they turn 25. Orphans are more likely to be denied education. In Mozambique, for example, only 24% of orphans attend school, compared with 60% of those with living parents (Kelly, 2000; Abt Associates, 2001).

Kelly (2000) has indicated that the educator cohort is at high risk of infection because of relative affluence, mobility and status in the community; their expectations of sexual 'bonuses' in lieu of better conditions of service, and circumstances that separate them from their families. Educator productivity is reported to be down and absenteeism up because of AIDS-related sicknesses, care for family members, and attendance of funerals. There are increasing problems finding replacements for specialist teaching and other staff, especially as teacher mortality outstrips teacher provision in countries like Zambia. HIV and AIDS will affect the supply of education services because of the costs it imposes on the system.

It is therefore critical for Public Universities as workplaces to develop, adopt and implement an HIV and AIDS workplace policy, or, where such a policy already exists, be operationalized by developing an action plan for implementation based on the principles of best practices in workplaces as per ILO's (2001) guidelines. This is because, as attested to by the findings of this study, HIV and AIDS is indeed a problem.

VI. CONCLUSION AND RECOMMENDATIONS

The study sought to determine the relationship between HIV and AIDS impact and services delivery among teaching and non-teaching staff at Moi University. Correlation analysis was used to test hypotheses (to test the relationship between the independent and dependent variables). The findings revealed that a significant number of staff of Moi University were aware of a member of staff who had died from AIDS. It also emerged that the loss of members of staff due to HIV and AIDS led to loss of key tacit skills. The study concluded that there was a relationship between HIV and AIDS impact and services delivery. Following this, the study recommended that involvement of all workers of Moi University on HIV workplace programs and related activities to reduce further HIV and AIDS impact on services delivery. The study is, therefore, expected to be of great significance to universities in addressing HIV and AIDS impact in the workplace and other HIV related challenges.

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