

Predicting Science Teachers' Intention to Teach about HIV/AIDS in Botswana

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ABSTRACT This study investigates, using the Theory of Planned Behaviour, factors that determine teachers' intention to teach about HIV/AIDS in secondary schools in Botswana. The data used were obtained from a survey of 144 science teachers. The findings produce several interesting revelations. The findings are somewhat contrary to empirical findings in advanced countries where attitude generally plays a larger role in explaining behaviour. In this study, it appears that subjective control performs best in predicting intention, followed by subjective norm. Attitude was the poorest predictor. These findings can be explained in two ways. First, the relatively undeveloped economic environment in Botswana might impose behavioural constraints on teachers. Second, because of the extended family culture in Botswana, behavioural intention may be generally determined not only by personal attitudes, but more so by the attitudes of important others (for example, family, friends and community). It follows that a study of behavioural intentions in Botswana-type societies which places greater emphasis on measuring attitudinal factors may be misleading because of under specification of the causal environmental (perceived control, perceived norms) factors.