

**The relationship between selected psycho-social factors and vulnerability to HIV infection  
among University teacher trainees**

**Loyce Kiiza Kobusingye**

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The research was guided by four quantitative objectives: i). To examine the relationship between intimacy and vulnerability to HIV infection ii). To examine the relationship between HIV risk perception and vulnerability to HIV infection iii). To investigate the relationship between self-efficacy and vulnerability to HIV infection, and iv). To examine the variation in vulnerability to HIV infection between teacher trainees at MUCEES and DUCE. For supplementary/augmentation purposes, the study also investigated the factors for HIV vulnerability among university students. The research was based on four hypotheses: i). There is no significant relationship between intimacy and vulnerability to HIV infection among university teacher trainees, ii). There is no significant relationship between HIV risk perception and vulnerability to HIV infection among university teacher trainees, iii). There is no significant relationship between self-efficacy and vulnerability to HIV infection among university teacher trainees, and iv), There is no significant variation in vulnerability to HIV infection between MUCEES and DUCE teacher trainees. The study was conducted in two university colleges known for teacher training, that is, Makerere University College of Education and External Studies (MUCEES) in Uganda and Dar es Salaam University College of Education (DUCE) in Tanzania respectively. The researcher used a sample of 557 participants selected through systematic random sampling technique. Through questionnaires and focus group discussions, the researcher administered the Sternberg's intimacy scale, the HIV risk-perception scale, the self-efficacy scale for HIV-risk behaviours, and the knowledge and behaviour based vulnerability to HIV infection scale, to measure intimacy, HIV risk-perception, self-efficacy and vulnerability to HIV infection respectively. Data were analysed using Frequencies, Percentages, Factor analyses, Pearson product moment correlation coefficients, t-tests, analyses of variance, logistic regression analysis, multiple regression analysis and thematic analysis. The findings show that of the four hypotheses, only one was rejected as it showed a significant relationship with vulnerability to HIV infection (objective 2), while others were confirmed due to absence of significant

relationships and variations (objectives 1, 3 and 4). Analysis of the supplementary qualitative data revealed multiple factors that drive vulnerability to HIV infection among university students in the two universities, including; personal, social, religious, behavioural and economic factors. Based on the above findings, it was concluded that university teacher trainees are high on intimacy, averagely high on HIV risk-perception, high on self-efficacy, and relatively vulnerable to HIV infection. Recommendations were made for more research and focus on the mediators between intimacy and vulnerability to HIV infection, training of university students in the necessary skills to reduce their HIV risk perception, self-efficacy training, enhancement of students' HIV knowledge level from basic knowledge to comprehensive knowledge, and behaviour change programmes (BCP) to enhance HIV protective behaviours and discourage and reduce HIV risk behaviours. It was also recommended that universities should enhance their HIV policies to be more responsive in protecting students against possible HIV infection and other problems associated with sexual behaviour.