

## **Teaching Strategies as Stimulus of Integrated HIV/AIDS Education in the Secondary School Curriculum in Kenya**

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### **Abstract**

The purpose of the study was to establish the influence of teaching strategies on the implementation of integrated HIV/AIDS education in the secondary school curriculum. In Kenya, HIV/AIDS remains a significant challenge in all sectors of the economy; education is included. Failure in addressing the impact of HIV/AIDS would, therefore, put the country at the high risk of losing all the gains it has made in the education sector. The Innovation Decision Process Theory and the Health Belief Model guided the study. The study adopted a postpositivist philosophy paradigm. The mixed research design was adopted. The selection of 30 headteachers was made using purposive sampling, whereas 120 teachers stratified sampling and 528 students were selected using simple random sampling. Students' and teachers' questionnaire and head teachers interviews were used to obtain the required data from the respondents. Cronbach's Coefficient Alpha was used to establish the reliability and validity of the research instrument determined using expert judgment. The data was therefore analyzed using inferential statistics and descriptive statistics with the aid of Statistics Packages for Social Sciences version 21. The inferential statistics comprised of Spearman's rank correlation, t-test and multiple regression. From the multiple regression model, ( $R^2 = .810$ ) showed that all the predictors used the account for 81% variation in the implementation of the integrated HIV/AIDS education. The study recommends that the Kenya Institute of Curriculum Development provide in-service training for teachers on HIV/AIDS education. The study also suggests that high priority must be given to training teachers to teach HIV/AIDS.

**Key Terms:** Curriculum, integration, methods of teaching/instruction

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# Education For Sexuality And HIV Aids Curriculum And Teaching Strategies

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## **Table of Contents Education For Sexuality And Hivaid Curriculum And Teaching Strategies**

1. Understanding the eBook Education For Sexuality And Hivaid Curriculum And Teaching Strategies
  - The Rise of Digital Reading Education For Sexuality And Hivaid Curriculum And Teaching Strategies
  - Advantages of eBooks Over Traditional Books
2. Identifying Education For Sexuality And Hivaid Curriculum And Teaching Strategies
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Education For Sexuality And Hivaid Curriculum And Teaching Strategies
  - User-Friendly Interface
4. Exploring eBook Recommendations from Education For Sexuality And Hivaid Curriculum And Teaching Strategies
  - Personalized Recommendations
  - Education For Sexuality And Hivaid Curriculum And Teaching Strategies User Reviews and Ratings
  - Education For Sexuality And Hivaid Curriculum And Teaching Strategies and Bestseller Lists
5. Accessing Education For Sexuality And Hivaid Curriculum And Teaching Strategies Free and Paid eBooks
  - Education For Sexuality And Hivaid Curriculum And Teaching Strategies Public Domain eBooks
  - Education For Sexuality And Hivaid Curriculum And Teaching Strategies eBook Subscription Services
  - Education For Sexuality And Hivaid Curriculum And Teaching Strategies Budget-Friendly Options

6. Navigating Education For Sexuality And Hiv aids Curriculum And Teaching Strategies eBook Formats
  - ePub, PDF, MOBI, and More
  - Education For Sexuality And Hiv aids Curriculum And Teaching Strategies Compatibility with Devices
  - Education For Sexuality And Hiv aids Curriculum And Teaching Strategies Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
  - Highlighting and Note-Taking Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
  - Interactive Elements Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
8. Staying Engaged with Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
9. Balancing eBooks and Physical Books Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
  - Setting Reading Goals Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
  - Fact-Checking eBook Content of Education For Sexuality And Hiv aids Curriculum And Teaching Strategies
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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