



Theoretical Framework for School-Based HIV/AIDS Education Interventions Among Secondary School Teachers in Ghana: A Psychosocial Perspective

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Abstract

HIV/AIDS remains a significant public health concern in Ghana, particularly among secondary school teachers who play a crucial role in students' psychosocial development. Not applicable to this theoretical framework article, as it focuses on conceptualizing intervention strategies rather than empirical research. This theoretical framework provides a robust foundation for future psychosocial-based interventions aimed at improving teachers' preparedness to educate students about HIV/AIDS. Developers of educational programmes should consider integrating validated psychosocial theories, fostering teacher training in these areas, and ensuring culturally relevant content is included.

Keywords: *African, Ghanaian, Psychosocial, Intervention, Prevention, Epidemiology, Community*

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