

Abstract

Introduction & Background:

Many adolescents engage in sexual risk behaviours that are generally visible today. This contribute to the growing number of teenage pregnancy at 25% (Uganda Population Secretariat, 2011), school dropouts, date rapes, STIs and high rates of unmet needs at 34% (UDHS, 2011). To reduce sexual risk behaviors and related health problems among adolescents, schools and other adolescent serving organizations can help adolescents adopt lifelong attitude and behaviours that support their health and well being including behaviors that reduce risk for HIV/AIDS, other STIs and unintended pregnancy. School adolescents spend more of their time at school than any other place and since the teachers are among stakeholders at schools who are in the best position to provide various information to these adolescents with information which include reproductive health education. Teachers are among the most important people to influence in the lives of school aged children, yet relatively little emphasis has been placed on examining the role teacher may play in facilitating adolescent health education and promotion efforts. The main concern of this study was to investigate the roles of teachers towards reproductive health education among adolescents in secondary schools as a case study of secondary schools in Kawempe Division, Kampala.

Methods: The study was a cross sectional design adopting both qualitative methodology and quantitative method. Data was collected from secondary schools in Kawempe Division Kampala. The study population was teachers currently enrolled in teaching of secondary schools in Kawempe division. The sample size was 385 teachers.

Results: 197 respondents were never involved in reproductive health education and 137 were involved in reproductive health education. 132 were male and 202 were female which showed a weak relationship between sex and teaching reproductive health education with Contingency Coefficient of CC 0.048. Most of the respondents were in age range of 26 to 30 years with 42.8%, and then followed by 20 to 25 years with 27.8%, 36 to 40 years with 13.2% , 31 to 35 with 10.5% and above 40 years of age with 5.7% which showed a moderate Contingency Coefficient of CC 0.181 between age and teaching of reproduction health education. Most of the strategies used by teachers were classroom based strategies and the most method used was information sessions. Others included interactive sessions, class discussion, and small group work with among others. However some teachers could use more than one method in order to make the teaching more interesting and to provide room other people like external providers. Most teachers in secondary schools in Kawempe division are knowledgeable on reproductive health education and their attitude on reproductive health education is mostly positive.

Teachers were influenced by partially influenced by their age, qualification and other factors like economic status and other personal benefits and their own feelings of confidence and competence had much influence on their teaching of reproductive health education.

Conclusion & Methodology: The researcher recommended that all teachers in all schools should be trained in reproductive health education regardless of the subjects that they teach, Ministry of Health together with Ministry of Education and Sports should review the current curriculum taught in schools and modify the curriculum and design and distribute reproductive health teaching materials in schools and also create and implement policies in regarding to reproductive health education. The researcher recommended for further studies on the influence of gender in reproductive health education among adolescence in secondary school in Kampala or any part of the country should be conducted.