

## **Relationship between Biology and Physical Education Teachers' Nutrition Care and Adolescents' Nutrition Practices in Nansana Municipality Government Owned/Aided Secondary Schools”.**

### **ABSTRACT**

The main purpose of this study was to establish the relationship between biology and physical education teachers' nutrition care and adolescents' nutrition practices in government owned/aided secondary schools within Nansana municipality. Specifically, the study examined the nutrition care provided by Biology/PE teachers, assessed the levels of nutrition knowledge, attitudes as determinants for nutrition practices among adolescents, and established the relationships among them. A mixed research design was employed, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the phenomena. The targeted study population included adolescents and Biology/PE teachers from all government secondary schools in Nansana Municipality, Wakiso District, Uganda. The study aimed for a sample size of 1,267 and successfully attained 1,174 adolescents, yielding a response rate of 93%, with the shortfall attributed to absenteeism among selected respondents. In addition, all biology and physical education teachers in the same schools were included in the study.

Findings from the structural equation model revealed that adolescents' attitudes towards nutrition were the strongest predictor of healthy nutrition practices. While nutrition knowledge and teacher-provided care were positively associated with practices. Contextual factors such as class level and school residence had significant negative effects, with senior three adolescents and boarding school adolescents exhibiting poorer nutrition practices. Gender disparities were evident, with male adolescents demonstrating higher knowledge and more favorable attitudes than their female counterparts. Additionally, adolescents taught by more qualified and experienced teachers showed better nutrition outcomes. Findings of the study informed the development of a framework for improving nutrition practices among adolescents in a school set up.

The study concluded that improving adolescent nutrition requires a dual approach: fostering positive attitudes through behavior change strategies and addressing structural barriers within school environments. Policy recommendations include enhancing teacher training and professional development in nutrition education, integrating attitude-focused curricula, and tailoring interventions to vulnerable groups such as senior adolescents, boarders, and female adolescents. These measures are essential to ensure that nutrition care translates into meaningful and sustained improvements in adolescent nutrition practices.

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*Your presence and participation will be highly appreciated as we support the student in this important academic milestone.*