

ABSTRACT

The aim of the study was to identify the concerns, perceptions and attitudes of teachers to the implementation of the eating and fitness component of the Health and Family Life Education Programme among in Primary Schools in the St. George Educational District. To evaluate the six year old innovation, a mixed method approach was used, utilizing both qualitative and quantitative data. The study sought to explore three research questions: What were the concerns, perceptions and attitudes of teachers with regard to teaching the nutrition component of the HFLE curriculum in primary schools, how effective was the training that teachers obtained and what do teachers perceive as the facilitators/barriers to satisfactory classroom implementation of nutrition education. Twenty-one teachers from three schools were randomly selected from each level of the school. A structured questionnaire and semi-structured interview were the instruments used to collect data. The findings of the study revealed that teachers mostly had task and impact concerns. The emergent themes with regard to their concerns were training, time, resources, administrative support, collaboration and parental involvement.