

UGANDA PROFESSIONAL SCIENCE TEACHERS' UNION

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PRESS RELEASE

ON REPORTS OF ALCOHOL ABUSE AMONG SCIENCE TEACHERS IN KABALE DISTRICT

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For Immediate Release

The Uganda Professional Science Teachers' Union (UPSTU) has taken note of recent reports attributed to the District Education Officer of Kabale District regarding alleged cases of alcohol abuse among some science teachers. As a national professional body representing science teachers across Uganda, UPSTU treats matters relating to professional conduct, welfare, and learner outcomes with utmost seriousness. The Union acknowledges the concern raised by education authorities and appreciates their role in ensuring accountability and maintaining professional standards within the education sector.

While UPSTU recognizes the importance of addressing any incidents of indiscipline where they occur, it is equally important to emphasize that such reports should not be used to generalize or stigmatize the entire fraternity of science teachers in Uganda. The overwhelming majority of science teachers remain committed, disciplined, and professional in the discharge of their duties, often working under demanding conditions to ensure that learners receive quality education in science subjects, which are central to national development.

It is also necessary to place this matter within the broader context of the teaching profession today. Science teachers are currently operating in an environment characterized by increased workloads arising from rising student enrolment in science subjects, intensified practical and theoretical teaching demands, and growing administrative expectations associated with the competence-based curriculum. In addition, many teachers face limited access to structured psychosocial support systems and wellness programs within their workplaces. UPSTU has consistently highlighted that these combined pressures can contribute to stress-related challenges that may affect wellbeing and professional performance if not adequately addressed through supportive interventions.

UPSTU therefore reaffirms that while professional ethics and discipline remain non-negotiable obligations for all teachers, issues relating to conduct must also be understood within the wider framework of teacher welfare and working conditions. The Union maintains that sustainable improvement in education outcomes cannot be achieved through

disciplinary framing alone, but rather through a holistic approach that strengthens teacher wellbeing, addresses workload pressures, and promotes a supportive working environment.

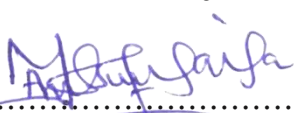
UPSTU calls upon the Ministry of Education and Sports, district education authorities, and school leadership structures to prioritize the establishment and strengthening of teacher wellness and counselling systems within schools. There is also need to promote structured work-life balance interventions, including physical exercise and wellness programs, alongside targeted training on mental health awareness and stress management for teachers. Furthermore, school administrators are encouraged to develop internal support mechanisms that enable early identification and constructive management of stress-related challenges among staff before they escalate into more serious concerns. The Union also urges all stakeholders to enhance collaboration with teacher organizations in addressing emerging welfare issues in a coordinated and sustainable manner.

As a Union, UPSTU remains firmly committed to promoting the dignity, professionalism, and welfare of science teachers across Uganda. Through its ongoing programs such as the ProDev Hour platform and wellness initiatives like TEACHFIT, the Union continues to advance continuous professional development, ethical practice, and holistic wellbeing among its members. UPSTU believes that empowered, healthy, and well-supported teachers are central to improving learner outcomes and strengthening science education for national transformation.

In conclusion, UPSTU calls for a balanced, fair, and constructive national dialogue on teacher welfare that avoids stigma and instead focuses on addressing specific incidents and developing sustainable solutions. The Union remains committed to working with government, education authorities, and all stakeholders to ensure that science teachers in Uganda are supported, motivated, and enabled to perform their duties effectively in service of the nation.

For God and My Country.

Yours sincerely,


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Dr. Mugaiga Aron (PhD)
General Secretary