

CHALLENGES OF TEACHING PHYSICAL EDUCATION IN PRIMARY SCHOOLS

A CASE STUDY OF SCHOOLS IN NYERO SUB COUNTY

KUMI DISTRICT

BY

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DECLARATION

I, NYAGUTI JOYCE, hereby declare that this is my own work and it has never been presented to any other University or Institution of higher learning for the same purpose.

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APPROVAL

This academic research entitled "Challenges of teaching physical education in primary schools in Nyero Sub County in Kumi district" was carried out under my supervision.

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DEDICATION

This research report is dedicated to God the Almighty for the gift of life and knowledge, and to my family for their efforts and prayers towards the completion of this course.

May the Almighty God bless you all!

ACKNOWLEDGMENT

I would like to first of all thank God the Almighty for enabling me to reach this level of academic achievement successfully.

Secondly, I give gratitude to my family for their support in this course. Many thanks go to my supervisor for being so parental during the process of compiling this work, thank you very much.

I also acknowledge my course mates who have been with me in the struggle since the course started till now.

May God richly bless you all!

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ABSTRACT

The study was carried out to examine the challenges of teaching Physical Education in Primary Schools Kumi district focusing in Nyero Sub County. The study was guided by set objectives which were directed to examine teachers' attitudes towards the teaching of physical education in primary schools, identify the challenges encountered in teaching of physical education in primary schools, and to find out the measures to improve teaching of physical education in primary schools.

The research was compiled in five chapters where chapter one presented baseline information related to the study. It presented information on areas such as background, the statement of the problem, purpose of the study, research objectives, research questions, the scope of the study, and significance of the study.

Chapter two presented the review of the literature related to the study. The literature was obtained from different related books, journals among others and was presented according to the specific objectives of the study.

Chapter three focused on the methods and procedures that were employed in the study. These comprised the following; the research design, study population, sample size, and sampling techniques, the types of instruments that were used for data collection, the procedures that were followed when conducting research and methods that were used when analyzing the data.

Chapter four presented, interpreted and discussed the findings of the study according to themes with the reflection of the objectives of the research and methodology used to generate the data that has been analyzed and the research questions that are been answered. The findings have been discussed in relation to the literature review in chapter two.

Chapter five dealt with the discussion, conclusions out of the research study, and recommendations from the study. The study findings gave highlights of what should be done to improve on the teaching and learning of physical education in primary schools. But most importantly call for collective participation, collaboration and coordination among stakeholders involved.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 INTRODUCTION

This chapter introduces the background to the study, statement of the problem, purpose of the study, objectives and research questions, scope of the study, significance and limitations of the study.

Anderson (1989) defined physical education as a course taken during primary and secondary education that encourages psychomotor learning in a play or movement exploratory setting. It is an education process, which aims to enhance total human development and performance through movement and experience of a range of physical activities within an educational setting. Physical activity is at the center of life for every person. Physical education activities are primarily play activities which give expression to the natural tendencies of children to move; as shown in their running, jumping, kicking, climbing, striking and throwing. In schools across the United States of America, physical education has been substantially reduced and in some cases completely eliminated in response to budget concerns and pressures to improve academic scores. Yet the available evidence shows that children who are physically active and fit tend to perform better in the classroom and the daily physical education does not adversely affect academic performance (Stemart et al; 2009).

1.1 BACKGROUND TO THE STUDY

1.1.1 Historical perspective

Physical education is an integral part of our education system nowadays. It is embedded in the curriculum of all primary and secondary schools. One of the major reasons why physical education has been made necessary as a part of the learning process is to help promote psychomotor learning.

Exercising and physical movement is essential in maintaining a healthy lifestyle. Young children must engage in physical education activities such as gymnastics, football, swimming, and even yoga.

Physical education dates back to hundreds of years where it gained immense importance in Europe. The Romans, Greeks, Spartans, and Athenians were the first to make physical education an important part of their education as well as their daily life. With the passage of time, physical education has taken many forms and has been promoted by many famous people such as Johan Simon and Guts Muths. These were among the few people who promoted physical education on a national level. In the United States, Johan Simon was the first physical education teacher who gave this field an equal status along with reading and writing courses. He helped encourage many individuals to take on the path of becoming physical education teachers, which eventually led to the creation of the National Collegiate Athletic Association. This association set out rules and standards for athletics and physical education across schools and colleges.

In Uganda, the department of physical education was created in July 2006 in the Ministry of Education and Sports (MoES; 2014). This was as a result of enacting a national PES policy which stipulated MoES as the lead agency in the implementation of the policy for development of sports in Uganda. The implementation of this policy has faced a number of challenges ranging from lack of facilitation and equipment for sports and games, and space for playgrounds, negative attitude of teachers and head teachers towards PES, lack of parental support, untrained PES teachers, the incompetence of teachers who have not had the opportunity to appreciate fully the value of PES in a national development, lack of instructional materials/facilities, unharmonized PES in primary teacher education curriculum, PES teaching courses are taken as a last resort, it appears as if PES teachers were forced to join the subjects because they perhaps could not access other teaching combinations.

In a university academic year, only 2 teachers enroll for it; PES is a non-examinable subject, the teachers thus concentrate on preparing the pupils for PLE especially from P.4 onwards to P.7, totally neglecting the PES activities, lack of PES systems, PES teachers are not rewarded and appreciated for their efforts. There are no scholarships for the children and teachers. Schools do not award the pupils even if they won competitions at the national level, lack of supervision of the PES activities; it's very rare to see a school inspector and head teacher going to a class with the intension of supervising PES, lack of PES refresher courses to motivate teaching staff, head teachers and other teachers, influence of cultural beliefs and religious social beliefs.

1.1.2 Contextual perspective

In spite of the impacts of globalization and understanding or awareness within international pedagogical communities of contexts of principles and practices in national delivery Systems, there appears to be no ready general consensus of the meaning of the term, the function and range of concepts of physical education. Culturally specific 'local' interpretations are widespread. Thus, degrees of congruence and diversity are juxtaposed in a 'globalization'/'localization' debate (Hardman, 1998). The reasons for diversity are not just culturally related because firstly it depends on the definition of the term concept and secondly of the function and structure of physical education as a school subject (see Bain, 1994). Across Europe, concepts of physical education are just as diverse as their terminological definitions: in some countries the English term physical education is translated literally (e.g. Italy, Spain, Portugal); in France the term is l'education physique et sportive; in Sweden it is idrott i hälsa (sport and health) and in Germany it is Sportunterricht (Sports teaching). Taking these terminological divergences into account, it is not wholly surprising that different and various concepts of the subject exist in terms of the curriculum: in strict or liberal regulatory implementation of the physical education curriculum; in general or precise prescriptions for content; in traditional and/or

new aims and objectives; in central governmental and/or local school-based concepts; in teacher-or student-centred teaching concepts; in sport or movement-based skill concepts; in process and/or product approaches, and in diverse and sometimes even contradicting concepts of physical education teacher training.

1.1.3 Conceptual perspective

Various concepts of gymnastics (GutsMuths, Pestalozzi, Amoros) existed in the early part of the 19th Century but eventually three basic concepts of school physical education emerged and developed (German Turnen, Lingian gymnastics and English games and Sports). These basic historical concepts of physical education were diffused across Europe in the second half of the 19th Century. Lingian gymnastics from Sweden spread throughout Europe after the 1840s. A collection of German Turnen, with included elements of the Jahn and Spiess Systems was assimilated in countries representing various European regions: West (e.g. Belgium and the Netherlands); North (e.g. Finland); and South (e.g. Italy and Greece). In Greece for instance, Jahn's Turnen was already being implemented in the 1830s. The English Public School model based on Sports and games was diffused particularly during the 1880s and 1890s to secondary school Systems in France, Germany, Denmark, Sweden, the Netherlands and some southern European countries (Greece, Spain and Portugal) during reforms of national physical education programmes, which ushered in Sports such as athletics and games such as football (see Andrieu, 1990; Arnaud, 1999; Meinander, 1994; Renson, 1999; Dimitriou, 1995; Naul, 1994; Naul, Jonischeit and Wick, 2000). The process of diffusion was assisted by translation of textbooks, by refugees, by fact-finding tours conducted by individuals and national delegations of physical education experts, medical practitioners etc. and by employment of physical educators from abroad in schools and teacher training Colleges.

According to Bailey (2006), Physical Education and Sport (PES) have numerous advantages linked with active participation. Talbot (1999) notes that physical education helps children to develop self-respect, helps in integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programs in health, positively improves self-esteem, and enhances social, affective and cognitive development (Talbot, 1999). Physical activity maintains healthy joints and muscles so that one can undertake their daily activities and be physically fit.

Allender et al. (2006), in their research, argue that doing aerobic, muscle-strengthening and bone-strengthening physical activity of at least a moderately-intense level can slow the loss of bone density that comes with age. Regular physical activity reduces the risk of developing type 2 diabetes and metabolic syndrome-a condition in which one has some combination of too much fat around the waist, high blood pressure, low HDL cholesterol, high triglycerides, or high blood sugar (Allender et al., 2006). Research indicates that lower rates of these conditions are seen with 120 to 150 minutes a week of at least moderate intensity aerobic activity (Allender et al., 2006). Physical activity minimizes obesity rates among children attending pre-schools (Russell et al., 2004). Bailey (2006) indicates that the results of PES can be understood in terms of children's development in five domains: physical, life style, social, affective and cognitive development.

Crum (1994) divided the term "physical education concept" into a "lived physical education concept" and an "ideal-typical, discursive physical education concept", which suggests that there are, when teaching physical education at school, different subjective related concepts regarding the stages of biographical development of physical education teachers within their lifelong process of professionalization (see Schempp, 1996), and other more objectively related concepts of physical education regarding theoretical and methodological assumptions and paradigms (see Fernandez-Balboa, 1997). Therefore, a physical education concept is not limited to "curriculum orientations"

(Jewett & Bain, 1985) of teaching physical education. Instead, it needs to incorporate the "view of children and mankind" and the "view on movement culture" (Crum, 1992, p.88) in society. A concept of physical education is grounded, either implicitly or explicitly, in both assumptions.

Five major concepts of physical education have been distinguished in historical contexts:

1. "The biological oriented training-of-the-physical concept";
2. "The pedagogistic education-through-movement concept";
3. "the personalist movement education concept";
4. "the conformist Sport socialization concept", and
5. "the critical-constructive movement socialization concept".

(Crum, 1992, p.89; 1994, p.522)

The biological concept is linked with the development of Swedish gymnastics and "objectives are formulated in terms of training of anatomical and physiological variables" (Crum, 1992, p.89). The pedagogical concept is linked with GutsMuths and the so-called "Austrian School of PE", in which "objectives are formulated in abstract terms of general personal development" (Crum, 1992, p.89). The personalist concept is linked with Dutch authors like Gordijn and Tamboer and "objectives are formulated in terms of the realization of a personal movement competence and identity" (Crum, 1994, p.525). The conformist socialization concept is linked with a German (Kurz, 1977) approach to physical education, characterized as "reduced pretensions" of education in terms of character building; the "objectives are formulated in terms of physical fitness and technical and tactical capabilities needed for participation in well-known Sport disciplines" (Crum, 1994, p.526). Finally, the critical-constructive socialization concept is the only one, which Crum recommends from his conceptual assumptions and educational point of view; the "objectives are formulated in terms of techno-motor, socio-motor and reflective competences that are needed for a personal and social satisfying, life-long participation in movement culture" (Crum, 1994, p.527).

Crum's five concepts of physical education clearly document an ethno-centric view on European physical education concepts, mainly of Dutch and German origin historically, as well as currently observed. It is inappropriate to characterize the objectives of Kurz's didactic approach as a "conformist socialization concept". Rather, the purpose of this concept of "Handlungsfähigkeit in Sports" includes objectives of a non-conformist set of tasks and activities contrary to the spirit and structure of Sports activities. This may, however be connected with another general problem (beside the ethno-centric one), which occurs when reviewing European concepts of physical education: there are still language borders in Europe and much documented literature on physical education is written in the respective native language of the European country.

Regardless of different ideologies of the "body", assumptions about education by the individual and the role of physical education in the socio-cultural context, and regardless of the extent that different physical activities are interpreted as "movement competences" or "Sport skills" within the physical education curriculum, at least four elements are to a greater or lesser degree considered as constituent criteria of a physical education concept: 1. justification and legitimization of physical education as a school subject, 2. aims and objectives of physical education, 3. methods of instruction and strategies of teaching physical education, and 4. evaluation and assessment of physical education as a school subject.

For Crum (1994) the central function of a physical education concept is related to physical education practice, physical education teacher education and research on teaching physical education. If the concept is "ideal-typical, discursive", it is "coherent" and "consistent" and fulfils "(1) a justification function, (2) a heuristic function, (3) an innovative function, and (4) an instrumental function" (p.518). However, whilst from a theoretical point of view such an "ideal-typical" concept, with the balance of all four elements which links theory and practice in teaching and learning, may be wise and helpful,

whether it exists in reality rather than merely on paper is questionable. In contrast and in accordance with the diversity and differences, which exist in the concept of physical education (in terminology and function of the subject, in aims and objectives etc.) across Europe, it is more realistic to think about different frames of concepts and different ranges of elements, which are considered in physical education concepts, and which again also differ between European countries.

In summary the four constituent criteria as elements of a physical education concept will exist as an "ideal-typical" concept but national physical education curricula across Europe obviously differs in the extent of inclusion of all four elements and also differs in ranking the importance of one element. Additionally, 'non-integrated' physical education concepts are pre-dominant for teaching physical education in schools and training physical education teachers. Historical European physical education concepts demonstrate at least three major concepts with some cross- cultural relationships and also with different forms of inclusion of the four conceptual elements.

1.1.4 Theoretical perspective

Self-determination theory Self-determination theory (Deci & Ryan, 1985, 1991; Ryan & Deci, 2000a, 2002) is an organismic-dialectic framework of motivation that considers humans to be actively seeking optimal challenges and new experiences to master and integrate (Deci & Ryan, 1991). Considering the individual to be an intentional organism, self-determination theory holds that individuals are motivated to achieve differing objectives (Deci, Ryan, & Williams, 1996). To this end, Deci and Ryan (1985) identified three types of motivation, namely intrinsic motivation, extrinsic motivation, and amotivation to account for the different reasons why individuals engage in activities. Specifically, self-determination theory (Deci & Ryan, 1985, 1991; Ryan & Deci, 2000a, 2002) holds that intrinsic motivation, various types of extrinsic motivation (namely external regulation, introjected regulation, and identified regulation), and a motivation lie on a continuum of self-determination. This continuum

has received empirical support in a variety of contexts including education (Ryan & Connell, 1989), sport, exercise, and PE (Chatzisarantis, Hagger, Biddle, Smith, & Wang, 2003). The most self-determined type of motivation is intrinsic motivation. Intrinsic motivation refers to the engagement in activities for their own sake, namely for the feelings of pleasure, interest, and satisfaction that derive directly from participation (Deci & Ryan, 1985). When intrinsically motivated, individuals are fully self-regulated, engage in activities out of interest, experience a sense of volition, and function without the aid of external rewards and/or constraints (Deci & Ryan, 1985). For example, an intrinsically motivated student would participate in PE because of feelings of satisfaction and pleasure that arise directly from the various activities embraced by the PE curriculum. Although intrinsic motivation is marked by participation for the inherent interest and pleasure induced by an activity, extrinsic motivation refers to a variety of regulatory styles that are characteristically instrumental in nature. That is, extrinsic motivation is distinguished from intrinsic motivation by the fact that the individual's motive for performing an activity is directed by a separable outcome (e.g. threat, reward, punishment). Ranging in the relative autonomy manifested, extrinsic motivation encompasses integrated regulation (degree of self-regulation $\frac{1}{4}$ very high),¹ identified regulation (degree of self-regulation $\frac{1}{4}$ moderately high), introjected regulation (degree of self-regulation $\frac{1}{4}$ moderately low), and external regulation (degree of self-regulation $\frac{1}{4}$ very low). Identified regulation refers to a relatively autonomous regulatory style characterized by the acceptance of a regulation as one's own (Deci & Ryan, 1985). In identifying the activity as important to personal goals, the individual is expressing more choice regarding her/his participation than when introjected and external regulatory styles operate. However, the underlying motive to engage is still instrumental as it is the usefulness of the activity, rather than the activity's inherent interest that guides participation (Deci & Ryan, 2000). For example, a student

who identifies PE as an important context for facilitating health gains and participates for such benefits (e.g. ‘I can stay healthy by participating in PE’) would be exhibiting identified regulation

1.2 STATEMENT OF THE RESEARCH PROBLEM

Physical Education (PE), according to Bailey (2006), is an integral subject in the holistic development of a learner. The impact of PE to the empowerment of learners can be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006). The correlation between PE and examinable academic subjects is great, in that learners become active participants in the process of learning. Despite the fact that the Ministry of Education provides Universal Primary Education (UPE) funds and formulates policies, there are still challenges of teaching physical education in primary schools

The challenges facing the effective teaching and learning of physical education in primary schools in Nyero Sub County reflected the state of PE teaching and learning in Uganda and the world in general. The challenges could be attributed to various factors that hinder the effective teaching and learning of PE in Nyero Sub County.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to identify the challenges of teaching physical education in primary schools in Nyero Sub County, Kumi district.

1.4 OBJECTIVES OF THE STUDY

- i. To examine teachers attitudes towards the teaching of physical education in primary schools
- ii. To identify the challenges encountered in teaching of physical education in primary schools
- iii. To find out the measures to improve teaching of physical education in primary schools

1.5 RESEARCH QUESTIONS

The study was guided by the following objectives;

- i. What are teachers' attitudes towards the teaching of physical education in primary schools
- ii. What are the challenges encountered in teaching of physical education in primary schools
- iii. What measures can be adopted to improve teaching of physical education in primary schools

1.6 SCOPE OF THE STUDY

1.6.1 Geographical scope

The study was held in primary schools of Nyero Sub County, Kumi district in eastern Uganda. The schools selected included; Ngero primary school, Obosoi primary school, Kodike primary school, Auruku Ominai primary schools and Agurut primary school. The above schools were selected for the study because they were near and the researcher found it so convenient to reach and this minimized the other costs like transport, accommodation among others.

1.6.2 Content scope

This focused on the challenges of teaching physical education in primary schools and targeted to identify the challenges of teaching physical education, attitudes of teachers towards physical education and ways of improving the teaching and learning of physical education in primary schools.

1.6.3 Time scope

The study drew the information between the periods of 2000-2016. This period was considered enough to observe and establish the challenges of teaching physical education in Nyero Sub County in Kumi district.

1.7 SIGNIFICANCE OF THE STUDY

The findings of the study contributed to the advancement of knowledge about physical education curriculum development in Uganda. It also found solutions to the poor preparation for physical education by instructors, lack of resources, and negative attitudes towards physical education, among other challenges that face the teaching and learning of physical education.

Practically, the study led to the improvement and efficient enhancement of strategies of teaching and learning of the physical education subject. The study was of immediate benefits to quality assurance and standards stakeholders in the formulation of future physical education policies and curriculum aspects.

1.8 LIMITATIONS TO THE STUDY

The descriptive research design was employed during the study. The main weakness of descriptive design was confidentiality. Both pupils and teachers identified this during the data collection exercise. The participants failed to give truthful answers to questions they thought to be personal. The subjectivity in responses by the participants in the descriptive research was noted. For example, the questions of the researcher were predetermined and prescriptive in nature.

1.9 DELIMITATIONS

The study focused on challenges facing the teaching and learning of physical education in primary schools in Nyero Sub-County in Kumi District. Only the sampled schools participated in the study thus leaving out other schools due to logistical resources and limited time.

1.10 OPERATIONAL DEFINITIONS OF TERMS

Challenges: barriers/ problems affecting positive outcomes.

Convenience technique: sampling and administering questionnaire to teachers who are present.

Curriculum: The learning activities carried out in a school

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

While existing literature considers several intervention in primary education that could enhance physical education, the problem still exists of challenges faced by teachers in executing this subject. Interventions along the curriculum of physical education as always been advocated by government but there still remains constraints that were evidenced as lack of adequate knowledge, poor attitude and scarce resources. This chapter presented literature in respect to the study objectives.

2.1 TEACHERS ATTITUDES TOWARDS THE TEACHING OF PHYSICAL EDUCATION IN PRIMARY SCHOOLS

Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. The quality of any teaching programme cannot rise above the quality of these teachers.

Calderhead (1996) describes teaching as an intensely psychological process and believe a teacher's ability to maintain productive classroom environments, motivate students, and make decisions depends on his/her personal qualities and the ability to create personal relationships with students. These effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students.

Richardson (1996)states that “ Attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions”. With effective attitudes, teachers and students can develop relationships of mutual respect and trust. Studies on each of these five attitudes have been completed by researchers, and a brief

summary will follow that reinforces the findings from the introduction to Teaching and Learning course.

Larson et al, (2000) emphasizes the importance of developing a caring and respectful relationship between teachers and students. They support students' needs for both communication and care in order to achieve a personal relationship with their teachers.

Noddings (1984) Observed that the entire school curriculum should be built around the ethic of care. She contends that with this construction, caring will become an integral part of a committed, reciprocal relationship between the teacher and student.

Carlson et al, (1997) notes those teachers' and students' agendas overlap and support each other, and the end result would be a positive learning environment. Zimmerman (1990) believes that the learning process should be organized in such a way that students take responsibility for their own learning. Students should be independent and able to make decisions about their learning ability and then plan accordingly. Richardson (1999) asserts that students-directed learning and curricula have become focal points for the constructivist-based teaching and learning practices. In physical education the learners must have the interest and teachers encourage them to do what they are interested for example athletics or football.

All children need a form of individualized instruction and to be activity involved in their learning. Teachers may resist the extra work required with individualizing, but research supports its importance. This is especially an issue for students with special needs. When providing daily instruction for students with special needs, the curriculum content, materials, abilities, and teaching methods require thoughtful consideration. Research suggests effective teachers think and behave in certain ways with children who have disabilities.

McNergney et al (1999) found out that effective teachers especially those who teach children with special needs, should pay attention to students' progress and activity involving them in learning activities, while offering guidance and praise for effort and accomplishments.

The measurement of attitudes is valuable in order to see what effects various types of programmes or interventions have on the feelings, behaviors' and thoughts of individuals involved. Subjects may change their attitudes after exposure to new experiences or ideas. Repeated exposure to a stimulus often results in heightened positive evaluations "although boredom is a limiting condition on this mere exposure effects". Kenyon, (1990) in his six scales for assessing attitude toward physical activity defined "attitude as a latent or non-observable complex, but relatively stable behavioral disposition reflecting both direction and intensity of feeling toward a particular object, whether it is concrete or abstract". Attitude measures may therefore assess attraction to exercise or the activity and evaluative decisions about its worth, but in the absence of an intention to be active, this will not likely lead to habitual activity or indeed the development of lifestyle change.

Exercise attitudes can be related to the selection of activities, but not to be continuous involvement or behavior adoption. Motivations and attitudes to physical activity can change, in response to the development stage of the individual, particularly in the case of the adolescent, and the presence or absence of identification with a pro activity social group. An individual's motivation has a strong impact on physical performance and also on the potential outcome of physical activity programming experience by the individual.

Wright (2002) questions whether physical education is more difficult to teach than any aspect of the curriculum such that a specialist is needed. He argues that if given sufficient training and time similar to other subject areas, class teachers should be able to teach physical education themselves. Hardman et al (2005) supports this idea pointing out that if pre-service and recognition physical education is to

be widened, then the need for PE specialist teachers in primary schools may not be an issue since everyone will be involved and interested. According to the primary school sports Initiative (Government of Ireland, 2005) it is important at all times that class teachers' fears are allayed about which do not require specialist knowledge.

2.1.1 Teachers knowledge and physical education.

Graham et al (1943) observes that there is no predetermined formula that one can follow precisely to become a successful teacher, teaching is too unpredictable. One third grade class is not identical to another; children are different on Monday morning from the way they are on Friday afternoon so are teachers, our understanding of teaching has increased over the years, but knowing what skills, strategies and tactics to use when and with whom is still an artistic decision that varies from class to class and from teacher to teacher.

Teaching any subject today is a challenge even when viewed from the perspective of the written word that can be frozen in time. All teachers face obstacles, they also feel great satisfaction when the job is well done.

In Ireland, the majority of children are taught physical education by their class teacher. This is in line with the curriculum, which states that "in order to implement the programmes a teacher does not need to be a specialist in the teaching of physical education' (DES, 1999). Research in the area of primary physical education in Ireland to identified inadequate facilities, time constraints and lack of training as the main barriers to the teaching of physical education.

In a primary school in Uganda, a teacher typically works with 7 to 12 classes of children. The ages might vary from 5 to 11, the physical abilities from poor to excellent, the needs and interest might vary from children interested in sports and physical fitness to those who have already decided that

physical activity is not for them. In addition many teachers have jump rope programmes before school, some also coach and when the day ends he/she has interacted with several children several parents. Teaching physical education in primary schools in Uganda has been a challenge due to the low funding in the budget allocation in the school, poor equipment and low staff deployment in most cases schools have one games master to take care of sports activity in the school. This has found most schools concentrate in sports only if there is competition to participate in.

2.1.2 Availability of Resources and physical education.

Carasco (1999) observes that the teaching of physical education and the quality of pupils' work will be at their best where there is a well-managed team approach to planning and teaching with available resources In the most effective schools, managers provide outline programmes which help to establish high expectations among staff for pupils' participation and performance and also encourage teachers to use their own ideas and skills.

2.1.3 Planning of resources and physical education

Museveni (2014) notes that head teachers play a critical role in ensuring the consistent delivery of high quality teaching programmes through systematic arrangements of resources, Teachers cannot be confidence about the quality of physical education programmes or the pupils are making appropriate progress from stage to stage unless they have the required resources. Kagan A (1982) observed that in many schools, improvements to planning, the promotion of additional support or extending tasks with help meet the needs of individuals or groups. The descriptions of effective practices in planning, teaching, planning and meeting pupil's needs should be helpful to schools in making improvements.

Teaching and learning often of good quality helps the pupils gain skills in physical education. The features of good practice when set out to maximize strengths and to help teachers to avoid weakness

such as low levels of activity or spending too much time on developing isolated skills. The effectiveness in teaching and learning will be of great importance towards attainment of skills and change of attitudes towards physical education.

Head teachers and other senior managers need to place a high value on physical education so as to improve the motivation of pupils. In reviewing their role and effectiveness, head teachers should greatly improve the management /leadership style in physical education in schools. Hillary Nsambu (2009) noted that the government and the funding bodies need to increase the funding of physical education activities in schools to make the subject child centered and interesting.

Bailey (2006) asserts that, teachers place a pivotal role in ensuring that students have positive experiences of PE in school settings. Research indicates that teachers who feel good about themselves, and are not competent and confident in what they do, are more likely to create similarly supportive and nurturing environments for their students. Grabber (2002) outlined how teacher's characters: subjective warrant, teacher beliefs, concerns and experience, teacher competences, expertise, and knowledge including pre-impact behaviors: planning, curricular goals and value orientations have an impact on teaching and learning in PE.

Thompson (2001) identified that prior experiences influenced teaching ideologies, practices and the performance of generalist teachers of PE in the primary schools. When this areas are well handled by both the decision makers and the teachers, teaching of physical education will greatly improve.

2.2 THE CHALLENGES ENCOUNTERED IN TEACHING OF PHYSICAL EDUCATION IN PRIMARY SCHOOLS

In spite of the devastating scientific proof of the benefits of physical programme and the fact that the 1948 UNESCO chapter enshrined PE as a fundamental human right, PE is in a dangerous situation worldwide. Mackendrick (1996) notes that PE is mostly taught by generalist teachers with modest knowledge or with no PE education methods. Hardman (1999) of Manchester University, in his research to the critical status of physical education (Berlin, November 1999) showed the essential status of PE around the globe, in spite of the social and economic class. One of the main issues identified by Hardman (1999) is resources. According to the audit report, the reduction of funding compromises the quality and quantity of physical education programs in schools. The provision of amenities and their maintenance are insufficient in many schools across the globe. Besides, worldwide, only 31% of countries have enough amenities. In the poor countries, there are major challenges in providing a full variety of amenities: But even in countries with more recognized systems of physical education programs, there were cases of poor maintenance and loss of amenities noted (Hardman, 1999).

In an Australian journal of teacher education presented by Jenkinson and Benson (2009), the challenges to physical education and physical activities are stated. The barriers can be institutional and teacher related. Dwyer et al. (2003) reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for PE and physical activity and inadequate infrastructure.

According to a study by Hardman and Marshall (2000) on the condition of Physical Education in Schools, absence of policies for national PE, programme is stated but not fully carried out, PE tutors are not specialists, lack of government's support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools (Hardman and Marshall, 2000).

Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years.

Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced, PE programme achievements rises. Physical education is neither mandatory nor might it be offered for girls (Hardman and Marshall, 2000).

Hardman and Marshall (2000) noted that due to educational reform, PE is fused with health education, which result to the decrease in the teaching and learning time of physical programs. According to Hardman and Marshall (2000), for the last decade, many states have reformed their education systems. Whilst it is encouraging that physical education has remained or become mandatory in a great majority of countries, since 2000, it has lost its compulsory position in 6% of countries (Hardman and Marshall, 2000).

According to Hardman and Marshall (2000), Physical Education is not mostly taught in many learning institutions even though it is a compulsory subject in the school curriculum, thus denying learners the opportunity of developing their skills and knowledge in physical education.

The study of Hardman and Marshall (2000) continues that, more governments are squeezing physical education out of the education system and adding more compulsory academic courses, which hold little benefit, compared to PE. Hardman and Marshall, (2000) suggested the development of national policy to inculcate and implement policies and structures to control time of PE allocation in the curriculum.

According to Hardman & Marshall (2000), in the primary school cycle, there is an average 94 minutes ranging between 30 – 180 minutes (Hardman and Marshall, 2000). European regions vary in time

allocation for primary schools and secondary schools. Central and Latin America schools also vary in time allocation in both primary and secondary schools.

In Uganda, the challenges of physical education resources are enormous. The availability of resources is pegged on the social and economic status of the institution. The highly endowed institutions have better physical education resources. Coombs (1970) asserts that scarcity of textbooks, Libraries and physical education amenities will limit educational system from responding to completely new demands. In order to improve education based on quality, better learning materials and resources are needed. Almond (1997) emphasized the significance of having suitable human resources, plan and provide enough instructional materials and physical amenities to sustain educational efforts.

Resources required for effective physical educational activities in most primary schools are insufficient. Lack of space like play fields are very common in most schools found in slum areas. Inadequate funding from the government has compounded the lack of physical education resources in primary schools in Nyero. Stakeholders who would have supplemented the government efforts in providing physical education have not responded positively to this problem. In a nutshell, there is need for support to enhance the availability of physical education resources for quality teaching and learning in our schools.

Kirui and Too (2012), allude to the fact that there ought to be a commitment to work dynamically so that the position of PE, inside and outside education system is both completely acknowledged and developed- through measures to improve the curriculum, sport amenities and equipment, the position of physical education and the initial in-service training of tutors.

According to a study by Marshall and Hardman (2000), PE is allocated very few hours and both teachers and learners look down upon the status of PE as compared to other examinable subjects. A

study by Sparkes et al (1990), also allude to the findings of Marshall (2000) that teachers and other stakeholders ignored and accorded low status to PE. (Marshall and Hardman, 2000, Sparkes, Templin & Schempp, 1990) suggested that the overloaded curriculum“ restricts teachers from scheduling and implementing PE, designing discourses about the state of affairs of children’s health. Consequently, the requirement for more physical activity, and the appointment of physical activity experts.

A study by Ministry of Education (2007) in New Zealand on healthy and confident kids suggests alignment of current PE activities in primary schools with precedent PE credentials. The report advocates for programs, which are relevant and useful to modern children. Gatman (2005) in his research suggests that primary schools PE teachers should continuously update themselves on PE teaching activities, which are future focused.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter was concerned with the empirical aspect of the study. It comprised of the study design, population sample, methodology/tools, procedures and design.

3.1 RESEARCH DESIGN

The researcher used descriptive research design and adopted both qualitative and quantitative methods. Tools such as frequency tables and charts and quantitative methods such as descriptive, abstract were used to describe observed phenomenon.

These designs were used because they were helpful in drawing conclusions in regards to the study under investigation. These designs also provided an authentic base upon which generalization was made.

3.2 SAMPLE SIZE

Sample size was a mechanism used to select respondents so as to be in position to collect data. The study population was 50 participants.

Table 1 showing strata, sample size and technique used.

Strata	Sample size	Sampling Techniques
Pupils	20	Simple Random sampling
Teachers	20	Purposive sampling
Community leaders	10	Purposive sampling
Total	50	

3.3 SAMPLING TECHNIQUES

The researcher used purposive sampling under non random sampling where she chose the sample based on whom she thought was appropriate for the study because of the limited period of time allocated for the study. In this case, the researcher purposively selected teachers and community leaders who were relevant to the study. This method of sampling was aimed at involving a representative study population and it was mainly applied to fulfill the objectives of the study (Creswell 2007).

The researcher also employed simple random sampling targeting the pupils in selected primary schools in Nyero Sub County. In this method, every pupil stood a chance to be selected to participate in the study and it was a cheap way of gathering data from several participants such that satisfactory and sufficient information was obtained. (Yates 2004).

3.4 DATA COLLECTION

The researcher used the following instruments for data collection;

3.4.1 Questionnaires

A questionnaire was a list of well-organized and designed questions prepared by the researcher and were given to the respondents to complete. Both open and closed ended questionnaires were used in the study. These were self-administered to the teachers selected for the study. A questionnaire was used in study for the reason that, teachers would be busy with class work, so they could fill the questionnaires during their free time and later collected by the researcher.

3.4.2 Observation

Here the researcher collected data through direct observation of the groups under study. It was a good approach as it enabled the researcher get information where the population was unwilling to give the required information. The researcher was able to get first-hand information; observation also enabled

the researcher to cross check and supplement information obtained through other approaches. The researcher was able to predict the future behavior of the population.

3.4.3 Interview guide

Interview guide was a device which consisted a set of questions which were asked and filled by the interviewer in the face to face situation with the interviewee. The interview was conducted on the pupils and selected community leaders as some of them were able to read and write. It helped the researcher to explain the nature of the questions to the children for easy understanding.

3.5 AREA OF STUDY

The study was carried out in the selected primary schools in Nyero Sub County, Kumi district. Kumi district is found in the eastern region of Uganda and it borders Bukedea district in the south, Katakwi in the east, Ngora in the north and Pallisa in the south west. The primary schools in Nyero Sub County were chosen for the study because of proximity issues, language compatibility and easy access to community leaders.

3.6 STUDY POPULATION

The population for the study comprised of teachers, pupils, community leaders which included; school management committees and parish local leaders. The study population was 50 participants. This comprised of 20 teachers (5 from each school), 10 community leaders (2 from each parish) and 20 pupils (5 Learners).

3.7 DATA ANALYSIS AND PRESENTATION

The data gathered was presented using both quantitative and qualitative analysis. This was classified and compared into percentages in order to draw proportionality and conclusions.

Since the study looked at challenges of teaching physical education, information from interviews, questionnaires documents and respondents' experiences was presented in the data tabulation and explanations. The researcher was able to check the uniformity, accuracy, logical, clarity, compare validity and reliability through the usual computer programs like Microsoft word and excel. The data was presented in paragraphs and explanations on the effects of child abuse on the wellbeing of children in Nyero Sub County.

Descriptive statistics such as tables with frequencies and percentages were used to present the information.

3.8 ETHICAL CONSIDERATION

During data collection, the researcher sought the consent of the respondents to participate in the study freely before it was under taken. Confidentiality was emphasized by the researcher and respondents were assured to this. Respondents were as well informed that findings of the study would be used for academic purposes only.

3.9 RESEARCH PROCEDURE

The researcher submitted the research proposal for approval by the research supervisor.

The researcher was issued with an introductory letter from Kampala International University introducing her to the respondents in the field of selected primary schools in the sub county; the researcher presented the letter to the sub county and then to the selected schools in order to obtain authority to go and collect data.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 INTRODUCTION

This chapter has presented, interpreted and discussed the findings of the study according to themes with the reflection of the objectives of the research and methodology used to generate the data that has been analyzed and the research questions that are been answered. The findings have been discussed in relation to the literature review in chapter two.

4.1 DEMOGRAPHIC DATA OF RESPONDENTS

4.2.1 Gender status

Table 1: Showing the number of respondents by gender

Sex	Frequency	Percentage (%)
Male	22	44
Female	28	56
Total	50	100

Source: Research data 2017

Table 1 above shows the number of respondents by gender and the findings revealed that female respondents were the dominant participants with frequency of 28 constituting 56% of the total population while male respondents were only 22 constituting 44% of the total population.

This implied that findings of the study were representative since both men and women participated. Moreover, the participation of women was above average indicating that issues of challenges of women involvement in physical education were well discussed.

4.2.2 Age of respondents

Table 2: Showing the number of respondents by age

Age category	Frequency	Percentage (%)
10-17	20	40
18-25	02	4
26-33	04	8
34-41	12	24
42-50	09	18
51 above	03	06
Total	50	100

Source: Research data 2017

Table 2 above shows the number of respondents according to age groups that were defined for this study. Respondents whose age ranged between 10-17 years were the majority with the frequency of 20 constituting 40% of the total population; The respondents who were in the age category of 34-41 years were 12 constituting 24%; those who were in the age group 26-33 years were only 4 constituting 8%, the respondents who were between 42-50 years of age were 9 constituting 18%, respondents who were 51 years and above were only 3 constituting 6% of the total population; while the respondents whose age ranged between 18-25 years were only 2 constituting 4% of the total population.

The findings in table 2 above revealed that respondents who participated were of different age groups therefore, the results of the study on challenges of teaching education in primary schools in Nyero sub county were from genuine and experienced sources.

4.2.3 Occupation of respondents

Table 3: Showing the number of respondents by occupation

Occupation	Frequency	Percentage (%)
Pupils/Learners	20	40
Teachers	20	40
Community leaders (LC1)	10	20
Total	50	100

Source: Research data 2017

In table 3 above, respondents were categorized according to their occupations; the results showed that pupils/learners were 20 and constituted 40%. The respondents who were teachers were 20 also constituting 40% of the total population. Only 10 participants were community leaders (LC1s) in this case 2 were sampled from every parish in the location of sampled primary school and they constituted only 20% of the total population.

This implied that views on the challenges of teaching physical education in Nyero Sub County were captured from different people in different occupations.

4.3 TEACHERS' ATTITUDES TOWARDS THE TEACHING OF PHYSICAL EDUCATION

Table 4: Showing responses on whether teachers conduct physical education

Do teachers always conduct physical education?	Frequency	Percentage (%)
Yes	50	100
No	00	-
Total	50	100

Source: Research data 2017

According to table 4 above, all the 50 participants constituting 100% agreed that teachers conducted physical education for pupils in their schools. They noted that teachers conducted physical education

usually in the morning hours and afternoon hours of the day. In the morning, learners are taken to the field to run around, jump, stretch, hop and when they are refreshed, the learners get back to classes.

Table 5: Showing responses on whether teachers enjoyed conducting physical education

Do teachers enjoy conducting physical education?	Frequency	Percentage (%)
Yes	50	100
No	00	-
Total	50	100

Source: Research data 2017

In table 5 above, all the 50 participants (100%) of the total sampled population noted that teachers enjoyed conducting physical education in their schools. One participant argued that both the pupils and teachers felt energized and refreshed after participating in physical education.

This implied that their attitudes towards the teaching of physical education in their primary schools was positive since they enjoyed conducting physical education because of the reasons as noted in the table below;

Table 6: Showing the responses on why teachers enjoyed teaching of physical education

Why teachers enjoyed teaching physical education	Frequency	Percentage (%)
PE refreshes the minds of pupils and teachers	21	42
Helps to stretch muscles for physical fitness	19	38
Promotes pupils' talents	10	20
Total	50	100

Source: Research findings 2017

In table 6 above, respondents who participated in the study during data collection noted that there were several reasons why teachers' attitudes towards conducting physical education was very positive. 21 participants constituting 42% of the total population said that physical education refreshes the minds of both pupils and teachers that is why teachers enjoyed teaching physical education in their allocated classes. 19 participants constituting 38% noted that physical education helped the pupils and teachers to stretch muscles for physical fitness and they added that this was the reason why most people said teachers do not grow old. 10 participants constituting 20% of the total population argued that physical education when conducted in primary schools, promotes pupils' talents especially in games and sports which is a good thing to a pupil as an individual, the parents as the community and the school as the institution.

4.4 THE CHALLENGES ENCOUNTERED IN TEACHING OF PHYSICAL EDUCATION

Table 7: Showing the responses on the challenges encountered in teaching of physical education

Challenges encountered in teaching physical education	Frequency	Percentage (%)
Lack of adequate PE equipment/materials such as uniforms, balls, whistles among others.	23	46
PE is affected by unfavorable environment setting	15	30
The some activities are difficult to perform like gymnastics	12	24
Total	50	100

Source: Research findings 2017

According to table 7 above, 23 constituting 46% participants noted that lack of adequate equipment and/or materials such as uniforms, balls, ropes, whistles among others in most of the primary schools in Nyero Sub County greatly affected the teaching of physical education.

15 participants constituting 30% of the total sampled population said that physical education was affected by unfavorable environment setting. Most schools are constructed in a way that the only space for physical education is playing field whereby when it is time for physical education lessons, boys

and girls are combined, more than one class could be in the playing field at the same time and these greatly affects concentration hence posing a challenge on the teaching and learning of physical education.

Only 12 participants constituting 24% of the total population noted that some physical education activities were such as gymnastics were difficult for the learners.

4.5 THE MEASURES TO IMPROVE THE TEACHING OF PHYSICAL EDUCATION

Table 8: Showing the responses on the measures to improve the teaching of physical education

Measures to improve on the teaching physical education	Frequency	Percentage (%)
Conduct PE regularly	19	38
Procure all the necessary equipments/materials	18	36
Build the capacity of teachers to effectively teach PE	13	26
Total	50	100

Source: Research findings 2017

The findings on the measures to improve the teaching of physical education revealed that 19 participants constituting 38% of the total sampled population said that there was need to conduct physical education regularly in all the primary schools in Nyero Sub County. This would consequently build on the interests and attitudes of both the pupils and teachers positively towards physical education.

18 participants constituting 36% of the sampled population noted that there was need to procure all the necessary equipments and/or materials such as javelin, short put, uniforms/costumes, whistles, and balls, ropes, among others to ease the teaching and learning of physical education in primary schools.

Finally, 13 participants constituting 26% of the sampled population said that in order to improve on the teaching of physical education there was need to build the capacity of teachers to effectively teach physical education in primary schools in Nyero Sub County.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the discussion of findings, conclusions out of the research study, and recommendations from the study.

5.1 DISCUSSION

The study examining the challenges of teaching physical education in primary schools was carried out in Nyero Sub County and five primary schools were sampled to participate in the study. Different data collection tools were used and vast data was collected compiled and interpreted.

Teacher's attitudes towards the teaching of physical education in primary schools

The teachers' attitudes towards the teaching of physical education in primary schools were unanimously noted to be positive in all the schools that participated in data collection. Teachers conducted physical education usually in the morning hours and afternoon hours of the day. In the morning, learners were taken to the field to run around, jump, stretch, hop and when they were refreshed, the learners got back to their classes.

The findings indicated that, physical education motivated the learners to be active in class and outside class and built the physic of learners. On the other hand, it was noted that teachers were usually refreshed during physical education sessions because they usually run around with the learners, jump and hop together with the learners; and the participants attributed this to the delayed aging of teachers in primary schools.

Physical education in primary schools in Kumi district and other regions requires the willingness of both teachers and learners. Coupled to this, is the availability of necessary materials and/or equipments to conduct physical education enjoyably and sustainably in primary schools.

The challenges encountered in teaching of physical education in primary schools

Participants noted that lack of adequate equipment and/or materials such as uniforms, balls, ropes, whistles among others in most of the primary schools in Nyero Sub County greatly affected the teaching of physical education in primary schools in Nyero Sub County and the entire Kumi district.

The findings further revealed that physical education was affected by unfavorable environment setting. Most schools were constructed in a way that the only space for physical education is playing field whereby when it is time for physical education lessons, boys and girls are combined, more than one class could be in the playing field at the same time and these greatly affected concentration hence posing a challenge on the teaching and learning of physical education.

The study findings also indicated that some physical education activities such as gymnastics were difficult for teachers to teach and for learners to master as well. This made physical education activities to have regular exercises which could later become boring for both teachers and learners at the same time.

The measures to improve teaching of physical education

The findings on the measures to improve the teaching of physical education revealed there was need to conduct physical education regularly in all the primary schools in Nyero Sub County. This would consequently build on the interests and attitudes of both the pupils and teachers positively towards physical education in primary schools.

The findings still noted that primary schools had no sufficient equipment to effectively conduct physical education exercises and this made the teaching of physical education very challenging. Therefore, the participants noted that in order to improve the teaching of physical education in primary schools in Nyero sub county, the administration and school management committees needed to find sources of income to avail the necessary equipments and/or materials such as javelin, short put, uniforms/costumes, whistles, and balls, ropes, among others to ease the teaching and learning of physical education in primary schools. Besides the provision of equipments and/or materials, it would be necessary to build the capacity of teachers to effectively teach physical education in primary schools in Nyero Sub County.

5.2 CONCLUSION

With knowledge that much efforts have been directed towards the promotion and improvement of physical education teaching in primary schools, the challenges of teaching physical education in primary schools

In conclusion, this study was relevant because it has given light on the challenges of teaching physical education in primary schools, and at the same time, suggested possible ways of improving the teaching

of physical education in primary schools. The study findings gave recommendations of what should be done to improve the teaching of physical education in primary schools; but most importantly call for collective participation, collaboration and coordination such that the teachers are motivated and their capacities to effectively teach physical education are boosted. The learners have enough energy and many hidden talents. Schools need to expose these pupils to many physical education exercises through providing all the necessary physical education equipments and/or materials.

5.3 RECOMMENDATIONS

The study forwarded the following recommendations for proper improvement of physical education teaching in primary schools.

To teachers; the teachers should continuously make physical education very interesting for both learners and the teachers as well. They teachers could do this through introducing new interesting exercises that would motivate, refresh, and at the same time boost the learning of pupils during the physical education exercises.

There is need to introduce physical education exercises in every lesson in order to increase the concentration of pupils in class and also to increase the retention level of what is learnt in class. This could be done in intervals during the lesson such that those pupils who become bored could be brought back to attention and this therefore could lead to improved academic performance of pupils in primary schools.

The school administration needs to prioritize the purchase of physical education equipment and/or materials during the planning and budgeting sessions. The availability of physical education equipments in primary school motivates the teachers and learners as well. Consequently, this builds the talents of pupils to participate in regional, national and international sports competitions.

District education office together with the Ministry of education and sports should put more emphasis on the development and implementation of physical education curriculum such that the teaching of physical education is properly planned for and implemented.

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APPENDIX 1: QUESTIONNAIRE FOR PARTICIPANTS (TEACHERS AND PUPILS)

Dear respondent

I am Nyaguti Joyce, a student of Kampala International University, pursuing a degree in Primary Education of Kampala International University and currently carrying out research on challenges of Teaching Physical Education in Primary Schools in Nyero Sub County Kumi District. This is purely an academic exercise and the information you give will be kept with utmost confidentiality.

Tick or fill where appropriate.

SECTION A: BACKGROUND INFORMATION

1. Age: Position..... Class:
2. Sex: Male ☐ Female ☐
3. School.....

SECTION B: TEACHERS' ATTITUDES TOWARDS THE TEACHING OF PHYSICAL EDUCATION

4. Do teachers always conduct physical education in your class/school?

Yes ☐ No ☐

5. If yes, how often do they conduct physical education?

.....
.....

6. According to you, do they enjoy conducting physical education?

Yes ☐ No ☐

7. Give reason for your answer above.

.....
.....
.....

SECTION C: THE CHALLENGES ENCOUNTERED IN TEACHING OF PHYSICAL EDUCATION

8. According to you, is physical education easy to conduct?

Yes ☐ No ☐

9. Give reason for your answer above

.....

.....

SECTION D: THE MEASURES TO IMPROVE TEACHING OF PHYSICAL EDUCATION

10. Can teaching of physical education be improved in your class/school?

Yes ☐ No ☐

11. If yes, how can the teaching of physical education be improved?

.....

.....

12. If no, why?

.....

.....

13. Any other comment

.....

.....

END

(Thank you for your cooperation)

APPENDIX 2: INTERVIEW GUIDE FOR TEACHERS AND COMMUNITY LEADERS

Dear respondent (Salutations)

I am Nyaguti Joyce, a student of Kampala International University, pursuing a degree in Primary Education of Kampala International University and currently carrying out research on challenges of Teaching Physical Education in Primary Schools in Nyero Sub County Kumi District. The purpose of our discussion is share knowledge and ideas that will help to compile a dissertation report on the above mentioned topic. This is purely an academic exercise and the information you give will be kept with utmost confidentiality.

SECTION A: BACKGROUND INFORMATION (PRE-OBTAINED INFORMATION)

1. What is the name of your school?
2. What is your age?
3. What is your position in school?

SECTION B: TEACHERS' ATTITUDES TOWARDS THE TEACHING OF PHYSICAL EDUCATION

4. Do you have any knowledge about physical education?
5. How often is physical education conducted in this school?
6. According to you, what are the attitudes of teachers towards teaching physical education?

SECTION C: THE CHALLENGES ENCOUNTERED IN TEACHING OF PHYSICAL EDUCATION

7. Considering the level of the school, what challenges are usually encountered in teaching of physical education?

SECTION D: THE MEASURES TO IMPROVE TEACHING OF PHYSICAL EDUCATION

8. Can teaching of physical education be improved in your class/school? How?
9. Do you have any other comment regarding the teaching of physical education in primary schools?

(Thank you for your cooperation)

APPENDIX 3: WORK PLAN SCHEDULE

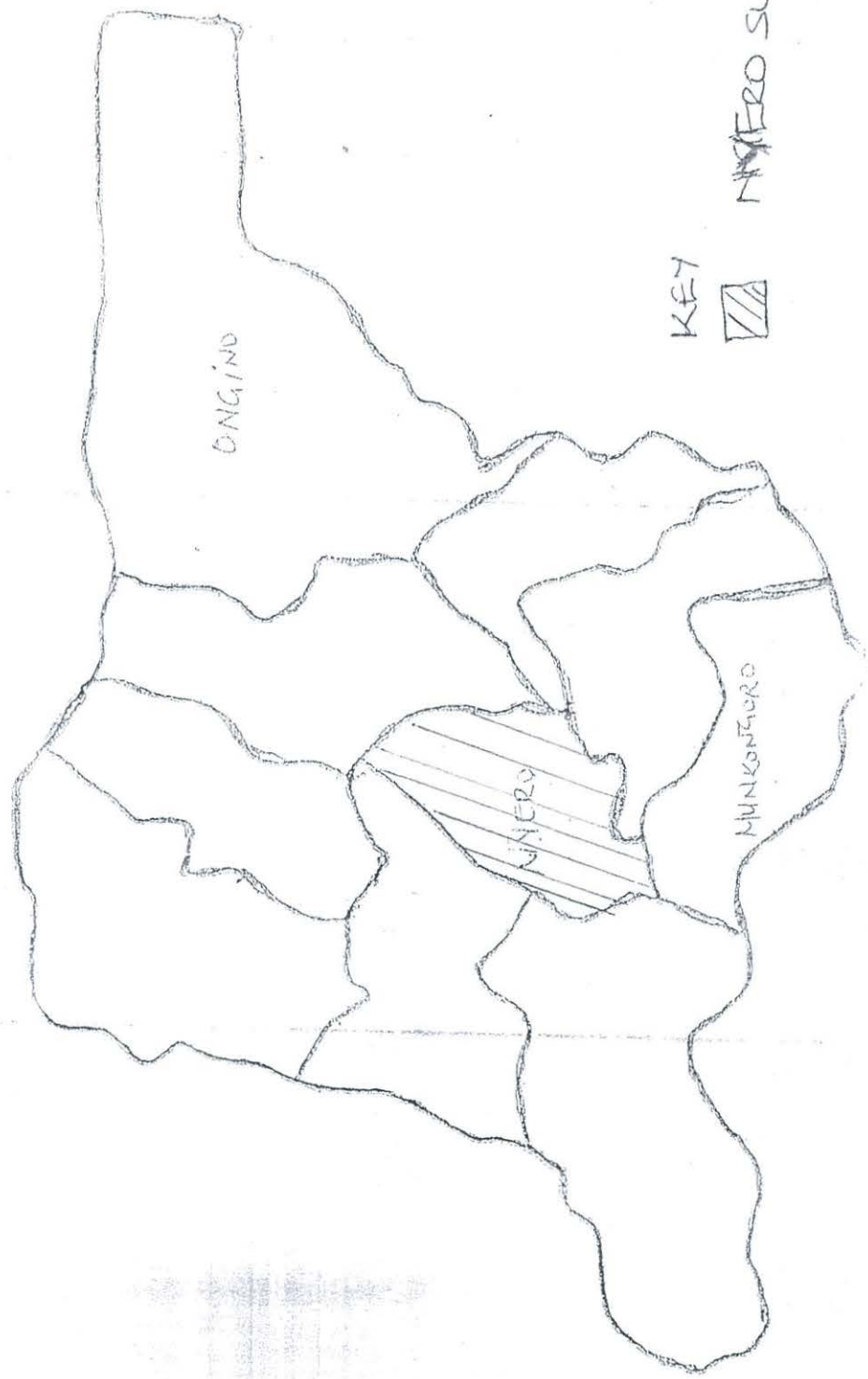
S/N	ACTIVITY	RESPONSIBLE PERSON	TIME FRAME	RESOURCES	MEANS OF VERIFICATION
1	Getting a research topic	Researcher	2 weeks	Library Stationery	Research topic
2	Proposal writing	Researcher	1 month	Stationary Internet Airtime	Research proposal
3	Supervision of proposal	Research supervisor	2 days (twice)	Written proposal	Edited proposal
4	Data collection	Researcher	3 weeks	Stationary Airtime Transport facilitation	Tools, data collected
5	Data processing	Researcher	2 weeks	Stationery	Edited report
6	Research report writing	Researcher	2 weeks	Stationery	Written research report
7	Supervision of report writing	Research supervisor	2 days (twice)	Written research report Stationary	Written research report
8	Submission	Researcher	1 day	Approved research report Transport	Written research report submitted

APPENDIX 4: BUDGETARY ESTIMATE

ITEM	FREQUENCY	UNIT COST	AMOUNT
Stationary	1	50,000	50,000
Transport facilitation (to meet supervisor, collect data, print works)	1	200,000	200,000
Airtime	1	50,000	50,000
Printing proposal	2	40,000	80,000
Binding proposal	1	10,000	10,000
Printing research report	2	50,000	100,000
Binding research report	1	45,000	45,000
Internet	1	50,000	50,000
Total			585,000/=



MAP OF KUMI SHOWING NYERO SUBCOUNTY



KEY



NYERO SUBCOUNTY

3rd February 2017

TO WHOM IT MAY CONCERN:

NYAGUTI JOYCE

REG. NO. BED-01161-07174-04913

Dear Sir/Madam,

Re: Research/Project:

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of EDUCATION

He wishes to carry out research in your Organisation on:

"CHALLENGES OF TEACHING PHYSICAL EDUCATION
IN PRIMARY SCHOOLS A CASE STUDY OF SCHOOLS
IN NYERO SUBCOUNTY KUMI DISTRICT
....."

The research is a requirement for the Award of a Bachelors degree in
PRIMARY EDUCATION

Any assistance accorded to him regarding research will be highly appreciated.

Yours Faithfully,


Womuzumbu Moses
BRANCH DIRECTOR – 0782572505
KIU- TORORO STUDY CENTRE