

**THE ROLE OF PHYSICAL EDUCATION IN INCREASING PUPIL
AWARENESS IN PRIMARY SCHOOLS IN UGANDA:
A CASESTUDY OF AGAKHAN PRIMARY
SCHOOL KAMPALA DISTRICT
CENTRAL DIVISION**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE
OF OPEN AND DISTANCE LEARNING IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE BACHELORS
DEGREE IN EDUCATION (SCIENCES)
KAMPALA INTERNATIONAL
UNIVERSITY**

OCTOBER, 2008.

DECLARATION

I Murungi Joy do declare that this research report is my own work and that it has not been presented to any other university for a similar award.

Signed.....Murungi.....

Student

Date.....October 15, 2008......

DEDICATION

I Murungi Joy hereby, dedicate this research report to my beloved mother Kate Ochaki and my husband Mr. Hussain Kitakule.

APPROVAL

I certify that Murungi Joy carried out this research under my supervision.



REV. OLUPOT EZEKIEL ELIKO

DATE

ACKNOWLEDGEMENT

I am sincerely grateful to all those who sacrificed their valuable time out of their kindness to assist me in all ways possible during the study.

I extend my special thanks to all my lecturers and mostly my Supervisor Rev. Olupot Ezekiel Eliko who willingly devoted a lot of time to give me the best guidance and concentration, which has enabled me to complete this work successfully.

I also reach thanks to my family members especially my beloved mother Kate Ochaki, sisters and my children, for the love and understanding they have showed me while at KIU.

More thanks go to Ms. Rukia Nalule for the encouragement she accorded to me while joining the university, then I also lengthen thanks to all my fellow students of Bsc(G&C) for the encouragement and understanding they have accorded to me during the course of this programme and most so, during the critical difficult times of the programme.

May God richly bless in you.

LIST OF ABBREVIATIONS

UNESCO	:	United Nations Educational, Scientific, and Cultural Organization
NASPE	:	National Association for Sport and Physical Education
NVQs	:	National Vocational Qualifications

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) consider 'physical education' instruction in various kinds of physical activity to promote the physical development and well-being of the individual. Physical education is generally taught in schools from nursery to secondary level, and in some countries, including Britain, is a compulsory part of the curriculum. It involves organized sports, gymnastics, dance, athletic activities, swimming, and outdoor and adventurous activities.

Mark B. (1983) Education, Primary, first years of formal education. In most countries the emphasis in the early years is on the core skills of reading, writing, and simple arithmetic. In the United Kingdom, the National Curriculum begins at the age of five, and primary schools are required to cover English, mathematics, history, geography, science, technology, physical education, music, and art. Some religious instruction is also provided, and some schools begin to teach a foreign language. In most countries, elementary education is free and is usually compulsory. In some, for example, India, children may learn three or four languages.

The National Association for Sport and Physical Education (NASPE) in 1986 appointed the Outcomes Committee to answer the question, "What should physically educated students know and be able to do?" The "Outcomes Project" culminated in the development of a definition of a physically educated person that included five major

focus areas. To pursue a lifetime of healthful physical activity, a physically educated person must have (Bandura, 1999).

- HAS learned skills necessary to perform a variety of physical activities
- KNOWS the implications of and the benefits from involvement in physical activities
- DOES participate regularly in physical activity
- IS physically fit
- VALUES physical activity and its contribution to a healthful lifestyle

Physical education, sports studies, and sports sciences are well recognized now as examination subjects at school, pre-university, and university level. Universities offer degree courses in areas such as leisure studies, community sport/arts/outdoor pursuits, recreation management, human movement studies, and physical education teacher training. National Vocational Qualifications (NVQs) in sport and recreation also provide routes into university education and the leisure industry.

The scope of physical education and sport in society has widened considerably in the latter part of the 20th century. The two traditional approaches have become more closely interrelated; a trend that looks set to continue into the 21st century. Physical education and sporting opportunities in general have become more widely available, not just to the school-age population, but to people of all ages, in non-school settings, such as community and fitness centers.

Thus, while teacher training and training programmes very often come under the Ministry of Youth and Sport, the teaching programmes, methods and procedures come under the authority of the Education Ministry, which is responsible for the teachers once they have been trained.

The confusion arising from the existence of a number of different supervisory authorities has inevitably led to the “deregulation” of PES with damaging consequences that need to be remedied; IYSPE 2005 would seem to offer the necessary leverage to help bring about this essential improvement. IYSPE will also provide the opportunity to follow up MINEPS IV (Athens 2004) through the strategic plan of action for strengthening PES in education systems by implementing the resolution of the General Assembly of the United Nations proclaiming the year 2005 as “International Year for Sport and Physical Education”.

Despite the above clear position, traditional physical education among pupils in primary schools in Uganda is proving inadequate to provide the required standards. Whether such services can be availed, they cause better performance of primary schools in Uganda or result into performance decline this remains an area, which warrants an investigation.

1.2 Statement of the problem

Despite the primary school's' successes associated with properly administered physical education skills based on performance, physical educational procedures in various primary schools in Uganda, are inadequate to provide the pupils benefits like; improved Health lifestyle, improved physical fitness and other related benefits got from physical education. It has been found that such skills are often ineffective and are based on discrimination instead of being on merit thus affecting the schools' performance in terms of reduced performance compared to the past, increased school drop out among students. And it's due to the missing link which necessitates an investigation.

1.3 General objective of the study

The purpose of the study was to investigate the role of physical education' in increasing pupil awareness in primary school in Uganda.

1.4 Specific objectives of the study

The specific objectives of the study were;

- (i) To establish the various roles of physical education in increasing pupil awareness in primary school
- (ii) Assess the benefits gained by pupil's awareness and its relationship with physical education in Agakhan primary school Kampala district central division.
- (iii) Ascertain the relationship between the physical education and awareness of pupil's in Agakhan primary school Kampala district central division.

(iv) Find out the impact physical education on pupils' performance in Agakhan primary school Kampala district central division.

1.5 Research questions

(i) What are the various roles of physical education in increasing pupil's awareness in the selected primary schools?

(ii) What are some of the benefits gained by pupil's awareness and its relationship with physical education in Agakhan primary school Kampala district central division?

(iii) Is there any relationship between the awareness of pupils and physical education in Agakhan primary school Kampala district central division?

(iv) What are some of the effects of awareness on pupils in relation to academic performance in Agakhan primary school Kampala district central division?

1.6 The Scope of the study

1.6.1 Geographical Scope

The study was carried out at, Agakhan primary school Kampala district central division because it is nearer and accessible by the researcher in terms of transport.

1.6.2 Time Scope

The study lasted for a period of at least two months and focused on the pupil's awareness between 2003 and 2005.

1.7 Significance of the study

The research is envisaged to assist scholars and other stakeholders about the relationship role of physical education and the awareness of pupils. The study will reveal the

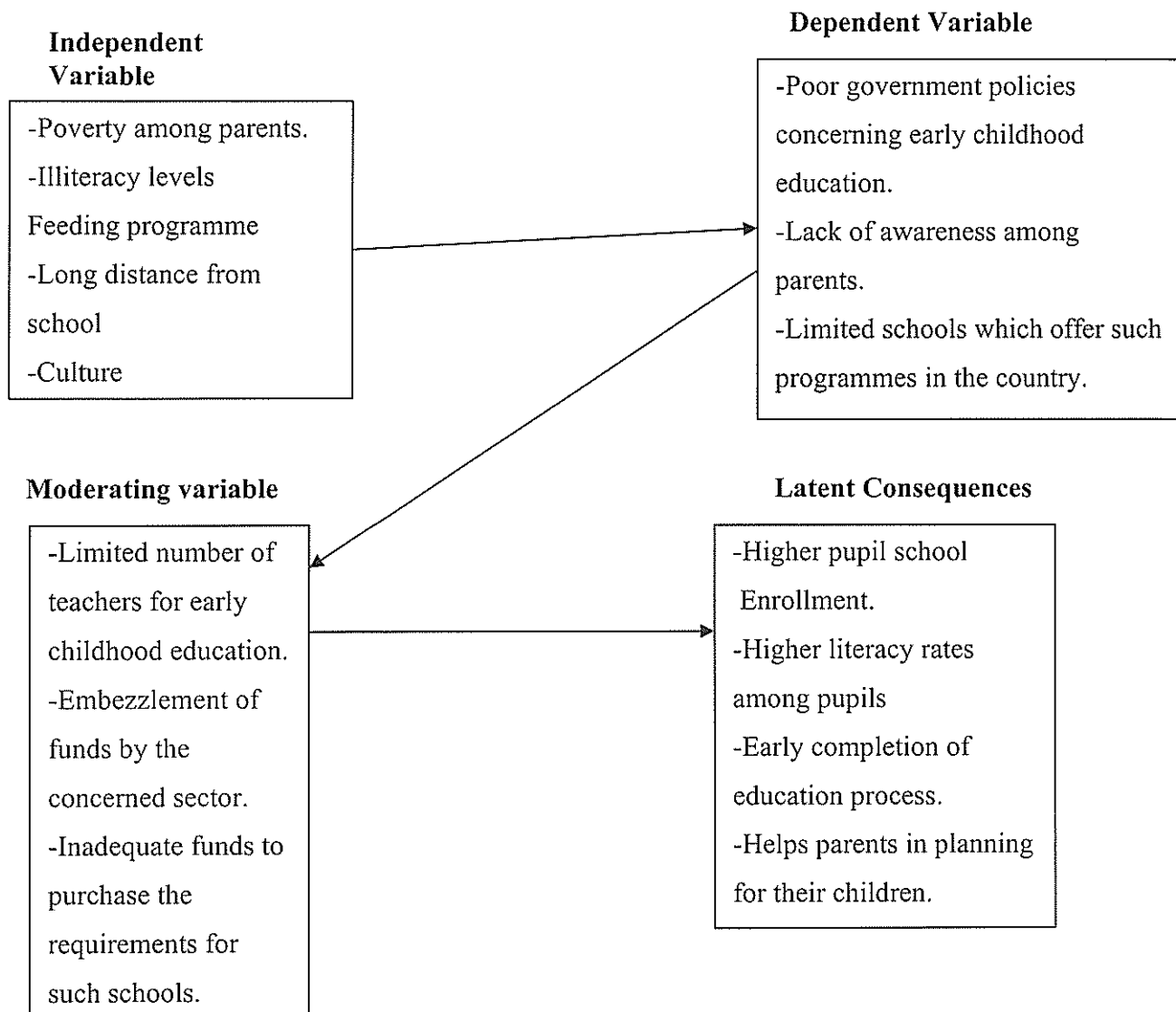
significance of physical education in classroom learning so as to improve pupils' awareness and treat them as valuable individuals varied needs.

The study will help the heads of department in prominent schools with a career across ten years. It is hoped that the study will benefit institutions and schools who carry out physical education and other educational activities.

As a student of education, I am confident that the research findings will to a large extent develop my profession in researching and facilitate me to have a practical approach in solving problems limiting pupil's awareness in as far as physical education is concerned, as the course is obliged to.

The study will also be useful to other researchers in the field of education especially teachers and students pursuing bachelors in education specializing in pre-teacher activities who would wish to expound on the area of extra-cultural activities to obtain a foundation in the form of literature review in other universities besides KIU.

1.8 Conceptual Framework



Source: Researcher's conceptualization

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a review of some literature concerning the role of physical education in increasing pupil awareness in primary school in Uganda and else where in the world was made. Specific interest areas on the philosophy and understanding of education and its processes were given. The chapter reviews the works of other scholars who have written about the topic of the study or those who have addressed similar issues as those of the variable that was available in the study.

2.2 Physical education among the pupils

The scope of physical education and sport in pupils has widened considerably in the latter part of the 20th century.

Professor Richard Bailey, Canterbury Christ Church University lamented that these strands can be translated, in practical terms, into a set of abilities that can identify and develop within Physical Education: physical, social, cognitive, personal and creative. Talented pupils in physical education are likely to excel in one or a combination of these abilities. Or they may give clues that, offered sufficient support, they could excel. This means that schools should seek to identify and provide teaching and support to develop the full range of abilities within physical education.

According to David Morley, Leeds Metropolitan University stressed that Physical ability is revealed through a pupil's competence and fitness to perform a range of physical

activities. For example the pupil demonstrates excellent levels of skill and technique which are built on a foundation of health related and activity related fitness.

Professor Richard Bailey (1990) continued and said identification and selection of Pupils are recognized as talented when they demonstrate high level ability within the full range of physical education contexts, or have the potential to do so.

Jacobson, L (1996) Physical education was also expanded to twenty outcome statements that also included sample benchmarks for selected grade levels. The work of this committee resulted in publication of *Outcomes of Quality Physical Education Programs* (1992). Following this publication, NASPE appointed the Physical Education Standards and Assessment Task Force to develop content standards with assessment material based on the outcomes document. The work of this task force resulted in publication of *Moving into the Future: National Standards for Physical Education* (1995), which included assessment guidelines and was designed to complement the physical education outcomes document.

Burts, C. (1990), moving into the Future National Standards for, Physical Education was the result of a purposeful process of consensus building that included a variety of efforts designed to obtain a broad range of expertise and reaction. Input was obtained from many NASPE members and structures (i.e., Council on Physical Education for Children, Middle and Secondary School Physical Education Council, Curriculum and Instruction Academy). The process also included presentations at both the 1993 and 1994 AAHPERD national conventions, presentations at each of the six district AAHPERD

conventions, and at many state AHPERD meetings; reviews by selected leaders in the physical education profession; and consultation with educational representatives from other subject areas (e.g., mathematics, arts, science) and educational organizations (e.g., Council of Chief School Officers, principals' associations, Association of College of Teacher Education).

Dunn, (1994), moving into the Future National Standards for, Physical Education was published in 1995, and has been used by teachers, school districts, and states to guide development of curricula, instruction, and assessment. To ensure that NASPE materials are up to date and reflect current knowledge, research, and practice, NASPE regularly reviews and revises major documents. Therefore, in the summer of 2002, NASPE appointed the K-12 National Physical Education Standards Review Committee to review the standards and consider questions, recommendations, and problems forwarded by teachers, teacher educators, and others. The committee drafted a document that was reviewed by leaders in the profession and practitioners in the field. A revised document became the focus of an open forum at the 2003 AAHPERD national convention, and a final revision was produced as a result of the review process. This document, the second edition of *Moving into the Future: National Standards for Physical Education*, reflects current thinking on what students should know and be able to do as a result of a quality physical education program.

The Education Act 1993 and the Code of Practice acknowledge that at any one time a possible 20 per cent of children may experience special educational needs during their school career. The majority of these children will be in the mainstream sector and

effective and early intervention should ensure that they will make progress without significant difficulty in the future. But for a smaller number of children (estimated to be around 2 to 3 per cent of the child population), special educational needs (sometimes linked to disabilities or physical or mental health problems) may be so significant that only intensive and often interagency assessment and intervention is likely to be effective.

2.3 Awareness and pupils in relation to physical education

Hirsh-Pasek, (1990), With the increased awareness of the importance of an active lifestyle, physical education is seen as laying the foundations in young people for long-term health and improved quality of life. Many educationalists, administrators, policy-makers, and activity providers view physical education and sport as occurring at various levels. Introduction to the traditional major sports for most people usually takes place at school. As the range of sports opportunities widens, children increasingly encounter sports for the first time. Having been introduced to a sport, some become irregular participants, what is called the “recreation route”, while others may join a club and strive to improve personal performance, the “performance development route”.

The English philosopher John Locke (1693), recommended a curriculum and method of education, including physical training, that was based on the empirical examination of demonstrable facts before reaching conclusions. In *Some Thoughts Concerning Education* (1693), Locke advocated a number of reforms, including an emphasis on things instead of books, learning through travel, and variety of subject matter. He advised the student to study a tree rather than a book about trees; to go to France rather than read a book about France. The doctrine of formal mental discipline, namely, the ability to

strengthen the faculties or powers of the mind by exercising them in the use of logic and the refutation of fallacies, often attributed to Locke, was a major influence on the educational thinkers of the 18th and 19th centuries.

Loraine, K (1994) the provision of a range of equipment, a spacious general purpose room and well-developed playground areas facilitates the development of the physical education programme. Activities effectively develop pupils' concentration and listening skills, fine and gross-motor co-ordination, turn-taking and listening skills and spatial awareness. Particular emphasis is placed on promoting pupils' participation and developing pupils' self-confidence, self-esteem and ability to co-operate and communicate with others.

Clear rules and high expectations of behaviour permeate all tasks. A praiseworthy emphasis is placed on cultivating pupils' understanding of the benefits of physical activity for general health and physical fitness. A range of gym equipment is available and fitness programmes are devised for individual pupils in accordance with their assessed strengths and needs.

Hyson, et al (1990) All the pupils in the school are given the opportunity to develop aquatic skills on a weekly basis in swimming sessions in various swimming pools. The sessions devoted to hydro-therapy for pupils with limited physical ability are particularly well structured and supervised to provide the pupils with an enjoyable physical experience that awards them a freedom of movement not available in other strand areas of their physical education curriculum. The high ratio of staff required to enhance

participation by the pupils during the swimming sessions requires considerable commitment on the part of the school staff to supporting this area of the curriculum for all class levels on a weekly basis. Commendable attention is directed towards ensuring that pupils' skills are transferred to out of school contexts through encouraging pupils to participate in extra-curricular activities such as Special Olympics. Pupils demonstrate a high level of skill and task-engagement during all activities.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the researcher highlighted on the research design, research area, population size, research instruments, data collection methods that was used, data analysis and validity and reliability data collection instruments.

3.2 Research design

The study used a combination of both qualitative and quantitative research design for the purpose of making valid conclusions. Quantitative design which is classified in two broad categories, that is; experimental and non experimental examined role of physical education in increasing pupil awareness in primary schools as an independent variable where as qualitative design involved the use of questions to obtain views from the respondents.

3.3 Description of the Population

The study population ranged from staff members from the school and the pupils. Most of the respondents comprised of physical education teachers. The specific attention was made on pupils and how the awareness of pupils is based on the role of physical education in the selected school. An assessment of the relationship between teachers and the performance was another area of interest during the study. This was researcher intended to find how pupils' awareness is based on physical education in primary schools.

3.4 Sample and sampling procedure

The study both used random sampling and purposive sampling procedures. Purposive sampling was used to select different activities in the area of investigation in order to get the required data and information. Random sampling was used because respondents have equal chances of being selected. The respondents were randomly selected and categorized. They comprised of both sexes but of different marital statuses and age groups and the study used 40 respondents. This was intended in order get a variety of views and unbiased response which made the study a reality. Also this sample size was selected since, Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to under take more complex statistical analysis, as most of these analyses require a minimum sample of 30.

3.5 Data collection procedures

Data was collected from both primary and secondary sources. Secondary data was got by extracting information, regarding role of physical education in increasing pupil awareness in primary school by reading newspapers, journals, text books plus the already existing work on internet and magazines. Primary data was got from the field by use of the following methods;

3.6 Interviews

This involved face to face interaction between the researcher and the participant through discussion. The interviews were in two ways, namely:

Structured interview, in which the responses by the participants were brief and specific.

Unstructured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual.

The researcher carried out interviews with teachers, head teacher and pupil's, using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs and motives of people. It also had an element of flexibility. These persons were interviewed individually so as to get independent answers.

3.6.1 Observation

This involved the use of personal intuition based on different body senses, for example seeing (eye) hearing (ear) touching (hand) smelling (nose). Observation was used in three main ways, namely;

Naturalistic observation, here, the presence of the researcher was not known. She hide herself.

Passive observation, the presence of the researcher was known but her role in the activity was hidden. She did not participate at all.

An active observation, the presence of the researcher was known to the participants. The observer played a leading role to bring out information.

3.6.2 Questionnaires

This was discussion in written form whereby the responses of the participants are put on paper provided by the researcher, the questionnaire was in two forms, namely:

Open-ended questionnaire, in which the responses by the participants were free according to their understanding.

The close-ended questionnaires, in which responses are provided by the researcher and the participants one of them accordingly, for example strongly agree, agree or strongly disagree.

The researcher left out questionnaires to mainly the literate group. These included; staff members and some pupils. These had guiding questionnaires which the researcher gave to individual respondents to fill. The researcher gave some two days to respondents to study and fill the questionnaires. She requested the respondents to ask for clarification where they did not understand.

3.7 Data quality control

In order to ensure data quality control in given specific attention in this study, the researcher did the following:

Questionnaires were pre-tested. Ambiguous questions were made clear and irrelevant questions deleted.

The researcher used accurate questions which are open ended in nature by use of questionnaires from the staff members, and head teachers. The questions set had enough space to give appropriate responses. Close ended questions were also be used.

3.8 Procedure for data collection

After the approval of the proposal by the responsible authority at the faculty of education, the researcher got an introductory letter from the institute of open and distance learning KIU to progress to the field for data collection. The researcher presented the letter to the head teacher of Agakhan primary school, who later helped her to make sampling frames with the help of other relevant respondents. The researcher made appointments with respondents on when to meet them. The interviews were conducted in staff rooms and in compounds of the schools. The structured interviews were of about 30 minutes. The in-depth interviews were for about an hour.

The researcher took the questionnaires to respondents preceded by a briefing about the purpose of the questionnaires and asks them to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of respondents from the area of study was also be carried out by the researcher.

3.9 Data analysis procedures

3.9.1 Editing and spot checking

The researcher was edited and spot checked during and after each interview with the respondents. This ensured that information given is logical, accurate and consistent. Obvious errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

3.9.2 Coding

This was done in order to ensure that all answers obtained from various respondents are given codes and classified into meaningful forms for better analysis.

3.10 Data analysis

The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensure uniformity, legibility and consistence. Also, interview results were coded on frequency tables and be calculated in terms of percentages and presented in this study.

3.11 Limitations and solutions encountered during the study

In the study the following limitations were met:

The major limitation of the research was inadequacy of financial resources. Visiting the school and different libraries for data collection several times turned out to be expensive in terms of transport; however this was solved by the obtaining extra funds from family members, colleagues and good friends.

There was mounting pressure from the administration for students to complete the research on schedule which affected the quality of research.

The study required a lot of time to be dedicated to collecting substantial data from one respondent to another making observations, continuous review of literature, data analysis

and report writing and this was worked out by devoting more time on the research work by reducing on the leisure time at her disposal.

Some of the targeted respondents were not willing to set aside time to respond to the investigator's questions thus some how end up frustrating the researcher's efforts to collect substantial data. The researcher is also faced a problem of some rude and hostile respondents, this was as well solved by both seeking prior permission and remaining calm.

CHAPTER FOUR

4.0 PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter shows how the collected data from the previous chapter was analyzed and interpreted.

4.2 Procedures

The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables which was calculated in terms of percentages and presented in this study.

BACKGROUND INFORMATION

Table 4.1; Classification of respondents by age

Age	Frequency	Percentage
20-25	16	32
26-35	20	40
36-45	07	11.7
46 and above	12	20
Total	50	100

Source: Primary data

Table 4.1 shows that the biggest percentage of the interviewees were in the age bracket of 26-35 years as showed by 40% while 32% represents interviewees who were in the age bracket of 20-25 years, over 10% of the represents were in the age bracket of 36-45 years,

implying that it is to a greater extent the school employs teachers who are still energetic who are in the age bracket of 26-35 years.

Table 4.2; Classification of respondents by sex

Sex	Frequency	Percentage
Female	20	40
Male	30	60
Total	50	100

Source: Primary data

During the field study, it was found out that, the biggest of the respondents were females as showed by over 60% implying that they are the ones who are actively participated in the study where as 40% were males.

Table 4.3; Respondents' level of education

Education level	Frequency	Percentage
Diploma	25	30
Secondary	12	20
Tertiary	15	50
Total	50	100

Source: Primary data

The biggest percentage of respondents had completed tertiary institutions as it was revealed by 50% of the respondents, then 30% represented respondents who had finished diploma education where as 20% of the interviewees were degree graduands, as illustrated 4.3 in the table.

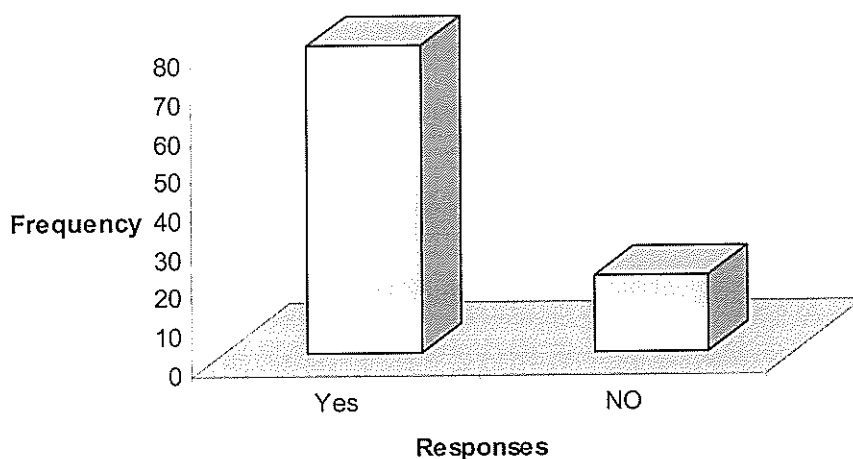
Table 4.4; Respondents' marital status

Age	Frequency	Percentage
Married	20	40
Single	2	4
Separated	10	28
Living with partner	18	36
Total	50	100

Source: primary data

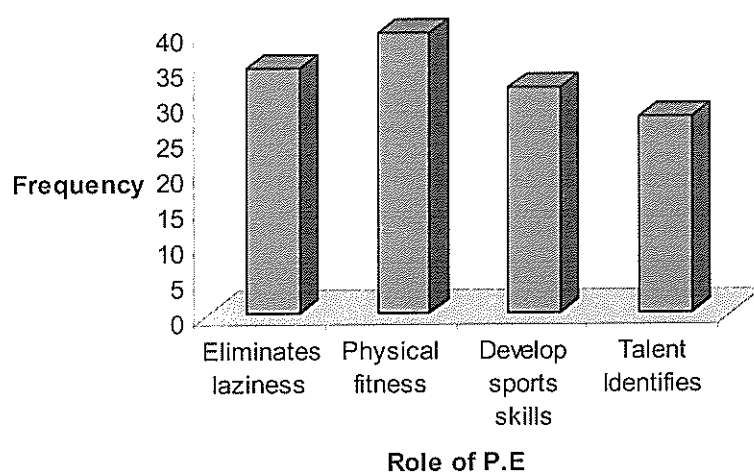
An assessment of the respondents' marital status was as follows; the biggest percentage of the respondents were found to be married as shown by 40% where as 4% of the interviewees attributed to be single, then 36% of them attributed to be living with partner they are married lastly 28% of the respondents appeared to be separated from their spouses as illustrated in table 4.4, implying that majority of the respondents at the are settled in their marriages.

Figure 4.1: Respondents' views whether they are aware of physical education in increasing pupil awareness



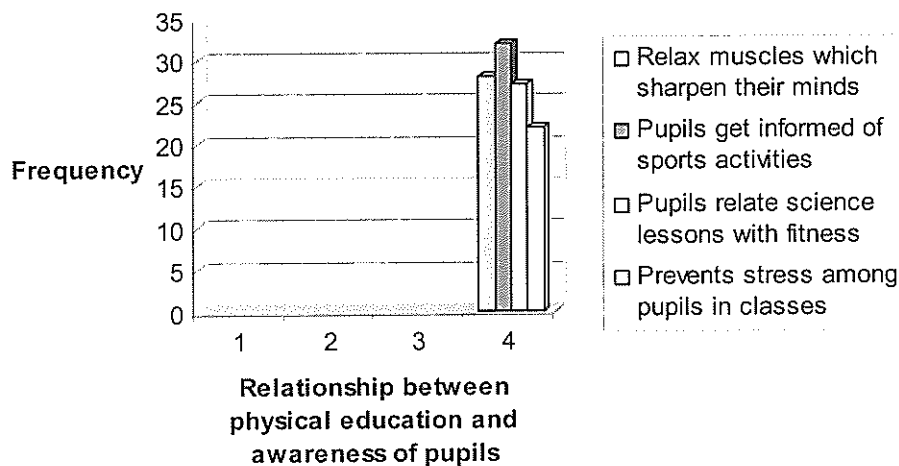
During the field survey it was found out, the biggest percentage of the teachers were aware of physical education in increasing pupil awareness as showed by 80% whereas surprisingly 20% of the teachers attributed not to be knowing physical education in increasing pupil awareness as portrayed in figure.

Figure 4.2: Roles of physical education in increasing pupil awareness in primary schools



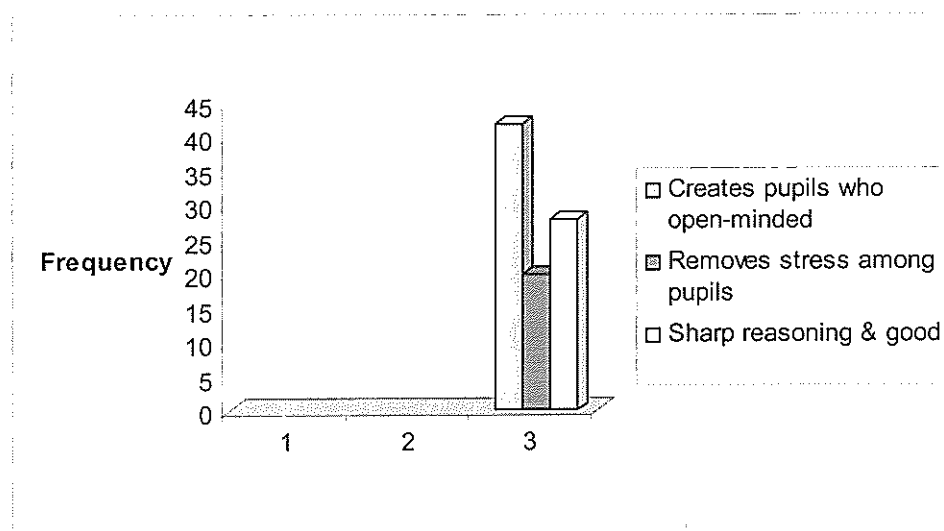
Among the numerous roles of Physical education in increasing pupil awareness in primary schools were as follows; helps in talent identification and be able to promote them as represented by 25% while 40% of the teachers attributed that P.E increases physical fitness of muscles to enhance proper learning, then 35% of the teachers said that laziness is more especially eliminated in pupils during P.E as it is clearly shown in the previous figure.

Figure 4.3: Relationship between physical education and awareness of pupils in primary schools



During the field survey it was discovered that, pupil's muscles are relaxed and their minds are sharpened by the physical Education pupils practice in primary schools as noted with 27% of the teachers, while the highest percentage of the teachers said that pupils get informed of sports activities during physical education this was shown with 32%. Whereas it was also noted during the survey that pupil's have learnt to relate science lessons with fitness as shown with 26% of the teachers and lastly, 22% of the teachers went on and said stress has been prevented amongst pupils in classes due to physical education as displayed in the figure 4.3.

Figure 4.4: Impact of physical education on pupils' performance in Agakhan P/S



According to the teachers in Agakhan primary schools, physical education creates pupils who are open-minded this was noted with 43% of the respondents not only but also teachers said physical education helps to remove stress among the pupils in Agakhan primary school this was represented with 19% of the teachers while sharp reasoning and good performance was also realized from the Agakhan pupils according to the teachers as result of physical education and this was shown with 25% of the teachers in the figure.

CHAPTER FIVE

CONCLUSIONS, POLICY RECOMMENDATIONS

5.0 Introduction

This chapter deals with the discussion of the findings in relation to the purpose, objectives of the study. The variables discussed include; role of physical education, Academic Performance among pupils' awareness. It also contains the conclusion of the study and possible recommendations.

5.1 Role of physical education and Academic Performance among pupils

The first null hypothesis (Ho) stated that there is no significant relationship between role of physical education and Academic Performance among students. However, the findings revealed that there is a significant relationship between role of physical education and Academic Performance among pupils.

Pupils who come from poor families are to be at a high risk of Performing poorly in class. This is because they lack basic needs such as clothes, enough money and thus get easily enticed with material benefits in exchange for desires. However, parents try to provide pocket money to their children, clothes and school fees.

In addition, the UN secretary general's task force on women, girls and HIV/AIDS in southern Africa has found that academic performance in schools has become the "norm" in many countries, for example, a study in Zimbabwe found that nearly 25 percent of the women in the 20s are in relationships with men at least 10 years older (United Nations,

2003). This implies that most girls are driven into transactional sex with older men because of low socio-economic status and hardships in life.

5.2 Physical Education and Academic Performance among students

The null hypothesis indicates that there is no significant relationship P.E and Academic Performance among students. However, according to the findings, there is a significant relationship between physical education and Academic Performance among students.

Children from large families tend to overwhelm parents hence they are not properly attended to. This forces them to seek attention from elsewhere including boyfriends which is a recipe for Academic Performance among students.

This deprives the other children of love prompting them to seek love from elsewhere including from boyfriends thus promoting Academic Performance among students. Children whose parents find it hard to give them adequate care because they are many find it hard to cope with such conditions. Others are tempted to go to teachers to seek more.

Children who feel they are less loved in their families tend to compensate by seeking love from elsewhere notably relatives. This culminates into Academic Performance among children. Children from large families are also at risk of adopting delinquent behaviours. This is because the parents do not give them enough time or pay close attention to them since they are many. Such children gradually end up in Academic Performance among students. Lastly, children from broken families are prone to Academic Performance

among students. This is because of the trauma they go through as a result of growing with one parent. Such children often do not make sound decisions and are easily dragged by their peers into Academic Performance among students.

5.3 CONCLUSION

Academic performance among the girls in secondary schools is very alarming. Girls continue to engage in risky sexual behaviors despite campaigns to sensitize them about the dangers. The study revealed that physical education and Academic performance had some relationship with risky sexual behaviors among pupils. Children who grow up with permissive and uninvolved parents are; likely to indulge in unsafe sexual behavior simply because their parents do not take parenting roles seriously by not guiding their children by talking about sexual issues with their children and its dangers, showing them affection, love, care and concern.

5.4 Recommendations

Pupils need the knowledge, social skills and ways to protect themselves from STDs including HIV/AIDS and unwanted pregnancies.

The following are the recommendations put forward

- Teachers and parents should educate young people on how to increase on their levels of performance in class work. Let them know about the Academic Performance among students has an impact on their future career, which may result into improved standards of livings.
- Parents need be sensitized about the need to freely and openly discuss academic issues with their children. Adults should talk about education openly with their children. This will prevent them from making mistakes out of ignorance.
- Society should help adolescents develop a positive attitude towards behaviour change and encourage them to practice ways of Academic Performance among students. This includes guardians, parents, relatives, and teachers to mention a few.

Direction for further research

Research on varieties on the role of sports in creating awareness among pupils' in primary schools should be carried out so as to determine the perception of pupils in education towards these academic programmes and thus establish their worth.

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EDUCATION BACKGROUND

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2006-2008	Makerere University Kampala, Uganda	BED Sc./GC (Degree)
1998-1999	The Agakhan University Karachi Pakistan	Educational Dev't Prog. In science (cert)
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WORK EXPERIENCE

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Signed.....*Murungi*.....

Date.....*October 15, 2008.*.....

A SKETCH MAP OF UGANDA SHOWING THE LOCATION OF KAMPALA CITY AND THE BOUNDARIES

UGANDA with district boundaries

Updated 18 Jul 97



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A SKETCH MAP OF KAMPALA DISTRICT SHOWING THE DIFFERENT
DIVISIONS

