

Assessment of Physical Education Implementation Status Among Secondary Schools in Uganda: A Case of Kampala Capital City Authority

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Abstract: In Uganda, Ministry of Education and Sports (MoES) in 2009 directed and reinstated teaching of physical education (PE) in secondary schools. This is because PE has been attributed to many positive effects on learners which include: improving academic performance and preventing diseases. This study therefore assessed the implementation status of PE among Ugandan secondary schools. The study involved randomly selected 40 schools in Kampala Capital City Authority (KCCA) from January 2018 to May 2021 using both quantitative and qualitative methods and using case study design. The study specifically assessed the statutory requirements of PE in schools, stakeholders' attitude towards teaching PE and challenges being faced while implementing PE in schools. The findings of the study revealed that only 5.0%, 17.5% and 47.5% schools were teaching PE by end of 2018, June 2019 and May 2021 respectively while only 5.0%, 15.0% and 60.0% had PE allocated on their teaching timetable in 2018, 2019 and 2021 respectively. The study also showed that only 43.0% of the schools had qualified teachers of PE. In a similar manner, the study also revealed that 60.0%, 80.0% and 97.3% of Directors of studies, head teachers and learners respectively had positive attitude regarding teaching PE in schools. Among others, the study revealed the following challenges regarding the implementation of PE: lack of facilities, lack of support from the government, lack of instructional materials and lack of PE reference books. Therefore, implementation of PE was still below average as per the study. The study recommended training and recruiting of PE teachers, government's increase of PE budget as well as making PE compulsory at O' level.

Keywords: Case Study, Challenges, Stakeholders' Attitude, Statutory Requirements, Ministry of Education & Sports, Physical Education

1. Introduction

Physical education (PE) may be defined as the study, practice, and appreciation of the art and science of human movement [1]. It utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting [2].

Physical Education (PE) is one of the most important aspects of learning and teaching process, especially in the

current era, where high values are set for the physical activity. Since it has many positive effects on the learner [3]. Like improving academic performance, preventing diseases for example obesity, enhancing self-esteem, improving physical fitness, and sports specific skills thus preparing an individual for professional sports [3].

In Uganda, PE was introduced with the coming of the European Christian missionaries in the 19th and 20th centuries [4]. However, when [5] conducted a worldwide survey on the state and status of teaching PE in 1999, there was no single

secondary school in Uganda that was implementing PE as a teaching subject irrespective of continued training and production of PE teachers in various National Teachers' Colleges (NTCs) and Universities in Uganda. In 2009, Ministry of Education and Sports (MoES) reinstated PE in Uganda's secondary schools' time table, and a policy of instruction was issued as one core curriculum subjects [6]. Furthermore, MoES directed that PE be a compulsory subject in all secondary schools in Uganda in S.1, S.2, S.3 as well as S.5 with effect from 2010.

However, according to the baseline survey conducted by the researchers in 20 secondary schools in Kawempe division in May 2017. The survey revealed that, there was no teaching of PE at all in the 20 randomly sampled secondary schools. The purpose of this study therefore was to assess the status of PE implementation in secondary school education in Uganda.

2. Methodology

2.1. Scope of the Study

The study was conducted in forty (40) randomly selected secondary schools from January 2018 to May 2021 within Kampala Capital City Authority (KCCA), Kampala, Uganda.

The study focused on statutory requirements of implementing PE such as teaching of PE, time tabling of PE and teachers' qualifications; stakeholders' (Directors of studies, head teachers and learners) attitude towards teaching of PE and the challenges faced during implementation of PE in schools.

2.2. Study Design

The study utilised both quantitative and qualitative methods of data collection and case study design. Participants included: PE teachers (or a sports and games teacher in the absence of a qualified PE teacher), students (both males and females aged 13 to 18 years), Directors of studies (DOSs) as well as head teachers to provide information on the PE implementation status in secondary schools of KCCA. Qualitatively, the head teachers and DOSs were interviewed with support from non-participant observations. On the other hand, teachers and learners were supplied with questionnaires and observation checklists to fill. Wisdom & Creswell [7] explains that, mixed method design provides methodological flexibility to elucidate more information and also the study findings are grounded in participants' experiences.

2.3. Sampling Procedure

Purposive sampling was employed to select 20 government - aided secondary schools while Systematic sampling was used to obtain 20 privately owned secondary schools. A purposive sampling was applied to select 40 head teachers, 40 PE teachers (or games and sports teachers) and 40 Directors of Studies. In each school, 20 students were selected using stratified random sampling where 5 strata were classified (S.1, S.2, S.3, S.5 and S.6) and each stratum

consisted of 4 students (2 females & 2 males). The selection of the participants was done between 0830 hours and 1630 hours from Monday to Friday during the time of study.

2.4. Data Collection

The study employed different data collection methods and/or instruments. These included: observations, interviews and questionnaire. Each method was used due to its unique purpose it played to the study. For example, observation allowed the researchers to gain first-hand experience in a participant and non-participant manner, noting down any useful information to their research and unusual aspects [8]. A questionnaire is a form of written interview consisting of a series of questions for the purpose of gathering information from respondents. Self-administered questionnaires consisting of both open-ended and closed-ended questions were employed to obtain data from students and PE teachers (or sports and games teachers) on the PE implementation status in their respective schools.

2.5. Data Analysis, Quality Control and Ethical Considerations

The collected data was analysed by both qualitative and quantitative methods of data analysis. SPSS version 10 was used to generate descriptive statistics and in this, the data from questionnaires was quantitatively transferred. Content analysis was used for the analysis of descriptive data from interviews and observations made as well as from questionnaires. An initial round of qualitative analysis helped to identify data that related to the study objectives and the content acquired through observation, interviews and questionnaires as well as from the documentary analysis. Subsequent analysis of data under each of these themes was largely inductive or rather narrative [9]. The analysed data was statistically and descriptively presented in form of graphs, charts and qualitative narrations. Permission to carry out the study was sought from the administration of every secondary school that was involved in the study before the commencement of the study and all participants signed a consent form.

3. Results and Discussions

3.1. PE Implementation Status Among Secondary Schools in Uganda

The PE implementation status was assessed in terms of actual teaching of the subject in secondary schools, PE time table allocation in schools as compared to the official curriculum time allocation for PE and teachers' qualifications, stakeholders' attitude and challenges faced while implementing PE in schools.

3.1.1. Statutory Requirements

The 2009 MoES guidelines made teaching of PE compulsory and a core curriculum subject in schools in classes of S.1, S.2, S.3 and S.5. Similarly, the National

Physical Education and Sports (NPES) Policy of 2004 10-year development action plan, expected PE to be examined by the national examining body i.e. Uganda National Examinations Board (UNEB) by 2020 at both O' Level and A' Levels. The policy also recommended continuous assessment and evaluation of PE for levels S.1 and S.2 starting from 2016 through 2021.

However, from the study (Figure 1), only 5.0% schools were actually teaching PE, another 5.0% were instead teaching physical activity and wellness exercises instead of PE by end of 2018. This was attributed to the fact that PE was not being examined at the national level, lack of PE curriculum as well as shortage of qualified PE Teachers. Similar results were recorded by Gizachew [10].

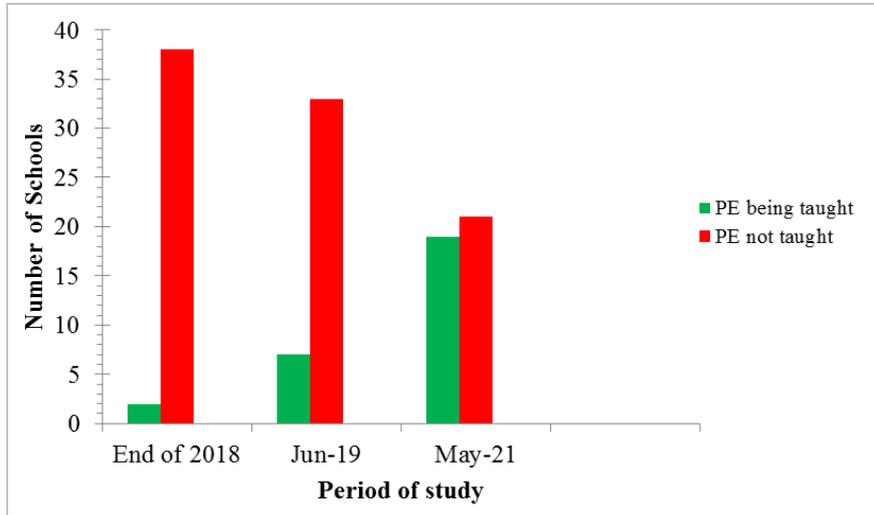


Figure 1. Schools' compliance with the statutory requirements for PE in secondary schools.

In the same line, by June 2019, only 17.5% of schools were teaching PE and it was being taught only in S.1 & S.2. This improved compliance was attributed to the new lower secondary curriculum's preparedness which was to be rolled out in 2020.

By May 2021, the compliance had increased to 47.5%. By the start of 2020, the new lower secondary school cycle curriculum was rolled out to schools making PE a compulsory subject in S.1 and S.2. Thus a reason for the improved compliance of teaching PE. The findings are in line with Mwale [11] in which PE as a subject was being taught and examined at the end of lower secondary school cycle.

However, out of the 47.5% that was teaching PE, 5.0% didn't have qualified PE teachers.

3.1.2. Curriculum Time Allocation for PE

By close of 2018 only 5.0% schools had allocated time for PE on their teaching time table. By June 2019, 20.0% schools were implementing PE and allocating it on their general time table due to the proposed new lower secondary cycle curriculum (Figure 2). Out of these, 22.5% had only two (2) lessons of PE per week, 15.0% of which time tabled PE for only S.1 and S.2, while 2.5% had PE time tabled for all classes.

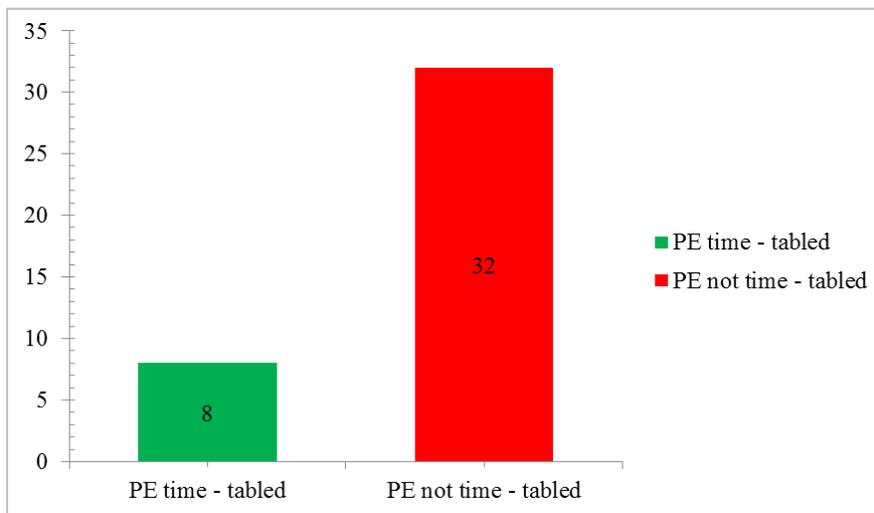


Figure 2. Curriculum Time-tabling of PE in S.2 Class.

However, by May 2021, 60.0% had allocated PE on their teaching time table, out of which, only 47.5% was teaching PE in S.1 and S.2, while the 12.5% had PE on the time table but was not actually being taught. The findings are similar to that of Quay [12] and Gizachew [10] who argued PE's time tabling for purposes of inspection only.

3.1.3. PE Teachers' Qualification Status

PE teachers in Uganda are trained from National Teachers' Colleges (NTCs) for a diploma in education and universities for a degree in education.

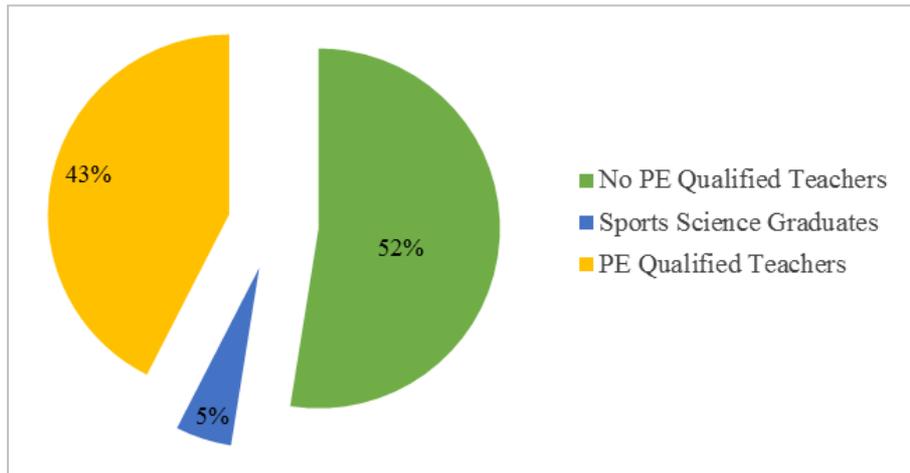


Figure 3. PE Teachers' qualification status.

From Figure 3, only 43.0% of schools that were teaching PE had qualified PE teachers, 5.0% instead had sports science graduates who were teaching PE. Out of the 43.0% qualified teachers, 35.0% were diploma holders while 8.0% were degree holders. It should be noted that 52.0% schools did not have any qualified PE teachers.

3.2. Stakeholders' Attitude Towards PE Teaching

The stakeholder's attitude was assessed to evaluate their

thoughts regarding the teaching of PE in schools as a subject. The stakeholders included Directors of studies (DOSS), learners and head teachers.

3.2.1. Directors of Studies

From results presented in Figure 4, it is evident that 40.0% of Directors of studies had negative attitude regarding teaching PE as a subject.

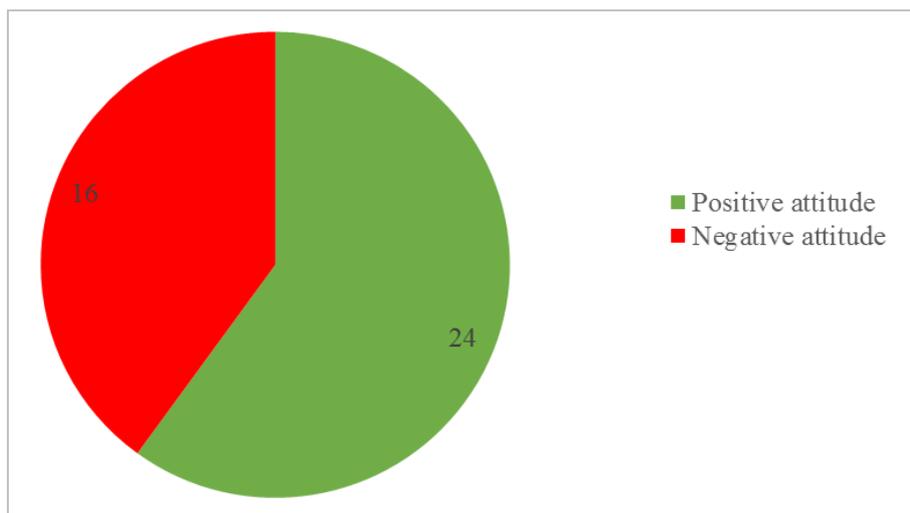


Figure 4. Attitude of Directors of studies regarding PE teaching as a subject.

This was attributed to PE not being examined at the summative evaluation during national examinations of Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) thus considered

it a wastage of time. The 60% of positive attitude was in agreement with Ha et al. [13] whose argument were based on the positive benefits of PE on learners such as mental fitness.

3.2.2. Learners

Learners were asked to give their opinions regarding the importance of PE as a teaching subject, and the findings are presented in Figure 5. It was revealed that 97.37% had a positive attitude towards PE as a teaching subject. They attributed this to many benefits of PE such as: job creation like gym; improvement of body functioning such as proper blood circulation, excretion of waste products and stress relieving; enhancement of sports talent identification and development.

These findings are in agreement with Linda Rikard & Banville [14] who urged that majority of students had positive attitude regarding PE teaching in their schools.

However, 2.70% had negative attitude regarding PE as a teaching subject. They attributed this to different reasons such as not being good at sports, many subjects to be studied thus adding PE would be tiresome, fear of getting injuries during practical lessons, lack of facilities such as textbooks and equipment etc.

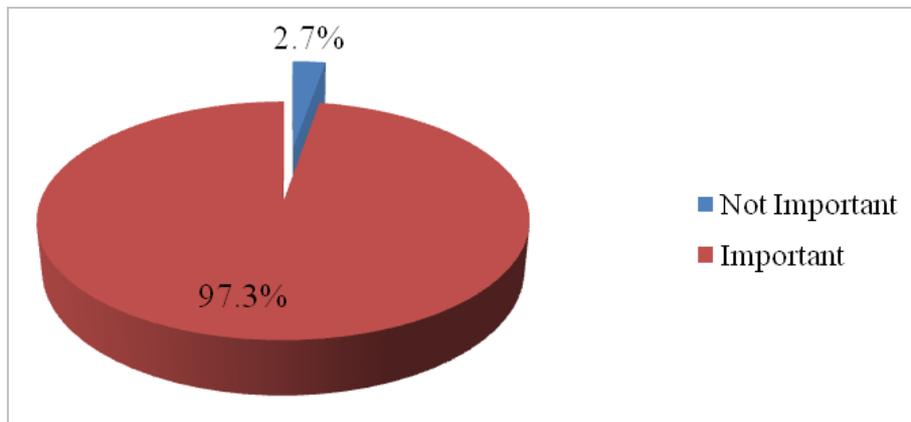


Figure 5. Learner's attitude towards teaching PE as a teaching subject.

3.2.3. Head Teachers

Majority of the head teachers (80.0%) had positive attitude towards teaching PE as evidenced from Figure 6.

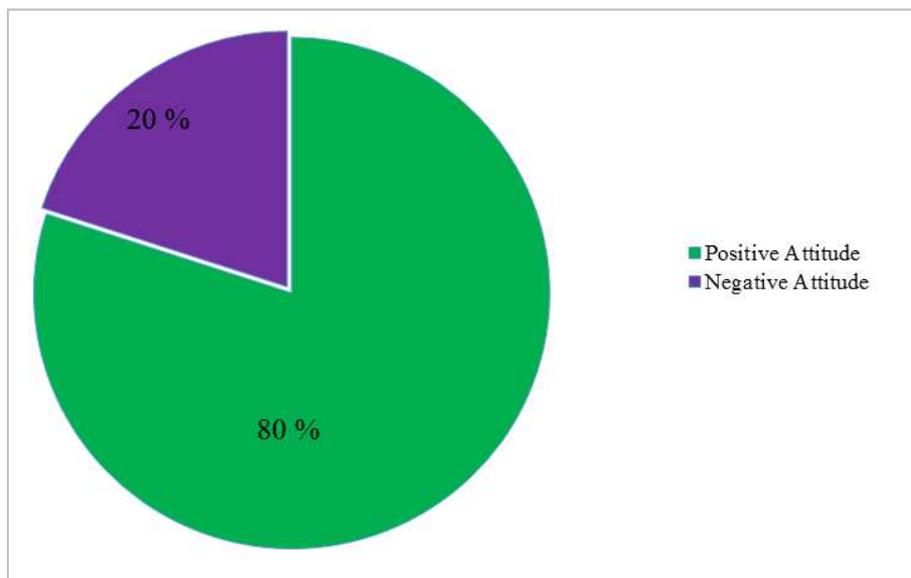


Figure 6. Head teachers' attitude towards teaching PE as a subject.

Their attitude was based on the reasons which include the following: PE being good for learners' health, production of professional sports men and women, as well as uniting learners among others. On the other hand, 20.0% had negative attitude and they attributed their opinions on the subject being very expensive in terms of hiring equipment and facilities, the subject needing a lot of space in terms land for sports facilities, PE teachers being unavailable and those available are very expensive etc.

3.3. Challenges Affecting the Implementation of PE

Head teachers irrespective of whether PE is being taught in their schools or not gave the following as some of the challenges affecting teaching of PE in schools: lack of facilities such as playgrounds while those that are accessible are very expensive, limited interest by students, lack of support from the government, lack of instructional materials,

inadequate number of PE teachers, PE not being examined at UCE or UACE thus evaluation being hectic, lack of PE reference books and inadequate inspection and support supervision of PE teaching. Similar challenges were presented by Macfadyen & Bailey [15] and Lirgg et al. [16].

4. Conclusion

The study revealed that only 5.0% of schools were actually teaching PE and a similar percentage (5.0%) had allocated time for PE on their teaching time table by end of 2018. In the same line, by June 2019, only 17.5% of schools were teaching PE and it was being taught only in S.1 & S.2 while 20.0% had allocated only two (2) lessons of PE per week, 15.0% of which time tabled PE for only S.1 and S.2, while 5.0% had PE time tabled for all classes. However, by May 2021, only 47.5% was teaching PE, 60% had allocated PE on their teaching time table, out of which, only 47.5% was teaching PE in S.1 and S.2, while the 12.5% had PE on the time table but was not actually being taught. The study also showed that only 43% of schools that were teaching PE had qualified PE teachers, 5% instead had sports science graduates who were teaching PE. Out of the 43% qualified teachers, 35% were diploma holders while 8% were degree holders. It should be noted that 52% schools did not have any qualified PE teacher.

It was also found that 40%, 2.70% and 20% of Directors of studies, learners and head teachers respectively had negative attitude towards teaching PE while 60%, 97.3% and 80% of Directors of studies, learners and head teachers respectively had positive attitude. Challenges faced while implementing the teaching of PE in schools included: lack of facilities such as playgrounds while those that are accessible are very expensive, limited interest by students, lack of support from the government, lack of instructional materials, inadequate number of PE teachers, PE not being examined at UCE or UACE thus evaluation being hectic, lack of PE reference books and inadequate inspection and support supervision of PE teaching. Thus implementation of teaching of PE was still below average as per the current study.

5. Limitations of the Study

The study had two limitations which include: some school head teachers were uncooperative for fear of being implicated of not complying with national policies; and the outbreak of Covid -19 which led to the closure of educational institutions in March 2020 greatly affected the collection of data.

6. Recommendations

The study recommended the following: government should train and recruit PE teachers across the country; the training to be made in-service for those teachers already in service; and the recruitment not being limited to only government aided schools but to the private schools as well. Government should

increase the budget for provision of PE facilities and salary enhancement of PE teachers. PE should be made compulsory for O' level and examinable at UCE as in the case of other science subjects like physics, chemistry and Biology.

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