

**THE IMPACT OF PHYSICAL EDUCATION  
ON CHILDREN IN SELECTED PRIMARY SCHOOLS  
IN BANDA SUB-COUNTY NAMAYINGO  
DISTRICT IN UGANDA**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE AWARD OF A BACHELORS DEGREE IN PRIMARY  
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**Declaration**

I **OUNDO DORA**, do hereby declare that this work entitled "*THE IMPACT OF PHYSICAL EDUCATION ON CHILDREN IN SELECTED PRIMARY SCHOOLS IN BANDA SUB-COUNTY NAMAYINGO DISTRICT IN UGANDA*" is my own work and has never been submitted to any University or Institution of Higher Learning for any award.

Signed: ----- *Oundo* -----

Date: ----- *2/10/2024* -----

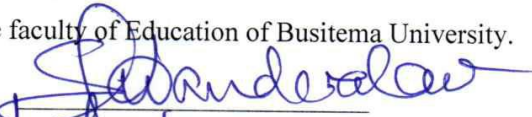
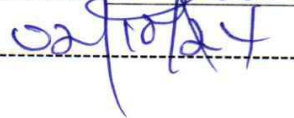
**Approval**

This research report by **OUNDO DORA**, entitled "*THE IMPACT OF PHYSICAL EDUCATION ON CHILDREN IN SELECTED PRIMARY SCHOOLS IN BANDA SUB-COUNTY NAMAYINGO DISTRICT IN UGANDA.*" was conducted under my supervision and is now ready for submission to the faculty of Education of Busitema University.

Mr. Wandera Robert

DATE. -----

(Supervisor)

## **Dedication**

I dedicate this book to my Lovely family, they have encouraged me to reach this far, they have endured and pardon me in many things even when it was hard times they endured and inspired me to complete the course. May the almighty give you life in abundance with flourishing blessings to see and enjoy the fruits of this level together as a family.

## Abstract

In response to the dramatic rise in child stunting and Growth rate, the researcher advocated a study on “impact of physical education on children in selected primary schools in Banda sub-county Namayingo district in Uganda”. Primary school children spend a lot of time in class and little time is allocated in physical education (PE) classes. However, little is known about the effect of PE on child weight, growth rate and body fitness. This paper measures that effect by instrumenting for child PE time with state policies, using data from the Early Childhood Longitudinal Study. Results from models indicate that PE lowers BMI z-score and reduces the probability of Growth rate among children. This represents some of the first evidence of a causal effect of PE on children in line with body weight and growth rate, and thus offers at least some support to the assumptions behind the reasonable recommendations. Syllabus content related to PE does not have any significant impact on the growth of children in Primary schools in Uganda, **exercise time slot** affect children growth has impact on the growth of children in primary school and Teachers’ skills in PE has impact on the growth of children in primary school

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## CHAPTER ONE

### 1.0 Introduction

#### 1.1 General Background

The prevalence of growth rate Growth rate among Primary school children in the Low economic Status districts nearly quadrupled 2000 (Ogden et al., 2002). As of 2009-2010, 32.6% of Uganda youths aged 6-11 years are Underweight (Ogden et al., 2012). The Ministry of Health declared childhood Growth rate to be a serious concern to stakeholders in all aspects in low economic status districts like Namayingo. They referred this situation to have significant adverse health consequences, including disease and Kwashako (M.o.H, 2010). Fryer et al., 2009 argues that, the rise in low childhood Growth rate is linked to school cutbacks in physical education (PE) and urges all school systems to mandate daily PE that totals at least 150 minutes per week for Primary school children (M.o.H, 2010). According to Education Standards Agency (ESA 2019 report), only 3.8% of Primary schools were in compliance with the recommendation of 150 minutes of PE per week.

There are several reasons that additional PE may not lower weight or the risk of Growth rate. First, PE classes may not involve much physical activity. Several studies have used direct observation or accelerometers to measure the amount of time that students spend physically active during PE; they conclude that Primary school children spend only 9-42% of PE time engaged in moderate to vigorous physical activity (Pate et al., 2011). Students may offset any additional physical activity during PE by decreasing physical activity outside of school, with little net impact on physical activity or weight.

A small number of studies estimate the causal effect of PE on youth weight. Newhouse (2007) estimates the effect of PE time on the physical activity and weight of high school students, using variation in PE requirements in all schools as an instrument. PE increases self-reported physical activity but has no detectable effect on the weight of school learners. Datar and Sturm (2004) study the effect of the increase in PE that results from progression from kindergarten to P.3, and find that an additional hour of PE time per week is associated with lower BMI in Underweight or

obese girls, but results in no change in BMI for healthy weight girls or for boys.

## **1.2 Problem Statement**

Primary schools in Uganda have a curriculum with a syllabus containing Physical Education and it has been implemented since the post-independence era in 1962. The ministry of Education scheduled the teaching of Physical Education in primary schools for at least one hour per week. The main intent of the curriculum was to help young children to grow their physical bodies, intellectual and social aspect of life during physical education lesson. However, the teachers applied teaching methods, the knowledgeability and time frame allocated to the pupils during the PE classes has much to consider in the entire primary school cycle. The PE classes have been compromised with as Head teachers assume it's a waste of time that would have been allocated to other subjects. The claim that PE is not examinable though it contributes to the growth of pupils in primary schools has been shut down. Teachers of PE lack skills and enough knowledge on PE and hence assume PE is not a key element in the growth of Pupils in primary schools. As if that's not enough the ministry of Education has not improved the content of the curriculum for PE lessons, this and many other challenges have emerged and the recent report of stunted children in Namayingo District with sign of under growth in size have then attracted the researcher to assess the impact of physical education on children in selected primary schools in Banda sub-county Namayingo district in Uganda.

Despite all the efforts made by NGO and other stake holders to encourage schools to conduct PE lessons and even support children in having lunch in schools the stagnation in growth rate still prevail. This and other factors have stimulated the researcher to assess impact of physical education on children in selected primary schools in Banda sub-county Namayingo district in Uganda.

## **1.3 Purpose of the Study**

The purpose of the study was to assess the impact of physical education on children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.

## **1.4 Specific Objectives of the study**

1. To assess the impact of **Syllabus content** and on children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.
2. To examine the impact of **Exercise Time slot** children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.
3. To find out the impact of **Teachers' skills** in PE impacts children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.

## 1.5 Research Questions

1. How does **Syllabus content** affect children growth in selected primary schools in Banda sub-county Namayingo district in Uganda?
2. How does **exercise time slot** affect children growth in selected primary schools in Banda sub-county Namayingo district in Uganda?
3. How does **Teachers' skills** in PE impacts children growth in selected primary schools in Banda sub-county Namayingo district in Uganda?

## 1.6.0 Scope of the Study

### 1.6.1 Geographical Scope

The study was carried out in Banda sub-county Namayingo district in Uganda Eastern Uganda. Namayingo is one of the districts located in Busoga region bordering Busia and near Iganga. The existing stagnation of children in growth rate is associated to lack of enough exercise in their dairy lessons and yet these children start school when they are 3 years an age which requires enough exercise to gain power in their body, coordination and shape among others.

### 1.6.2 Content Scope

This study was limited to assessment of the impact of physical education on children growth in selected primary schools in Banda sub-county Namayingo district in Uganda

### 1.6.3 Time/ Period Scope

This research covered the period from 2019 to 2023 child growth rate was compromised with.

## 1.7 Justification of the study

The poor evidenced growth rate of children in Namyingo district has been associated to lack of Physical Exercise among the school going children in their early stage of growth; it is therefore paramount that a study is carried out to assess impact of physical education on children in selected primary schools in Banda sub-county Namayingo district in Uganda. **Syllabus content; Exercise Time slot and Teachers skills** are related to the growth rate of children once PE is considered a contributing factor to growth rate.

## 1.8 Significance of the Study

It is of help to the following stakeholders:

Guide school administrators on how to allocate enough time on PE lesson to ensure children obtain enough exercise that benefit them in child growth and development.

The study will help the researcher to increase on his understanding of the impact of physical education on children in selected primary schools in Banda sub-county Namayingo district in Uganda.

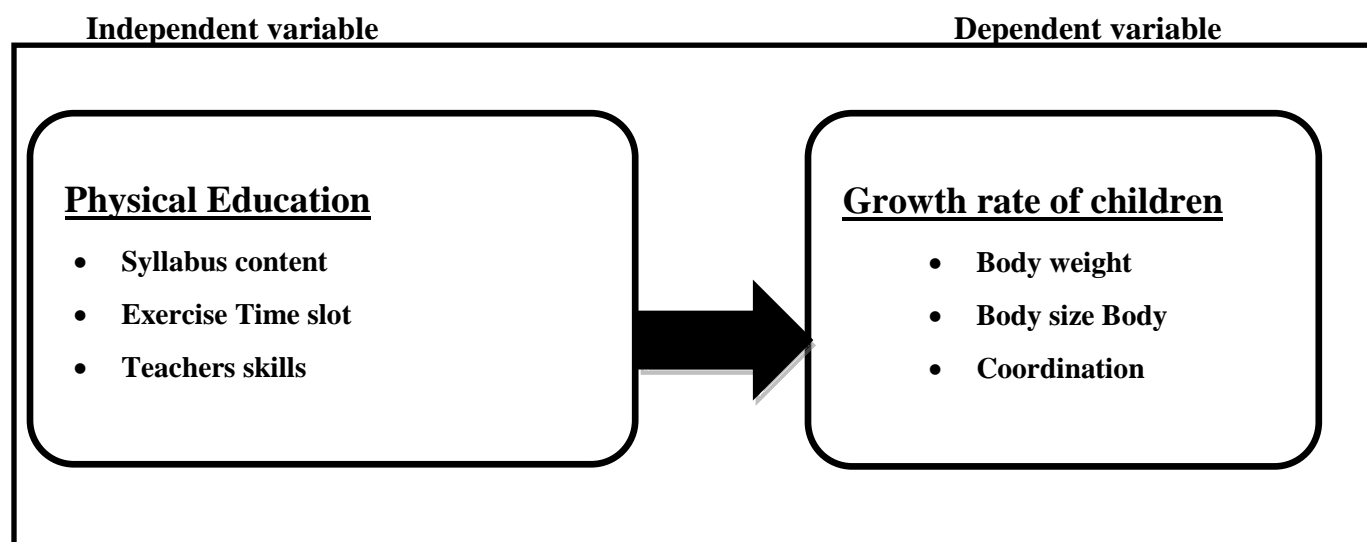
The study will provide the teachers working in Primary Schools with better mechanisms and

strategies on how to adapt to effective teaching methods in PE.

The study will also be important to the future researchers as it will contribute to the body of knowledge which can always be reviewed to guide their studies.

### 1.9 Conceptual framework

Orodho (2004) looks at a conceptual framework as a model of representation where a researcher conceptualizes the relationship between variables in the study and this relationship between constructs can be presented graphically or diagrammatically. The study shall be guided by the constructs below.



This study focuses on the effect of physical Education on the growth rate of children in Primary school in Namayingo district. Physical Education as being the Independent Variable (IV) which specifically focuses on three major elements; Syllabus Content; Exercise Time slot; Teacher Skills (Nwokocha 2015).

#### a. Syllabus Content

Nwokocha et al (2015) espouse that syllabus content entails what the teacher should expound to the learners with intent of attaining a skill and knowledge. There is need to have the syllabus content beneficial to the needs of the learners and in this case: Body weight; Body size Body and Coordination. Therefore, syllabus content has impact on the growth rate of children.

#### b. Exercise Time slot

This is the time frame one spends on a vigorous activity in a given Physical Education class (Krishnan, 2012). Teachers have to allocate right time and duration to ensure children acquire the

desired intent of the exercise. There is always need to have required skills attained during the exercise or PE lesson if children are to experience body power, coordination and other life skills (Ismail et al, 2010). Time slot has impact on the growth rate of children in aspects of Body weight; Body size Body and Coordination. Therefore, syllabus content has impact on the growth rate of children. The more regularly children exercise the more the strength, body coordination and shape the child will take and hence improve on the growth rate.

### **c. Teacher Skills**

Teachers to teach PE must have enough required skills to ensure success of their objectives. Skills direct the teacher on appropriate need and preparation of the relevant PE lessons (Rodriguez, 2019). Once the teacher has skills in PE she/ He designs better lessons and approaches related to the Syllabus content that has impact on the growth rate of children.

### **1.10 Limitations of the study**

There is existing literature that points to a multitude of factors inducing child growth but little is done on the PE and child growth rate. Although growth is a concern of every parent amongst the toddlers, there is need to find out how PE contributes to the growth rate of children in primary schools and hence rule out the possible causes of stagnated growth rate among children in primary schools. This study therefore, is to assess the impact of physical education on children in selected primary schools in Banda sub-county Namayingo district in Uganda.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter highlights key literature on the topic under study: theoretical review, physical Education and how it impacts child growth. This provided the researcher varying perspectives from various researchers in this field to draw comparisons on the topic and determine the literature gaps in different scholars' work. The key definitions are embedded in this chapter, the theory related to the study and the themes related to the specific objectives.

#### **2.1.0 Key Definitions**

##### **2.1.1 Physical Education**

Physical education (PE) is planned, progressive learning that takes place in schools curriculum timetabled time and which is delivered to all pupils. Physical education is a socially constructed activity that forms one component of a wider physical culture that includes sport and health/physical activity (Kirk, 1999, Lake, 2001). Physical education is a socially constructed activity which is informed by, and informs wider physical culture. Physical Activities shape the understandings of the nature and purpose of physical education, where physical education is defined by what is done in its name (Kirk, 2010).

##### **2.1.2 Child Growth**

This is the increase in size, weight, height and intellectual ability among children, it is believed that child growth relates to the environment in which a child is and some time is as well determined by heredity. However, the environment plays a big role in child growth. So an environment that gives a child time to play give such a child room to growth health and strong.

##### **2.1.3 Teachers' skills**

Teaching skills are helpful in bringing the desired changes in the pupil. Micro teaching has removed the drawbacks of traditional classroom teaching. Teaching skills means skills that enable a teacher to;

increase student learning, achievement, and the ability to apply knowledge; effectively convey and explain academic subject matter; effectively teach higher-order analytical, evaluation, problem-solving, and communication. For effective teaching, a teacher must have several teaching skills, namely: questioning skills, reinforcement skills, variation skills, explaining skills, among others.

### **2.3 Syllabus content for Physical Education and children growth**

It is through policy documents such as school curricula developed by national curriculum development Centre, as well as the practice of physical education that the nature and purposes of physical education are determined. The physical education curricula in Uganda are underpinned by the principle of ‘provide children with learning opportunities through the medium of movement.

PE offers opportunities for personal, social and physical development through participation in physical activities (NCDC 2003). These core aims reflect physical education thinking internationally where the World Summit on Physical Education (2005) called on governments to recognize physical education’s ‘intrinsic value and its distinctive role in physical, personal and social development, and in health promotion’ (Maggingen Commitment for Physical Education, 2005). In order to better understand the nature and purpose of physical education and its place within wider physical perspective, we need to assess the impact of Physical education on the growth of children in Primary schools.

Sport and health/fitness ideologies have been identified as the most influential discourses in physical education (Green, 2018). The dominance of sport and health ideologies is a direct reflection of wider physical culture: ‘the discourses that achieve dominance in physical education do so with support and close alignment to the general discourses of wider society (Garrett & Wrench, 2017). physical education is grounded in a range of subjectivities formed through personal experiences of sport, physical activity and physical education (Wrench, 2008) these dominant ideologies continue to be reproduced.

Physical education is often used interchangeably within school contexts. Green (1998) describes the process whereby sport and team games became ‘the ideological high ground of the subject’ and ‘the epithet of 'traditional' PE’ during the second half of the twentieth century. Team games continue to dominate physical education in schools. Green (2008) describes how sport has in many places continues as both the content and justification for physical education in schools (Hardman, 2008b). Caution has been expressed that if this trend towards the sportization of physical education continues there is a danger that the unique identity and individuality of educational purpose for physical education may be affected (Green, 2008, Penney, 1998).

Hardman (2008) argues that the sport dominated frame of reference for physical education needs to be widened to promote active lifestyles in ways that are meaningful and relevant, and responsive to the needs of young people (Hardman, 2007, Hardman, 2008).

Physical education as a vehicle for health promotion has rivaled sport for the ideological high-ground (Green, 2008). This is reflected in the curriculum documents where physical education is part of a Key Learning Area. While a health driven ideology of physical education has not succeeded in displacing sport as the dominant ideology of the subject area, it has certainly taken a significant portion of the market share from sport. Green (1998) describes Physical education is a solution to addressing societal health and fitness concerns with a resultant emphasis on preparation for leisure and promotion of lifelong participation in physical activity as a core purpose of physical education. However, Health and fitness justifications are often evident with the similar purpose as physical education (Macdonald et al., 2005).

#### **2.4 Exercise Time slot for Physical Education and children children’s acquisition of Fitness**

Physical education time slot determine the level of physical activity participation by both the teachers and the learners (Trudeau & Shephard, 2005). However, Gard, (2004) argues that the capacity of school physical education time slot has much impact on the health benefits of the learners since it

supports their level of physical change in the body. Physical activity participation seems to be affected by the amount of time given to early learning experiences (Kirk, 2005). Some see this as an opportunity to secure the future of physical education as children who participate in PE class are always interested in full engagement with PE even at their later age. However, Green (2008) argued that though PE creates a bond in the in the social and Health life of children, others see this as a dangerous game by making promises that cannot necessarily be kept hence, dodging the execution of PE in schools.

Time slot for Physical activities are central to the framing of physical education through school curricula. However, sport and team games continue to play a central role in the daily practices of physical education. This raises questions around whether sport and health ideologies are the most desirable against physical education. Therefore this calls for enough time to be allocated to PE lessons to ensure exhaustive play and acquisition of Health and social benefits.

Smith & Parr (2007) emphasize that, the importance of engaging children in physical education is a means to supporting body growth and fitness. Macdonald, Kirk & Braiuka (1999) explored the representation of physical culture in the experiences of future teachers of physical education moving from school physical education to human movement studies at university level. The study raises questions about what version of physical education is privileged in primary schools.

## **2.5 Teachers' skills in teaching Physical education and children growth**

Physical education is an umbrella for a range of practices and activities for children's body fitness and growth. The content of the subject area and justifications for the subject on school curricula has focus on the nature and purposes of physical education (Kirk, 2010). This then necessitates the need to have enough knowledge and skills in conducting PE lessons that are objectively directed to the level of learners. Physical education is recognized as a socially constructed concept: 'there is no

timeless essence to PE in the sense of something immutable and relatively timeless that the subject is and must always be if it is to count as PE' (Green, 2008: 21).

Skills of physical education are related to the context in which physical education takes place and these include consideration of content knowledge and pedagogical content knowledge (Capel&Katene, 2000). Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. This therefore, requires the teachers to have relevant skills in Teaching PE lessons in Primary schools. Green (2008) argues that teacher with no skills in conducting PE lessons to appropriately be likely to have no impact to learners though they may allocate time for them to have PE lessons in such age group.

Physical education entails physical activity recognized as a valuable human practice that require knowledge and skills to be applied (Green, 1998). Physical education 'is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete and has effect on the growth of children. This is why it's important for teachers to have skills that are required for conducting directive physical education exercise. The core areas of the curriculum should be aligned with common elements of physical education curricula including games, gymnastics, athletics, aquatics, dance and outdoor and adventure activities if the growth rate and health social factors shall be achieved in PE lessons for primary schools.

The teacher understands and beliefs about teaching physical education are influenced by their prior experiences and skills (Garrett & Wrench, 2007) and grounded in their practical everydayexperiences

which provide 'practical guides to action as well as a justification for those actions' (Green, 1998). The importance of considering the influence of wider physical skills on beginning teachers' understandings of physical education is highlighted as socialization into and via sport impacted in shaping their understandings in addition to their physical education experiences (Placek et al., 1995)

Morgan & Hansen (2008) found teachers' understanding of physical education as a 'break' in their perceptions of physical education which are closely related to health. Dyson (2006) contends that, participation in physical education is perceived by pupils as a break from the rest of school life, an opportunity for non-serious, non-academic socializing that is about fun and enjoyment. Therefore, the PE teacher must have enough knowledge and skills for conducting PE lessons. Though the primary school curriculum in Uganda includes MDD as a key vehicle to promote lifelong physical activity participation, it should also have direct guide on PE in schools. Physical education teachers also think that fun should be the medium of learning in physical education (O'Reilly et al., 2001). However, it seems that pupils equate this with physical education being non-serious and non-educational.

## **CHAPTER THREE: METHODOLOGY**

### **1.0 Introduction**

This chapter deals with the methodology employed in the study. It presents the research design, research area, and the research population, the sample size and the sampling techniques as well as the tools to be used to collect data. It also presents Data analysis, quality control and ethical considerations of the study.

### **3.1 Research design**

Research design is a plan used to generate answers to research problems (Orodho 2009). The study adopted a descriptive survey design. This research design considered appropriate for the study because according to Kothari (2010), the survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. According to Orodho (2009), descriptive survey is a method of collecting information by observing, interviewing, or administering a questionnaire to a sample of individuals. The research design therefore enabled the researcher to collect information on the effect of management styles on teachers' turnover.

### **3.2 Research area:**

The study was conducted in Namayingo District in eastern Uganda. It comprised of Five Primary Schools operating in both rural and urban areas of Namayingo. It is in Namayingo district that children growth rate was undesirable and highly attracted the researcher to assess the impact of physical education on children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.

### **3.3 Study Population**

Kombo (2009) define study population as the group of interest to the researcher, upon which results of the study are generalized. The study was conducted among the teaching staff, head teachers/deputies, pupils and the District Education Officer. Both male and female persons in the respective categories were included in this study. The focus was on teachers who are involved with the teaching of Physical Education in Primary schools in Banda Namayingo District.

### **Description of the Population:**

**Table 2: A list of Selected Primary Schools in Namayingo District**

<b>Category of respondents</b>	<b>Target population</b>	<b>Sample size</b>	<b>Sample technique</b>	<b>Research method</b>
District Education Officers	03	03	Purposive	Interview
Head teachers/deputies,	15	14	Random	Questionnaire
teaching staff	35	32	Random	Questionnaire
pupils	110	86	Random	Questionnaire
<b>TOTAL</b>	<b>163</b>	<b>135</b>		

**Source: Primary Data, 2018**

#### **3.4 Sample size determination**

According to Mugenda and Mugenda (2003), a sample size is the group obtained from the accessible population. This sub- group was carefully selected so as to be representative of the whole population. Sample size was determined using Krejcie and Morgan table, (1970) as cited by Amin, (2005). According to the krejcie and Morgan table, there are given sample size(s) for the given population size (N). Basing on the table (Krejcie and Morgan, 1970) from 163 target population, it gives a sample size of 135 respondents as its representation.

#### **3.5 Sampling techniques for the study:**

Sampling is the procedure by which proper subset of the elements from the population is selected so that the subset can be used to make the inference to the population as a whole. It also enables generalization to be done in large population (Babbie, 2011). In this study, different sampling techniques were used to get the sample. Simple random and purposive samplings were used.

##### **3.5.1 Simple Random Sampling:**

Simple random sampling is a method of selection whereby each member of the population has an equal chance of being selected. Simple random sampling was employed in selecting the respondents from different selected schools. Teachers were selected using simple random sampling. Teachers

participated in the study were randomly selected and efforts were put to capture all the characteristics of the population since this is a requirement as espoused by (Cohen and Manion 1994).

### **3.5.2 Purposive Sampling:**

In this sampling procedure, respondents for the sample are selected deliberately by the researcher depending on the data she or he intends to collect from them (Cohen et al 2007). This technique of sampling was used to select the District Education Officials since these are viewed to be rich with information about the variables under investigation. Purposive sampling was used in selecting schools to be investigated. The rationale behind using purposive sampling is to ensure that the valid information is obtained from the right source not only that but also to reduce the time to be spent during the data analysis stage.

## **3.6 Data collection instruments**

### **3.6.1 Questionnaire survey**

The study used a self-administered questionnaire and semi structured instruments to collect data from respondents. The questionnaire was employed on teachers since they know how to read and write yet many in number. This is in line with what McMillan and Schumacher (2001) recommended. They say a questionnaire should be used if the researcher knows that the respondents will be in position to answer the questionnaire. Efforts were taken to ensure that the questionnaire was precise and the language used was clear before the respondents. The same is reiterated by Macmillan and Schumacher (2001) and (Gay & Airasian, 2009).

### **3.6.2 Interviews**

Face to face interviews were carried out with the head teachers, deputy head teachers and District Education Officials and were designed in a way that more specific and truthful answers are obtained. These helped capture information, not provided by the questionnaires. This method is very flexible and used to obtain information that can't be easily obtained by a questionnaire (Kothari, 1990).

## **3.7 Data Collection Procedures**

The Researcher identified four Research Assistants (RAs) and constituted them into a research team. A preparatory meeting was organized to brief the Research Assistants that was followed by a pilot study in order to pre-test the research instruments. The pre-test was used to check for duration of interview, estimate possibility of fatigue, comprehension of questions, and procedures for conducting interviews.

Based on the feedback from the pre-test, slight adjustments were made in the questionnaire in order to increase clarity of the field questions and also increase its reliability and validity of data collected.

### **3.8 Methods of data analysis**

Quantitative data collected was entered into the computer using Excel spread sheet which was preceded by data cleaning, editing and coding of open-ended responses and removal of data entry errors.

Qualitative data collected through key informant interviews and was analyzed using thematic analysis, where recurrent ideas was categorized and grouped according to the research objectives in order to identify key patterns in respondents' views.

### **3.9 Measurement of variables**

Mugenda and Mugenda (2003) support the use of nominal, ordinal and likert type ratings during questionnaires design and measurement of variables which was used in the study. The nominal scale was used to measure variables like gender and terms of positions held/titles. The ordinal scale was used to measure variables like age, teaching experience among others. A five likert scale may comprise of 1-5 response categories were used to measure the independent variables and dependent variable. The figures were arranged to indicate presence or absence of a character to be measured. The likert scale was as follows; 1. Strongly disagree; 2. Disagree; 3. Not sure; 4. Agree; 5. Strongly agree.

#### **3.11. Ethical concerns**

Key ethical considerations were informed consent, privacy and confidentiality. In addition, the schools were given labels other than using their real names. Care was taken to protect respondents or participant's image since some of the issues handled pertain to the security of their work.

Respondents were first assured that the study is only for academic purposes. All respondents and participants were given equal treatment to enable each of them to participate in the study willingly without bias and unrealistic expectations or encourage voluntary participation. Flexibility was also provided for, to the extent that if a participant or respondent wish to withdraw from the exercise at any level, it was very possible without condition.

The researcher ensured confidentiality and privacy of the respondent in the study. All the respondents were assigned with unique codes for anonymity. The participants chose to participate in the study voluntarily. The respondents' anonymity was preserved by not asking them to write their names on

the questionnaires.

Furthermore, all researchers and scholars whose work was cited in this study were quoted, acknowledged, and appropriately cited. The researcher ensured that findings are reported precisely to avoid fabrication of information through the presentation of fraudulent results.

Administrative permission was also obtained from the Namayingo District's Chief Administrative Officers (CAOs) and Education Officers (DEOs). At one-point, various respondents were asked for their informed consent by assuring them that their identities would be kept Primary and that all the information they provided would be used solely for academic purposes.

### **3.12 Delimitations of the study**

The study was limited to Physical Education although there are many factors that may affect child growth. This study confined itself to Primary Schools in Namayingo District. The study delimited itself on impact of Physical Education in relation to; Syllabus content, Exercise Time slot and Teachers skills on the growth of children in primary schools in Banda sub-county Namayingo District. The respondents of this study was delimited to head teachers, teachers and pupils in selected Primary Schools in Namayingo District.

## CHAPTER FOUR

### 4.0 Introduction

This chapter focused on reporting, analyzing and discussion of data findings collected for this study. This chapter is divided into four parts; part one presents information on the response return rate from respondents; part two presents information on the demographic characteristics of the respondents followed by their interpretation; part three presents the information on the specific objectives variables followed by their interpretation; part four presents the interpretation, analysis and discussion of findings in line with the specific objectives of the study. The data is analyzed using frequencies, percentages, mean, and presented in tables and charts using SPSS.

### 4.1 Response Rate

All the 135 respondents were engaged in interview and questionnaire approach and all were retrieved, hence accounting for a 100% response rate. Statistically, a responses rate above 50% is appropriate for making conclusions and recommendations. Therefore, the response of 100% is very representative for development and drawing of conclusions for the study.

### 4.2 Background Information of Respondents.

The background of the respondents analyzed the gender, age, education level of respondents and work experience they have. The findings are detailed below.

#### 4.2.1 Bio data statistics of all respondents categories

		Statistics			
		Gender of respondents	Age of respondents	Education Level of respondents	Work Experience of respondents
N	Valid	135	135	135	135
	Missing	0	0	0	0

#### 4.2.2 Gender of respondents

Gender of respondents				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	104	77.3	77.3
	Female	31	22.7	100.0
	Total	135	100.0	100.0

**Table 1:**Gender of respondents; source, primary data.

The findings in the above Table shows that, 77.3% of the respondents were Male while 22.7% were Female. This means that a majority (77.3%) of the respondents were Male, which is a true reflection of the gender distribution level of the people who participated in the research were Male.

#### 4.2.3 Age range of respondents

The age of the respondents is summarized as in the table below:

Age of respondents				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-32	61	49.5	49.5
	33-39	18	13.4	62.9
	40-50	30	22.7	85.6
	50-Above	26	19.4	100.0
	Total	135	100.0	100.0

Findings in the above table and chart shows that 49.5% of the respondents were in the age range of 25-30 Years, 13.4% were in the age range of 33-39Yrs, 22.7% were in the age range of 40-50 Yrs, and 14.4% were in the age range of 50-above Yrs respectively, This means that an average number (49.5%) of the respondents were at mature age of 25-30 years able to make decisions linked to the attitude towards their Job satisfaction. In addition to that, 50.5% which is a total of the remaining respondents equally have extra mature age hence able to have decisions based on their attitude

towards their teaching.

#### 4.2.4 Education level of the respondents

The level of education of the respondents is summarized in the figure below:

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	43	32.0	32.0	32.0
Degree	78	57.7	57.7	89.7
PGD/Master	14	10.3	10.3	100.0
Total	135	100.0	100.0	

The findings in the figures above shows that 57.7% of the respondents attained degree in Education, 32.0% of the respondents have diploma in education. 10.3% attained Masters Degree. This means that the majority (57.7%) of the respondents are degree graduates. This implies that, they are literate enough and able to determine which activity is important for children during PE that impact their growth.

#### 4.2.5 Work experience of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yr	6	4.1	4.1	4.1
2-4 Yrs	32	23.7	23.7	27.8
5-7 Yrs	27	20.6	20.6	48.5
7-Above Yrs	70	51.5	51.5	100.0
Total	135	100.0	100.0	

The findings in the figures above show the work experience of the respondents. 51.5% of the respondents have work experience of 7years and above, 23.7% have 2-4 years' work experience,

20.6% have 5-7Years work experience and 4.1% have 1 year work experience. Majority of the respondents have enough experience in teaching and have been in the profession for 7 and more years. This implies that they are senior teachers with all the knowledge and expertise to handle the teaching learning process of physical Education in Primary schools.

#### 4.3 How Syllabus content for Physical Education impacts children’s growth in selected primary schools in Namayingo district in Uganda.

The following statements are designed to assess how Syllabus content for Physical Education impacts children’s growth in selected primary schools in Namayingo district in Uganda. The respondents provided their opinions based on the likert scale 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

The findings on how how Syllabus content for Physical Education impacts children’s growth in selected primary schools in Namayingo district in Uganda are summarized below:

To what extent do you agree with the following statements on how Syllabus content for Physical Education impacts children’s growth in selected primary schools in Namayingo district in Uganda? <b>Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.</b>											
	Statement	SD		D		NS		A		SA	
		FQ	%	FQ	%	FQ	%	FQ	%	FQ	%
1	The nature and purposes of physical education are determined by National curriculum Development Centre and laid in the syllabus.	19	14	14	10	18	13	35	35	49	36
2	PE offers opportunities for personal, social and physical development through participation in physical activities.	22	16	4	3	18	13	36	27	55	41
3	Sport and fitness have been identified as the most influential discourses in physical education.	14	10	30	22	24	18	22	16	50	34
4	Physical education needs to be widened to promote active needs of Children.	8	6	55	41	49	36	15	11	8	6
5	Physical education is a solution to addressing societal health and fitness concerns.	39	29	50	34	15	11	20	15	14	10

<b>Overall mean</b>	<b>50.4</b>	<b>18.2</b>	<b>32.8</b>
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*Figure 1: Responses on how Syllabus content for Physical Education impacts children's growth*

#### 4.3.1 Scale of interpretation of means.

##### Legend Interpretation

<b>Strongly Disagree</b>	<b>1.00-10.0</b>	<b>(low effect)</b>
<b>Disagree</b>	<b>11.0-20.0</b>	<b>(fair effect)</b>
<b>Agree</b>	<b>21.0-30.0</b>	<b>(average effect)</b>
<b>Strongly agree</b>	<b>31.0-40.0</b>	<b>(Great effect)</b>

Findings in the table above in statement one, showed that 71% of the respondents agreed while 24% of the respondents disagreed and 13% of the respondents remained neutral that the nature and purposes of physical education are determined by National curriculum Development Centre and laid in the syllabus. This means that the majority (71%) of the respondents agreed that The nature and purposes of physical education are determined by National curriculum Development Centre and laid in the syllabus.

Findings in statement two showed that 68% of the respondents agreed while 19% of the respondents dis agreed and 13% of the respondents remained neutral that PE offers opportunities for personal, social and physical development through participation in physical activities. This means a majority (68%) agreed that on the item implying that PE offers opportunities for personal, social and physical development through participation in physical activities.

Findings in statement three showed that 50% of the respondents agreed, 32% disagreed and 18% were not sure whether/that Sport and fitness have been identified as the most influential discourses in physical education. This means that the majority (50%) of the respondents agreed implying that Sport and fitness have been identified as the most influential discourses in physical education.

Findings in statement four showed that 47% of the respondents disagreed, 16% of the respondents agreed while 36% remained neutral that Physical education needs to be widened to promote active

needs of Children. This means that the majority (47%) of the respondents disagreed implying that there is no need to widened Physical education to promote active needs of Children.

Findings in statement five showed that 63% of the respondents disagreed, 25% of the respondents disagreed and 11% remained neutral that Physical education is a solution to addressing societal health and fitness concerns. This means that a significant number (63%) of the respondents disagree implying that Physical education is not a solution to addressing societal health and fitness concerns.

#### 4.4 How Exercise Time slot for Physical Education on children’s acquisition of Fitness in selected schools in Namayingo district in Uganda.

The following statements are designed to assess the impact of Exercise Time slot for Physical Education on children’s acquisition of Fitness in selected schools in Namayingo district in Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).(Tick in the appropriate box provided).

Responses on how Exercise Time slot for Physical Education on children’s acquisition of Fitness in selected schools in Namayingo district in Uganda are summarized below:

To what extent do you agree with the following on how Exercise Time slot for Physical Education on children’s acquisition of Fitness in selected schools in Namayingo district in Uganda? Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.											
		SD		D		NS		A		SA	
Statement		FQ	%	FQ	%	FQ	%	FQ	%	FQ	%
1	Physical education time slot determine the level of physical activity participation.	15	11	16	12	4	3	57	42	43	32
2	Physical education time slot has much impact on the health benefits of the learners.	54	40	55	41	7	5	14	10	4	3
3	Time slot for Physical activities are central to the framing of physical education through school curricula.	4	3	3	2	0	0	73	54	55	41

4	Engaging children in physical education is a means to supporting future body growth and fitness.	59	44	14	10	7	5	7	5	49	36
5	There is a nature of physical education privileged in primary schools.	8	6	11	8	4	3	59	44	49	36
<b>MEAN</b>		<b>36.0</b>			<b>3.2</b>			<b>60.6</b>			

Figure 2: Responses on Exercise Time slot for Physical Education on children's acquisition of

#### 4.4.1 Scale of interpretation of means.

##### Legend Interpretation

<b>Strongly Disagree</b>	<b>1.00-10.0</b>	<b>(low effect)</b>
<b>Disagree</b>	<b>11.0-20.0</b>	<b>(fair effect)</b>
<b>Agree</b>	<b>21.0-30.0</b>	<b>(average effect)</b>
<b>Strongly agree</b>	<b>31.0-40.0</b>	<b>(Great effect)</b>

Findings in the table above in statement one showed that 74% of the respondents agreed while 23% of the respondents disagreed and 3% of the respondents were neutral that Physical education time slot determine the level of physical activity participation. This implies that a significant number (74%) of the respondents agree that Physical education time slot determine the level of physical activity participation.

In statement two, findings showed that 81% of the respondents disagree while 13% of the respondents agree and 5% of the respondents were neutral that Physical education time slot has much impact on the health benefits of the learners. This therefore indicates that a significant number (81%) disagreed implying that Physical education time slot has much impact on the health benefits of the learners.

Findings in statement three showed that 95% of the respondents agreed and 5% of the respondents disagreed that Time slot for Physical activities are central to the framing of physical education through school curricula. And this means that a significant number (95%) of the respondents agree that Time slot for Physical activities are central to the framing of physical education through school curricula.

In item four the researcher wanted to find out whether Engaging children in physical education is a

means to supporting future body growth and fitness. The findings showed that 54% of the respondents disagreed, 41% of the respondents agreed and 6% remained neutral that Engaging children in physical education is a means to supporting future body growth and fitness. This means that an average number (54%) of the respondents disagree implying that Engaging children in physical education is not a means to supporting future body growth and fitness.

The researcher wanted to find out whether there is a nature of physical education privileged in primary schools. Findings in statement five showed that 80% of the respondents agreed, 14% of the respondents disagreed and 6% remained neutral that there is a nature of physical education privileged in primary schools. This means that a significant number (80%) of the respondents agree that there is a nature of physical education privileged in primary schools.

#### 4.5 Teachers’ skills in teaching Physical education impact children growth in selected schools in Namayingo District in Uganda?

The following statements are designed to assess how Teachers’ skills in teaching Physical education impact children growth in selected schools in Namayingo District in Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).(Tick in the appropriate box provided)

Responses on how the Teachers’ skills in teaching Physical education impact children growth in selected schools in Namayingo District in Uganda are summarized below:

<b>To what extent do you agree with the following on how the Teachers’ skills in teaching Physical education impact children growth in selected schools in Namayingo District in Uganda? Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.</b>											
		SD		D		NS		A		SA	
ITEM		FQ	%	FQ	%	FQ	%	FQ	%	FQ	%
1	Physical education is an umbrella for a range of practices and activities for children’s body fitness and growth.	24	18	18	14	0	0	54	40	38	28

2	Skills of physical education are related to the context in which physical education is implemented.	49	36	55	41	4	3	18	14	7	5
3	Physical Education teachers should have relevant skills in Teaching PE lessons in Primary schools	22	16	15	11	0	0	54	40	46	34
4	Physical education focus on the body and on physical experience of the teacher to the learners.	22	16	31	23	12	9	54	40	16	12
5	Teacher knowledge on physical education are influenced by their prior experiences and skills.	8	6	49	36	4	3	63	47	11	8
<b>Overall Mean</b>		<b>43.4</b>			<b>3.0</b>		<b>53.6</b>				

Figure 3: Response on Teachers' skills in teaching Physical education impact children growth in selected schools

The following scale of interpretation of means was used.

#### 4.4.1 Legend Interpretation

<b>Strongly Disagree</b>	<b>1.00-10.0</b>	<b>(low effect)</b>
<b>Disagree</b>	<b>11.0-20.0</b>	<b>(fair effect)</b>
<b>Agree</b>	<b>21.0-30.0</b>	<b>(average effect)</b>
<b>Strongly agree</b>	<b>31.0-40.0</b>	<b>(Great effect)</b>

Findings in statement one showed that 68% of the respondents agreed while 32% of the respondents disagreed that Physical education is an umbrella for a range of practices and activities for children's body fitness and growth. This implies that a relative number (68%) of respondents agree that Physical education has a range of practices and activities for children's body fitness and growth.

Findings in statement two showed that 77% of the respondents disagreed while 19% of the respondents agree and 3% of the respondents were neutral that Skills of physical education are related to the context in which physical education. This therefore indicates a significant number (77%) disagreeing that Skills of physical education aren't related to the context in which physical education is implemented.

Findings in statement three showed that 74% of the respondents agreed and 27% of the respondents

disagreed that Physical Education teachers should have relevant skills in Teaching PE lessons in Primary schools. And this means that a significant number (74%) of the respondents agree indicating that indeed Physical Education teachers should have relevant skills in Teaching PE lessons in Primary schools.

Findings in statement four showed that 52% of the respondents agreed, 39% of the respondents disagreed and 09% remained neutral implying that Physical education focus on the body and on physical experience of the teacher to the learners. This simply implies that Physical education focus on the body and on physical experience of the teacher to the learners.

Findings in statement five showed that 55% of the respondents agreed, 42% of the respondents disagreed and 3% remained neutral that Teacher knowledge on physical education are influenced by their prior experiences and skills. An average number (55%) of the respondents agreed implying that Teacher knowledge on physical education are influenced by their prior experiences and skills.

## CHAPTER FIVE

### DISCUSSIONS, SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents discussions, summary of findings, conclusion and recommendations drawn from results in chapter four.

#### 5.1 Discussion of Findings

##### 5.1.1 Discussion of how Syllabus content for Physical Education impacts children's growth in selected primary schools in Namayingo district in Uganda.

**Objective one:** To assess the impact of **Syllabus content** on children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.

**Research question one:** How does Syllabus content affect children growth in selected primary schools in Banda sub-county Namayingo district in Uganda?

The researcher set out to assess the perception of the respondents in selected primary schools in Namayingo district in Uganda as far as whether Syllabus content, has impact on the growth of children in primary schools.. Several question items were posed that the respondents replied to. From the data that was provided, it showed a percentage mean of **50.4** disagree, **32.08** agree and **18.2** not sure. According to the legend, it reflects an average impact measure that on average, syllabus content has no contribution to growth of children in primary school. This gives a conclusion that Syllabus content related to PE does not have any significant impact on the growth of children in Primary schools in Uganda. This is in line with Green (2008) describes how sport has in many places continues as both the content and justification for physical education in schools (Hardman, 2008b). Caution has been expressed that if this trend towards the sportization of physical education continues there is a danger that the unique identity and individuality of educational purpose for physical education may be affected

### **5.1.2 Discussion of how Exercise Time slot children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.**

**Objective Two.**To examine the impact of Exercise Time slot children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.

**Research question Two:** How does **exercise time slot** affect children growth in selected primary schools in Banda sub-county Namayingo district in Uganda?

The survey results show that **exercise time slot** has effect on children growth. From the data that was provided, it showed a percentage mean of **36.0** disagree, **60.6** agree and **3.2** not sure. According to the legend, it reflects an average impact measure that on average, **exercise time slot** affect children growth has impact on the growth of children in primary school. This gives a conclusion that **exercise time slot** for PE impact on the growth of children in Primary schools in Uganda. This is linked to (Kirk, 2010). This then necessitates the need to have enough knowledge and skills in conducting PE lessons that are objectively directed to the level of learners.

### **5.1.3 Discussion of how Teachers' skills in PE impacts children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.**

**Objective Three:**To examine the impact of **Teachers' skills** in PE impacts children growth in selected primary schools in Banda sub-county Namayingo district in Uganda.

**Research question Two:** How does **Teachers' skills** in PE impacts children growth in selected primary schools in Banda sub-county Namayingo district in Uganda?

The survey results show that Teachers' skills in PE **have effect** on children growth. From the data that was provided, it showed a percentage mean of **53.6** agree, **43.4** disagree and **3.0** not sure. According to the legend, it reflects an average impact measure that on average, Teachers' skills in PE has impact on the growth of children in primary school. This gives a conclusion that Teachers' skills in PE

affectsthe growth of children in Primary schools in Uganda. Dyson (2006)believes that, participation in physical education is perceived by pupils as a break from the rest of school life, an opportunity for non-serious, non-academic socializing that is about fun and enjoyment.

## **5.2 Summary and Conclusion of Findings.**

The major finding from this study show that Syllabus contentrelated to PE does not have any significant impact on the growth of children in Primary schools in UgandaWhile **exercisetime slot** for PE impact on the growth of children in Primary schools in Uganda and Teachers' skills in PEhas impact on the growth of children in Primary schools in Uganda.

## **5.3 Recommendations**

Based on the research findings, the researcher makes the following recommendations for impact of PE on the growth rate of children in primary schools in selected primary schools in Uganda.

The NCDC should revise the curriculum and contain the content of PE related to the growth of children and ensure right persons are handling PE sessions in primary schools.

Teachers of PE must be Talented and skilled in PE in order to haave effectiveness and efficiency to prevail and aim at growth of children since the right activities shall be designed to fit the level of learners.

## **APPENDIXII: QUESTIONNAIRE FOR KEY RESPONDENTS**

### **SECTION A:**

Gender of the respondent. Male  female

Age of respondents: 25-32  33-39  40-50  50-Above

Education: certificate  Diploma  Degree  PGD/Masters

Work experience: 1 Yr.  2-4 Yrs.  5-7 Yrs.  7-Above

**SECTION B.1**

**Objective One:**The following statements are designed to assess how Syllabus content for Physical Education impacts children’s growth in selected primary schools in Namayingo district in Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

To assess how Syllabus content for Physical Education impacts children’s growth in selected primary schools in Namayingo district in Uganda. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.		SA	A	NS	D	SD
		5	4	3	2	1
1	The nature and purposes of physical education are determined by National curriculum Development Centre and laid in the syllabus.					
2	PE offers opportunities for personal, social and physical development through participation in physical activities.					
3	Sport and fitness have been identified as the most influential discourses in physical education.					
4	Physical education needs to be widened to promote active needs of Children.					
5	Physical education is a solution to addressing societal health and fitness concerns.					

**SECTION B.2:**

**Objective Two:**The following statements are designed to assess the impact of Exercise Time slot for Physical Education on children’s acquisition of Fitness in selected schools in Namayingo district in Uganda. In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

<b>To assess the impact of Exercise Time slot for Physical Education on children’s acquisition of Fitness in selected schools in Namayingo district in Uganda.</b> <b>Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.</b>						
<b>Exercise Time slot for Physical Education and children children’s acquisition of Fitness</b>		SA	A	NS	D	SD
		5	4	3	2	1
1	Physical education time slot determine the level of physical activity participation					
2	Physical education time slot has much impact on the health benefits of the learners					
3	Time slot for Physical activities are central to the framing of physical education through school curricula.					
4	Engaging children in physical education is a means to supporting future body growth and fitness.					
5	There is a nature of physical education privileged in primary schools					

**SECTION B.3**

The following statements are designed to assess how **Teachers’ skills in teaching Physical education impact children growth in selected schools in Namayingo District in Uganda.** In the subsequent sections use the scale provided to tick your opinion. 5=Strongly Agree (SA), 4=Agree (A), 3= Not sure (NS), 2=Disagree (D), 1=Strongly Disagree (SD).

**To assess how Teachers' skills in teaching Physical education impact children growth in selected schools in Namayingo District in Uganda. Choose SA - Strongly Agree (5), A - Agree (4), NS - Not sure (3), D - Disagree (2), SD - Strongly Disagree (1) to show your position.**

		SA	A	NS	D	SD
		5	4	3	2	1
1	Physical education is an umbrella for a range of practices and activities for children's body fitness and growth.					
2	Skills of physical education are related to the context in which physical education					
3	Physical Education teachers should have relevant skills in Teaching PE lessons in Primary schools					
4	Physical education focus on the body and on physical experience of the teacher to the learners.					
5	Teacher knowledge on physical education are influenced by their prior experiences and skills.					

**THANK YOU FOR YOUR TIME**



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