
**ASSESSING THE PREPAREDNESS OF SECONDARY SCHOOLS FOR PHYSICAL EDUCATION
AS A NEW SUBJECT FOR LOWER SECONDARY CURRICULUM IN KIBUKU DISTRICT**

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**RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF BIOLOGY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR
OF SCIENCE EDUCATION OF BUSITEMA UNIVERSITY**

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CONSENT FOR APPROVAL

I have satisfactorily read through the Dissertation and consent to its approval to the department of biology, Nagongera campus for the award of Bachelor of Science and Education of Busitema University.

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DECLARATION

I, Musenye Simon, declare to the best of my knowledge that the study here forth is my original work, and has not been submitted to Busitema University or any other University /institution before for the award of a degree or diploma.

Candidate

Signature.....



Date.....

10/01/2024

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Dedication

I, dedicate this research report to all my relatives, especially Late Kyakwita Boniface, who paid for my fees. I also dedicate to my dear Friend Mr. Maizambwa Derich for being on my side during the process at University, thanks for your convenience and ample time given.

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Abstract

In 1999, the national sports policy in Uganda was established and stated that Physical Education and Sports is an important activity in the process of Nation building. However, many secondary schools in Uganda have not included Physical Education in their disciplines offered for instance; In Uganda, the ministry of education and sports directed and reinstated teaching of Physical Education in secondary schools in 2009, but by the end of 2018, 2019, 2021, the percentage of schools teaching P.E were 5.0%, 17.5% and 47.5% respectively

In 2020, Uganda rolled out the lower secondary curriculum making P.E compulsory for S.1 and S.2 in reference to the directive of the MoES. According to me, each school should have a soccer pitch, netball field with the goals, volleyball pitch, basketball field, athletics equipment, and at least two qualified Physical Education teachers.

The purpose of this study was to establish whether secondary schools are prepared to implement Physical Education as stipulated in the new curriculum. After the study, results were recommended for use by ministry of Education and sports (MoES) to the district sports and inspector of schools, private sector and donors

Since Kibuku is one of the districts, with the above challenges, the researcher finds it important to intervene and check on the preparedness of secondary schools in the implementations of the new lower secondary curriculum with PES

1. CHAPTER ONE: INTRODUCTION

1.1. BACKGROUND

According to (Hardman & Marshall, 2000), Physical Education in schools is a subject under threat, while referring to the International Council for Sports Science and Physical Education (ICSSPE,1998).

Physical Education involves the study of physical activities that aim at improving the body fitness, developing your knowledge, understanding, skills, values and attitudes for an active and healthy lifestyle (Tushabe & Nkonda, 2021). It utilizes the learning in the cognitive, affective and psychomotor domains in play or movement exploration setting (Ujuangu, Uzor, Igwio, & Akpu, 2020). Schools are important in shaping the values and believes of young people, thus one value claimed to be important to Uganda is participating in sport since Uganda has an impressive international sporting record (Bevan, 1992).

According to Richard Bailey and others (2009) noted that the International Council of Sport Science and Physical Education, PESS helps children to develop respect for the body – their own and others', contributes towards the integrated development of mind and body, develops an understanding of the role of aerobic and anaerobic physical activity in health, positively enhances self confidence and self esteem, and enhances social and cognitive development and academic achievement.

It has been revealed that P.E has always been present but regarded with varying degrees of importance. During classical Greek age period, the idea of harmony of body and mind was emphasized in the education of their citizens (Kirchner and Fishburne,1995). Physical Education was introduced in Uganda by the European Christian missionaries in the 19th and 20th centuries (Zhu, Ennis, & Chen, 2010). However, it was not an examinable subject (Adiope. M. C, 2009).

P.E degenerated in the 1980's as it remained in a few traditional schools. This was partly because of reduced number of trained teachers, lack of playing equipment/facilities like play grounds and emphasis on examinable subjects (Adiope M.C, 2009).

In 1999, the national sports policy in Uganda was established and stated that Physical Education and Sports is an important activity in the process of Nation building (National PES policy, 2004). In 2004, Uganda as a country approved the national physical Education and sports (NPEP) body to facilitate the sports sector. Schools ought to have qualified Physical Education teachers, equipment and facilities to satisfactorily remunerate the subject in secondary schools (Teso college Aloet, 2010). Other roles of NPEP body are to build the anatomy of the body for both the young and the old, promote teamwork, discipline in observing the strict rules and regulation of the sports, encourage patriotism, harmony, as well as Pan world outlook (National PES policy, 2004).

The low status-priority given to the "academic subjects", the PE program (life skills) does not allow active participation in secondary schools therefore regarded as a non-subject and a non-academic status (Hardman & Marshall, 2000)

However, many secondary schools in Uganda have not included P.E in their disciplines offered for instance; In Uganda, the ministry of education and sports directed and reinstated teaching of P.E in secondary schools in 2009, but by the end of 2018, 2019, 2021, the percentage of schools teaching P.E were 5.0%, 17.5% and 47.5% respectively (Isabirye & Godifrey Musumba, 2022).

In 2020, Uganda rolled out the lower secondary curriculum making P.E compulsory for S.1 and S.2 in reference to the directive of the MoES, (2010)

Guided student practice is important for the development of skills, for instance, selection and implementation of teaching practices demonstrate teachers' commitment to gender equity and abilities of learners' needs. (Tsangaridou & O'Sullivan, 1994)

According to the theory of reinforcement in psychology, says that once a learner performs a skill, reinforcement is rewarded with words like thanks, good, better, best, harder, nice, excellent and many more for better performance (Taylor & Fraces, 2017)

The implementation of PE is assessed in terms of the actual teaching of the subject in secondary schools, PE timetable allocation as compared to the official curriculum time allocation for PE and teachers' qualifications, availability of standard facilities and equipment (Isabirye & Godifrey Musumba, 2022). This is not always achieved thus impeding my submission to the study.

1.2. STATEMENT OF THE PROBLEM

The government of Uganda through the Ministry of Education and Sports decided to make compulsory teaching of physical Education in all its secondary schools which took effect from first term of 2021. However, the researcher sees the need to establish enough qualified staff, textbooks for Physical education, sports equipments. Scarcity of teachers and facilities in secondary schools is hindering the implementation of physical Education and sport (PES). Also some teachers are thought to be having some negative attitudes towards PES thus limiting the chance for timetabling of Physical Education (PE) (Isabirye & Godifrey Musumba, 2022). Indeed, Physical Education is taken as mere play not a serious discipline.

1.3. OBJECTIVES OF THE STUDY

1.3.1. GENERAL OBJECTIVE

To assess preparedness of secondary schools in embracing physical Education as a new subject for lower secondary.

1.3.2. SPECIFIC OBJECTIVES

- a) To find out whether there are enough qualified Physical Education teachers in selected schools.
- b) To assess the availability of facilities and equipment in selected secondary schools.

1.3.3. RESEARCH QUESTION

2. Have you ever been trained in handling the new Physical Education curriculum?
3. What is your current level of qualification?

4. Do your students go for practical in Physical Education ?
5. Are there equipment and facilities for training?
6. How many balls/equipment are present?

1.4. HYPOTHESES

1.4.1. ALTERNATIVE HYPOTHESIS

- a) There are limited physical Education teachers in schools
- b) There are limited standard equipment and facilities in schools.

1.4.2. NULL HYPOTHESIS

- a) Schools do not have qualified Physical Education teachers.
- b) Schools do not have standard equipment and facilities.

1.5. PURPOSE OF THE STUDY

The purpose of this study was to establish whether secondary schools are prepared to implement PE as stipulated in the new curriculum. After the study, results were recommended for use by ministry of Education and sports (MoES) to the district sports and inspector of schools, private sector and donors.

1.6. SIGNIFICANCE OF THE STUDY

This research enables planners to prioritise sports. According to Uganda Constitution of 1995 with ammendments through 2017, the provision of sports and recreation is one of the main mechanisms for protecting and promoting fundamental and other human rights and freedoms.

It also enables the country visualise its plan (vision 2040) that aims to transform the ugandan Society from a peasant to a modern and prosperous society. Sports for all, enables ugandans to live a healthy and productive life style free from non-communicable diseases

This research helps the ministry of education and sports in planning, training, and deployment of physical education teachers. It also helps in talent identification for secondary school learners.

1.7. SCOPE OF THE STUDY

Kibuku District is one of the Eastern region districts, bordered by Kaliro district in the West, separated by River Mpologoma from Butaleja and Namutumba district in the North and Budaka district in the East. The research was conducted in 12 randomly selected secondary schools in Kibuku district Uganda. Both private and government schools. The research focused on the human resource, facilities and equipment available in different schools for teaching and learning of physical education. I used questionnaires, interviews and observation methods to collect the data and parametric methods of data analysis was used

This research took about 2 months from July to August, 2023 and it required a budget of about UGX 500,000

2. CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The realisation of quality education for all depends, to a great extent, on the quality of teachers injected into the education system and the quality of teachers, in turn, depends on the general and professional education they receive before entering the profession and the extent to which they develop on the job (Jangira, 1992). The training of teachers, therefore, has an effect on their professional performance in schools.

Physical Education is defined as a process of education that concerns activities that develop and maintain the human body (Bucher,1983). According to (Tushabe & Nkonda, 2021), Physical Education involves the study of physical activities that aim at improving the body fitness, developing your knowledge, understanding, skills, values and attitudes for an active and healthy lifestyle. Quality of facilities is below average and quantity of equipment is limited, as students sometimes bring some of their equipment in some sports activity (Hardman & Marshall, 2000). PE teaching personnel embrace quality of the curriculum but also the method of delivery for instance, around the world there is lack of commitment to teaching and pedagogy "very often teachers take learners outdoors and leave them to do their own things, leave others unsupervised. Most sessions are done haphazardly.

With respect to the methodology of teaching, Okello (2009) observes that the nature of the Ugandan education system is generally theoretical, and that even the courses that should be practical are taught theoretically. The reasons for this are probably limited technology; inadequate facilitation in terms of tools and materials; lack of practice among the teachers; the teachers having gone through the same system of training and, therefore, not being able to change; or the poor attitude towards the profession. He cites the Chinese philosopher who once said: "If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn" (Okello, 2009)

The Berlin PE world summit in November 1999, confirmed a decline/marginalization of PE in schools in many countries of the world with perceived deficiencies in Curriculum time allocation, subject

status, material, human and financial resources, gender and disability issues, and the quality program delivery (Hardman & Marshall, 2000)

PE involves sports and games such as chess, athletics, football, volleyball, among other activities, and these are usually practised during co-curricular time after classes and organised by the sports teachers (MoES, 2009).

2.2. HISTORICAL BACKGROUND OF THE PHYSICAL EDUCATION

Physical Education was introduced in Uganda by the European Christian missionaries in the 19th and 20th centuries (Zhu et al., 2010). In 2004, Uganda as a country approved the national physical Education and sports (NPEP) body to facilitate the sports sector. Schools ought to have qualified Physical Education teachers, equipment and facilities to satisfactorily remunerate the subject in secondary schools (Teso college Aloet, 2010).

As stated in the circular letter dated 19th march 2009, all the chairpersons Board of Governors, Government aided and private secondary schools, were to implement the revised curriculum and other reforms in the delivery of secondary education in the country, and Physical Education, was among the core subjects to be offered with a proposed minimum number of three periods per week but was not to be examined. It further asserted that this implementation was to start with immediate effect.

Many secondary schools have not included Physical Education in their disciplines offered for instance; In Uganda, the ministry of education and sports directed and reinstated teaching of Physical Education in secondary schools in 2009, but by the end of 2018, 2019, 2021, the percentage of teaching Physical Education was 5.0%, 17.5% and 47.5% respectively (Isabirye & Godifrey Musumba, 2022)

In 2020, Uganda rolled out the lower secondary curriculum making PHYSICAL EDUCATION compulsory for S.1 and S.2 in reference to the directive of the MoES, 2010).

The low status-priority given to the” academic subjects”, the PE program (life skills) does not allow active participation in secondary schools therefore regarded as a non-subject and a non-academic status(Hardman & Marshall, 2000). Physical Education utilizes the learning in the cognitive, affective and psychomotor domains in play or movement exploration setting (Ujuangu et al., 2020). Schools are important in shaping the values and believes of young people, thus one value claimed to be important to Uganda is participating in sport since Uganda has an impressive international sporting record (Bevan, 1992).

Guided student practice is important for the development of skills, for instance, selection and implementation of teaching practices demonstrate teachers’ commitment to gender equity and abilities of learners’ needs. (Tsangaridou & O’Sullivan, 1994). According to the theory of reinforcement in psychology, says that once a learner performs a skill, reinforcement is rewarded with words like thanks, good, better, best, harder, nice, excellent and many more for better performance (Taylor & Fraces, 2017).

2.3. WHAT IS PRESENT AT THE GROUND

The size of physical Education class has to be consistent with those of other subject areas (e.g. maximum 1:35 for high school) for safe and effective instruction. In addition, when students with special needs are included in regular physical Education classes, their placement should not cause an appropriate class size to be exceeded. However, Lund and Tannehill, (2005), indicates that many physical Education teachers today face class sizes larger than 40 students and other similar situations like multiple classes sharing one activity space. This study was to establish the ratio between teachers and the learners at school in Kibuku district.

The development of sports talents is at jeopardy because of the scarcity of sports facilities in arena, gym, stadium, swimming pools making it a big challenge especially in many districts and urban centers in Uganda at large. Physical Education is being squeezed out of the education system by more and more compulsory subjects which hold little benefits compared to PE. Quality of facilities is below average and quantity of equipment is limited, as students sometimes bring some of their equipment in some sports activity (Hardman & Marshall, 2000)

Since Kibuku is one of the districts, with the above challenges, the researcher found it important to intervene and check on the preparedness of secondary schools in the implementations of the new lower secondary curriculum with PES.

3. CHAPTER THREE: RESEARCH METHODS

3.1. INTRODUCTION

The methods used in assessing the preparedness of secondary schools in the implementation of the new lower secondary curriculum with PES were observation, interview and questionnaires as these seemed to be cheaper, easier, and gave first hand data/information.

This section of a report explored the research design, study area, and instruments that were used. It also showed how the process of identifying the study population, procedures in data collection, processing, management and analysis would be carried out.

3.2. RESEARCH DESIGN

The study was conducted in Kibuku District among selected secondary schools through assessment and evaluation of the respondents' views and the observed strategies. A cross-sectional survey which is quantitative design was used in investigating on the preparedness of schools for the new PE Curriculum. Both quantitative and qualitative data was collected using different data collection techniques.

In this study, observation method as complete participant, participant as observer as well as interviews and questionnaires was employed. This is because these methods give first-hand information, cheaper and easier to use.

3.3. STUDY POPULATION AND SAMPLE

This study involved a target population of 12 secondary schools in, Kibuku District as I involved a sample of about 4 participants per school, with head teacher and sports teachers and students from which the generalization was concluded about. Therefore, the total population was 46

The level of preparedness per school was recorded, and identified equipment and facilities were expressed as a percentage.

3.4. INCLUSION CRITERIA

The following was used as inclusion criteria:

1. Secondary schools offering Physical Education was included.

3.5. EXCLUSION CRITERIA

The following was used as exclusion criteria:

1. Secondary schools which do not offer PE was excluded.

3.6. SAMPLING TECHNIQUES AND SAMPLE SIZE

In this study a simple random sampling technique was used to select the schools which are implementing the new PE curriculum and assess their level of preparedness. A total sample of 66 from 12 schools and about 4 participants (Physical Education teacher, headteacher, one student) per school was selected. The eligible participants was those who teach at the school and learners in lower secondary curriculum.

3.7. INSTRUMENTS FOR DATA COLLECTION

I used primary data form of collection whereby checklist observation method, questionnaires and interview methods was employed.

Other tools like Pens, Notebook, phones were also be used. This method of data collection is simple, less expensive and the data collected is easy to analyze.

3.8. SAMPLING PROCEDURE

3.8.1. SELECTION OF STUDY AREA

Kibuku district is among the rural Districts with secondary schools which do implement the new lower secondary curriculum. It is a small District with secondary schools sparsely distributed.

This District accommodates learners from different parts of the country as well as neighbouring countries which makes it suitable for the study.

3.8.2. SAMPLE FRAME

Both government aided and private secondary schools which offer the lower secondary curriculum was used.

3.9. DATA COLLECTION PROCEDURE

The process of data collection begun with obtaining a permission letter from the university biology department, introducing myself to schools with a letter seeking permission, briefing the respondents about the study, serving the questionnaires as well as interview the respondents about their preparedness for PE curriculum.

3.10. DATA ANALYSIS AND PRESENTATION

Since the data to be collected is descriptive statistics with counts in nature, Tables, frequencies, and graphs to calculate the percentages, percentiles, modes, means from the collected data were enable the presentation of the results.

The presented data was analysed using a Chi-square method.

Table 3.1. Data Presentation

School address	Number of students	Sports Facilities	Sports equipment	PE teachers
224, Kanungu	222	Field	balls	2
		Swimming pool	mats	
		Classrooms	Nets, cones, ropes etc	

4.0 CHAPTER FOUR: RESULTS

4.1 DATA PRESENTATION AND ANALYSIS

Table 1. Showing the demographic information of the schools and the participants

SCHOOL NAME	TYPE OF SCHOOL	SCHOOL OFFER PHYSICAL EDUCATION OR NOT	GENDER ADMITTED	NUMBER OF LEARNERS	AGE BRACKET YEARS	NUMBER OF PARTICIPANTS
BUSETA SS	Day and boarding	Yes	All admit both girls and boys	650	14 – 20	20
KIBUKU SS	Day	Yes		700		
KABWERI SEED	Day	Yes		951	21 – 30	08
NABISWA SS	Day and boarding	Yes		1003		
HILL VIEW COLLEGE	Day and boarding	Yes		560	31 – 40	12
HIGHLIGTS SS	Day and boarding	Yes		850		
KAGUMU SS	Day	Yes		445	41 +	06
EZRA MEMORIAL SS	Day	No		822		
KADAMA	Day and	Yes		806		

	boarding				
CITIZEN INTERNATIONAL SS	Day and boarding	No		630	Toatl participants 46
BRILLIANT SS	Day	No		256	
NANDERE SS	Day and boarding	Yes		456	

Based on the above results, twelve schools were visited as in Kibuku district, as below Buseta Ss, Kibuku secondary school, Kabweri Seed, Nabiswa secondary school, Hill View College, High light secondary school, Kagumu secondary school, Ezra Memorial secondary school, Kadama, Citizen International secondary school, Brilliant secondary school, Nandere secondary school. Of the twelve schools, 5 were purely day while 7 composed of Day and Boarding.

At the same time, three schools were not offering Physical Education in their schools because of some factors. Luckily enough, all schools admit both girls and boys. This is the same with a highlight in the journal of teaching Physical Education in schools which states that, “the sex-integrated classes are more equitable since girls and boys have the same opportunity for participation and instruction in different activities”

According to the data collected, most of the schools had many students in their schools and yet the teachers were few. Actually schools like Nabiswa SS had the highest population, though few students were found at some schools like Brilliant. In the same vein, most of the participants lied in an age bracket of 14 – 20, followed by 31-40 years, then 21-30 years and lastly 41+ years were only 6 as seen in the table 1 above.

The pictures below are some of the schools visited during my research.



4.2 THE QUALITY OF TEACHERS

The following section describes the quality of teachers found at different secondary schools which were a representative of the whole district. Based on the data below, the quality and quantity of prepared physical Education teachers was low. And this was in line with my expectations in this research.

Table 2. showing participants' responsibility, number, gender education

Responsibility	Gender	Number of participants
Head teacher	Male	6
	Female	3
Deputy head teacher	Male	03
	Female	01
Physical Education teacher	Male	07
	Female	02
Students	Male	12
	Female	12

The category of participants were headteachers, and most of which were males (06), deputy headteachers most of which were male (03), Physical Education teachers most of which were males (07) and also students of both genders (12 per each gender). This shows that most males reach the higher levels of education or there is inequality and inequities that limit females to take up physical Education as a discipline. Another assumption could be that females fear Physical Education as a subject.

Table 3. Showing the level of interest in physical Education, type of teacher, appointment and their current level of education

Ineterst level	Number	Prior PHYSICAL EDUCATION training	Times of training	Type of physical Education teacher	Appointment	Current level of education
Not	04	Yes = 02	<=2 = 01	Full time	Gov't	Diploma

interested			>=2 = 01	= 04	= 02	= 07
intersted	17	No = 07	No prior training = 00	Part time = 05	B.O.G = 07	Bachelors = 02
More intersted	25				Support = 01	Masters degree = 00

According to the table above, most of the participants were interested in the subject (25) and only (04) never had interest in Physical Education. At the same time, of the 9 teachers who were interviewed, two (02) had got at least once the prior training on how to handle Physical Education as a subject whereas, the 07 hadn't.

At least schools had Physical Education teachers of which 04 were full time while 05 were part time teachers. Actually only 2 teachers were found to be posted by the government and the rest under school control earning on the salary of the local collections.

Most of the teachers were found to be holding a diploma certificate in Physical Education as a discipline and only 02 had a bachelor's degree.

Table 4. Showing the facilities and equipment for teaching Physical Education

School	Soccer pitch/field	Hand ball court	Netball court	Volleyball	Rounders court	Athletics field	Basketball	Bad Minton
BUSETA SS	01	00	01	01	00	01	00	00
KIBUKU SS	01	00	01	01	00	01	00	00
KABWERI SEED	01	00	01	01	00	01	00	00
NABISWA SS	01	01	01	00	00	01	00	00

HILL VIEW COLLEGE	01	01	01	01	00	00	00	00
HIGHLIGHTS SS	01	01	01	01	00	01	00	00
KAGUMU SS	01	00	01	01	00	00	00	00
EZRA MEMORIAL SS	01	00	01	01	00	00	00	00
KADAMA SS	01	01	01	01	00	00	00	00
CITIZEN INTERNATIONAL SS	01	00	01	00	00	00	00	00
BRILLIANT SS	00	00	01	01	00	00	00	00
NANDERE SS	01	00	01	01	00	00	00	00

At least most of the schools had soccer field, except BRILLIANT SS, had net ball court and also most had volleyball court, with exception of CITIZEN INTERNATIONAL SS.

None of the schools had Bad minton, Basket ball, rounders, court.

On average, Athletics courts were found in the most established government schools. And to a lesser extent, hand ball courts were found in only four schools out of 12.

Below is a football field/soccer pitch,



Table 5. Showing the equipment available at school for practical in PHYSICAL EDUCATION

School	Soccer Ball	Nettball	Rounders Ball	Volleyball	Badminton	Handball	Basketball
BUSETA SS	06	03	00	01	00	00	01
KIBUKU SS	01	01	00	01	00	00	00
KABWERI SEED	01	01	00	01	00	00	00
NABISWA SS	02	02	00	00	00	00	00
HILL VIEW COLLEGE	01	00	00	00	00	00	00
HIGH LIGHT SS	04	01	00	01	00	00	00
KAGUMU SS	02	01	00	00	00	00	00
EZRA	04	01	00	02	00	00	00

MEMORIAL SS							
KADAMA	01	01	00	00	00	00	00
CITIZEN INTERNATION AL SS	02	01	00	00	00	00	00
BRILLIANT SS	01	01	00	00	00	00	00
NANDERE SS	01	03	00	00	00	00	00

According to the table 5a, schools had at least a soccer ball, with Buseta possessing the highest number while Nandere, Brilliant, Kadama, Kibuku, Hill view college and Kabweri ss had only; one working ball and the rest faulty as can be seen in the picture below.

picture 3. Showing the faulty balls foud in the schools

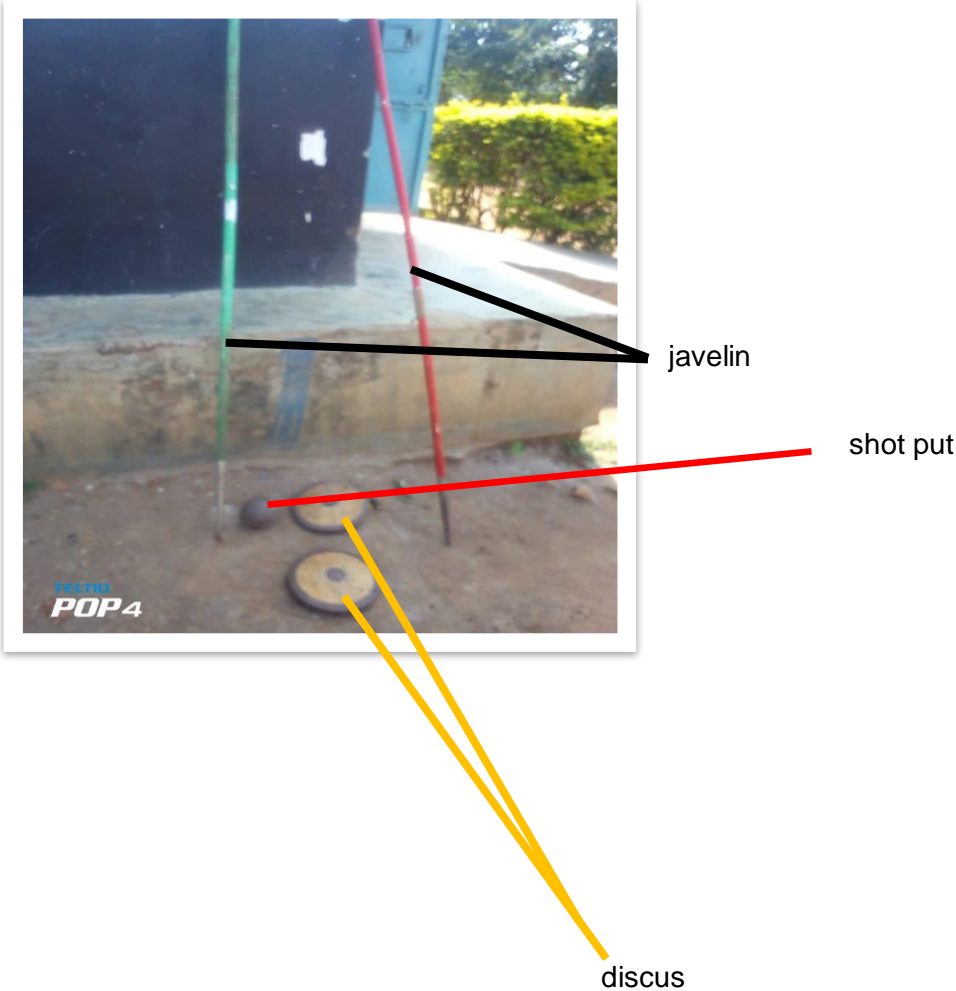


Table 5 b. Showing the equipment available at school for practical ien PHYSICAL EDUCATION

School	Shoot put	Javelin	Batons	discus	Cones
BUSETA SS	01	01	12	02	24

KIBUKU SS	01	01	00	02	10
KABWERI SEED	01	00	00	01	06
NABISWA SS	00	01	01	01	04
HILL VIEW COLLEGE	01	01	01	00	06
HIGH LIGHT SS	00	00	00	01	15
KAGUMU SS	02	01	01	01	18
EZRA MEMORIAL SS	01	01	00	02	00
KADAMA	01	00	01	06	06
CITIZEN INTERNATIONAL SS	01	01	04	06	12
BRILLIANT SS	02	01	01	04	06
NANDERE SS	01	00	01	04	12

Some of the equipmet that were found at the schools were cones, to almost all the schools with exception of Kadama, had discus, javelin, Batons, shot put, and javelin as seen in the pictures below.



5 CHAPTER FIVE: DISCUSSION OF RESULTS

5.1 Discussion

5.1.1 Introduction

In this research, I intended to assess preparedness of secondary schools in embracing physical Education as a new subject for lower secondary in Kibuku district. I looked forward finding out whether there are enough qualified PE teachers in selected schools, and also assessing on the availability of facilities and equipment in selected secondary schools.

This section explains the demographic information, quality of teachers and also the quantity of facility/equipment that can be used to make the teaching and practicing of Physical Education as a discipline could be achieved.

5.1.2 Demographic Information

5.1.2.1 Table Showing Percentage Offering Offering Of Physical Education

SCHOOL NAME	OFFER PHYSICAL EDUCATION	DON'T OFFER
BUSETA SS	1	
KIBUKU SS	1	
KABWERI SEED	1	
NABISWA SS	1	
HILL VIEW COLLEGE	1	
HIGHLIGHTS SS	1	
KAGUMU SS	1	
EZRA MEMORIAL SS		1
KADAMA SS	1	
CITIZEN INTERNATIONAL SS		1
BRILLIANT SS		1

NANDERE SS	1	
Total	9	3
percentage per category	0.75	0.25
	75	25

As can be seen in the table 1- above, twelve schools were visited in Kibuku district, that's Buseta SS, Kibuku SS, Kabweri Seed, Nabiswa SS, Hill View College, Highlights SS, Kagumu SS, Ezra Memorial SS, Kadama SS, Citizen International SS, Brilliant SS, Nandere SS. These schools were representative of the schools found in Kibuku district. Kibuku has over 20 secondary schools most of which are privately managed

Of the schools visited, shows that purely day schools are fewer than those holding day and boarding system. These schools offer opportunities to most of the students to join the secondary education. This is in line with the goal of education for all, (Asankha & Takashi, 2011).

At least many schools have Physical Education discipline in their curriculum because it is a directive by the government through National Curriculum Development Centre, A percentage of 75% offer physical Education and those which do not are 25% as seen above.

5.1.2.2 Table showing percentage age brackets at schools

AGE BRACKET(YEARS)	COUNT	PERCENTAGE
14-20	20	43.47826087
21-30	8	17.39130435
31-40	12	26.08695652
41+	6	13.04347826
TOTAL	46	

Most of the participants ranged in an age bracket of 14 – 20, followed by 31-40 years, then 21-30 years and lastly 41+ years were only 6 as seen in the table 1 above

Participants within the age brackets of 14-20 years took the highest percentage with value of 43.5% because students involved were many and easy to approach. The age bracket of 31-40 years is the second because, it comprised of mostly the Physical Education teachers who were available at the school. At the same time, 41 and above years were few, and this bracket comprised of the headteachers mostly and deputy headteachers. The age brackets are in line with the report of school age population Uganda-population of official age for upper secondary, 2020.

5.1.2 QUALITY OF PHYSICAL EDUCATION TEACHERS.

Of the 9 teachers who were interviewed, two (02) had got at least once the prior training on how to handle Physical Education as a subject whereas, the 07 hadn't. This showed that the quality of teachers present at the schools is still low.

PHYSICAL EDUCATION teachers	Male	07
	Female	02

In the same line, most of the teachers posted/ recruited were males, few females. The fewer females is on assumptions that they fear the subject, not given time to participate, looked at as inferiors, and also could be that are unaware of the new interventions in Physical Education.

5.1.2.3 Table showing the Type and Appointment Level of Physical Education Teachers

Type of physical Education teacher	Appointment
Full time = 04	Gov't = 02
Part time = 05	B.O.G = 07

Of the 9 teachers, only 4 were full time and the 5 were found to be part timers in the area and even outside the District. This is on assumptions that teachers are few who are trained to teach the subject because the government through NCDC and UNEB has just introduced the subject for the second phase in the school curriculum and also made compulsory, schools are many and also thus the few available teachers have to be shared among the schools so as to make the teaching of the discipline move smoothly.

In the results collected, and interviewed, only two teachers were posted to those schools by government. Their responses were, not accessed the pay roll, not reaching the requirements for the pay roll, and then others were helpers who pursued sports science not education like physical education. Therefore, the government should intervene by providing to those schools the Physical Education teachers. This is in line with the report by (Isabirye & Godifrey Musumba, 2022) which showed that few Physical Education teachers are out. Therefore need to train more and also fund those teachers who intend to take up physical Education and biology at higher levels of education.

5.1.3 Availability of Facilities for Physical Education at Schools.

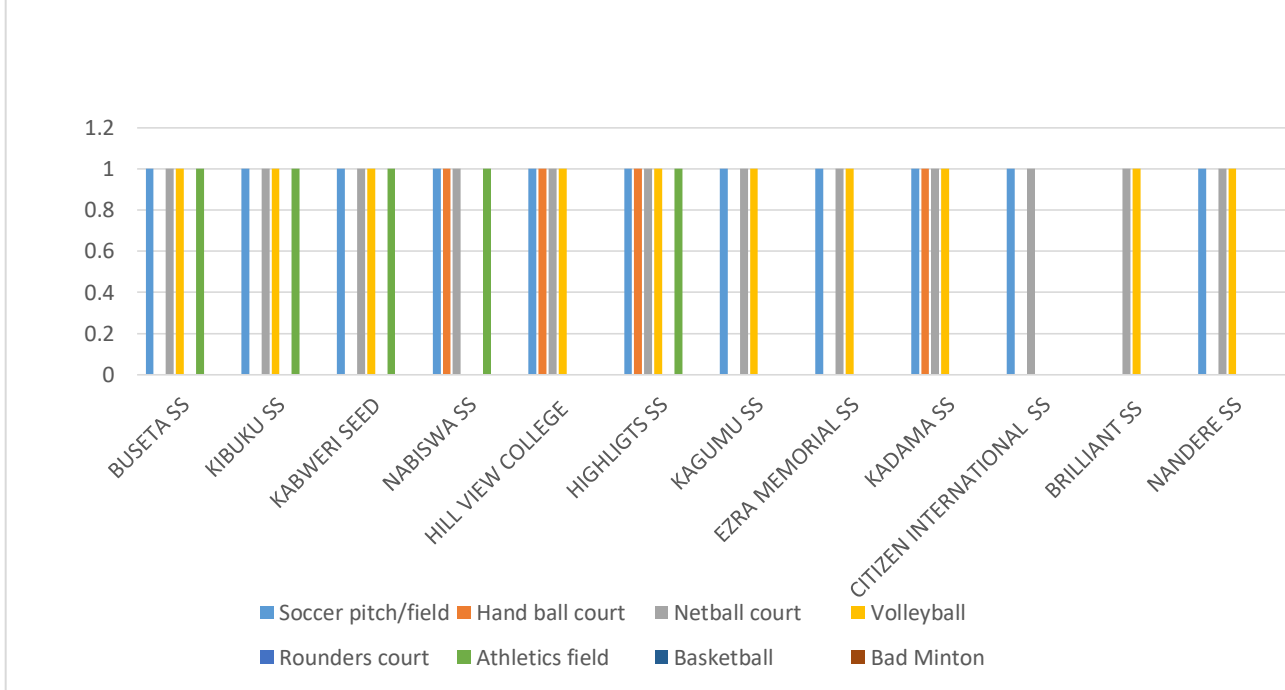
Below is a graph which shows the abundance of the physical Education facilities that can aid in the teaching and practicing of the discipline very well.

As seen from the graph, almost all schools possess soccer pitch. This shows that most schools enjoy soccer because it is part of the co-curricular activities which are participated in every year. Many people enjoy soccer. This result is in line with report from sky sport, 2021 FUFA, 2018 about the most viewed sports and games accordingly. See the graph below.

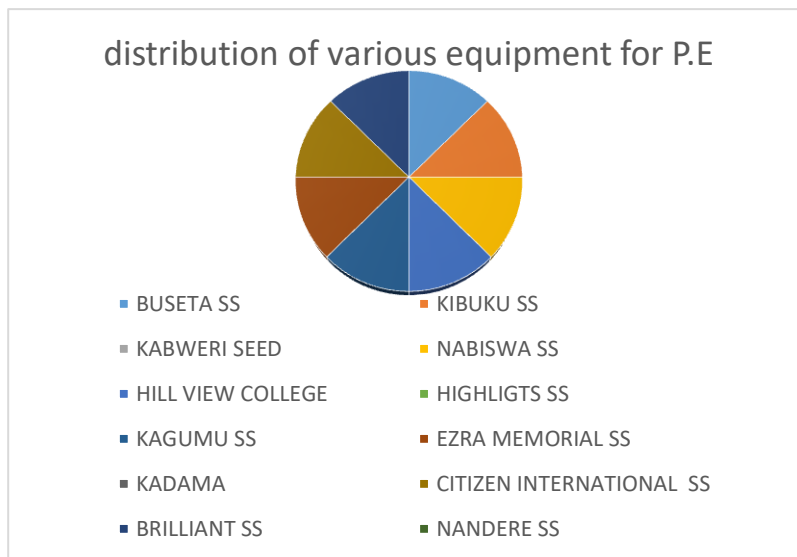
The highest value is 1, an implication that all schools either possess 1 or lack the court. More funds are needed to construct facilities that could help boost the smooth running of the Physical Education subject in schools

Basing on the graph below, Highlight SS had 5 different courts, and the rest 4, or below that. Therefore, most schools still lack enough facilities for handling the subject. Highlight is said to be performing well in the co-curricular competitions. My assumption is that, it is due to the possession of enough facilities.

A graph showing the number of physical education facilities schools in some schools



5.1.2.4 The Equipment For Physical Education



Based on the results above, Kagumu and Brilliant had a percentage of had 17% value, an implication that they have somehow enough equipment (shoot puts) that can be used for many sports and games. The rest of the schools have value 1 with a fixed percentage of 8, which shows that the distribution of the equipment for sports and games practicals is not good.

In this, value 2 indicates that equipment for Physical Education are available and ready to handle at least all the activities of Physical Education unlike those with value 1 making it difficult to propel the subject to its maximum heights.

5.2 CONCLUSION AND RECOMMENDATION

5.2.1 CONCLUSION

Basing on the above results, most of the schools are still lacking the quality and enough Physical Education teachers, to foster the subject, thus need for the education service commission to recruit the teachers in abundance, at least two per school.

Inadequate facilities among schools is still a challenge which needs to be addressed amidst this new curriculum. Facilities are the gears that can make smooth running of the subject. Indeed, most of the performing schools always take physical Education on the first front. In the same line, equipment are moderately distributed thus the need to provide them for schools to be in position to handle the subject without delays.

Therefore, the schools are not well prepared for the smooth handling of the subject. Thus, the negative hypothesis takes over.

5.2.2 RECOMMENDATIONS

Basing on my observations, the following are some of the recommendations which need to be worked upon :

1. The education service commission should continue to recruit Physical Education teachers in schools as a way of boosting the subject.

2. Donors should come in to rescue the subject needs as this could encourage the learners to love the subject and learn better.
3. At least, let there be distribution of equipmet for and construction of sports and games facilities in both government schools and privately owned schools.

APPENDIX

i. REFERENCES

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II. ATTACHED QUESTIONNAIRE



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I am **Musenye simon** from Busitema University-Nagongera campus, department of Biology who is Assessing the Preparedness of Secondary Schools for Physical Education as A New Subject for Lower Secondary Curriculum in Kibuku District. This questionnaire has three parts (demographic information, quality of teachers and facilities and equipment)

Your responses will be treated with a lot of confidentiality as your name and that of the school do not need to be reflected on this tool.

PART A: DEMOGRAPHIC INFORMATION

7. What is the type of this school?

A. Day B. Boarding C. Day and boarding

8. What is the gender of the students admitted here?

A. Girls only B. Boys only C. Boys and girls

9. How many students are at this school?

.....

10. In which category do you fall in as per the responsibility at this school?

A. Headteacher C. Sports/games teacher
B. Deputy headteacher D. Student

11. What is your gender?

A. Male

B. Female

12. Which age bracket are you in? (YEARS)

A. 14-20

C. 31-40

B. 21-30

D. 41 +

13. Do you offer PE at this school?

A. YES

B. NO

PART B: QUALITY OF TEACHERS

(students aren't allowed to answer this part)

14. According to you, do you find teaching PHYSICAL EDUCATION an interesting subject

A. Not interested

B. Interested

C. More interested

15. Have you ever been trained in handling the new PHYSICAL EDUCATION curriculum?

A. Yes

B. No

16. If yes, how often? (number of times)

A. Once

B. Twice

C. Thrice

D. More, specify

17. Are you a part time teacher/full time teacher?

A. Full time

B. Part time

18. How were you appointed to teach at this school?

A. Government appointment

B. Board of governor's appointment

C. Others, Specify

19. What is your current level of qualification?

A. Diploma C. Masters

B. Bachelor's degree D. Others, specify.....
.....

Part C: FACILITIES AND EQUIPMENT.

20. Do you find teaching PHYSICAL EDUCATION in presence of equipment good?

A. YES

B. NO

21. Do your students go for practical in PHYSICAL EDUCATION?

A. No

B. Rarely

C. Always

22. Are the equipment and facilities enough for training?

A. Yes

B. Not sure

C. No

23. How many balls/equipment are present?

a. Soccer balls

b. Netballs.....

c. Handball.....

d. Volley ball.....

- e. Basket balls.....
- f. Athletics equipment, shot put.....
 - Javelin.....
 - Batons.....
 - Discus.....
- g. Cones.....
- h. Others, specify.....

24. By observation,

Soccer pitch/field

Number,

- A. Netball court(s)
- B. Athletics field.....
- C. Volleyball.....
- D. Basketball.....

