

BUSITEMA UNIVERSITY

**ATTITUDES TOWARDS PHYSICAL EDUCATION AMONGST LOWER
SECONDARY STUDENTS (SENIOR THREE STUDENTS) IN SELECTED
SECONDARY SCHOOLS IN KAPCHORWA DISTRICT UGANDA**

BY

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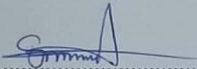
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**A RESEACH REPORT SUMMITTED TO DEPARTMENT OF BIOLOGY
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AWARD OF A BACHELORS DEGREE OF SCIENCE EDUCATION
(BIOLOGY, PHYSICAL EDUCATION)**

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DECLARATION

I hereby declare that this research report has not been presented to any University for any academic award.

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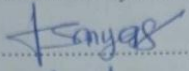
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LIST OF ABBREVIATIONS

P.E	Physical Education
P A	Physical Activity
MOEs	Ministry of Education and sports.

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ABSTRACT

Physical education (PE) is an essential component of the school curriculum as it promotes physical fitness, health, and well-being of students. However, the attitude of students towards PE can significantly impact their participation and engagement. In Kapchorwa district, Uganda, the attitude of students towards PE is not well documented. Therefore, this study aims to explore the attitude of students towards PE and the levels at which learners are embracing the PE curriculum in secondary schools. Among the objectives of study include; to describe the attitude of students towards physical education. To find out the levels at which learners are embracing the physical education curriculum in secondary schools. This study employs mixed-methods research design, which involve both quantitative and qualitative data collection and analysis. The study population comprised of secondary school students in Kapchorwa district. A sample size of 200 students was selected using stratified random sampling. A questionnaire was used to collect quantitative data, while in-depth interviews and focus group discussions was used to collect qualitative data. The collected data was analyzed using descriptive statistics and thematic analysis. The study provided insights into the attitude of students towards PE and the levels at which learners are embracing the PE curriculum in secondary schools. The findings helped to identify the challenges and opportunities in promoting PE in Kapchorwa district and inform the development of effective strategies to enhance student participation and engagement in P.E

CHAPTER ONE

INTRODUCTION

1.1. Background

Physical education is a vital component of the developmental process for children and students (Maher, 2016; Darst, 2014; Balsevich, 2006). The impact of physical activity on student mental processes such as excitation and secretion of neutrophils can significantly affect their cognitive functioning (Trudeau & Shephard, 2010). Engaging in physical activity throughout one's life is facilitated by school-based physical education programs and is considered an important achievement for secondary schools (Rink, 2006). Physical activity has been identified as a leading indicator of overall health status (USDHHS, 2006), with decreased levels of participation resulting in sedentary lifestyles and increased rates of obesity among children (CDC, 2007).

The definition of physical education varies between scholars and authors, making it difficult to establish a single interpretation. Balyan et al (2012) define physical education as an educational course that aims to promote children's physical, social, emotional, and moral development through physical activity. Physical activity refers to any bodily change that increases energy expenditure beyond rest (Charles & Abucher, 1983).

Attitude refers to how individuals or groups respond positively or negatively towards an idea, object or situation. It reflects their views on a particular matter (Martin Fishbein). Attitude is also an organization of motivation, excitement, cognition and learning process of an individual with one aspect of the individual's own perception which occurs continuously (Ekici et al., 2011).

Understanding the different factors affecting children's attitude towards participating in physical education is critical for promoting engagement in such activities (Sallis et al., 2000). Children's attitude is considered a key factor influencing participation in physical education learning (Solmon, 2003). Those who have positive attitudes are reported to be more involved in related activities outside school hours (Portman, 2003). According to Solmon (2003), age gender and sports skills determine children's attitude towards PE activities while Lee (2004) indicates that lower primary students exhibit more positive attitudes than secondary level students. Students' attitudes towards these activities influence their motivation levels which ultimately affect performance.

Participation in physical activities and sports plays a significant role in public health improvement (Keskin, 2014; Guner, 2015); it also has various effects on students' academic performance (Aras, 2013) as well as social, motor, and mental development (Acak, 2006; Imamoglu et al., 2011; Sahin et al., 2012; Kucuk & Koc, 2004). Additionally, schools can foster coherence and cooperation among students through PE classes (Heper, 2012). Insufficient facilities and equipment pose challenges for student participation according to Hergober et al. (a), 2004. Furthermore, young people show reduced aggressiveness levels when they engage regularly in PA (Vardar, 2015).

Physical education has a long history, dating back thousands of years to ancient Greece. Plato even mentioned it in public discourse as early as 380 BC. Gymnastics was the predominant form of physical education at that time and was primarily practiced by young men and boys. In the 19th century, physical education became more widespread throughout Europe and was eventually incorporated into primary and secondary school curriculums following World War I to prepare students for military service.

During World War II, there was an increased demand for physically fit individuals in the armed forces, leading to a surge in physical education courses. The first physical education curriculum developed specifically for British secondary schools had a militaristic focus when it debuted in 1902 (Galigan & Maskry, 2002). However, Swedish educators introduced a gymnastic-based approach with their own curriculum two years later.

Many Kenyan government schools began incorporating physical education into their programs after gaining independence; however, Galigan & Mackry (2002) note that its quality remained poor. Uganda introduced physical education during the late 1800s through missionaries but initially did not make it examinable or part of any formal timetable until recently, Martha .C (2009).

In response to low implementation rates due to lack of trained personnel, Uganda's Ministry of Education partnered with the Ministry of Sports on approving national standards for Physical Education and Sports Policy (NPESP) in 2004. By 2012 they selected thirty-two different secondary schools across various regions within Uganda tasked with promoting better attitudes towards PE performance among students.

Finally, as part of rolling out new competency-based curricula nationwide by MOEs in 2020 starting from S.1 upwards, physical education became mandatory for S1 and s2classes and elective at s.3 and examinable by UNEB at s.4.

1.1.2 Review of Related Literature

The study of attitude started in social psychology in the early twentieth century. Since the start of study of attitude.it has been characterized by growth in attitude and confusion (Fishbein & Ajzen, 1975). Like stated before different scholars had different definition of “attitude”. Allport (1936), defined attitude as "mental and neural state of readiness which is organized through life experience and dynamic influence upon one's ways of responding to a given situation, ideas, or object. Attitude is the effect that supports or disagrees on a psychological object (Thurstone, 1931).

Students attitude towards physical education have been under investigation since the 1930's, these studies we're majorly done to identify the factors that bring about the positive and negative attitudes towards physical education and the possible ways to improve on those negative attitudes, more attention was focusing on colleges (Figley, 1985). In looking for the possible factors that affect overall attitude towards P.E have varied. Nemson (1947), found out in his study to identify annoyance that contribute to negative feeling towards PE that boys have a more positive attitude towards physical education than the girls. The attitude towards physical education is influenced by gender, age, fitness levels (Ozken et al.2018). Carlso (1994), gender, idolization of elite sports figures, family, media, sporting experiences, skills level, peers, and previous experiences are among the factors that influence sports.

In 1995, Graham conducted research to describe what Learners think, feel and know about P.E program. Carison in 1995 embarked on Study on the attitude of junior school children on gymnastics activities in which he found that some children didn't enjoy sports and was mainly because of inability, fear and see it as an irrelevant subject.

Physical education as seen unpleasant experience which can lead to isolation, embarrassment and humiliation (Portman, 1995) on his Study of the six-graders. Several studies have shown that boys generally have more positive attitudes towards PE than girls. For example, a study by Ennis and Chen (2013) found that boys reported significantly higher levels of enjoyment, perceived

competence, and importance of PE than girls. Attitudes towards PE may change as children get older. Several studies have found that younger students have more positive attitudes towards PE than older students. For example, a study by Yli-Piipari et al. (2012) found that attitudes towards PE declined significantly from grades 4 to 9. Teachers can have a significant impact on students' attitudes towards PE. A study by Standage et al. (2003) found that students who perceived their PE teacher as supportive and caring had more positive attitudes towards PE than those who perceived their teacher as unsupportive. The content of the PE curriculum can also affect students' attitudes towards PE. A study by Sallis et al. (1997) found that students who participated in a PE curriculum that emphasized fitness and skill development had more positive attitudes towards PE than those who participated in a curriculum that emphasized competition. Attitudes towards PE may vary across cultures. For example, a study by Wang, Chen, and Li (2016) found that Chinese students had more positive attitudes towards PE than American students, and that this was related to cultural values and expectations.

Throughout history, physical education in African countries has taken the form of military training, hunting skills, and fitness. However, there is a general lack of enthusiasm for physical education in Africa due to cultural beliefs, socioeconomic status, infrastructure deficiencies, and government policies. A study by Akpinar and Motaung (2017) conducted in South Africa revealed that inadequate facilities and equipment in schools pose significant barriers to effective physical education programs. Another study by Monyeke et al. (2015) carried out in Nigeria found that cultural beliefs and parental expectations limit students' participation in physical education classes. Jaworska and Nguyen (2016), while analyzing the state of physical education across several African countries indicated that inconsistent policies and a lack of recognition contribute to limited engagement with this subject matter.

The degree of adoption of physical education exhibits international variation, influenced by factors such as government regulations, cultural attitudes, and available resources. Disparities in governmental policies and educational priorities across countries account for the differences observed in the embracement of physical education. A thorough investigation conducted by Hardman et al. (2019) revealed that while some nations have comprehensive policies supporting physical education, others lack any form of policy altogether. Furthermore, the availability of essential resources including well-equipped facilities and trained instructors is also fundamental

to promoting physical education globally. Naul and Bjerke's (2020) study on European countries highlights the significance of adequate resources in facilitating effective implementation of these programs. However, it is noteworthy that Europe has demonstrated more significant levels of embracement towards physical education than other continents worldwide.

1.2. Problem Statement

Before the introduction of the competence-based curriculum in Ugandan secondary schools, there was a general lack of interest and motivation among Students and teachers towards physical education activities and classes which resulted in low participation in physical activities like fitness among Students. Despite of the fact that physical education was made a compulsory subject by ministry of education and sports in the year 2009 in Uganda, many students and teachers put less efforts and priority in the subject. The negative attitudes is brought about by many factors among which includes; lack of equipment and facilities, inadequate well trained physical education personnel, cultural factors, age, gender, ignorance among the students and parents on the importance of physical education on overall health and well-being.

So, with the introduction of competence-based curriculum in which physical education is compulsory for s.1 and s.2 classes, optional at s.3 and examinable by UNEB at s.4 less studies have been conducted in the area to find out the outcomes of the curriculum. Thus, this study tries to investigate the attitude of students in competency-based curriculum towards physical education and the various interventions that can help to improve the attitude of the students towards physical education and increase participation in physical activities.

1.3. Purpose of Study

The purpose of the study is to describe the attitudes towards P.E and the levels at which secondary School students are embracing the physical education curriculum in Kapchorwa district. In addition, the study will further investigate the various mechanisms to change the negatives attitude towards physical education.

1.4. Objective of Study

1.4.1. General Objective

To investigate the attitude towards physical education by lower secondary Students studying in different secondary schools in Kapchorwa district.

1.4.2. Specific Objectives

To describe the attitude of Learners/Students towards physical education subject in secondary schools.

To find out the extent at which Learners are embracing the physical education in secondary schools.

To come up with mechanisms to improve the attitude of students towards physical education.

1.5. Research Questions

What is the attitude of students in secondary Schools towards physical education learning and activities?

How many students are offering physical education as their vocational subject in secondary schools?

What are some of the ways to improve the attitudes of students towards physical activity and physical education?

1.6. Research Hypothesis

Many students have a positive attitude towards physical education and offering physical education as their vocational subject in secondary Schools.

Availability of equipment and facilities have an impact on attendance and attitude towards physical education activities.

1.7. Significance

The study enabled the researcher provide more information on the matter for those who would like to conduct more research on student's attitude towards physical education.

The study will help researcher and teachers with the various interventions to change the negative attitudes towards P.E.

The study will provide information to the MOEs on the effectiveness/level of embracement of the competence-based curriculum.

In line with the sustainable development goals agenda 2030 on poor health, the study will come up with various interventions to change attitude and increase participation in physical activities which will help to curb health issues related to inactivity like obesity, cardiovascular diseases like hypertension, stroke, arteriosclerosis, and many others.

The study will provide valuable insights into schools' administrators, district Education officials on the perception of physical education by Students and the various interventions to change their perceptions towards physical education.

1.8. Scope of Study

The study is about the attitude towards physical education by lower secondary School students in senior three in selected secondary schools in Kapchorwa district Uganda.

The study will be conduct in eleven secondary schools which are both government and private owned schools located within Kapchorwa municipality and Kapchorwa district in general.

The respondents will be senior three students of the selected secondary schools and physical education teachers in those schools will also be interviewed or contacted to provide the researcher the numbers of students offering physical education as their vocational subject in their respective schools.

1.9. Justification of Study

The number of students with obesity and cardiovascular diseases is continuously increasing in Uganda (J.Baalwa el at, 2010) which is mainly caused by inactivity among the Students.so it's important to find out why Students are not involved in physical activities and physical education which would otherwise prevent the occurrence of this health issues.

Also, Kapchorwa being a home of talent basically Athletics, many students maybe sitting on their talents as a result of negative attitude towards physical education and physical activity which needs to be intervened to help them discover and practice their talents.

1.10. Delimitation

The Study will only be limited to describe the attitude of students towards physical education and the information is collected from lower secondary School students undertaking the competence-based curriculum.

The results of the study will only reflect attitudes of all secondary School going students Uganda.

1.11. Limitation

Due to limited resources like money to print the collection sheets (questionnaires), the study will be conducted in selected secondary schools and participated by selected Students from those schools. Hence the samples will be selected randomly to avoid bias.

The state of the students may affect their attitude towards participating in the study and if try and participate they will end up giving false information. So, Learners will be talked to about the importance of study and motivated to fully participate in the study.

1.12. Conceptual Framework

A conceptual framework on attitude towards physical education refers to a theoretical model that helps in understanding and analyzing the factors influencing individual attitude towards the subject. It includes various elements that contribute to the formation of attitude including personal, social and environmental factors.

1.12.1. Personal Factors

Individual factors that influence the attitude of students towards involvement and participation in physical education activities. The individual's physical self-perception (self-belief) and body image is one of the factors influencing attitude towards a given sport hence embracement of physical education. (Hager et al, 2002). The way people perceive competence based and self-efficacy in physical education and physical activities contribute to attitude change it (Bandura, 1997). Previous experiences and success of an individual in physical education activities change

the way people look at physical education (Cox & Williams, 2008). Also, the levels of motivation and enjoyment in a performance of physical education amongst Learners can influence their attitude towards a physical education activity.

1.12.2. Social Factors

Peer influence and social support within the school environment can influence students to participate and embrace PE as a subject. (Standage et al, 2005). Several researches as shown that the student-teacher relationships and instructional styles in teaching of PE has played a bigger role in altering the attitudes of students towards embracing and participating in P.E.(Cecchini-Estrada et al, 2016) . Other social factors includes parental attitudes and involvement in PA (Kremers et al, 2008), social norms and cultural expectations (Carcia et al, 2017).

1.12.3. Environmental Factors

Environmental factors like availability and accessibility of P.E facilities and resources (sallist, Floyd, Rodriques,& Saelem, 2012), school policies and curriculum support for physical education activities (Fairdlough & Stratton, 2005), Media influence and portrayal of physical activities (Tiggerman & Zaccardo, 2015), and presence of the opportunities for extracurricular activities (Mahar et al, 2006) in secondary schools can influence the way students perceive and look at physical education and its related activities.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Physical education is a crucial component of Uganda's educational system, encompassing both primary and secondary curricula. Its fundamental objective is to foster physical fitness, well-being, and health among students at respective levels while also developing their social, emotional, and cognitive proficiencies. In primary schools, it is taught for 40 minutes per week; however, with the new lower secondary curriculum in place, it is instructed for at least 120 minutes weekly. The syllabus encompasses various activities such as ball games, athletics, gymnastics and dance (aerobics).

The Ministry of Education (MOEs) oversees the implementation and practice of physical education within Uganda's school system through guidelines provision for teachers' training in addition to mentoring them on P.E program evaluation. Besides formal P.E curriculum in secondary schools are extracurricular activities like sports clubs that provide opportunities to develop skills and competence in sports.

Despite its significance towards student development in Uganda's academic sector there exist some challenges hindering effective implementation of P.E particularly insufficient resources such as equipment/facilities coupled with inadequate numbers of qualified trainers/teachers. Nevertheless government has put more efforts into addressing these issues facing the teaching/implementation process by providing sporting equipment/tools alongside up skilling/training teachers.

An essential aspect worth studying concerning physical education lies within students' attitude towards this subject matter due to several justifications which include:

- Understanding students' attitudes provides valuable insights into their motivation levels regarding engagement/participation rates during physical activity.
- Assessing student attitudes helps educators tailor their teaching methods along with curriculums aimed at enhancing interests/involvement rates within P.E classes.

- Research shows that positive perceptions regarding physical education are associated with high levels of therapy activities outside school environments/hours besides increased involvement compared to those holding negative views towards this field.

2.2. Theoretical Framework

In the examination of students' attitudes towards physical education performance and acceptance, numerous models and theories have been taken into account. The Theory of Planned Behavior (TPB) (Ajzen, 1991) suggests that an individual's attitude can be influenced by three factors: behavioral beliefs, normative beliefs, and perceived behavioral control. In a physical education context, behavioral beliefs pertain to an individual's perception of the outcomes or consequences associated with participating in physical education; positive beliefs about benefits such as improved fitness and enhanced health can lead to a favorable attitude towards it. Normative beliefs involve social influence and subjective norms surrounding P.E., which may be shaped by significant others' opinions and expectations like parents, teachers, peers etc.; if an individual supports the performance of a specific physical activity, their attitude is likely to be more positive. Perceived behavior relates to one's perception of ability in performing the behavior under question-physical education activities.

The Self-Determination Theory (SDT) by Edward Deci and Richard Ryan emphasizes intrinsic motivation (self-desire), autonomy, competence in influencing attitudes toward engagement in physical education. When individuals feel autonomous competent intrinsically motivated for a particular Physical Education activity his/her attitude is most likely going to be positive toward Physical Education. According to Health Belief Model (HBM) theory which suggests that belief in effectiveness of recommended health behavior or action will predict adoption likelihood. This implies that if students believe that Physical Education is effective at preventing diseases leading to good health there is high tendency for these students developing positive attitudes towards Physical Education. Albert Bandura's Social Cognitive Dissonance Theory posits learning occurs within social contexts with dynamic reciprocal interactions between person-environment-behavior; implying school environment-social internal reinforcement-and behavior plays major roles altering student attitudes towards embracing Physical Education i.e., how should school environments promote P.A?. Social-Judgmental theory advocates guidance-counselling importance in developing positive student attitudes toward PE-the amount-of-persuasion

proportional-to-how-message-supported-stance-differs-from-persons-attitude; higher quality-intensity persuasion-higher likelihood-more-positive-attitudes-toward PE-consequent embracement.

2.3. Attitude towards Physical Education

Attitude towards physical education refers to an individual's thoughts and feelings and beliefs about a value, importance and overall perception of physical education and its related associated activities. It encompasses one's overall disposition, motivation and willingness to engage in P.E.

Gordon Allport described attitude as "the most distinctive and indispensable concept in contemporary social in social psychology". He stressed that attitudes are not just mere thoughts or opinions but rather a complex interplay of cognitive and affective and behavioral components (Allport, 1935)

Social psychologist Icek Ajzen defined attitude as "learned predisposition to respond in consistently favorable or unfavorable manner with respect to a given object. He highlighted the importance in telling or foreseeing human behavior and actions.

The conceptualization of attitude towards physical education is examine by several components including cognitive, affective and behavioral components.

Cognitive Component

This aspect covers things like knowledge and beliefs of physical education, understanding the importance of physical fitness and recognizing the role of physical education in overall well-being and health. For example, what the students know about P.E about health and general physical body. The measure of this kind of attitude is based on the assumption that students with positive attitude will eventually offer physical education as their vocational subject (Green wald & Banajji, 1995).

Affective Component

These involves emotions and feeling associated with physical education, such as enjoyment, interests and enthusiasm towards the participating in different activities. Positive affective experience can contribute to your development of favorable attitude towards physical education and embracement.

Behavioral Component

It encompasses the actual behaviors and actions demonstrated in physical education classes, sports and exercises settings. These can include participation levels, efforts invested and adherence to physical activity recommendation. Positive behavioral component can influence students to like and embrace P.E and P.A.

2.3.1. Factors Influencing Student's Attitude towards Physical Education

Attitudes towards physical education can be influenced by various factors. Some key factors that can affect attitudes towards physical education.

Personal Experience and Perceived Competence: Students' prior experiences in physical education classes greatly shape their attitudes. Positive experiences, such as engaging activities, inclusive environments, and supportive teachers, foster a favorable attitude towards physical education. Conversely, negative experiences, such as humiliation, lack of skill development, or a sense of incompetence, may lead to disinterest or aversion. It is crucial for educators to create a positive and supportive environment where students feel encouraged and confident in their abilities.

Teacher Influence: Teachers have a significant impact on students' attitudes towards physical education. An enthusiastic, knowledgeable, and supportive teacher can inspire and motivate students to engage actively in physical activities. Conversely, a disengaged or unsupportive teacher may contribute to negative attitudes. Effective teaching methods, individualized instruction, and creating a safe and inclusive environment can enhance students' enjoyment and positive perception of physical education.

Curriculum and Variety of Activities: The curriculum design and the variety of activities offered in physical education classes influence students' attitudes. A well-rounded curriculum that includes a diverse range of activities, such as team sports, individual sports, dance, and fitness programs, cater to different interests and abilities. Providing choices and opportunities for students to explore their preferences can increase their engagement and enjoyment. A balanced approach that combines skill development, fitness, and fun activities can contribute to a positive attitude towards physical education.

Social Factors and Peer Influence: The social environment within physical education classes and the influence of peers can impact students' attitudes. Positive peer interactions, teamwork, and social support can enhance students' enjoyment and motivation to participate actively. On the other hand, negative social experiences, such as bullying or exclusion, may lead to disengagement and negative attitudes. Encouraging positive social dynamics, fostering teamwork, and promoting inclusivity can help create a supportive environment for all students.

Parental and Family Support: The level of parental and family support towards physical education significantly influences students' attitudes. When parents and families value and encourage physical activity, students are more likely to develop a positive attitude towards physical education. Parental involvement, attending school events, and providing opportunities for physical activity outside school can reinforce the importance of an active lifestyle and positively impact students' attitudes.

Other factors include; age (Attitudes towards P.E may change as children get older), culture (Attitudes towards P.E may vary across cultures), Gender (Several studies have shown that boys generally have more positive attitudes towards P.E than girls) etc.

Various factors contribute to students' attitudes towards physical education, including personal experiences, teacher influence, curriculum design, social factors, and parental support. To foster a positive attitude towards physical education, it is crucial to create inclusive and supportive environments, offer a variety of activities, employ effective teaching methods, encourage positive peer interactions, and promote parental involvement. By addressing these factors, educators can inspire students to develop a lifelong appreciation for physical activity and its benefits.

2.4 Mechanisms of Changing Student's Attitudes toward Physical Education

Altering students' perspectives towards physical education can be accomplished through a multitude of avenues. One such approach is to provide students with an array of diverse physical activities that cater to their individual interests and preferences. Research conducted by Hastie,

Duda, and Ruda (2013) discovered that offering choice and variety in physical education classes had a positive impact on students' attitudes, thereby increasing overall enjoyment.

Creating an inclusive and optimistic environment within the physical education classroom can significantly influence student attitudes. A study performed by Cox, Duncheon, and McDavid (2009) revealed that teachers who utilized positive reinforcement techniques while simultaneously providing equal opportunities for participation were able to improve student attitudes toward physical education.

Designing a curriculum aligned with students' interests while focusing on skill development may enhance engagement levels. Kelder et al.'s research from 2005 found that incorporating skill-building exercises alongside relevant content into the structured curriculum resulted in improved attitudes toward physical activity levels.

Highlighting emotional support along with social interaction within the realm of Physical Education can positively affect student attitude outcomes. Standage, Gillison, and Treasure's research from 2007 demonstrated that when given opportunities for social interaction as well as having emotional needs addressed through fostering positive relationships enhanced overall attitude improvements towards Physical Education.

Integrating technology into Physical Education classes has shown promise in enhancing engagement levels along with motivation factors amongst students taking part in these activities. Chen et al.'s research from 2016 indicated utilizing interactive technologies like heart rate monitors or fitness tracking apps led to increased enjoyment rates among participants leading to improved participant attitude outcomes towards Physical Education courses offered at school institutions worldwide.

Cox, A., Duncheon, N., &McDavid, L. (2009) underscore the significance of providing favorable experiences and opportunities for triumph to augment students' acceptance of physical education.

Hastie, P. A., &Casey, A. (2014) discovered that establishing a mastery-oriented atmosphere while affording choice and autonomy through effective pedagogical techniques can improve students' acceptance of physical education.

Chen, S., & Ennis, C. D. (2004) explore how physical education teachers play an essential role in fostering student support for physical education - particularly among those with disabilities - by emphasizing teacher knowledge and inclusive practices which create a positive environment conducive to all students.

Ennis, C.D. (2017), whose research highlights the importance of promoting a positive learning environment within physical education classes to enhance student embracement of the subject matter recommends implementing strategies such as clear expectations setting paired with encouraging social interactions among peers along with diverse activities aimed at engaging students in innovative ways.

2.5 Embracement of Physical Education

Physical education (PE) serves a pivotal function in promoting physical fitness, overall health, and academic performance among students. This literature review aims to explore various aspects of embracing physical education, including its benefits, challenges, and strategies for enhancing its implementation.

Numerous studies have underscored the advantages of physical education in schools. For example, research conducted by Singh et al. (2012) revealed that regular participation in PE was positively correlated with improved cardiovascular health and reduced obesity among children. Additionally, a meta-analysis by Trudeau and Shephard (2010) demonstrated that PE had a positive impact on academic achievement, cognitive function, and classroom behavior - highlighting its multifarious benefits.

Despite these notable advantages of PE programs within educational institutions worldwide; several challenges hinder the embracement of physical education. One major challenge is the prioritization of academic subjects over PE due to educational policies that emphasize test scores and curriculum constraints (Dudley et al., 2011). This marginalization can result in reduced instructional time as well as limited resources for implementing effective physical education programs within schools (Gardner et al., 2016).

To overcome these hindrances and enhance the implementation of physical activities amongst students; several strategies have been proposed. One such strategy involves incorporating

interdisciplinary approaches to connect PE with other subjects taught within schools' curricula. For instance; Stylianou et al.'s study (2016) explored how integrating math concepts within PE lessons could reinforce mathematical skills while improving learning outcomes for both subjects.

Teacher training and professional development programs also play an integral role in promoting the embracement of physical education within schools' curricula effectively. A study by Ennis et al (2017) emphasized the significance of equipping Physical Education teachers with pedagogical techniques alongside content knowledge whilst devising assessment practices aimed at ensuring effective delivery of Physical Education Programs.

Moreover; community engagement through partnerships has been identified as an efficient means to support Physical Education Programs implemented across different school systems globally where Schools collaborate with local organizations gaining access to additional resources like facilities alongside expert advice from medical practitioners or sports trainers geared towards enhancing their respective Physical Education Programs (Bevans et.al, 2010).

Standage, M., Gillison, F. B., & Ntoumanis, N. (2012) in their study found out that fostering autonomous motivation, providing choice and relevance in activities, and promoting a mastery-oriented climate can enhance students' engagement and enjoyment in physical education. These will enable them embrace physical education in school.

In Uganda, the level of embracement of physical education by students have been generally very low as supported by studies. Charles Isabirye, Godfrey Musumba (2022) in his study in Kampala capital city revealed that only 5.0%, 17.5% and 47.5% schools were teaching PE by end of 2018, June 2019 and May 2021 respectively while only 5.0%, 15.0% and 60.0% had PE . Therefore implying that students were not also embracing physical education. Also according to the baseline survey conducted by the researchers in 20 secondary schools in Kawempe division in May 2017. The survey revealed that, there was a low level of embracement of physical education as there were no teaching of PE at all in the 20 randomly sampled secondary schools.

In conclusion, physical education encompasses numerous benefits for students, including improved health, academic achievement, and behavior. However, challenges such as policy priorities and limited resources can impede its embracement. Nevertheless, integrating PE with other academic subjects, providing teacher training, and fostering community partnerships can

help overcome these challenges and promote the effective implementation of physical education programs.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter describes the various steps/procedure to be used in the study. It also gives details regarding the research design, the target Population, sampling techniques, sample size, data collection procedure, how data was analyzed, interpreted, and presented, etc.

3.2. Research Design

Descriptive survey design is seen as the most appropriate research design in the study of attitude towards physical education by lower secondary School students in Kapchorwa district as it brings out the intended purpose of the study. Therefore, descriptive survey design was used in the study because survey emphasizes on contextual analysis of Attitudes. Descriptive used as it uses qualitative methods to describe the attitude of students to physical education.

3.3. Study Area

The study was conducted in Kapchorwa district in Uganda. Because the district has a number of schools implementing the new lower secondary School curriculum.

3.4. Target Population

The target Population consisted of all secondary School students in senior three and physical education teachers in secondary schools in Kapchorwa district. It includes government aided, private and community schools, both single sex and mixed, both day and boarding schools.

3.5. Sampling Techniques and Sample Size

In this Study, stratified random sampling method was used. By definition stratified random sampling is where the population is divided into groups called strata and simple random sampling method is used to select individuals from the strata. In these strata is represented by the different schools.

In this method, each name of secondary Schools in Kapchorwa district was written on a piece of paper, wrapped and all placed in a bowl and five papers was drawn and the names of secondary

schools on the selected papers took part in the study. All this is done to reduce on bias and improve on the validity and reliability of the results. About 40 senior three students from each of the five secondary School was randomly selected to participate in the study. This gives a sample size of 200 senior three students.

3.6. Instruments of Data Collection

In the study of attitudes of people towards something, several instruments are used like structured interviews, structured scheduled, survey and questionnaires. In this study, structured questionnaires and interview was used to obtain data from participants as it's the cheapest, gives firsthand information, it's easier, non-time consuming and appropriate in study of attitudes as stated by Marckey and Mounford, (1978) in which they considered questionnaires and structured interviews as the most appropriate instrument for collection of data on attitude. Cohen and Manron, (1989) also agreed and stated questionnaires and structured interviews as the best instrument for studying attitude.

3.7. Data Collection Techniques

The researcher went to the selected school administrations to seek for permission and agreed on the time and date the researcher will come interact with students and collect data. The research also meet the physical education teachers in those schools and asked them for their support in distributing and collecting of questionnaires during the data collection process. The researcher also guided the physical education teachers in each school on what is expected and the roles they were to play in the study.

On the agreed day, the researcher went to the respective schools with the questionnaires. With the help of the physical education teachers, the researcher introduced himself to the students, guided and read to them the instructions (introductory statement) on the first page of the questionnaire and asked the students to fill the questionnaires. The researcher (physical education teacher) then told class monitor to collect and hand back the questionnaires the teacher or the researcher after completing.

The questionnaires were administered in a normal classroom environment during break time and in the evening after classes to cause little disruptions and inconvenience to the school programs as possible.

After available physical education teacher were interviewed or contacted to get the required information from them.

3.8. Pilot Study

The instruments of data collection was designed by the researcher and commented by the supervisor and other resourceful language expert personnel to test the workability of the instruments.

Also, a mini study was done on a sample of five University students at Busitema University Nagongera campus to check on the correctness of question items in the questionnaire by analyzing their response.

3.9. Validity and Reliability

Validity is the accuracy and meaningfulness of inferences, which are based on the research results, Mugenda (1999). The validity and reliability in this was checked by discussing with the supervisor and other resourceful personnel and stated in the chapter 3.7

Commitments and ideas from the pilot study was implemented to improve on the validity and reliability of the instruments.

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4.10. Data Analysis and Data Presentation

The main objective of this part is to present the results relating to Students' attitude Physical Education in secondary schools in Kapchorwa district. The data was organized and the Information was analyzed using excel computer software. In addition, in this study, both qualitative and quantitative analytical procedures were employed. Thus, frequency counts, percentage, and descriptive statements were used to analyze the items of the questionnaire. Then the data was organized and presented in the form of tables and discussed accordingly.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter discusses the findings from the questionnaire and documents. The analysis of the questionnaire items involved using frequency counts, percentages, means, standard deviations, and descriptive statements (as shown in table). The data were then organized and presented in tables, and these findings were discussed in detail to highlight specific outcomes, which would ultimately contribute to drawing conclusions and making potential recommendations.

Table 4.1 Showing names of selected Schools, number of questionnaires distributed and returned.

Name of school selected	Number of students in s.3	Number of students offering physical education as their vocational subject	Number of questions distributed	Number of questionnaires received
Kapchorwa secondary school	348	0	40	40
Kapchorwa Muslim high school	67	04	40	38
Elgon Emirates secondary school	86	0	40	40
Sipi secondary school	206	38	40	36
Sebei college tegeres	286	42	40	39
Total	993	84	200	193

It was observed that the number of students offering physical education as their vocational subject is quite low compared to the total number of students in S.3 in the district. This is because of lack of interest and awareness about the importance of physical education among these students. This is also because of lack of qualified physical education teachers. For example, Kapchorwa secondary School which has no physical education teacher up to date and Elgon Emirates secondary School with only one physical education teacher teaching only S.1 and S.2. It could also be as a result of lack of sports facilities in these schools. For instance, in Elgon Emirates

It was also noted that the number of completed questionnaires is slightly lower than the number of questionnaires distributed in most of the schools. This indicated potential lack of engagement or motivation among the students to actively participate in the research.

It was also observed that Sebei College Tegeres has the highest number of students in S.3 followed by sipi secondary school. This is because of the presence of qualified and committed physical education teacher and also that presence of enough sports facilities and equipment.

Table 4.2. The data on average values of respondents response on attitudes towards physical education from selected schools in Kapchorwa district.

Question	strongly agree	%	Agree	%	Undecided	%	Disagree	%	Strongly disagree	%	Total
Physical education is the worst subject we have in school.	13	7	9	5	1	1	80	41	90	47	193

I do not come to school to do physical education but to learn more important subjects.	76	39	46	24	8	4	41	21	22	11	193
Learning and teaching of physical education is a waste of time.	45	23	42	22	22	11	39	20	45	23	193
I find the activities in physical education boring because we always do the same thing all the time.	36	19	53	27	16	8	57	30	31	16	193
I wish we could choose what to do in physical education.	11	6	66	34	2	1	12	6	102	53	193
I enjoy physical education than other school subjects.	12	6	33	17	6	3	96	50	46	24	193

Vigorous physical activity on works off harmful you emotional tension.	79	41	55	28	15	8	18	9	26	13	193
Physical education do not need academic requirement to do as other subjects do	97	50	77	40	4	2	11	6	4	2	193
A curriculum that does not include physical education does not offer a complete education.	49	25	70	36	14	7	29	15	31	16	193
Irrelevant subject matter is taught in physical education lessons.	12	6	22	11	88	46	48	25	23	12	193

I will make a physical education as major field of study if I get chance in college or University.	38	20	84	44	8	4	53	27	10	5	193
Physical education is good as it keeps you fit and healthy.	96	50	57	30	5	3	14	7	21	11	193
Physical education plays important contribution to mental health.	33	17	23	12	26	13	78	40	33	17	193
Physical education offers training for leadership.	5	3	13	7	10	5	82	42	83	43	193
Physical education should be a requirement at primary school through secondary and	45	23	21	11	7	4	88	46	32	17	193

University or college.											
Physical education is one of the best lessons we have in school.	67	35	43	22	0	-	38	20	45	23	193
There are a large variety of interesting activities offered in physical education program	126	65	29	15	3	2	19	10	16	8	193
Working together in physical education activities gives students a better understanding of each other	65	34	101	52	14	7	5	3	8	4	193
More time should be given to physical	100	52	39	20	2	1	13	7	39	20	193

education lessons.											
I like physical education because I compete against my friends	35	18	30	16	27	14	81	42	20	10	193
I hate getting muddy in physical education	113	59	40	21	1	1	17	9	22	11	193
Sometimes I pretend to be ill so that I do not participate in physical education games	11	6	5	3	6	3	76	39	95	49	193
Even when I do not feel well, I participate in physical education games.	68	35	87	45	0	-	16	8	22	11	193
I like doing physical education	87	45	59	31	4	2	19	10	24	12	193

lessons and games because it's fun											
I hate physical education because of the dress code which exposes my body(against my religion)	36	19	22	11	12	6	86	45	37	19	193
I do not like physical education games because they are too rough	10	5	18	9	20	10	77	40	68	35	193
Physical education is not important as it does not lead to employment	22	11	11	6	14	7	81	42	65	34	193
My teacher gives hard fitness exercise	37	19	21	11	18	9	62	32	55	28	193
My physical education teacher	10	5	9	5	0	-	53	27	121	63	193

concentrates on the talented and skilled students.											
I feel isolated during physical fitness education lessons.	2	1	28	15	30	16	78	40	55	28	193
Physical activities are valuable for maintaining health	106	55	73	38	1	1	13	7	0	-	193
I like my physical education teacher	90	47	75	39	22	11	4	2	2	1	193

4.1 Main Findings and Discussion

The survey provided offers a set of statements regarding physical education in school, and participants were requested to indicate their level of agreement with each statement. The responses are classified into five categories: strongly agree, agree, undecided, disagree, and strongly disagree.

A mere 12% of respondents either strongly agree or agree that "Physical education is the worst subject we have in school, "while a significant majority (88%) disagrees or strongly disagrees. This indicates that many students do not perceive physical education as the worst subject.

The majority of respondents (63%) either agrees or strongly agrees with "I do not come to school to do physical education but to learn more important subjects. "This suggests that most students prioritize other subjects over physical education while only a small minority (32%) disagrees or strongly disagrees.

Nearly half of the respondents (45%) either agrees or strongly agrees with "Learning how and teaching of physical education is a waste of time, "indicating a perception among some students that this subject does not hold much value. However, an almost equal percentage (43%) disagreed or strongly disagreed.

An overwhelming majority (66%) agreed or expressed strong agreement with "I find the activities in physical education boring because we always do the same thing all the time. "This supports the notion that repetitive activities make for dull physical education classes.

A significant number of participants either heavily agreed or merely agreed with "I wish we could choose what to do in Physical Education"- 86%. This implies these individuals want more autonomy when it comes to choosing their P.E activities.

Most respondents disagreed/strongly disagreed (61%), suggesting they don't enjoy PE more than other subjects. A large proportion (69%) of respondents showed agreement towards "Vigorous activity only works off harmful emotional tension", highlighting perceived mental health benefits from vigorous exercise. The vast majority (90%) of those surveyed believed "Physical Education does not need academic requirements as other subjects do". This highlights perceptions around Phys Ed being less academically focused. Most people surveyed had negative feelings about "A curriculum without Physical Education lessons cannot offer complete education"-as shown by 61% disagreement. Respondents mostly did not believe "Irrelevant subject matter is taught in Physical Education lessons." which was indicated by 92% disagreement

The vast majority of respondents express strong disagreement (82%) with pursuing physical education as a major field of study in the future. A significant proportion of respondents strongly agree or agree (80%) that physical education is beneficial for maintaining good health and well-being. Many respondents acknowledge the role physical education plays in mental well-being, with a significant percentage indicating strong agreement or agreement (49%). The

overwhelming majority of respondents disagree or strongly disagree (85%) that physical education offers valuable training for future educational pursuits.

A clear majority of respondents believe that physical education should be mandatory throughout all levels of education, expressing either strong agreement or agreement (68%). A slight majority of respondents disagree or strongly disagree (55%) with the notion that physical education is one of the best lessons offered in school. Most survey participants recognize a wide variety of interesting activities available within the context of their school's physical education program, agreeing either strongly or somewhat to this sentiment (80%).

Collaborative activities within this domain are seen by most students as fostering greater understanding among classmates; as such, an overwhelming number indicate some level of agreement with this statement (86%).

A significant majority believe that more time should be devoted to these types of lessons and activities, expressing either strong agreement or agreement when asked about it on our survey questionnaire (72%). The idea that competition against friends motivates enjoyment during gym class finds little support from survey participants who were mostly indifferent towards it, if not outright opposed: 53% disagreed/strongly disagreed with this assertion.

A large number agreed/strongly agreed (80%), however, that they disliked getting muddy while engaging in these types of exercises/games. Most students do not pretend to be ill so they can avoid participating in PE games; indeed, the vast majority disagrees /strongly disagrees with such behavior (88%). Respondents overwhelmingly indicated willingness to participate even when feeling unwell: 80% expressed at least some level of agreement with this sentiment. Survey results show widespread appreciation for how enjoyable PE classes and games can be -76% expressed at least some degree of agreement with this thought. Some students find themselves uncomfortable due to dress code requirements which conflict with their beliefs-50% demonstrated some level of discomfort regarding this issue.

Although a significant minority perceives physical education as excessively strenuous, a larger proportion of respondents did not express any such misgivings. This indicates a certain degree of dissension or outright opposition amounting to 45%. As for the notion that physical education

holds no significance since it does not lead to job prospects, the survey yielded only minimal backing with 34% indicating some level of agreement.

Only a small fraction (34%) of respondents expressed support for the notion that physical education lacks importance due to its perceived inability to lead to employment. The majority of student feedback conveyed a negative sentiment towards fitness instruction provided by their PE teachers, with 61% expressing some degree of disagreement or strong opposition on this matter. In contrast to previous claims, an overwhelming majority (90%) of students refuted accusations of teacher bias towards gifted athletes, expressing varying degrees of dissent ranging from moderate disagreement to vehement opposition. Reports indicating social isolation were rare among student responses, with 75% offering divergent perspectives on this issue.

In contrast to previous assertions, the vast majority of students (90%) contested allegations of teacher bias towards talented athletes, denoting their dissent through varying degrees of disagreement ranging from moderate to vehement opposition. Reports of social isolation were infrequent among student responses, with 75% offering a contrary view.

Instances of isolation seem infrequent in the responses from students, with 75% indicating some degree of disagreement. The majority of students (93%) expressed agreement or strong agreement with the notion that physical activities are beneficial for maintaining good health and overall well-being, as observed on our questionnaire. Moreover, an impressive 86% conveyed positive sentiments towards their PE instructor.

4.2 Discussion of Findings

This part pointed out the various issues which were obtained from the analysis of the data and the findings of the studies reviewed in earlier sections and discussions made accordingly.

4.2.1 Attitude towards Physical Education

The findings of this study suggest that students have a favorable disposition towards Physical Education in relation to participation as most of the students agree and strongly agree that they would participate even if they are not feeling well, which is consistent with the views expressed by Cale (1996) on the importance of fostering positive attitudes towards Physical Education for

increased participation. Similarly, Williams (1988) emphasizes that having a positive attitude towards Physical Education is crucial for engaging in physical activities beyond the school environment. The secondary school students from Kapchorwa who participated in this investigation demonstrated a serious commitment to their Physical Education classes. As such, it is likely that they experienced enhanced social relationships among peers and enjoyed mental relief through their participation in physical activities, resulting in an overall sense of wellbeing and appreciation for the value of these lessons. This view was supported by Dickenson and Sparkes (1988), whose research found that students often consider Physical Education as their favorite subject due to its ability to provide an escape from normal academic work. However the finding above is in disagreement with the study conducted by Rice (1988), in which he found out that students in high school have a negative attitude towards physical education.

As demonstrated in statement 31, a significant majority (over 90%) of students firmly believe and concur that Physical Education plays an essential role in maintaining individual fitness and health. This finding is consistent with the results of Goudas and Biddle's (1993) study on student perceptions of enjoyment in Physical Education, which found that students appreciated the subject for its positive impact on their physical well-being. Additionally, Sharpies' (1969) survey on children's attitudes towards school activities revealed that most children held favorable views towards Physical Education and concluded that participation in such programs contributed to the development of healthier lifestyles among young individuals. Similarly, Brumbach and Cross (1965) discovered that high-school athletes were more likely to exhibit a healthy attitude towards Physical Education.

Students have positive attitudes towards physical education, particularly in relation to enjoyment. The most significant positive attitude is related to fun, with students stating that they enjoy physical education and games because they are fun. This finding is supported by previous studies by Goudas and Biddle(1993) which found that fun, change in schoolwork, health and fitness are factors that make Physical Education an enjoyable subject. Students also believe that physical education is beneficial for everybody and has something to contribute to the advantage of all students reported four reasons why they find physical education enjoyable: it provides a break from normal school work, it is fun and enjoyable, it affords contact with friends, and it provides for health and fitness. The element of competition in school games has been reported as a

primary reason for liking the subject. Students enjoy the idea of competing for qualification for the school teams in various games. Therefore, teachers of physical education should give all students equal opportunities to participate in this type of competition.

Regarding the curriculum, the findings suggest that respondents generally desire greater autonomy in physical education. Specifically, students expressed a desire for more options when it comes to selecting their preferred type of physical activity. These sentiments underscore the importance of addressing student needs if physical education is to be viewed as satisfactory. This is in line with the study done Endris (2014) in Addis Ababa in which he found that most students wish to choose what they learn in physical education. Furthermore, this lends credence to the notion that students should have a say in constructing their own curricula. In addition, respondents agreed that more time should be devoted to physical education and that it should be an integral part of any comprehensive educational program. This highlights their dissatisfaction with current time allocations and suggests that they do not feel they are benefiting fully from available activities. They view physical education as essential to achieving a well-rounded education and believe its inclusion is necessary for doing so. Despite this sentiment, many students feel that other subjects take precedence over Physical Education likely due to its lack of assessment or reporting on progress by parents or educators. This contributes to devaluation of the subject among students who prioritize subjects like mathematics and physics which are assessed via examination and deemed important for future higher education or employment opportunities. Although participation in sports activities during PE class is enjoyable for most students, few see it as a viable field of study beyond secondary school level especially given concerns raised about variety of activities offered; amount of time allocated within curriculum; lack of contact between staff and learners during lesson times etc., all factors cited by Rice (1988) whose research revealed negative attitudes toward PE programs among participants surveyed at various institutions nationwide.

Overall, the survey results highlight a wide range of opinions regarding physical education. While some respondents expressed negative views towards physical education, such as considering it the worst subject and a waste of time, others recognized its benefits, such as keeping them fit and offering valuable physical activities. These results provide valuable insights into the perceptions and attitudes towards physical education among the surveyed respondents.

4.2.2 Level of Embracement of Physical Education

After analyzing Table 1, it became apparent that the adoption of physical education among secondary school students in the district is distressingly low. Out of a total of 993 students, only 84 opted for physical education as their vocational subject. Additionally, some schools do not offer any form of physical education instruction whatsoever.

Despite expressing a generally positive attitude towards this field, most students in Kapchorwa district appear disinclined to pursue it as a career path. This trend could potentially be attributed to various factors such as insufficiently trained instructors, inadequate promotion of its benefits and significance among stakeholders (including parents), and an overall lack of motivation from educators.

It is concerning to see such a low level of participation in physical education classes, especially given the numerous benefits associated with regular exercise and activity. It is important that stakeholders take action to address these issues and encourage more students to engage in physical education. By doing so, we can help promote healthier lifestyles and improve overall well-being within the community.

This findings is in support of the study conducted by Endris (2014) where he found out that, despite the positive attitude possessed by students towards physical education, many of them end up not furthering their education with physical education.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the findings and discussions presented in each section regarding students' attitudes towards physical education, we can draw the following potential conclusions.

Most of the students showed a positive attitude towards the health effect of participation in Physical Education. However some few see physical education as a waste of time

The students exhibited favorable attitudes towards engaging in physical education. As a result, those who took part in the study believed that physical education played a significant role in their development and preparation for leadership. Additionally, participating in physical activities with others highlighted the importance of both exercise and social interaction to the students.

There was a general tendency amongst students to be given opportunity to select what they want to learn in physical education.

Students exhibit favorable attitude towards physical education with regards to pleasure. It is asserted that students derive enjoyment from engaging in physical activities and participating in games due to the inherent amusement they provide. • The respondents display a prevailing inclination towards this trend.

Although students acknowledge the significance of physical education, most prioritize alternative subjects over it.

A minority of students in Kapchorwa district do not choose physical education as their vocational subject, despite exhibiting a positive attitude towards the subject. Multiple factors, such as teachers' conduct and effectiveness, instructional techniques utilized, student perception, and inequity can impact the development of either a favorable or unfavorable disposition towards physical education.

Various factors, including the teachers' conduct and efficacy, instructional techniques employed, student perception, as well as inequity, can influence the cultivation of either a favorable or unfavorable disposition towards physical education.

The lack of qualified teachers and adequate equipment and facilities has a positive impact on physical activity participation.

Although students generally hold a favorable attitude towards physical education, there is insufficient involvement, drive, and guidance from educators to encourage them to pursue the subject as their vocational focus.

5.2 Recommendation

Based on the information presented in the results, summaries, and conclusions, a number of recommendations have been proposed. These recommendations take into account the key points and important facts that were outlined throughout the text. By carefully considering these suggestions, it is hoped that individuals will be able to make informed decisions and take appropriate actions based on the findings presented in the original document. Overall, this approach provides a clear and concise way to summarize complex information while also highlighting key areas for further exploration or investigation.

The pedagogical approaches and instructional strategies employed by educators must align with the Physical Education curriculum to furnish pupils with the requisite expertise to appraise the significance of physical education in relation to their physical, mental, emotional, and social wellbeing.

More qualified physical education teachers should be employed in the district to improve on the attitude towards physical education.

Many awareness activities should be done progressively to develop positive attitude towards physical education so that students could pay serious attention to learn the subject and making it as a major field of study in their future careers.

Career counseling services ought to be fortified in district schools to foster awareness among students across all subjects.

More time should be given to physical education lessons and co-curricular activities in schools to improve on skill development, knowledge and enjoyment.

All educational institutions ought to be adequately furnished with athletic gear and an operational sports arena.

Further research should be done on the impact of qualified teachers on the attitude of secondary school students towards physical education.

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APPENDIX 1

Questionnaire

Dear respondent,

This study intends to describe the attitude of lower secondary School students towards physical education. Please choose by ticking only one option that represents your level of agreement or disagreement for each of the question items that follow. The information you give is purely for academic purpose and will be treated with confidentiality. Your honest and accurate information will be greatly appreciated by the researcher. It will be of great help if you answer all question items as indicated. If you have any additional comments, please don't hesitate to add.

SECTION 1

Background information. (Please tick or write the most appropriate response).

1. Age of student.
2. Sex of student male. Female.
3. Religion Islam. Catholic Protestant Seventh day others
4. Schools

SECTION 2

(Indicate by ticking only your level of agreement or disagreement with the listed statements about physical education).

Question	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Physical education is the worst subject we have in school.					
I do not come to school to do physical education					

but to learn more important subjects.					
Learning how and teaching of physical education is waste of time.					
I find the activities in physical education boring because we always do the same thing all the time.					
I wish we could choose what to do in physical education.					
I enjoy physical education than other school subjects.					
Vigorous physical activity on works off harmful to emotional tension.					
Physical education do not need academic requirement to do as other subjects do					
A curriculum that does not include physical education does not offer complete education.					
Irrelevant subject matter is taught in physical education lessons.					
I will make a physical education as major field of study if I get chance in college or University.					
Physical education is good as it keeps you fit and healthy.					
Physical education plays important contribution to mental health.					
Physical education offers training for learner					

ship.					
Physical education should be a requirement at primary school through secondary and University or college.					
Physical education is one of the best lessons we have in school.					
There are a large variety of interesting activities offered in physical education program					
Working together in physical education activities gives students a better understanding of each other					
More time should be given to physical education lessons.					
I like physical education because I compete against my friends					
I hate getting muddy in physical education					
Sometimes I pretend to be ill so that I do not participate in physical education games					
Even when I do not feel well, I participate in physical education games.					
I like doing physical education lessons and games because it's fun					
I hate physical education because of the dress code which exposes my body(against my religion)					

I do not like physical education games because they are too rough					
Physical education is not important but as it does not lead to employment					
My teacher gives hard fitness exercise					
My physical education teacher concentrates on the talented and skilled students.					
I feel isolated during physical fitness education lessons.					
Physical activities are valuable for maintaining health					
I like my physical education teacher					