

**THE EFFECT OF TEACHERS' ATTITUDE TOWARDS
THE TEACHING OF PHYSICAL EDUCATION IN
MAGADA SUBCOUNTY NAMUTUMBA
DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION,
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DECLARATION

I **WADUMA MOSES** do hereby declare to the best of my knowledge that this Research Report is my original work and that it has never been submitted to any university or any other institution.

Signed..... 

Date... 08/03/2018

APPROVAL

This is to satisfy that this research report has been done under my supervision and guidance as university supervisor and it's ready for submission.

Sign.....

MUBEEZI SAMUEL

Date.....12-03-2018.....

DEDICATION

I **WADUMA MOSES** dedicate this research report to my wife and children; Mugondi Ivan, Amulen Margaret, Amoding Mercy, Nalugudo Eunice, B.K Etometi, Kavunani Patience, Waduma Moses and Tumwabaze Wilson for all the moral and financial support they have given to me.

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ABSTRACT

This study was carried out to analyze the effect of teacher's attitude towards the teaching of physical education in Magada sub county Namutumba district. It was guided by the following objectives namely;

To find out the importance of P.E to the growth and development of a child.

To find out the challenges facing the quality of P.E in Magada sub-county Namutumba district.

To find out ways through which P.E performance can be improved and encouraged in Magada sub-county Namutumba district.

The study employed both simple random and stratified sampling techniques to get 132 sample respondents a representation of 5 schools. Interviews guide, observation check list and questionnaire were used to collect data. This study also employed survey design to critically examine the effect of teachers' attitude towards the teaching of P.E in Magada sub county Namutumba district.

The study found out that in the schools visited the ineffectiveness of and poor performance of P.E is largely due to the teachers' negative attitude towards the teaching of the subject.

It was concluded that the ineffectiveness and poor performance of P.E is not only due to negative attitude of teachers but also due to other factors like lack of inspection but the head teachers, inadequate facilitates and others. Also there is total lack of P.E specialists to teach the P.E and teachers are not motivated by any incentives like allowances.

Finally a number of recommendations were made such as; aiming at encouraging learners to do physical activities at their own level and encouraging them to like subject by their teacher.

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CHAPTER ONE

Introduction

1.0 Background of the study

During early last century physical education in Magada sub-county primary schools was given a bit of attention. It was done on a regular basis and with some interest and some kind of proper organization, but starting the 20th century there has been remarkable decline in the teaching of physical education in this region.

Many of the teachers who were physical education teachers embarked on other subjects covering themselves under the umbrella that physical education was not examinable at any one level; unlike English, Mathematics, Social Studies and Science hence leaving physical education to die eventually.

In this way the inspectors of schools, schools administrators and those all concerned with the school curriculum turned a deaf ear over this subject.

Being a mother of all other subjects physical education contributes a lot to the well-being of an individual child, physically, emotionally and intellectually.

Physical education therefore aims at these major goals: provides enjoyment and satisfaction, caters for beauty through body exercises, promotes physical fitness, enhances individual development as social and moral learning are concerned, and provides better acquisition of skills

After seeing physical education being a nature death the researcher has actually decided to take a keen interest and make a study of the subject with reference to Magada sub county Namutumba district primary schools. Where there is a remarkably total negligence or inefficiency in the teaching of physical education. The research is therefore designed to provide further information on the teachers' attitude and performance towards the teaching of physical education in Magada sub-county.

Physical education is therefore so demanding in the prescribed sub-county that it may bring about changes in an individual particularly in the three domains of cognitive, Psychomotor and effective. To achieve this, it will depend on the knowledge and skills of the teacher his/her methods and attitude towards the subject.

Aloysius, S. L (1988) says, "As physical education should not be taken as a mere aspect of education introduced to Uganda by outsiders or Europeans not should remember that in Uganda and Africa at large we had our own traditional aspect of physical activities. For example boys were trained in hunting, wrestling and girls were trained in digging, cooking and dancing. The main aim being to bring up a youth who was strong enough to produce/provide food for the survival of society and respect of boys to e and recreational activities."

This training shaped the individual youth in certain activities like games and dance.

The coming of Europeans introduced only the informal education. Its role was to train an individual's character as well as physical fitness and this was then referred to as physical training. But Uganda like Britain and America changed their education system and then it became physical education.

Keegan J (1987), the P.E specialist at Kyambogo University the former (ITEK), and Owen J who happened to be a P.E tutor at the former (NIEM) National institute of education Makerere initiated this idea in Uganda. It's in the context that the 1957 syllabus was introduced. This put emphasis on educating individuals physically, socially and economically.

Aloysious, S. L (1988) say, "There appears to be a negative attitude towards physical education by teachers and parents. Most teachers react towards physical education because it occupies time on the school timetable and many times, parents do not support physical education because they did not have it or enough of it in their time of schooling and they therefore form negative opinions on that basis hence lack of support for physical education."

Therefore, there is an observation by the researcher made in Magada sub county Namutumba district primary schools as negligence and inefficiency in the teaching of physical education. This in this respect, the researcher report attempts to find out the teachers' attitudes toward the teaching of this important subject.

1.1 Background of the sub county

Magada sub-county is found in Uganda country, Namutumba district. This sub-county for which the researcher has chosen to do the research is geographically located in a suitable climate part of the district. The natives are mostly peasant. Their most economic activities carried out are farming and live stocking. There is a mixture of tribes ranging from Banyankole consisting of Bairu and Bahima, Bakige, and Banyarwanda and others.

This sub-county has got a variety of primary schools ranging from the government founded schools to the private ones. However the emphasis will be put on some few selected government founded primary schools.

All schools both urban and rural ones have access to the district education office. However the far deep schools inside villages are sometimes cut off from the D. E.O's office thus poor supervision of their operation.

The standard of education is relatively up to date not encouraging. Some other curricular activities are somehow catered for

1.2 Statement of the problem

Little research has been done to find out effect of teachers' attitude towards the teaching of physical education in Magada sub-county Namutumba district primary schools

Children in actual fact are guided to any performance in any activity in order to foster healthy and capable body. Young children lack physical education capability due to lack of effectiveness of teachers. Children are therefore left with little guidance or no guidance at all. They are therefore left with crippled minds in unhealthy body/bodies.

Further discoveries according to Keegan J. (1987) indicate that even teachers have failed to organize intramurals and extra murals in their respective areas. Therefore the researcher endeavors to investigate the effects of teacher's attitude towards the teaching of physical education in Magada sub-county in Namutumba district.

1.3 Purpose of the study

The researcher has chosen to investigate into this problem of effect of teacher's attitudes towards the teaching of physical education in Magada sub-county in order that truth about it may be established.

And also the purpose is to find out how schools are run the staffing of P.E teachers in these schools by qualification, experience, interest and specialties.

Also to find out how P.E timetable is run and what methods used in these primary schools. The research therefore, feels that the teachers have a negative attitude towards P.E for along time in Magada Sub-county primary schools. He feels that this leaves ligation of paramount importance not only to this area but also the nation at large.

He again felt that unless such investigation is carried out our mother land Uganda will experience a fatal loss in the entire educational system.

Therefore, the findings of this research will help policy makers to adjust policies and implement policies and programs towards the improvement of performance in P.E in primary schools.

1.4 Specific objectives of the study

- i. To find out the importance of physical education to the growth and development of the child.
- ii. To find out the challenges facing the quality of physical education in primary schools of Magada sub-county.
- iii. To find out ways through which physical education performance can be improved and encouraged in Magada sub-county.

1.5 Research questions

- i. How is P.E important to the growth and development of a child?
- ii. What are the challenges facing physical education in primary schools?
- iii. How can the performance of physical education be improved and encouraged in Magada sub-county?

1.6 Significance of the study

Research on the effect of teachers' attitudes towards the teaching of physical education is vital because it will:-

- Help to identify reasons why and how P.E teaching in the area stands
- Safest and discuss some of the methods of teaching physical education sufficiently and effectively.
- Help to arouse teachers and pupil's interest in the subject.
- Help to apply better methods of teaching P.E Magada sub-county.
- Assist the administrators and planners to put P.E into a reasonable consideration and almost in the first instance where planning for refresher court.
- Help to look for better sources of information about P.E by improvising and using local materials
- To reactivate the moral of teachers towards P.E teaching in Magada sub county primary schools.

Through observation and emotional method, the researcher will try to find out why teachers, administrates and pupils have not take keen interest in the teaching of P.E besides the efforts made by the ministry of education and sports to encourage the subject.

1.7 The scope of the study

For this, the researcher only looked at methods applied in the teaching of P.E and not in any other subject. This investigation is to be carried out in Magada sub-county in Namutumba district ranging from primary one to primary seven within five (5) primary schools and will take duration of four (4) weeks.

1.8 Definition of important terms

In order to give maximum reading with understanding of the research more conveniently in the researcher has been endeavored to clarify certain concepts as follows.

Physical education: This is a socially constructed programme of Vigorous whole body activities which include;-

- a. Games and sports
- b. Some forms of educational gymnastic and educational dances

Incentive

Something in terms of money, gift, present which arouses or encourages a person to work hard or an objective for which an individual is willing to strive.

Attitude

The way of feeling, behaving towards a certain concept. What somebody thinks about something and the perception about it or an acquired disposition to respond in a certain way towards an object/situation?

Equipment.

Means apparatus used in the teaching and learning of P.E e.g. Hoops Balls, String Boards and Ropes etc

Intramurals

Games and sports activities organized within a school or an institution.

Extramural

Games and sports activities organized outside the school or an institution.

Performance

The ability to do work. This can be physical or mental performance.

Facilities

Playing fields, areas of activity stores and places where P.E can be conducted

Administrators

All those persons concerned in the running of schools right from primary of the ministry of education.

Lower primary: PI-PIII

Middle primary: PIV-PV

Upper primary: PVI-VII

Syllabus: Writer down information showing the required areas to be covered in the studying or teaching of physical education.

CHAPTER TWO

Review of related literature

2.0 Introduction

This chapter reviews the effort and ideas of other researchers to help identify the problem under studies many people have come out with research reports and writings which are actually related to the problem writings however, have been included in this chapter in relation to the problem in question.

2.1 The importance of physical education to the growth and development of the child.

Stress management: According to Bonnie S.M (2008), "the importance of physical education to learners can be seen with the way. It relaxes the students often students particularly in their adolescence years, face various kinds of pressure and experiences stress and anxiety. Particularly In physical activities can act as a stress buster for them. Researchers have shown that when a person exercises the levels of cortisol, a stress hormone gets reduced.

Moreover, a person who exercises everyday is able to sleep better; thus giving enough time to his body to repair and restore. This proves that by making as exercise routine, a learner can remain stress free relaxed and concentrate more on his studies'

Aasha D (2011) says; Physical education plays the following importance "Fitness; Obesity is a very common problem faced by many children and if not taken care of in time can lead to many life style diseases in the Longman. Due to P.E kids get to participate in physical activities which help them burn calories and lose fat. Regular exercising builds upon a child's stamina. These diseases the fitness levels and keeps various disease and health conditions in check.

Self esteem, Sasha demands that physical education in schools can be seen with the way it impacts a student's mind. When student participates in activities he becomes fit and attractive which helps to boost this self esteem after all everyone wants to look their best regardless of age.

Hygiene physics education class lay great emphasis on maintaining hygiene. They teach children how to remain clear and germfree all times. Sex education is sometimes part of the physical education curriculum too. The safe practices taught in P.E classes, if followed by the children, through their life will save them from many diseases

Healthy eating; during the theoretical physical education classes, pupils are taught the importance of healthy eating. They get to know how harmful some of their favorite foods such as pizzas, burgers, cakes and aerated drinks can be a pupil is also made understand that is don't make healthy food choices; he can face many health problems in the future. Equipped with this knowledge, many pupils inculcate healthy and replacing them with healthy foods like fruits, vegetables and nuts.

Life lessons; according to Glenn K and Graham J (1995) say participating in various sports a student get to learn so many things about life. A student wins some games and loses some this makes him understand that winning and losing are part of life and should be accepted with grace, when a student participate is very important is goals are to be achieved. Likewise sports can teach many life lessons to students and thus help them evolve mentally.

Productivity; according to Robert A .and Steven E (2002), physical activities have high energy levels and are more alert than those who lead sedentary lifestyles. Due to these very reasons the production of such learners in various spheres of life including theirs students, improves considerably. As can be seen P.E contributes so much towards making a child grow into a healthy, intelligent confident and level headed adult. It is not just for individual growth, but for the improvement of the whole society, P.E should be made an important of school curriculum.

Physical education unites students and teachers then the value of collaboration and team building (strong M; Blimkie D, and Deshman et al (2009), stated that , P.E needs to be appropriate to the development level of the child must be fun and have different activities associated with it.

2.2 Challenges facing physical education in primary schools

Loss of the physical education class; Kice N (2002) says that loss of physical education class is the state in which the students do not follow the teachers' instructions and behave badly. The loss implies that some schools have lost both the educational purpose and meaning for and students alike. The loss of class is particularly evident in physical education in primary schools where teachers of physical education typically give their students little or no instructions while allowing them to have free play or other non-physical activities during the time allocated to P.E.

Lack of engagement of students with P.E according g to Kim T (2002) the disengagement of students with PE reflects a subject with marginal status. Traditionally, P.E in the past has had two major problems that form the basis of the current

educational crisis. First of all is that physical education has been replaced with break time, school event preparation and by other subjects seen as more important. PE is thus rarely taught in primary schools. Secondly, teachers in primary schools do not appear to take PE seriously, they do not value its potential contribution to a child's development, have a limited instructional focus and do not teach classes based on the content. Lack of support of the school administrators. Freire (1987) says that, the perception of physical education reflects not only the thoughts of teachers but also those of administrators. This reflects the perception that physical education is simply education of the physical. Physical education is not seen as an important of holistic growth and so the administrators in some schools replace physical education with other programmes while drafting the school timetable.

Lack of parent's support. According to the research done at Hanna primary school in Korea (18 May, 2001) shows that physical education is under looked by most of the parents in that area. This was observed when a mother asked her child to take a rest during physical education class because she was sick. Then the teacher let her do so without asking why. Thus the same problem is happening in Magada sub-county in Namutumba district.

Teacher's negative perception of P.E. According to Targgart S (1995), studies in western countries show that negative perceptions by teachers are a problem for the delivery of quality physical education in most schools. Teachers think that more free time during class is the best P.E and soccer is the best way to do P.E forgetting that physical education is a subject which must be planned for to yield intended outcomes. This too happens in Magada Sub-county of Namutumba district.

George M.S (1988) says that poor performance of physical education is partly due to the educational system. Thus the problem cannot be attributed to teachers only. Currently, the university entrance examination has a great influence on every aspect of school education. For this case subjects not related to the university entrance examination secure less attention from administrators, students and parents. As a result, teachers who do not teach physical education are not punished.

Lack of response by the teachers of P.E. Rovegno I. and Bandhar D. (1997) point out that lack of teacher's negative perception is the problem affecting the quality of physical education programs. It is said that teachers rely on the past physical education teaching practices. They are not willing to accept to change to new methodologies of teaching PE in order to improve programmes and outcomes for students.

William H.F (2011) says that, "despite the fact that PE has been regarded as a core subject since first national curriculum drafted in 1995, this documentation has not controlled the teaching of PE in primary schools. If taught, P.E is often implemented as it was thirty-four years ago." Moreover, teachers typically teach the same activities such as the dodge ball or soccer to the students of all years with an ongoing work force. Amongst those few teachers who previously taught PE, many have lost interest in teaching PE due to the large class size and a poor work environment.

Anderson W.G (1989) says, Inferior facilities and equipment that are evident in the schools over the world where P.E is implemented contribute to primary teachers' disengagement with PE because the learning environment for PE is very poor, teachers express few approaches to engaging with the PE subject."Thus the problem of poor facilities is evident in Magada Sub-county primary schools and this hampers the provision of quality PE.

According to Cutner S.M (1999),"Big size classes together with poor facilities and equipment have long been affecting the quality of physical education negatively." Teachers of physical education complain that the big class size is hard to control and guide during the physical education class time. This together with inadequate and poor facilities and equipment make teachers lose moral to provide quality physical education.

According to Fullan (1993), individualism is a common trait among teachers. Teachers particularly in physical education focus on their own classes and do not interfere in other's classes. This lack of co-operation amongst the physical education teachers not taught PE because their teachers are absent and this undermines the quality of physical education in many primary schools.

2.3 Ways through which physical education performance can be improved and encouraged

Johnson (2008) says, "That achievement based grading can be unutilized to combat marginalization of physical education and can develop learning and teaching when assessments and grading are wisely done. He demands that traditional letter grading may not be sufficient to put on a number of students to show how much he/she has learned. Also this requires a targeted curriculum based pedagogy in which children should have goals, have measurable learning and be rewarded for their participation. This too can be tried in Magada Sub-county to improve on physical education.

Anderson (1994) says that "it's due to the inferior facilities of Hanna primary school in Korea disengage with physical education. Therefore reducing class sizes and providing better facilities and equipment could encourage teachers of physical education. That is

to improve school physical education both the educational authority and school community must work together to improve the quality of physical education facilities and equipment”.

Rovegno and Bandhour (1997) point out that, “changing the teacher’s perception is essential for the operation of physical education programmes they suggested that teacher’s practice of the part and positively accept new methodologies despite the difficulty of change in order to improve programmes and outcomes for students.”

Anderson (1994): says that “the schools in Korea that were managing the curriculum of physical education well showing that their schools have the support at policy and administrative levels. The principals in such schools supported physical education financially in administrative operations of physical education. This idea too can be such that physical education performance is encouraged and improved.

Dysons B (1998) says: “the marginal subject such as physical education need support from a range of force to overcome entrenched institutional problems. He demands that the national curriculum models may engage more primary teachers with physical education.”

Ekperigin (1971) says: “Education system should be planned to provide for the development of the individual personality. Physical education provides for this through different activities which help the child to develop numerous skills according to his natural curiosity.”

Victor P.D and Robert P (1986) says; “For years physical educators have attempted to demonstrate a relationship between physical education and a child’s intellectual potential. Indeed if intellectual development or academic achievement could be linked to physical; education and would rank higher as an educational priority. Physical education must be systematic and progressive program that reaches out to children from all walks of life.

Farrant J.S (1970) says:- “A teacher cannot enlighten his pupils if he himself is ignorant. He can lift them no higher than himself. So in this regard, there must a modernized physical education syllabus in the school, for teachers to be up-to-date and give up to material to their pupils.

White W.H (1894) says, “time consciousness by the organizers in the performance of any activity is of paramount importance as far as the success of that activity is concerned”. It is also important that teachers are given special training and extent of this must value according to the level at which the subject is being taught, and the

extent of the whole teacher training. Therefore the timetable organizers in the teacher training institutions should not physical education. It should therefore share the same conditions with other subjects.

Morgan, R.E (1973) states, "Pupils should be encouraged and involved in competitive situations in order to foster their physical capabilities and mental enhancement."

On this issue; Marganin R.E (1973) in his book concerns and values of physical education says, "Competition is an essential part of a whole range of games and contests which boys and girls have traditionally enjoyed and rightly handled the competitive element may raise the level of interest to a point of high excitement which is still completely enjoyable.

Oarsman K.C (1947) says "physical education pledged to meet the needs and interests of the students. The modern teacher is measuring his pupil's capabilities and is then adapting his programme to the individual rather than the average.

Through physical education a teacher has a tremendous potentiality to helping learners. An untrained teacher can easily do more harm than good. He can damage students physically, mentally, and economically in a simple for quackery which the teaching profession cannot afford to tolerate in the name of teaching. The kind of person who goes into teaching of physical education because he can make more money follow a course of study or take an interest in the total school and community environment or because regains more prominence through his athletic teams will never be a credit to teaching. This is the kind of person of person we don't need, no matter how severe the shortage.

Aloysious S.L (1988) wrote in American schools at secondary level, "Physical education is a required subject. This is classified in the public law 94-142, the excellent report, and the elementally, junior and senior high school course description handbook such as an emphasis on physical education in the American people have developed a positive attitude towards physical education."

It is the goal of this research that this can also happen in Magada sub-county and in Uganda as a whole.

Miller C and White H (1894) wrote, "The physical education supervisor assists the teachers in doing a better job by giving in service workshops, demonstrations, teaching lessons, courses of study and teaching guides and supplementary method and material."

The refresher course and seminars will always improve the teaching of physical education in primary schools. So the primary teachers' competencies in physical education will only be improved on but also will stabilize those teachers trained to teach the subject.

CHAPTER THREE

STUDY METHODOLOGY

3.0 Introduction

In this chapter, the researcher emphasized on the research design, research area, population size and sample size, data collection methods that will be used, how the collected data was analyzed, validity and reliability of data plus limitations to the study.

3.1 Research design

The study employed a general survey design to examine the effect of teachers' attitude towards the teaching of P.E in Magada sub-county, Namutumba district and this will allow a collection of compressive data for easy analysis.

3.2 Areas of study

The study was conducted in five (5) primary schools namely, Magada primary school, Ilwaniro primary school, Buyange primary school, Kategere primary school and Luzinga primary school in Magada sub-county, Namutumba district and analyzed the effect of teachers' attitude towards the teaching of physical education at primary school level. The specific attention was put on the challenges facing P.E ways to improve P.E performance and its importance in selected schools.

3.3 Population of study.

The target population for the study consisted of pupils as well as the teachers from the five selected primary school in the areas of study. In the five selected schools there was a total population of 2460 (extracted from schools records). 2425 were pupils and 35 were teacher and this population was used to come up with the sample size using simple random sampling techniques.

3.4 Sample techniques and sample size

According to Amin M.A (2005), the researcher used simple random and then applied stratified sampling to separate the variables as pupils and teachers and this gave two strata of 2425 pupils and 35 teachers from a total population of 2460. Then a simple random sampling was applied in each stratum thus 100 pupils and 32 teachers were elected to make a total sample of 132 respondents.

3.5 Sources of data

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding the effect of teachers' attitude towards teaching of P.E at primary level by reading report, journals, textbooks plus the already existing work on the internet and magazines. Primary data was got from the field using the methods below.

3.6 Methods of Data collection

The researcher employed the following research tools during the study to collect data which is both primary and secondary one.

3.6.1 Interview

This involved face to face interaction between the researcher and the participant through discussion. The interviews were in two ways, namely; Structured interview in which the responses by the participants will be brief and specific. Unstructured interviews, where the responses were long, elaborated and not specific, the interview were conducted in group and individual.

The researcher carried out interviews with teachers and head teachers, using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs, and motives of people. These persons were interviewed individually so as to get independence answers.

3.6.2 Observation

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

Naturalistic observation; here the presence of the researcher is not known. He will hide himself.

Passive observation; the presence of the researcher will be known but his role in the activity will be hidden. He will not participate at all.

An active observation; the presence of the researcher will be known to the participants. The observation plays a leading role to bring out information.

3.6.3 Questionnaires

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

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

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

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

3.7 Reliability and validity

In order to ensure and maintain a high order of reliability in this study, the researcher did the following:

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

The researcher used accurate questions which are open-ended in nature. The questions set had enough space to give appropriate responses. Close ended questions were also used.

3.7.1 Editing and spot checking

The researcher edited and spot checked during and after each interview with the respondents. This ensured that information given is logical, accurate and consistent.

Obvious errors and omissions were corrected to ensure accuracy, uniformity, and completeness so as to facilitate coding.

3.8 Procedure for data collection

The researcher made appointments with the respondents on when to meet them. The interviews were conducted in staffrooms and in compounds of the schools. The structure interviews were of about 30 minutes. The in-depth interviews were for about an hour.

3.9 Data analysis

The data filled in the questionnaires were copied, analyzed and tabled to identify how often certain responses occurred and later evaluation was done. The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also interview results were coded on tables and presented in this study.

3.10 Limitations and solutions encountered during the study.

In the study, the following limitations were met:

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

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

The study required a lot of time to be dedicated to collecting substantial data from one respondents to another making observations, continuous review of literature, data analysis and report writing and this was worked out by devoting more time on research work by reducing on leisure time for his proposal.

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

CHAPTER FOUR

Data analysis, presentation and interpretation of the findings.

4.0 Over view

The chapter analyzed data collected present the data and interpret it. The overview high the effect of teachers' attitudes towards the teaching of physical education in sampled schools

4.1 The teachers' attitude towards the teaching of P.E.

The respondents were asked to indicate their attitude towards the teaching of P.E.

Table 1 Teachers' attitude towards the teaching of P.E

Response	Frequency	Teachers	Percentage
Strong positive	5	5	16%
Positive	8	8	25%
Negative	17	17	53%
Strong negative	2	2	6%
Total	32	32	100%

Source: Primary

Table 1 Shows that 16% of the teachers had a strong positive attitude towards the teaching of P.E, 25% Positive attitude, 53% negative attitude and only 65 had a strong negative attitude towards the teaching of P.E.

4.2 Inspected and not inspected P.E lessons.

The respondents were asked to indicate whether P.E lesson are inspected or not by the school head teacher.

Table 2 Inspected and not Inspected P.E lessons

Response	Frequency	Teachers	Percentage
Yes	6	6	19%
No	26	26	81%
Total	32	32	100%

Source: Primary

Table 2 shows that 19% of all the lessons at all schools are being inspected where are 81% are not being inspected by respective school head teachers.

This means that 81% of the schools are not at all serious with the teaching of P.E.

4.3 The importance of P.E in the life of a learner.

The respondents were required to give their views on the importance of P.E in the life of the learner.

Table 3 Importance of P.E in the life of a learner.

Response	Frequency	Teachers	Percentage
Physical fitness	7	7	22%
Productivity	6	6	19%
Stress Management	14	14	44%
Creativity	5	5	15%
Total	32	32	100%

Source: Primary

Table 3 Indicates that 22% of the teachers believe that P.E brings about physical fitness in a learner, 19% believe that P.E stimulates learner's productivity, 44% believe P.E works on stress management in learners and 15% of the teachers believe that enhances creating creativity in respective individual

4.4 Physical education Teachers qualifications.

The respondents were asked to state whether they are P.E specialists or non P.E specialists.

Table 4 P.E teachers qualifications

Response	Frequency	Teachers	Percentage
P.E specialists	—	—	—
Non P.E specialists	32	32	100%
Total	32	32	100%

Source: Primary

Table 4 shows that all P.E teachers, there is no specialist meaning that all the P.E teachers are non specialist as shown by 100% in the table above. This is an indicator of poor performance in the teaching of P.E.

4.5 Learner’s formations during P.E lessons.

The respondents were asked to stated the formations used during P.E lessons

Table 5 Learners’ formation during P.E lessons.

Response	Frequency	Teachers	Percentage
Free space	10	10	31%
Circles	13	13	41%
Files/Lines	6	6	19%
Square	3	3	9%
Semicircle	—	—	—
Total	32	32	100%

Source: Primary

Table 5 above shows that the learners’ formations being used by the P.E teacher during P.E lesson. It indicates that 31% of the P.E teachers apply free space formation, 41% use circles, 19% file/lines, 9% square and non uses semicircle and other formations. This means that teachers of P.E have limited formations of P.E known to them.

4.6 Consistency of teaching P.E Lessons.

The respondents were asked to state whether P.E lessons are being taught regularly as indicated on the school time table.

Table 6 Consistency of teaching P.E lessons.

Response	Frequency	Teachers	Percentage
Yes	13	13	41%
No	19	19	59%
Total	32	32	100%

Source: Primary

Table 6 shows that 41% of the P.E lessons are taught consistently as per the time table while 59% of the P.E lessons are not taught consistently.

This seems that most of the P.E lessons are ignored and only 41% of them are taught.

4.7 Learner attitude towards the teaching and learning of P.E.

The respondents were asked to give their attitude towards the teaching and learning of P.E

Table 7 Learners’ attitude towards the teaching and learning of P.E

Response	Frequency	Learners	Percentage
Strong positive	9	9	9%
Positive	60	60	60%
Negative	27	27	27%
Strong negative	4	4	4%
Total	100	100	100%

Source: Primary

Table 7 above shows that 60% of the learners have a positive attitude, 9% strong positive, 27% negative and 40% strong negative attitude towards the learning and teaching of P.E. This means that learners also have some negative attitude towards the subject.

4.8 Ways to encourage and improve P.E performance.

The respondents were asked to suggest on how P.E performance can be encouraged and improve P.E performance.

Table 8 Ways to encourage and improve P.E performance.

Response	Frequency	Teachers	Percentage
Adequate equipment	8	8	25%
Providing allowances	13	13	41%
Organizing P.E Seminars	4	4	12%
Giving P.E enough time	7	7	22%
Total	32	32	100%

Source: Primary

Table 8 shows that 25% of the P.E teachers suggested that providing enough P.E equipment would encourage P.E, 41% suggested the provision of allowances to best P.E teachers, 12% suggested of P.E seminars and 22% suggested that allowing enough time would encourage the teaching and learning of P.E’

CHAPTER FIVE

5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATION

This chapter entails the major finding of the effect of teacher's attitude towards the teaching of physical education in the area of study

The researcher used several factors that enabled him to discover the causes as to why there is ineffectiveness of physical educations in the schools which the research was conducted.

Discussion

The finding indicated that 53% of the respondents who are specially teachers had a negative attitude towards the teaching of P.E and this is in line with Targgart S. (1995). Whereas 16% had a strong positive attitude, 25% positive attitude and 6% strong negative attitude towards the teaching of P.E. This means that the ineffectiveness of P.E is majorly due to negative attitude by the teachers.

It is also noted from the respondents that majority of the P.E lessons which is 81% are not inspected by the school head teachers and this is in line with Freire M. (1987). Only 19% of the P.E lessons taught are inspected meaning that there is a lot of P.E negligence by the top most administrators of visited schools.

It has also become a reality that 44% of the teachers see P.E as a solution to stress among the learners, 22% say that P.E brings physical fitness in learners' bodies 19% think that P.E brings about productivity in learners and 15% think that P.E stimulates creativity in learners as they get exposed to the environment and all this is in line with the writing of Aasha D.(2011).

It has been notes that 100% of the P.E teachers in the schools were research took place are non specialists. This means that the poor performance in P.E is majorly due to lack of P.E specialists in the schools. This is line with Farrant J.S. (1970) who said that a teacher cannot enlighten his students if himself is not enlightened.

The respondents who are teachers representing 41% only know how to use circle during P.E lessons, 31% know to use free space, 19% know files and lines, 9% know to use squares and non knows/applies semicircles during P.E lessons. This means that the P.E teachers in the area studied are limited to few methods of teaching P.E. This is in line with Rovegno I (1997) that teachers still rely on a few past teaching practices.

Lastly, 41% of the teachers suggested that extra allowances for the P.E teacher would encourage P.E teaching and its effectiveness, 25% suggested of providing adequate

equipment, 12% suggested of organizing P.E seminar and other 22% suggested of allowing enough time for P.E so as to boost the teachers and learners. And this is in line with Miller C. and White H. (1994).

Conclusion

According to the study findings, it is clear that many of the respondents have negative attitude towards the teaching of P.E. This emerged from the big percentage of the teacher with a negative attitude towards the teaching of physical education, are the lack of inspection by the head teachers, failure to provide necessary equipment and the negative attitude that some learners have towards P.E

However the same respondents showed some likeness towards physical education, this is teachers were able to tell the importance of P.E to a learner and again they showed interest in P.E by suggesting some of the ways to encourage and improve the effectiveness of P.E. This means that P.E is vital in the process of education to both teachers and learners.

RECOMMENDATION

For physical education to be well taught and teachers to have a positive attitude towards the subject and manifest its roles as a disciplines;

Physical education teachers should therefore be encouraged to like the subject by way of using incentive such as allowances, making them attend refresher courses up grading rate to boost their morale.

Inspection of schools and P.E lesson should be reactivated because some of the teachers who would do commendable work are not cared for frequently advice can boost their competence, efficiency and effectiveness.

The teacher should aim at directing and encouraging learners to do physical activities at their own level in order to develop motor skills values and attitude in them.

Like other subjects on the school curriculum, such as mathematics, English, social studies and science, P.E should be examined at primary level. This will reactivate and bring out the seriousness of the subject.

Suggestions for further research

The research had no limitations, but the resources like time and money limited the researcher to only five 5 schools. This made it impossible to make a more detailed study. Therefore, there is a need for a more detailed research which covers more schools than those studied.

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APPENDIX A:
QUESTIONNAIRE TO THE TEACHERS

Dear respondents,

The researcher is a student of Bachelor of education of Kampala International University, carrying out research on **the effect of teachers' attitude towards the teaching of physical education in Magada sub-county Namutumba district**

The purpose of this questionnaire is to find the ways of making the teaching of P.E more effective than before and also to find the attitude people have towards the teaching of P.E with special reference to schools in Magada Sub-county in Namutumba district.

The information you give will be treated as strictly confidential as possible.

Fill the blank spaces as required.

To The Sports/ Game And P.E Teacher

1. Your Name.....
2. Sex.....Age.....
School.....
3. For how have you been a P.E/games teacher
1-5 years. 5-10 years 10 and above
4. Are children interested in P.E? Yes No
5. What are the main problems in teaching P.E?
 - i.
 - ii.
 - iii.
 - iv.
6. Are you a P.E specialist Yes No
7. Which units of P.E do you teach?
8. Do you have any textbooks? Yes No
 - i.
 - ii.
 - iii.
9. How many periods are allowed for P.E in a week?
1 2 3 4 5 and above
10. Do you enjoy teaching P.E? Yes No
11. Are you given a special allowance for teaching P.E? Yes No

12. Have you ever attended any refresher course in sports/games?

Yes No

13. What is your own option about the teaching of P.E?

Positive Strong positive Negative Strong negative

7

APPENDIX B:

QUESTIONNAIRE TO THE HEADTEACHER

Dear respondent,

The researcher is a student of Bachelor of education of Kampala International University, carrying out research on **the effect of teachers' attitude towards the teaching of physical education in Magada sub-county Namutumba district**

You are humbly requested to fill the questions as honestly as possible. The information you provide will be treated with confidentiality and used purely for purposes of study.

Thanks for your consideration and cooperation.

1. What is the number of teachers in your school?.....
2. Do you have a P.E teaching in your school? Yes No
3. Do you provide with P.E equipment when teaching? Yes No
4. Do your teachers have interest in P.E? Yes No
5. How many times do you inspect your P.E teachers a week?.....
6. Do you like P.E yourself? Yes No
7. How many time does P.E appear on your timetable per class per week.....
8. Is there any incentive for your P.E teachers? Yes No
9. How many playing field do you have there?.....
10. Does your D.E.O inspect your schools during P.E? Yes No
11. If no, why.....
12. Briefly point out some of the current problems faced by teachers in the teaching of P.E in your school.
.....

APPENDIX C:

ORAL INTERVIEW TO THE PUPIL

Dear respondent,

The researcher is a student of Bachelor of education of Kampala International University, carrying out research on **the effect of teachers' attitude towards the teaching of physical education in Magada sub-county Namutumba district**

You are humbly requested to fill the questions as honestly as possible. The information you provide will be treated with confidentiality and used purely for purposes of study.

Thanks for your consideration and cooperation.

1. What is your name?.....
2. What is your school's name?.....
3. In which class are you?.....
4. Do you like P.E? Yes No
5. What games do you like most?.....
6. Does your teacher teach you P.E? Yes No
7. What does he teach you during P.E lesson?.....
8. Do you have balls? Yes No
9. Do you have ropes? Yes No How do you use them?.....
10. What play do like?.....
11. Have you ever been taught education gymnastics? Yes No
12. Do you have a games/P.E uniform? Yes No

Thank you.

APPENDIX D:
QUESTIONNAIRE TO TEACHERS

Dear respondent,

The researcher is a student of Bachelor of education of Kampala International University, carrying out research on **the effect of teachers' attitude towards the teaching of physical education in Magada sub-county Namutumba district**

You are humbly requested to fill the questions as honestly as possible. The information you provide will be treated with confidentiality and used purely for purposes of study.

Thanks for your consideration and cooperation.

SCHOOL.....

SEX.....AGE.....

Put these letters on the answers which you feel is correct

A – Strongly agree

B - Agree

C - Disagree

D - Strongly Disagree

1. P.E is tiresome and time wasting.
2. Teachers and pupils do not like P.E.
3. P.E is to train pupils to be self reliant.
4. P.E is hard to teach because there are no equipments.
5. There are no P.E reference books.
6. P.E lacks teachers/specialists.
7. It only needs specialists to teach P.E
8. Head teachers do not encourage P.E teaching.
9. Pupils are not interested in the subject.
- 10.No special allowance of the P.E teachers.

APPENDIX E:

TIMEFRAME

Month (2017)	Activity
April-May	Selecting and approval of the topic.
May-July	Writing a proposal
July-August	Collection of data
August-September	Writing a report
September 2017	Binding and submission of dissertation
21 st -24 th September 2017	Piloting of tools
30 th November 2017	Submission of final report
4 th -5 th October 2017	Data cleaning and organizing
25 th -28 th September 2017	Editing to tools
6 th -20 th October 2017	Data analysis
21 st -31 st October 2017	Preparation of 1 st Draft of report

APPENDIX F:

ESTIMATED BUDGET

ITEM	COST
Transport	80,000/=
Stationary	70,000/=
Internet	30,000/=
Typing and Printing	60,000/=
Binding	30,000/=
Library search	25,000/=
Secretarial	30,000/=
Stationery	50,000/=
Total	375,000/=