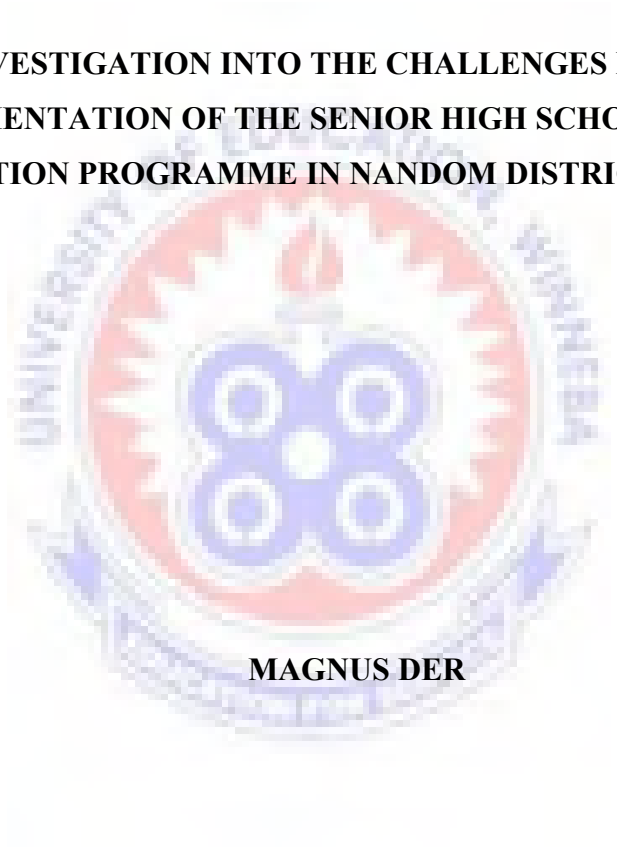
UNIVERSITY OF EDUCATION, WINNEBA

AN INVESTIGATION INTO THE CHALLENGES FACING THE IMPLEMENTATION OF THE SENIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAMME IN NANDOM DISTRICT OF GHANA



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UNIVERSITY OF EDUCATION, WINNEBA

AN INVESTIGATION INTO THE CHALLENGES FACING THE IMPLEMENTATION OF THE SENIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAMME IN NANDOM DISTRICT OF GHANA

MAGNUS DER

8140090006

A Thesis in the Department of Health, Physical Education, Recreation and Sports, Faculty of Science Education, submitted to the School of Graduate Studies, University of Education, Winneba in partial fulfilment of the requirements for award of Master of Philosophy (Physical Education) Degree.

SEPTEMBER, 2015

DECLARATION

STUDENT'S DECLARATION

I, MAGNUS DER, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:…….

DATE:……..

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR:……..

SIGNATURE:……

DATE:……

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DEDICATION

I dedicate this research work to my supervisor: Henry Augustine Pufaa and my children: Sharon Hismond Mwin-Eru, Sigfried Hosea Mwinmaale, Samuel Howard Mwinkaar and Salomey Helga Mwinyele.

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ABSTRACT

The study examined the challenges facing the implementation of the senior high school physical education programme in Nandom District of the Upper West Region, Ghana. It utilised a phenomenological research design in qualitative approach to the study in two senior high schools in Nandom District. The data were obtained through open ended questionnaire, observation and semi-structured interviews. The purposive sampling technique was used to select 7 interviewees while random sampling technique was employed in getting 433 respondents for the questionnaires. Validity and reliability were achieved through triangulations (methodology, data and member checking) and detailed description of the processes involved in the study that would create room for this study to be replicated. The field data were analysed manually based on themes according to the research objectives. Through the analyses the following were discovered. The physical education programme in the two schools was implemented under time, aspects of the syllabus, facilities and equipment, skilled educators, assessment, follow-up support and extracurricular activities schedules. The barriers affecting the physical education programme included inadequate physical education teachers, insufficient time, lack of supervision and monitoring, lack of funding, no support from other staff and community, teacher absenteeism, sedentary living/lifestyle, and no changing room. Therefore, the study concluded that these barriers culminated into the ineffective implementation of the senior high school physical education programme in the Nandom District. The findings warranted the following recommendations among others: sufficient time allotment for physical education, supervision/monitoring, use of resource persons in the community.

CHAPTER ONE

INTRODUCTION

1.1 **Background of the Study**

In colonial Ghana**,** attempts were made by the early colonialists to introduce the type of physical education that was practiced in Britain. In the early part of the 1880's the Empire Day Games were introduced into the colonial schools as a way of formalising physical activities and this encouraged the teaching of physical education. The 1887 Education Ordinance emphasised physical exercises in the form of drills which was practiced during and after school and was supervised by ex-servicemen who were untrained physical education teachers (Domfeh, Arthur & Ayensu, 2006; Ocansey, Seidu & Jatong, 2013). Physical education after independence was known to be one of the subjects on the teaching timetable of basic schools. Afternoon games were fixed on the timetable of secondary schools. Sports competitions were also organized.

The 1987 educational reforms were introduced to correct lapses in the educational programmes in the country. As part of the reform measures the Curriculum Enrichment Programme (C E P) was introduced. Notable among other things the C.E.P emphasized was the teaching of physical education as a way of helping individuals to be healthy. Physical education was made a core subject, though not externally examinable in the school final examinations (Domfeh *et al.,* 2006; Keteku, 1999; Ocansey, *et al*., 2013).

As a result, the significance of Physical Education cannot be downplayed. A physically educated person/student: Understands the importance and benefits of physical activity, enjoys and actively participates in a variety of physical activities,

demonstrates positive personal/social character traits such as fairplay, teamwork and sportsmanship in a variety of physical activities, develops and maintains both, health-related fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition; and performance-related fitness: agility, co-ordination and balance (Angel, 2015; Fishburne & Hickson, n.d.; Michigan Department of Education, 2007; Renskoff, n.d.; Singapore PE Syllabus, 2006).

Other benefits of physical education included mental development, physical development, social development and judicious leisure time usage. Therefore, physical education promotes labour skills such as hard work, leadership, self-confidence, cooperation and perseverance. It was also a prerequisite for further training for positions like coaches, officiating officials as well as instructors of fitness and recreation facilities centers (PE Syllabus, 2010; Pufaa & Adeniji, 2008).

The emphasis in the teaching and learning of physical education differed across the different educational levels. This was to ensure developmental appropriateness and to achieve progression and coherence across the educational levels.

For the senior high school physical education programme the curriculum was embraced and upheld as the key central working document. This unites and anchors all other segments of the programme, such as personnel (and students), institutional policies, accessible facilities and equipment, time, class size, assessment and training (McLennan & Thompson, 2015; PE Syllabus, 2010; Spark, 2014, Untitled Document, n.d.).

The physical education curriculum in the senior high schools comprised a series of structured exercises that students could perform in a physical education class. Thus, the senior high school physical education curriculum was highly structured and formal, and designed to the needs of senior high school students.

The secondary school physical education curriculum laid emphasis on how physical education should be taught at the secondary school level. It emphasized the teaching of motor skills, fitness, knowledge and attitudes. It spelled out six thematic areas. Two of such areas: Foundations of Physical Education and Sports, and Science of Physical Education and Sports entailed topics to be taught in the classroom. The four other sections: Gymnastics and Dance, Athletics, Games and Physical Fitness were to be taught as practical lessons. The structure and organization of the physical education programme created room for after school sports during afternoon games and weekends (PE Syllabus, 2010).

Physical education instruction at the senior high school level was on the foundation that physical education teachers organize class lessons in which every student was supported to work individually according to their abilities which offered the most satisfactory needs to them. Also, pedagogical skills such as guided discovery, creativity, command, task, instructional technology, individual teaching, group teaching and whole class teaching strategies were adopted tied to demonstrations and effective class management and supervision techniques to accomplish safe class setting as well as effective teaching and learning (Semiz & Ince, 2012; Sicilia-Camacho & Brown, 2007; Siedentop & Tannehill, 2000).

Nandom District was created in 2011. It was carved out of the then Lawra/Nandom District (Daily Guide, 2011; Local Government Act, 1993). It is strategically located in the upper north north-west end of the region. It shares boundaries with Lawra District to the south-west, Lambussie/Karni District to the east and south-east, and Burkina Faso to the north and north-west.

There are four public senior high schools in Nandom District. They are St. Michael's Senior High School (NANSEC), Ko Senior High School (KOSEC), St. John's Senior High Vocational School (NVS) and St. Ann's Senior High Vocational School. St. Michael's Senior High School is a boarding school for boys only, while St. Ann's Senior High Vocational School is a day/boarding school for girls only. On the other hand, Ko Senior High School and St. John's Senior High Vocational School are mixed boarding schools. Though St. John's Senior High Vocational School (NVS) and St. Ann's Senior High Vocational School were accredited by the National Accreditation Board as fully fledged senior high vocational schools, they were yet to introduce the senior high school physical education programme (District Education Directorate, personal communication, October 2, 2014).

Facilities and equipment were indispensable in the implementation of the senior high school physical education programme. Both NANSEC and KOSEC schools have some facilities and equipment to enhance the teaching of physical education. They included classrooms, one volleyball court, one football field, one handball court, an athletics oval, and balls (for volleyball, football, basketball, netball and handball). They also have equipment for athletics and games (KOSEC PE/Sports Inventory Book, personal communication, January 19, 2015; NANSEC PE/Sports Inventory Book, personal communication, January 19, 2015).

Key implementers of the senior high school physical education programme were physical education teachers (Spark, 2014; Untitled Document, n.d.). These are people who received training in the subject in certain tertiary institutions in the country or outside the country. Both NANSEC and KOSEC had a trained physical education teacher each, that had a bachelor of education certificate in physical education (KOSEC Staff Records, personal communication, January 19, 2015; NANSEC Staff Records, personal communication, January 19, 2015).

In physical education classes, physical education teachers hold their students accountable. They set realistic targets for the students in their classes to learn actively and be desirous in doing the activities they are learning. Physical education teachers consciously manage students well to minimize off-task behaviours and increase time for on-task behaviours culminating in use of effective Academic Learning Time-Physical Education. These teachers plan learning time with activities corresponding to students' abilities so that optimum learning occurs (Siedentop & Tannehill, 2000).

Grouping of students in these two schools, NANSEC and KOSEC, was according to academic programmes for which they had been admitted to pursue. Owing to very large number of students placed in programmes the students were further put into much smaller group of numbers to form small class sizes. In both schools, each class had an average of 37 students (KOSEC Admissions Register, personal communication, January 19, 2015; NANSEC Admissions Register, personal communication, January 19, 2015).

Student populations in St. Michael's Senior High School and Ko Senior High School were relatively quite high. St. Michael's Senior High School had a student population of about 600 whilst Ko Senior High School had about 700 students.

These students were in the three different levels of the senior high school system in Ghana. It was mandatory for them to do physical education (KOSEC Admissions Register, personal communication, January 19, 2015; NANSEC Admissions Register, personal communication, January 19, 2015).

1.2 Statement of the Problem

The 1987 educational reforms made physical education an academic core subject in Ghana Education Service (GES) which was taught at the senior high school level. Though, not examinable in the school final examinations externally, it was designed to equip individual students with motor skills, fitness, knowledge and attitudes appropriate for individuals active living and healthy lifestyles (PE Syllabus, 2010).

Nonetheless, the implementation of the senior high school physical education programme was not compatible with student's behaviour in and out of school because their participation in physical activity was low. This was characterized by challenges.

Without an effective physical education programme to help students achieve its goals, low participation in physical activity continue to rise giving way to sedentary lifestyle. A new multifaceted approach to implementing the physical education programme is required. More interactive implementation process may help schools to inculcate the values of participation in physical activities in students. In this regard, the study sought to examine the hindrances to the implementation of the senior high school physical education programme in the attainment of the programme goals.

1.3 Purpose of the Study

The purpose of this qualitative, phenomenological study was to describe the lived experiences of students, physical education teachers and headmasters relating to the

implementation of the senior high school physical education programme in two senior high schools in Nandom District. It was also to ascertain the extent of implementation of the physical education programme and the barriers which inhibited the physical education programme implementation.

1.4 Research Objectives

The main objective of the study was to make inquiries about the challenges facing the implementation of the senior high school physical education programme in Nandom District and make recommendations to address the problems impeding its smooth implementation. The specific objectives were to:

1. Ascertain the extent of implementation of the SHS PE programme in Nandom District.
2. Inquire the kinds of challenges facing the implementation of the SHS PE programme in Nandom District.

1.5 Research Questions

The following research questions were answered.

1. To what extent is the senior high school physical education programme implemented in the Nandom District?
2. What are the challenges facing the implementation of the senior high school physical education programme in the Nandom District?

1.6 Significance of the Study

It is a fundamental right for all children to learn physical education in Ghanaian basic and pre-university schools. The Physical Education Syllabus of Ghana (2010) states that:

> Access to physical education and sports activities is enshrined as a fundamental human right in the UNESCO Charter on physical education and sports, which states among other things that, "Every human being has a fundamental right of access to physical education and sports, which are essential for the full development of one's personality. The freedom to develop physical, intellectual, social and moral powers through physical education and sports must be guaranteed both within the educational system and in other aspects of social life." (p. iii).

At the senior high school level, physical education equips students with basic knowledge necessary to enjoy life and sport. Students need basic skills in the way games are played to be able to enjoy them. Physical Education also invariably develops students' spirit of sportsmanship (PE Syllabus, 2010, p.iii).

Effective physical education programme in the senior high school level is paramount. It cannot be undervalued as it exposes students to appropriate movement experiences that are characteristically desirable in active lifestyle, work and leisure. It also expedites the selection of students to constitute school teams. Those students who exhibit relatively high degree of proficiency in one sport or the other could be identified and put together to constitute various school team for Schools and Colleges Sports Festivals. More so, following their sterling performance in Schools and Colleges Sports Festivals national athletes might be identified, recruited and developed. In most cases such potential athletes eventually become professionals and assets to the nation.

This study results would benefit physical education teachers, school supervisors, school administrators and managers in Nandom District. They would be abreast of the challenges inhibiting the provision of quality physical education in the two senior

high schools. They could also apply the appropriate recommendation in addressing the challenges affecting the physical education programme.

In addition, the study would contribute to literature on the implementation of the senior high school physical education programme. Besides, it would suggest possible ways of addreeing the challenges facing the implementation of the senior high school physical education programme in developmentally applicable and real sense in spite of factors affecting it to the District Education Directorate to relook at the place of physical education in the district schools.

1.7 Delimitation of the Study

The study was delimited to only two out of four public senior high schools that run the SHS PE curriculum in Nandom District.

1.8 Limitations of the Study

There were problems of time, funds and transport being available to the Researcher in collecting the data. Another problem faced was the undue delay caused by some respondents in returning their answered questionnaire to the Researcher. Also, some questions of the questionnaire were incomplete. Lastly, the interviewees initially showed reluctance and unwillingness to the conduct of the semi-structured interviews.

1.9 Operational Definition of Terms

Programme: Total sum of institutionalized policies, locally framed measures, plans, sequences, and syllabus composed to ensure the provision of quality physical education in senior high schools in Ghana. It is the planned educational experiences for students, teachers, managers, and administrators in schools which take place within and beyond schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews relevant literature on the topic an investigation into the challenges facing the implementation of the senior high school physical education programme. This section of the study highlights the theory underpinning the study as well as conceptual definitions and empirical literature, as follows:

2.1 Theoretical Framework

2.2 Conceptual Framework:

1. Meaning and Concept of Physical Education.
2. Senior High School Physical Education Programme Implementation.
3. Challenges facing Implementation of the Senior High School Physical Education Programme.

2.3 Summary of Literature Reviewed

2.1 Theoretical Framework

This portion highlighted the theoretical framework of the study. There are some theories that have been postulated by researchers to explain knowledge acquisition in educational institutions. While there are other theories that address this research study topic, the one considered most suitable for this research study is the constructivist theory. This theory permits people to construct their knowledge through active interaction with their social environment congruent with their relevant previous knowledge. Constructivist theory posits that knowledge is constructed but not discovered. This constructivist theory was linked to the interpretive philosophical

perspective. According to Weber (1949) people comprehension of the social environment can be strengthened when they make conscious efforts to understand it from the viewpoint of the researched instead of explaining their behaviours through cause and effect. Kusi (2012) commented that "interpretive research acknowledges the feelings, experiences and viewpoints of the researched as data" (p.16). This ultimately underpinned the study as it involved the gathering of the participants' views and experiences. The data for the study were collected in the form of words employing instruments as open-ended questionnaire, semi-structured interview schedules, structured observational schedule, and library studies (Kusi, 2012, p.18). The data were analysed qualitatively.

Constructivist theory and phenomenological research design used in this study are inseparable. Thus, both have the "primary means to reach an understanding of a phenomenon," deeply rooted in absolute knowledge construction (Simon & Goes, n.d, p. 3). According to Simon and Goes (n.d) both deal with how the social world appears to individuals being studied with firm respect to their personal views and experience.

Constructivist theory was therefore used to find the unhealthy interactions that affected students' knowledge construction in physical education programme in two public senior high schools in Nandom District. This theory is elaborated in detail in the sub-section below.

2.1.1 Constructivist Theory

Constructivist theory delineates knowledge construction as a process in developmental, social and cultural settings resonate in individuals mental functioning, relevant past experience and their continuous interaction with the world. Therefore, Kirk and Macdonald (1998) argued that

> constructivist approaches emphasized that learning is an active process in which the individual seeks out information in relation to the task at hand and the environmental conditions prevailing at any given time, and tests out her or his own capabilities within the context formed by the task and environment. Learning is also situated in social and cultural contexts and is influenced by these contexts (p.376).

According to the authors constructivist theories stress that learning is an active process through which the individual constructs knowledge based on the task and the class ecology. They added that learning is much shaped by social and cultural circumstances.

Again, Kirk and Macdonald (199) emphasized that

> Constructivist approaches also stress that learning is developmental, both in the sense that there are identifiable phases in learning physical skills and that the ways people learn change over time due to growth, maturation and experience. A further feature of constructivist approaches is that learning is multidimensional, in the sense that individuals typically learn more than one thing at a time and often implicitly, as in the case of the hidden curriculum. Finally, constructivist approaches attempt to cater to differences in individuals' preferred learning styles (p.377).

The authors in their opinion pointed out the features of constructivist approaches. They stated that learning is developmental, multidimensional and individualistic in learning styles.

Liu and Mathews (2005) commented that "the fact that constructivists, of whatever ilk, consensually hold that knowledge is not mechanically acquired, but actively constructed within the constrains and offerings of the learning environment, was commonly regarded as a shift in paradigm in educational psychology" (p.387). According to the authors knowledge is constructed, and is predisposed by the challenges and prospects of the learning environment in educational psychology perspective. It is not mechanically gained.

Additionally, Tolley (2009) stated that "constructivist educators relinquish direct control of the learning environment often found in more traditional, teacher-directed approaches to curriculum and instruction to provide opportunities for students to explore content and construct solutions"(p.1). According to Tolley, within the constructivist frame educators create opportunities for students to perform tasks in order to construct knowledge. There is no direct control of the learning environment as in traditional, teacher-centred approaches.

Social constructivist educational theory presents the classroom as a "community of learners" (Azzarito & Ennis, 2003, p.1). In the same light Azzarito and Ennis (2003) wrote that

> In summary, in a community of learners, constructivist teaching and learning processes occur when (a) teachers are facilitators in the classroom by providing group work that emphasizes peer interaction and peer collaboration, and students are not passive onlookers but actors in the classroom; (b) teachers recall students' prior experiences to facilitate students' construction of knowledge; (c) students have ownership of the curriculum; and (d) teachers encourage students to relate activities in the classroom to students' real lives

> outside of school, and to real world situations; in communities of learners, teachers aim to provide educational experiences that are authentic and meaningful for students (p.3).

According to the authors, in a community of learners constructivist instruction processes take place when teachers act as facilitators in teaching, teachers review students' relevant previous knowledge, students own the curriculum, teachers encourage students to apply knowledge to real lives situations. These happen within authentic and meaningful learning experiences.

2.2 Conceptual Framework

2.2.1 Meaning and Concept of Physical Education

Webster's Newworld Dictionary of the American Language (1984) defined programme as "a prospectus, syllabus, plan or schedule of things to be done for some matters" (p.1135). Therefore, physical education is a set of educationally organized and sequenced events to be accomplished in the realization of physical, mental, social and morally fit individual through physical activities.

Mehra (2014) defined physical education as "an integral part of the total education process and has as its aims the development of physically, mentally, socially and emotionally fit citizens through the medium of physical activities that have been selected and planned to achieve specific outcomes" (slide 12).

In Mehra's view, physical education is a core of the education process aimed at using selected and planned physical exercises to develop citizens physically, socially, mentally and emotionally.

Physical Education has no universal definition. It is defined in many different ways by various authorities to suit their line of thinking.

Charlotte (2011) opined that,

> Physical education is an integral part of the total education of every child in Kindergarten through High School. Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students so that they can be physically active for a lifetime (p.3).

To the author, physical education is an essential pillar in the whole education system that provides holistic development of individuals. This development guarantees individual's lifetime active living.

Similarly, Farlex (2005) in defining physical education included instruction in sports, exercise, and hygiene, especially as part of a school or college program. In the opinion of the author, physical education is about teaching sports skills, exercise and hygiene as embodied in a school or college programme.

Physical development that filters from physical education activities, increases individual's muscular strength, muscular endurance, flexibility, as well as body composition and cardiovascular endurance. This permits them safe, fruitful and satisfying involvement in daily physical activities (Angel, 2015; Renskoff, n.d.; Untitled Document, 2014).

In the social development realm, physical education helps individuals to socialize with others successfully. It also creates avenues for them to learn positive group skills (Fishburne & Hickson, n.d.; Naul, n.d.; Untitled Document, 2014).

Mentally, physical education provides Students with wide range of benefits. It creates opportunities for individual students to assume leadership roles and cooperate with others. It again equips them with the necessary skills to be able to question actions and regulations, and wholly accept responsibility for their own behaviour and action (Fishburne & Hickson, n.d.; Untitled Document, 2014).

The emotional gains derived from physical education cannot be understated. Through physical activity and, or sport, physical education constructs an outlet for releasing tension and anxiety. Adding, it facilitates emotional stability and resilience. Knowledge of mastery of skills and concepts in physical education translating to knowledge of performance and results, inculcates in learners self-efficacy, self-confidence and self-worth that are indispensable fragments of emotional stability (Fishburne & Hickson, n.d.; Untitled Document, 2014).

Other authorities viewed physical education in terms of its contributions to the development and care of the human body. Thus, from participation in light to moderate exercises meant to promote general fitness rounding up in receiving training in hygiene, educational gymnastics and dance, and educational games (Webster, 2015).

Physical Education concepts are ideas of how it should be taught. A Physical Education concept encompasses: Education through the physical, movement education, academic discipline approach, social development model, sports education model, adventure-education approach, eclectic curriculum, Title IX, health education and physical education (Naul, n.d., pp. 8-10; Untitled Document, 2014, pp.3-5).

Education through the physical has four primary objectives including physical development objective; which is concerned with planned activities, that builds

physical power in individuals through the development of the various organic systems of the body, motor development objective centers on making physical movement useful, effective and efficient as possible and above all, being proficient, graceful, as well as aesthetic in the movement, mental development which is key to education through the physical and deals with a pool of knowledge and the ability to think, interpret and apply this knowledge while social development objective which deals with helping an individual to make adjustments personally and as a member of a group and, or society concludes education through the physical (Naul, n.d.; Untitled Document, 2014).

Movement education has the aim of teaching individual students to move aesthetically and exhibit efficient movement in either planned or unplanned situations. It helps individuals acquire and apply the knowledge that regulates human movement. Practically, movement education curricula are woven around educational dance, educational gymnastics, and educational games (Kelly & Melograno, 2004; Naul, n.d.; Polsgrove, 2012; Untitled Document, 2014; Webster, 2015).

The academic discipline approach deals with the emergence of new areas of study such as sport sociology, sport psychology, and motor control among others. The content of physical education, from the academic-discipline point of view, is knowledge about the various sub disciplines of physical education where physical activity and performance skills are still embedded in the programme, with emphasis on knowledge rather than motor fitness skills (Untitled Document, 2014).

The social-development model or the humanistic movement education aimed at handling students as individuals, and focusing on personal and social growth rather than academic achievements. This is achieved through physical education in the

gymnasium and the playing field through collaborative and cooperative activities (Broome, 2014; Kelly & Melograno, 2004; Untiled Document, 2014).

Sports education model delineates the content of physical education as sport, and prescribes ways that sport can be taught to all students within the context of physical education. With this model, sport is an educationally playful competition done in sessions; players have affiliations; there is a formal competition; winner is decided through culminating event, and record keeping is crucial (Kelly & Melograno, 2004; Naul, n.d.; Untitled Document, 2014)..

The Adventure-Education Approach hammers on activities in the natural environment that have potential for education and character development of individual students. Skills are gained and students participate safely and with great pleasure (Kelly & Melograno, 2004; Naul, n.d.; Untitled Document, 2014).

The eclectic curriculum is a blend of all the concepts of physical education. It provides opportunities for units as elective courses within a required programme of physical education experiences (Kelly & Melograno, 2004; Untitled Document, 2014).

Title IX is concerned with access to physical education irrespective of sex, gender, race, and physical condition. It stresses on equal access to physical education, co-educational classes, appointment of teachers on skill, and grouping of students on ability levels (Untitled Document, 2014).

Health education is concerned with the development of individuals through providing them with exercises, hygiene, gymnastics and dance, athletics and games. In the same manner, physical education provides individuals with inclusive education and

adapted education in knowledge, concepts, skills and attitudes to develop physically, socially, mentally and emotionally (Naul, n.d.; Webster, 2015).

2.2.2 Senior High School Physical Education Programme Implementation

The senior high school physical education curriculum is a plan of series of activities to be performed. The activities had been sequenced according to school "age". According to Spark (2014) when a school or district embraced its High School physical education, they received the four components necessary for successful implementation of its concepts and methods: Curriculum, training, equipment, follow-up support (p.1).

In Spark's view, for effective implementation of the Senior High School physical education curriculum skilled manpower is significant. Skilled educators receive training in curriculum, equipment and follow-up strategies.

Boulder Valley School District Department of Curriculum and Instruction [BVSDDCI] (2009) spelled out physical education to involve instruction, rubric, assessment, curriculum scope and sequence: Basic skills for individual, dual, team, lifetime games and activities, fitness components, physical fitness concepts and conflict resolution strategies (pp. 23-37). In the view of BVSDDCI, the physical education curriculum comprises teaching, tools for assessment, assessment and ordered curriculum content.

Ministry of Education, Ontario (2000) revealed that a physical education curriculum entails "healthy active living education, health for life, exercise science, recreation and fitness leadership" (p. 5). According to the ministry, physical education

curriculum is made up of health, non-sedentary life education, exercise science, recreation and leadership.

Another school of thought stipulated that senior high school physical education included: Curriculum, skilled educators, facilities and materials, instructional technology, scheduling: time and class size, inclusion, curricular connections, student assessment, professional interaction, professional development, supervision and evaluation, resource personnel and leadership (Untitled Document, n.d., pp.57-63).

This document indicated that a senior high school physical education curriculum can be a reservoir of many activities and standards intended to mould individual students and instructors in connection with curriculum goals.

It is important that students have opportunities to learn in a variety of ways, individually and cooperatively as well as independently, and many a times with teacher direction through hands-on activities in the phase of examples followed by practice. There is no single correct way to teach or to learn as teaching and learning is according to the needs of students with what kind of appropriate facility or material available.

In implementing the physical education curriculum, advocates for persons with disabilities demand that inclusive education settings permit people to enjoy equal opportunities to participation in play, recreation, and sport, including those in the school system (McLennan & Thompson, 2015, p. 36). According to the authors, students with disabilities should not be exempted from any form of physical activity and sport programme in communities. Also, such students have the right to physical education and physical activity programmes in school settings. To ensure this, physical education teachers need to be creative in their teaching approaches and be

versatile in adapted physical education and activity. Therefore, they require training, regular practical support, theoretical support and consultation process to provide total inclusive physical education (Australian Human Rights Commission, n.d., p. 36).

For comprehensive implementation of the physical education curriculum, school staffs should demonstrate strong commitment to it for students' participation. So, strong management, administrative and good staff support, is required (NASPE, 2008). This is the building block for the physical education curriculum success in the senior high school system in the district.

Quality instruction requires student-teacher collaboration in the learning process dependent upon frequent, timely and meaningful feedback for student achievement. The Ontario Ministry of Education (2000) stated that "the nature of the Health and physical education curriculum calls for a variety of strategies for learning. The strategies should vary, according to the learning expectations and the needs of the students" (p. 6). In the view of the Ministry of Education, there should be a balance between student-teacher roles in the learning process. This should build upon knowledge of results and performances based on appropriate and precise methodologies.

Student assessment is a cornerstone in the Senior High School physical education curriculum implementation process. In physical education, various forms of assessment should guide instruction, student learning, performance, improvement, achievement, and enhance motivation so as to promote physical education. It presents to physical educators a variety of assessment options based on their curriculum goals, the expectations of administrators and parents as well as personal experiences with assessment kinds or tools. In the light of students' assessment, Untitled Document

(n.d.) stated that, "a high-quality physical education curriculum has a coherent system of assessment that is closely aligned with curricular and instructional goals and promotes the ongoing improvement of instruction" (p. 61). According to the Document, what is assessed and how that is assessed shows clearly a reflection of the goals. It should be formative and provide evidence of what students have accomplished and are capable to do in the spheres of skills and knowledge.

There are different kinds of assessment with each having its own advantages and disadvantages. Their characteristics are what instructors consider in the perspective of curriculum goals for their application. Good assessment is identified by:

> Detailed assessment and records that reflected the four national curriculum strands of the subject. Pupils' tracking their own progress against learning criteria and setting their own targets for improvement. National curriculum levels of attainments adapted to form the basis of a tracking sheet. Assessment information being used effectively to identify pupils for additional support, such as the development of hand-eye coordination or spatial awareness. Comprehensive analysis by the subject leader of progress against the 10 outcomes, incorporating a "traffic light" system to track pupils' progress and identify those underachieving or achieving highly. (Imaginative Minds Group, 2009, para.8)

Shane (2014) opined that assessment of learning, also known as summative assessment is designed to measure student achievement and gauge what they have learned. In the author's opinion, summative assessment is a measure of how well schools and their students perform in a particular subject or entire academic spheres. This is a pillar in educational accountability. Educational assessment is the process of documenting, in measurable terms, knowledge, skills, attitudes, and beliefs. This focuses on four core objects, namely, individual learner, community, institution and

educational system (Netherlands Ministry of Education, 2012). It shows either one or many or all the four focal points or levels of achievement and progress.

Importantly, the duties of physical education teachers in the implementation of the physical education curriculum are fundamentally paramount to accomplishing the programme goals. Rink, Hall and Williams (n.d.) described physical education teachers role and responsibilities as providing maximum physical activity time within the physical education class, teaching skills and activities that transfer into physical activity outside of physical education class, motivating students to be active, and playing a leadership role in the development of the school physical activity programme.

Time is a precious commodity for implementing the senior high school physical education curriculum. It determines the amount and type of planned, structured activities or events to be done within a particular period and season. Countries and, or states across the globe establish varied time in a week for implementing senior high school physical education curriculum.

In Ghana, two (40-minute) periods are defined in a week for the teaching of physical education across the senior high school three-year groups (Ocansey, Seidu & Jatong, 2013; PE syllabus, 2010). A total of 80 minutes of instruction in physical education per week is envisaged by the Curriculum Research Development Division (CRDD) to be relatively sufficient for implementing the curriculum.

There are countries around the world that have not set specific periods per a week or number of minutes per a week for the teaching of physical education. The Pennsylvania Department of Education (2014) stated that,

> Neither the Pennsylvania Department of Education nor the State Board of Education mandates a specific number of minutes or times per week that health and physical education is provided. Each school district has the authority to make the decision as to the most appropriate manner in which to schedule classes as long as it is within the boundaries of the country's school code and the Pennsylvania Code (p.1).

It is clear in the perspective of the Pennsylvania Department of Education that every school district has the mandate to set its own time for implementing high school health and physical education curriculum within the frontiers of the school policy and state laws.

Adding, Judith, Tina and Lori (2013) indicated that the NASPE (2003) recommendations that children obtain a minimum of 60 minutes of physical activity a day, there are students that attend physical education one day a week; others attend two or three days a week and a few have daily physical education.

According to Judith and colleagues, time for implementing senior high school physical education is widely opened according to the needs of every country, state or school within their own defined boundaries. No uniform amount of time exists.

Also, senior high school students must have sufficient time demanded to satisfy the graduation requirement (Untitled Document, n.d., p. 60). According to the document adequate time should be scheduled to enable teachers and students meet the goals of the curriculum.

In addition, Usher and Anderton (2014) posited that two hours fifty minutes are required for students physical activity need per week. Usher and Anderton further stated that teachers are met with challenges in providing the mandated 30 minutes of moderate intensity physical activity each day as part of Smart Moves policy (pp. 6-

11). According to the authors, every student required 2 hours 50 minutes of physical activity in a week. However, teachers are finding it difficult to provide a daily requirement of 30 minutes of moderate intensity physical activity a week.

Furthermore, Fzavacky (2014) postulated physical education curriculum policy implementation as State does not permit school districts or schools to allow students to substitute other activities for their required physical education credit, State requires all who teach high school physical education to be certified/licensed, State mandates high school physical education and State requires professional development/continuing education to maintain/renew physical education teacher certification/licensure (pp. 1-10).

In the author's view, State did not allow physical education time to be substituted for activities other than physical education. Also, state required all physical education teachers to be certified and licensed and to undertake continuous professional development with the view to maintain and renew their licensure.

In addition, McLennan and Thompson (2015) stated that,

> Equally paramount to the development of QPE policy, and to partnerships that promote engagement in physical activity and sport beyond the school day, is the provision of safe, accessible, well-maintained facilities in which young people can engage without fear of exploitation (p.21).

The authors in the wake of QPE (quality physical education) meant that stakeholders in education that provide physical activity and sport programmes out-of-school day should make safety, accessibility and well-maintained facilities a priority. Therefore, extracurricular activity programmes must base on safety, accessibility and maintenance of facilities.

2.2.3 Challenges Facing Implementation of Senior High School Physical Education Programme

Challenges facing the implementation of the senior high school physical education programme can surface from diverse angles. Kim and Targgart (2012) identified three basic challenges militating against the smooth execution of physical education curriculum in Hana primary school, notably, low status of the physical education program in program implementation and institutional causes; teachers' disengagement with the subject matter caused by internal factors at the school and external factors, and inadequate pedagogical knowledge based on unshared knowledge and unchanged knowledge (pp.5-12). In the opinion of the authors, senior high school physical education faced critical challenges arising from programme implementation, professional non-interaction and consecutive or traditional methods of teaching the subject.

Also, in excavating the challenges facing the implementation of the senior high school physical education programme McCaughtry, Bernard, Martin, Shen and Kulinna (2006) discovered the challenges as insufficient instructional resources, implementing culturally relevant pedagogy, dealing with community violence, integrating more games in curricula, and teaching in a culture of basketball. The authors believe that inadequate apparatus/equipment, employing culturally irrelevant teaching strategies as well as heavily pregnant curricula were key factors that worked against smooth implementation of the senior high school physical education programme.

The quality of tertiary coursework in preparing student teachers for teaching in physical education poses a serious drawback to implementing the senior high school physical education programme. The colleges and universities responsible for this

must necessarily provide student teachers with rich instruction and experiences that will adequately prepare them to make a successful transition into full time teaching (Hill, Grant, Brodin & Kristie, 2004). The authors in their view pointed out that the physical education teacher preparation must provide instruction and experiences that enhance their self-confidence and professional knowledge to take up full time teaching.

In order to communicate the physical education curriculum effectively, the physical education teacher must learn to appreciate the out-of-school environment of learners. It is imperative that physical education teachers be true in their impressions and interactions to including all students in class. The teacher should therefore understand the language structure and vocabulary of the student and strive to establish feelings of rapport "to ensure the students are safe and concentrating on the lesson" (Wanyama, 2011, p.27).

National and State policies account seriously for the current standard of implementation of physical education in schools. All the policy pronouncements make physical education a compulsory teaching subject in both primary and secondary schools in Zimbabwe. However, in spite of the existence of these policies, physical education is still not being taught effectively in most primary and secondary schools in Zimbabwe (Nhamo, 2012, p.65). Again, Nhamo and Muswazi (2014) found out that historical influences, physical education facilities and equipment, physical education teachers training curricular, attitudes towards physical education, physical education knowledge, misconceptions about physical education, the physical education syllabus and teaching materials affect the provision of physical education in Zimbabwean pre-tertiary schools (pp. 1-4).

To a very large extent, facilities and equipment greatly influence effective implementation of the physical education programme at every level of education. According to Symeon and Afroditi (2009) students suggested that their opportunities were hampered as a direct result of the school not having playing fields (p. 375). Similarly, Jenkinson and Benson (2010) reported that lack of access to facilities, equipment, suitable teaching spaces are powerful barriers to providing physical education. In their opinion when schools have no playing facilities, practical teaching of the subject is virtually suffering.

Also, low priority, lack of administrative support, lack of time, crowded curriculum, inadequate facilities and equipment are cogent inhibitors to providing effective physical education programmes (Kinnunen & Lewis, 2013). According to the authors, they have a major impact on the physical education programme implementation.

Besides, lack of motivation and encouragement hinder the programme implementation. Symeon and Afroditi (2009) commended that none of the students interviewed in school B mentioned that their physical education teachers neither encouraged nor motivated them to participate in physical activity nor even school sports (p. 378). In their view, student motivation serves as 'bate' for students' involvement in physical activity and physical education, but was absent in school B.

Furthermore, students' statuses impact their level of participation in physical education. It is crystal clear that children's participation and choices with consumption of physical activities should be appropriate to their social class (Symeon & Afroditi, 2009, p.380). It is in this same view that Dornbusch, Glasgow and Lin (n.d.) articulated that, "opportunities for classroom participation and learning quickly

become stratified in these cooperative settings, with low-status students less likely to speak out and seek the needed help than their high-status classmates" (p. 39). According to the authors, a classroom is a heterogeneous group of students having social status, academic status and peer status characteristics that affect participation in physical education.

In pointing out challenges facing effective implementation of physical education at the secondary school level, Jenkinson and Benson (2010) identified three principal challenges as institutional barriers, teacher-related barriers and student-related barriers. Firstly, institutional barriers connote access to and lack of facilities as well as time. They also included restricted curriculum, funding, socioeconomic status of school and timetabling. Secondly, teacher-related barriers covered teachers undervaluing physical education and physical activities and ethos of performance and elitism of physical education department or school as a whole. These barriers do not guarantee teacher effectiveness. Lastly, student-related barriers stemmed from student's engagement in sedentary behaviours, low fitness level yielding potentially lower ability level in physical exercises and time constraints (Boyle, Jones & Walters, 2008). The authors meant that student-related barriers result from student's sedentary lifestyle, lack of endurance and limited time.

Similarly, Usher and Anderton (2014) espoused that perceived inhibitors were related to institutional barriers, namely the crowded curriculum and a lack of priority given to Smart Moves implementation and compliance. According to the authors, perceived barriers were linked with institutional challenges as in crowded curriculum and low priority.

In the school system, factors emanating from students which militate against effective implementation of physical education curriculum are the interplay of their meta-cognition, their behaviour and their peculiar environment. These three factors are bedfellows. They are mutually dependent and influence learning and physical education lessons (theory/practical) activity choices of individual students (Jenkinson & Benson, 2010).

With the senior high school system, students spend greater part of their lives in school; therefore, it is within this frame of time that their physical activity requirement could be very high. Running extracurricular schedules concurrently with physical education curriculum should increase significantly students daily exercise levels. When this is attainable, sedentary lifestyle behaviours are cut down. But, Hills, King and Armstrong (2007) wrote that, "…trend towards less time for physical education and sport participation in the schools, the amount of time spent sedentary at school will gradually increase" (p. 11). According to the authors, when limited time is provided for physical education and sports in the schools, sedentary activities will increase.

Impediments to implementing the physical education programme can largely be attributed to personal, structural and cultural factors (Jin, 2009). Also, Wanyama (2011) found out that large class sizes, overburdened physical education teachers and inadequate physical education personnel affected the implementation of the physical education programme.

The nature of the school curriculum can affect the implementation of the physical education programme. Principal factors of no spaced curriculum and pressures to

deliver in supposed essential subjects make the implementation of the physical education programme very difficult (Morgan & Hansen, 2008).

For participation Pate, Davis, Robinson, Stone, McKenzie and Young (2006) commented that, "children are more active than adults, but their activity levels decline as they move toward adolescence, and significant numbers of young people do not participate in recommended levels of physical activity" (p. 3). Similarly, Pate et al (2006) established that students attending physical education classes spent at least 20 minutes being active during class. And for time schedules Pate et al (2006) concluded that participation in physical education also was reduced by substitutions of other activities for physical education and student exemptions.

Particularly, budgetary constrains coupled with school authorities/administrative anxiety to improve and, or maintain standards in standardized test scores or academic excellence affect physical education programmes across basic and secondary schools level. This undoubtedly led to unprecedented reduction in physical education time or complete abortion of physical activity programmes in many schools (Trost, 2009).

Adolescents and females (Department of National Parks, Recreation, Sports and Racing, n.d.; European Food Information Council, 2012) participation in physical activity are impeded by body image, sweating, stereotyping, bullying, lack of role model, lack of confidence, low skill level, overcrowded curriculum, diversity of activities and males being too physical against females. According to the institutions, adolescents and females participation and enjoyment in physical activity is inhibited by their look, some activities being exclusive to males, lack of female physical education instructors, self-efficacy and peer pressure.

Cerin and Leslie (2007), and Lesson 4 (n.d.) identified barriers to students participation in physical activity as health, skill, time, facilities, motivation, weather, look, social influence and fear of injury. In the authors and the Lesson's views, resources, environmental and physiological factors affect students' participation in the physical education programme.

In conclusion, Chan, Sum and Lau (2006) reported that in China school policy, parents and other colleagues did not support physical education assessment for school promotion. Other barriers Chan, Sum and Lau reported were: teachers being too busy with school activities, insufficient time for teaching physical education and assessment as well as too many students in classes. According to the authors, barriers to the implementation of the physical education programme are school policy, class size, parents, school staff, heavy schedules in school work, limited time for teaching and assessment in physical education.

2.2 Summary of Reviewed Literature

The literature pointed out the following as:

1. Factors and policies influencing the implementation of physical education curriculum in senior high schools to include time, prohibition to substitute other activities for required physical education credit, high school physical education teachers to be certified/licensed, mandatory high school physical education, professional development/continuing education to maintain/renew physical education teacher certification/licensure, and provision of safe, accessible, well-maintained facilities (Fzavacky, 2014; Judith *et al,* 2013; McLennan & Thompson, 2015; PE Syllabus, 2010; Pennsylvania Department of Education, 2014; Untitled document, n.d.; Usher & Anderton, 2014;).

Others are equal participation, management, administrative and good staff support, variety of strategies for learning, coherent system of assessment (summative, formative assessments), and physical education teachers role and responsibilities (Australian Human Rights Commission, n.d.; Imaginative Minds Group, 2009; McLennan & Thompson, 2015; NASPE, 2008; Ontario Ministry of Education, 2000; Rink *et al*, n.d.; Shane, 2014; Untitled Document, n.d.).

2. Challenges that impact physical education curriculum in senior high school composed of low status of the physical education program, teachers' disengagement with the subject matter, inadequate pedagogical knowledge, insufficient instructional resources, implementing culturally irrelevant pedagogy, dealing with community violence, integrating more games in curricula, tertiary coursework in physical education, national and state policy, lack of access to facilities, equipment, suitable teaching spaces, low priority, lack of administrative support, lack of time and crowded curriculum, lack of motivation and encouragement, students' statuses, sedentary behaviours, large class sizes, overburdened physical education teachers, and inadequate physical education personnel, and substitutions of other activities for physical education and student exemptions (Boyle *et al*, 2008; Dornbusch *et al*, n.d.; Hill *et al*, 2004; Hills *et al*, 2007; Jenkinson & Benson, 2010; Jin, 2009; Kim & Targgart, 2012; Kunnunen & Lewis, 2013; McCaughtry *et al*, 2006; Morgan & Hansen, 2008; Nhamo, 2012; Pate *et al*, 2006; Symeon & Afroditi, 2009; Usher & Anderton, 2014; Wanyama, 2011).s

Nonetheless, authors have failed to recognise that there are other factors which are indispensable to physical education curriculum implementation at the senior high schools level as motivation/encouragement. Again, fundamental factors to effective implementation of the physical education curriculum in senior high school comprise scope of implementation. Lastly, challenges to implementing the physical education curriculum in senior high school consist of no changing room, other responsibilities and teacher absenteeism.

Therefore, the aforementioned issues would be critically assessed to fill in the gap in the existing literature on the topic under investigation.

CHAPTER THREE

METHODOLOGY

This chapter dealt with the methods and research procedures used in gathering and analysing data on challenges facing the implementation of senior high school physical education programme in Nandom District. It covered, research design, study population, sample and sampling techniques, instrumentations, validity and reliability, data collection and data analysis procedure.

3.1 Research Design

Qualitative research designs are linked to social sciences disciplines (Turner, 2010). The phenomenological research design (Creswell, 2007) was used for this research. It is a useful research design because it focused on exploring the very nature of the challenges facing the senior high school physical education programme for better understanding of the present phenomenon in learning about the very experiences of the participants regarding the phenomenon. It extolled the underlying meaning of the lived experiences in describing the subjective perceptions of how participants experienced the physical education programme as well as analysing what the experiences meant to them (Event Marketing in IMC, n.d., p. 50). The underlying principle was to explore the experiences of the different stakeholders in education on the phenomenon. The essence was therefore to establish the subjective experiences of students, physical educators and headmasters that could provide indispensable knowledge to the study. This made it possible to identify and categorise experiences into extent of implementation of the physical education programme and challenges

facing implementation of the physical education programme at the senior high school level in Nandom District.

It is used to obtain information concerning the phenomenon and to describe "what exists". Also, it was chosen because it is ideal for achieving the purpose of the study which was to investigate the challenges facing the implementation of the senior high school physical education programme at the senior high school level in Nandom District. Again, the phenomenological research design permitted the use of multiple instruments to gather data from the participants in their natural environments for the accomplishment of the research project.

Phenomenology is a process that involves steps in studying a relatively small number of participants over a relatively long and extended period of time to understand in order to create patterns and relationships of meaning of the participants' lived experiences (Moustakes, 1994, cited in Creswell, 2007). The participants' lived experiences were inquired through questionnaires, semi-structured interviews and observations.

3.2 Population

With a population, a statistical sample is drawn from it because of the difficulty in studying the whole population. It generated valuable information around the research questions for this particular study which enabled the Researcher to gather rich data for the study.

The population for the study was made up of students, headmasters and physical education teachers drawn from two senior high schools out of four senior high schools in Nandom District. The two senior high schools were included for the study because

they run the senior high school physical education programme. The other two senior high schools excluded from the study were new and had not introduced the physical education programme. These groups of participants were targeted since they were in a position to provide invaluable data concerning senior high school physical education programme and the challenges that faced its implementation. Therefore, the total population was 1305 from which the sample was drawn.

3.3 Sample and Sampling Techniques

The sample size for the study was 440. The breakdown is as follows: 433 respondents to the questionnaires, and 7 interviewees made up of 2 students, 2 physical education teachers, 1 district physical education coordinator and 2 headmasters.

The sampling procedure of the study was carried out employing two sampling techniques, simple random sampling and purposive sampling. The current senior high school system has three forms, beginning with senior high school form 1, senior high school form 2, and then ending at senior high school form 3. As a result, the simple random sampling technique was used to sample six appropriate participants (Creswell, 2007) from the two senior high schools included in the study. 217 participants were selected from school A, while 216 participants came from school B. The actual selection was carried out "using the lottery approach" (Puopiel, 2014, p.62). The 433 students were selected from senior high school form one, two and three. All the participants in each form picked "yes" numbers. These numbers were put into polythene together with "no" numbers and shaken to mix very well. Each student was asked to dip his or her hand into the polythene and picked randomly one after the other until the "yes" numbers were picked. Each time a number was

selected the remaining numbers were shaken before the next one was selected without replacement.

Purposive sampling technique was used to select 2 students; thus a students' representative council president from both schools, and five principal stakeholders in education. The stakeholders were two headmasters as administrators and managers of the schools, and two physical education teachers as implementers of the physical education curriculum, one each from both participating schools, and one district physical education coordinator as supervisor of physical education in schools in the district. They had the necessary information, in depth knowledge and experience in the senior high school physical education programme in Nandom District.

3.4.0 Instrumentation

In establishing the challenges facing the implementation of the senior high school physical education programme data was collected using questionnaires, interviews and observations**.**

3.4.1 Questionnaire

Questionnaires which addressed the research questions were employed. The questionnaire had definite purposes that related to the objectives of the research. They were used to elicit invaluable responses from the participants. This tool was chosen in order to obtain broader views from the participants on specific elements around the research questions. There were two sets of questionnaire developed and used for two categories of participants, namely, physical education teachers and students.

The questionnaire for the student participants contained 26 open ended questions. Three out of the 26 questions were about the participants' demographic data, while

the remaining 23 were on the research questions. Teacher participants' questionnaire also contained 2 questions on demographic characteristics and 4 questions which bordered on the research questions.

For data collection, the Researcher spent two days for the distribution of questionnaire to 433 participants, with two days in each senior high school. They were educated on the purpose of the research report and how to fill the questionnaires. They were also encouraged to work on their own; be honest, fair, give the right information and return their answered questionnaire to the Researcher.

The Researcher personally administered questionnaire to respondents after school contact hours with the assistance of the schools physical education teachers. This was to ensure that students' time was not interrupted during classes' hours. This was also to get the full cooperation of the respondents. In all, the return rate was 100 percent.

3.4.2 Semi-Structured Interviews

Interviews are means by which researchers talk and listen to participants' views on pertinent issues of a particular research study, in order to collect data. A semi-structured interview pattern was chosen and used. It was a way to collect data from the participants by bringing out hidden essential motives. Semi-structured interviews are non-standardized. In this type of interview the Researcher can change the order of the questions depending on the direction of the interview. An interview guide (McNamara, 2009) was also used which permitted probing or prompting in order to obtain more vital information from the interviewees (Creswell, 2007).

The semi-structured interviews involved a series of open ended questions regarding the topical areas of the work. The open nature of the questions provided opportunities

for both the researcher and interviewees to discuss certain pertinent issues in detail through the use of prompts or probes to elaborate on the issue.

The semi-structured, interviews were conducted one-on-one in the English Language, with a session for the teacher interviewees lasting at least 45 minutes. Open ended questions were asked during the interviews based on the research questions. Probes were also used to obtain answers in more detail.

Seven participants were interviewed. Thus, five teacher interviewees and two student interviewees were involved. This with their prior permission the semi-structured interviews were audiotape recorded; using Sonica radio with 2 small sized sun watt batteries. A pair of new batteries was used per a session. The interviews took place in the interviewees' offices as sanctioned by them. In the same light, semi-structured interviews with the two student interviewees occurred on their respective schools field and lasted at most 20 minutes per a session.

3.4.3 Observation

Observation is a vital means of gathering large volumes of data on useful objects or individuals. In using this instrument the Researcher had the opportunity to relate with participants in their natural settings. The Researcher had the chance to see things personally and therefore determined the type of data collected. Observation is not just looking at things but it is carefully and critically watching the participants as well as trying to understand them in depth, imperative to get some information about them.

Participant observations, mixed part participant and part observer, approaches were used (Pitney & Parker, 2009). This is a very direct method of collecting data, best for

the study of human behaviours. Adding, it reduced the problem of solely depending on participants.

With observations the Researcher personally observed ongoing physical education lessons in one class from every programme in each senior high school, across senior high school forms one and two. The observations were done at two different times with each of the observed classes over a period of one month. The total numbers of observations carried out were 12. The observations took place at the schools within mixed participant observation framework. A trained research assistant was used alongside the researcher. The research assistant was trained on definitions pertaining to the intended observations, the use of a transcript of a teaching lesson and practising in the field. The research assistant had four practical observation training sessions. Records were kept concerning observer disagreement for referencing until a minimal reliability standard was achieved.

The researcher and the research assistant then used these systematic observation instruments: interval recording and group time sampling. Interval recording was used in observing three different classes' practical physical education lessons to check students' productive learning behaviours in both schools A and B. With this instrument, each observer was to record 'P' for productive or 'U' for unproductive for (Tables 4 to 7) each of the two observed students in each observed class. The observed students were chosen based on the observers own mutual agreement prior to every class session.

The classes were observed for 42 minutes at intervals of 4 minutes, which produced 14 intervals. Two synchronised watches with alarms, set to ring every four minutes were used. Each observer has one and was ten meters away from the class and the

other observer, doing the recoding independently. The observations by interval for which the two observers recorded the same ratings showed agreement. However, intervals for which they had different ratings meant disagreement.

Following the same observation procedure, the number of students that were active participating in the practical physical education classes were counted against the total class members and recorded for each interval. The observers used group time sampling to check students' active participation in practical physical education class. A group time sample was done every 4 minutes during a 40 minute period of each observed class. This provided ten samples for each observation of 3 classes each in school A and school B. In all, the results for both observation instruments were collated as presented in Tables 4 to 15 in chapter 4.

3.4.4 Library Studies

Library studies guarantee written evidence**.** It is a systematic, critical, analytical and careful study of syllabus, schemes of work and lesson plans of institutions or, and individual instructors in a way to establish information crucial for the research studies. This was carried out for purposes of finding out kinds of teachers' preparations before instruction in physical education at the senior high school level and the scope of implementation of the physical education programme.

This was achieved when the Researcher requested the physical education teachers' schemes of work, teaching note books and the students' note and exercise books for examination. Again, the 2010 senior high school physical education syllabus was studied. It was a tactful sequential and rigorous analysis procedure.

The library studies carried out, established the various components of the senior high school physical education curriculum as stated in the syllabus. These sources teachers' schemes of work, teaching notes and students' exercise books revealed the scope of implementation of the senior high school physical education curriculum and assessments conducted for the students.

3.5 Validity and Reliability

Validation was achieved when the participants were given the opportunity to compare the Researcher's descriptions with their lived experiences. Validation was also accomplished through the use of varied strategies to check the accuracy of the findings.

There was a pilot study in two senior high schools with similar characteristics in a nearby district. Physical education was taught in both schools and they had one trained physical education teacher each. This was done to establish the credibility and dependability of the instruments. The pre-testing was carried out using randomly selected individual students across the three senior high school forms in the schools.

Types of triangulations, methodological triangulation, data triangulation and member checking (Schuermans, 2013; Kusi, 2012; Pitney & Parker, 2009) were used to validate the procedures and findings. Methodological triangulation was used to contrast different perspectives and disclose any discrepancies in responses from observational, semi-structured interview and questionnaire schedules used for data collection. Data triangulation was achieved when questionnaire was used to collect data from students and physical education teachers. After analyzing the data the emerging issues formed the basis of semi-structured interviews with selected participants. In this light, responses to questionnaire were triangulated with oral data

collected by means of semi-structured interviews. Member checking was performed by employing three participants to examine the findings to ensure that they were in line with their submissions and experiences. The findings of the study were given back to the participants to check the conclusions.

In addition, reliability is rooted in the processes involved in the study that had been reported in detail and would enable a researcher in the future to replicate the study to gain the same or similar results. Dependability, therefore, was achieved by keeping and preserving all transcripts, audiotapes and notes used for data collection. Authenticity was established of each participant's experience in that it maintained the context of their individual data and presented in an impartial manner.

3.6. Data Collection Procedure

In collecting data, the Researcher visited the schools on different occasions. This was for the Researcher to familiarize with the schools before administering the instruments. Justifications for the research and details of data collection procedures were vividly explained to the respondents.

Particularly, covering letters were attached to the questionnaires to convince respondents of the authenticity of the study. Also, the anonymity and confidentiality of information given by individual respondents were assured. In addition, in establishing contact with the schools, the Researcher sought permission from the Headmasters for which the data were collected using four different instruments in different forms appropriate to the study. The tools used were questionnaire, interviews, observations and library studies.

3.7 Data Analysis Procedure

The data collected via questionnaires from the field was edited to ascertain their completeness as well as accuracy of filling of responses by respondents. The semi-structured interview data were transcribed thematically. Therefore, the data processed were analysed manually based on each research questions of the study according to a thematic frame.

The data were grouped according to instruments and participants under each research question. They were presented in sequenced tables and text boxes under each research question. Reliabilities were computed for Tables 4 to 15 in percentages.

CHAPTER FOUR

RESULTS, DATA ANALYSIS AND DISCUSSIONS

This chapter discussed findings of the study. The data were gathered using questionnaire, semi-structured interview, observation and library studies. The questionnaires were administered to eight respondents; that is, six students and two physical education teachers. Adding, two headmasters, three physical education teachers and two students were interviewed concerning the senior high school physical education programme, bringing the total number of participants to eleven.

Table 1: Frequency Distribution of Participants by Age, Gender and Academic Qualification

Participants	Age Range	Frequency	Percentage	Total %
	13-14	10	2.0	-
	15-16	121	28	
Students	17-18	184	42	100
	19-20	103	24	
	21+	15	3.0	-
PE Teachers	40-45	2	66.67	
	45-50	1	33.33	100
Headmasters	55-60	2	100	100
Gender of students	Boys	392	89.4	
	Girls	41	10.6	100
Gender of PE teachers	Male	3	100	100
Gender of Headmasters	Male	2	100	100
Minimum Academic Qualification of Teachers/headmasters	Bachelor degree	5	100	100

Table 1 above indicated that the ranges of the students' ages were 13-14 years, 10, 15-16 years, 121, 17-18 years, 184, 19-20 years, 103 and 21 or more years, 15, while the

ranges of physical education teachers' ages were 40-45 years, 2, 45-50 years, 1 and headmasters' ages ranged 55-60 years, 2. The genders of the students were boys, 392 and girls, 41. The physical education teachers' gender was male, 3 while the headmasters' gender was also male, 2. Both physical education teachers and headmasters had a minimum academic qualification of a bachelor degree.

4.1.1: Implementing SHS Physical Education Programme in Nandom District

Findings from Questionnaires

Text Box 1: Types of PE Policies/Measures Established derived from Participants' Comments

Policies	Participant's comments
Time	• Time of two periods in a week for PE. • There is time for PE. There are two periods per week. • In every week we have time for PE and sports.
Bye-laws	• Roll call... Also, uniform for field PE and classroom PE. • Terminal reports are given. • Students must take permission from PE master to be absent from a class.
Assessment	• Practical and theory assessments. • Students are assessed in the practical and theory parts. • PE is added to our terminal exams. • Midterm exams and end of term exams are taken. • In the form of written exams and practical.
Cocurricular Activities	• … one is athletics, which we do after classes. • An extra time of 1hour aside the normal PE periods has been drawn for games and recreation. • Allocating time for sports, and games. • Athletics activities...
Intramural and extramural	• Inter class groupings competitions during practical lessons and sports. • Friendly matches in school inter form games, inter houses and sports. • Inter unions, inter classes, inter houses, friendly matches with other schools outside and sports.
Motivation/Encouragement	• Campus accommodation for PE teacher. • Provision of materials for practical. • There is a skeletal system chart for only PE.
Support	• Supply of PE kits to students to buy. • Cheering and clapping from colleague students. • First aid when …
Medium of Instruction	• Students are taught in the English Language. • English, and sometimes twi as well as dagaare. • Mostly English is used, but sometimes dagaare and twi to back.
Compulsory	• They made PE compulsory for first and second years • Every class does PE except final year classes.

Source: Field Data, February, 2015.

Text Box 1 presented nine types of institutional policies/measures, together with illustrative comments from the respondents concerning the implementation of SHS PE programme in Nandom District. These illustrations demonstrated strong support for students' participation in physical education instead of opposing the implementation of the senior high school physical education curriculum. The policies/measures, therefore, are time and periods, bye-laws, assessment, extracurricular activities, intramural and extramural, motivation and encouragement, support, medium of instruction and compulsory physical education.

Text Box 2: Types of Policies/Measures on PE Programme derived from Participants' (PE teachers) Comments

Policies/Measure	**Participant's comments**
Rules/Guidelines	Dress coat, attendance and roll call, terminal report.
Time	There are times for PE and cocurricular activities.
Assessment	Students must do assessment: unit, midterm, end of term.
Extracurricular schedules	Students are mandated to take part in cocurricular activities.
Mediums of instruction	English Language and other local languages that the school allowed.
Motivation /Encouragement	Campus accommodation, fora on importance of PE.
Support Services	PE kits e.g. are supplied to students.

Source: Field Data, February, 2015.

Text Box 2 posed institutional policies/measures established for purposes of effective implementation of the physical education programme as rules/guidelines, time, assessment, extracurricular activities schedules, mediums of instruction, motivation/encouragement and support services. The views of the physical education teachers are not different from those of the students.

Findings from Semi-structured Interviews

Table 2: Semi-structured Interview Transcript on Institutional Policies/Measures

Codes	Semi-structured interview transcript	Themes and quotes
Compulsory	RF: What policies/measures are put in place to ensure that the SHS PE programme is enforced in your school? PESTF (female student interviewee)-1: There're strong policies and measures that regulate our participation in PE programmes. These are compulsory PE to SHS 1 and 2, attendance, roll call, mediums of teaching, assessment, terminal report, PE kit for practical class and school uniform for theory class, PE periods, motivation and encouragement, support, and taking permission to absent oneself from class. PESTF (male student interviewee)-2: Students participation in PE is bond by equipment and materials, compulsory PE to SHS 1 and 2, attendance and roll call, assessment, terminal report, PE kit for practical class and school uniform for theory class, PE periods, motivation and encouragement, and taking permission to absent from class, support and instructions in English language and others. RF: What policies/measures have you instituted to ensure that the SHS PE programme is enforced in your school? PECHM-1: In spite of the general guidelines stipulated in the SHS PE syllabus, our school developed further guidelines (locally) to regulate students' behaviours so that they don't do what they want. There is time for PE on the teaching time table. It's compulsory to all students in SHS 1 and 2, but optional to year three students. Students must attend practical PE class in their PE kit (or house vest), school uniform for theory class. Roll call is kept on students for both theory and practical classes, and, importantly, it's assessed and forms part of the terminal report on student's performance sent to parents and guardians. Both the PE teacher and the students are motivated and encouraged to carry out teaching of it. Also, students are supported with PE kits. The students are officially instructed in English, backed by any possible Ghanaian languages. RF: More about motivation/encouragement? Probe. PECHM-1: PE teacher has been considered for campus accommodation. Again, he's given a token of money in addition to his share of the staff incentive. Our students who do sports in zonal, super zonal or inter regional levels are supported academically not to fail. But those who fail are encouraged to work harder. Also, equipments are	Institutional policies/measures Quote to buttress compulsory

	provided to enhance teaching of PE.	
Straightforward policies	PECHM-2: We have established very simple, straightforward policies meant to discipline both the PE teacher and the students. They are: (1) Appropriate uniform (theory) or attire (practical) (2) Compulsory PE for form 1 and 2 (3) No absenteeism without genuine reason (4) Regular attendance and roll call (5) Time (6) Accountability	Quote for straightforward policies
Motivation/encouragement	(7) Motivation and encouragement, (8) Support in terms of providing PE kits to students (9) Official language RF: Form of motivation/encouragement? Probe. PECHM-2: Forums on PE are organized twice a year for the students. Teachers are encouraged to take part. The resource persons come from other places. There is campus accommodation for the PE master. Students are supplied with PE kits; materials are provided to facilitate teaching; while students that opt to do sport for the school are given extra support in their academic work (extra teaching).	Quote
Bye-laws	PECHT-3: You know, bye-laws are made, as it were, to complement statutory laws, rules and regulations that ensure sanity in human conduct. Indeed, about PE, students are crafty and we chain them with: (1) Regular attendance and roll call (2) No absenteeism. Students must genuinely obtain permission when critical. (3) Time for PE (80 minutes) and cocurricular (1hour daily). (4) Appropriate PE attire (practical); uniform (theory). (5) Tests. (6) Terminal report and motivation/encouragement. (7) Compulsory for first and second years. (8) Mediums of instructions as English and other Ghanaian languages. (9) Support services like cheering and clapping. PECHT-4: Simply, they are: (1) PE is compulsory to SHS 1 and 2. (2) Appropriate attire (house vest) for practical class. Then normal uniform for theory class. (3) Attendance and roll call. (4) Absenteeism with genuine excuse. (5) Time for PE and cocurricular activities. (6) Assessment and report. (7) Motivation and encouragement where PE teacher is given campus accommodation and materials are provided for teaching. (8) Medium of instruction is English, with	Quote for bye-laws

	other languages supporting. (9) Support is given by supplying students PE kits. PECHT-5: No comments.	

Source: Field Data, May, 2015.

Key: PESTF-1, PESTF-2 (student interviewees), PECHM-1, PECHM-2 (headmaster interviewees), PECHT-3, PECHT-4, PECHT-5 (physical education teacher interviewees).

From Table 2, PECHT-5 declined to comment on institutional policies/measures. The other six interviewees presented institutional policies/measures identified directly with their schools. Six of the participants interviewed commonly voiced compulsory physical education for senior high school forms 1 and 2 students, formal attire or uniform for practical or theory classes, respectively, time, assessment, terminal report, and regular attendance and roll call, support, mediums of instructions, and motivation and encouragement.

This comment that, "no absenteeism without genuine permission" came from three interviewees: (PECHM-2, PECHT-3 & PECHT-4). Even PECHM-1 and PECHT-3 who were in the same school A, held different views regarding school local measures because they dissented on no absenteeism without genuine permission. It is likely that PECHT-3 who guided and directed students in physical education instituted that measure in order to get students' full participation in PE class. Although one interviewee (PECHM-1) disagreed with the others, it was considered a critical measure because it committed students to the physical education subject.

In schools A and B, decisions that were locally made together with institutionalised policies to support the implementation of the senior high school physical education programme were compulsory physical education for senior high school forms 1 and 2 students, appropriate attire for practical or uniform for theory classes, regular

attendance and roll call, terminal report, absenteeism with genuine permission, accountability and time; as exemplified by PECHT-4 that,

> Simply, they are: (1) PE is compulsory to SHS 1 and 2, (2) Appropriate attire (house vest) for practical class. Then normal uniform for theory class; (3) Attendance and roll call, (4) Absenteeism with genuine excuse, (5) Time for PE and cocurricular activities", (6) Assessment and report, (7) Motivation and encouragement where PE teacher is given campus accommodation and materials are provided for teaching. (8) Medium for instruction is English, with other languages supporting. (9) Support is given by supplying students PE kits.

From the two perspectives according to Text Boxes 1, 2 and Table 2, the institutional policies/measures were concrete, fixated and commonplace in both school settings. They should not be treated as mere speculations, but as well established and rooted policies/measure in the schools.

Text Box 3: Detailed Description of Codes Relating to the Theme Institutional Policies/Measures

Institutional Policies/Measures

The need to sustain students' participation in physical education was emphasised, pointing to the essentials of current school physical education curriculum. The interviewees critiqued PE as not attracting students as other subjects. They, therefore, enumerated ways for students to participate in physical education classes.

The interviewees emphatically stated that policies/measures were developed to restrict students from abstaining from physical education classes unnecessarily. To make the curriculum useful to the students, as indicated:

> In spite of the general guidelines stipulated in the SHS PE syllabus, our school developed further guidelines (locally) to regulate students' behaviours so that they don't do what they want. There is time for PE on the teaching time table. It's compulsory to all students in SHS 1 and 2, but optional to year three students (PECHM-1).

The interviewees also instituted categorical measures to govern both the PE teacher and students concerning physical education classes. The regulators were straightforward guidelines meant to encourage learners' participation in physical education. They covered all aspects of the curriculum; both official and extracurricular activities. One of the male headmasters interviewed, for instance, argued:

> We have established very simple, straightforward guidelines meant to discipline both the PE teacher and the students. They are:

(1) Appropriate uniform (theory) or attire (practical)
(2) Compulsory PE for form 1 and 2
(3) No absenteeism without genuine reason
(4) Regular attendance and roll call
(5) Time
(6) Accountability
(7) Motivation and encouragement.
(8) Support in terms of providing PE kits to students

(9) Official language. (PECHM-2).

The interviewees too highlighted some guidelines which increased participation in physical education classes. They stated that the bye-laws made for participating in physical education class yielded results. A male physical education teacher provided that they worked out locally or school-based rules and regulations with the aim for improvement in participation:

> You know, bye-laws are made, as it were, to complement statutory laws, rules and regulations that ensure sanity in human conduct. Indeed, about PE, students are crafty and we chain them with:
>
> (1) Regular attendance and roll call
> (2) No absenteeism. Students must genuinely obtain permission when critical
> (3) Time for PE (80 minutes) and cocurricular (1hour daily)
> (4) Appropriate PE attire(practical); uniform (theory)
> (5) Tests
> (6) Terminal report, and motivation/encouragement
> (7) Compulsory for first and second years
> (8) Mediums of instructions as English and other Ghanaian languages
> (9) Support services like cheering and clapping. (PECHT-3).

Motivation/encouragement had come in strong form from all the participants as a measure to the two schools. It was put that:

> Forums on PE are organized twice a year for the students. Teachers are encouraged to take part. The resource persons come from other places. There is campus accommodation for the PE master. Students are supplied with PE kits; materials are provided to facilitate teaching; while students that opt to do sports for the school are given extra support in their academic work (extra teaching).PECHM-2

For a successful, sustainable and quality senior high school physical education curriculum, motivation/encouragement is an essential ingredient. It is a prudent policy that could get better participation of students and physical education teachers and raise the image of the subject.

Findings from Questionnaires

Text Box 4: Types of PE Areas Implemented derived from (students) Participants' Comments

Areas	Participant's comments
Time table	• 80 minutes are given for a PE class per a whole week on the timetable. • 2 periods, 40 minutes for each the whole week. This is on the time table. • 1 hour daily for cocurricular activities.
Syllabus	• Games, foundations of PE and sports, PE science, athletics, physical fitness and strength. • What we do not do are flexibility, gymnastics and dance. The rest are done. • I think all areas are done apart from gymnastics and flexibility.
Facilities	• One football field, one handball court, one volleyball court, and one basketball court. • One soccer field, one netball court, one volleyball court and one handball court.
Equipment	• Provision of netball balls. • The school gives balls (such as football, volleyball), one javelin, one discus, one shot put and high jump poles and a bar. • Provide PE materials for practical such as balls, missiles, and jersey.
Intramural	• Competitions in the school. • Friendly matches are play here with students.
Extramural	• We go out to play friendly matches. • We do games with others outside the school.
Sports	• We participate in zonal sports competitions.

	• Milo sports. • Inter houses games and athletics.
Recreation	• Ludo, cards, draught. • We play ludo and draught.
Personnel	• One PE teacher.
Teaching and Assessment	• We do PE on the field and in the classroom. • Theory and practical PE are taught. • Exercises and tests are done in PE. • We have been writing PE exams during end of terms.

Source: Field Data, February, 2015.

The areas of the implementation of the physical education programme in the two senior high schools are indicated in Text Box 4. These are time, syllabus, facilities, equipment, intramural, extramural, sports, recreation, personnel, teaching and assessment. Each part came with corresponding participant's comments.

Text Box 5: Types of PE Areas implemented derived from Participants' (PE teachers) Comments

Component	**Participant's comments**
Syllabus	The 2010 PE syllabus is being used.
Instruction	Teaching goes on guided by the syllabus.
Time Table	The time table stipulates just two periods for PE per week.
Personnel	PE teacher is one.
Facilities/Equipment	Fields, courts and some materials are available and being used during classes.
Assessment	It is in practical form as well as theoretical form.
Cocurricular Programme	Recreations, physical fitness, games, sports, intramural and extramural are carried out.

Source: Field Data, February, 2015.

Text Box 5 introduced physical education programme portions implemented in the two senior high schools. They are syllabus, instruction, time table, personnel, facilities/equipment, assessment and extracurricular activities. They are presented with much bridged comments and are the same as those in Text Box 4.

Findings from Semi-structured Interviews

Table 3: Semi-structured Interview Transcript on SHS PE Programme Implementation

Codes	Semi-structured interview transcript	Themes and quotes
	RF: What are the major areas of the PE you do in your school? PESTF-1: The areas are PE teacher, syllabus, timetable, theory and practical PE, teaching, facilities and equipment, assessment and extracurricular activities. PESTF-2: The following areas of PE are done in our school: trained PE teacher, syllabus, instruction, time table, assessment of the students, cocurricular activities, sports, facilities and equipment RF: How far have you implemented the SHS PE programme?	Quote
Trained physical education teacher	PECHM-1: [Silence …]. To begin with, trained physical education teacher is one (at the center) and has always been one according to our school staff records. For syllabus, we have a copy of the 2010 version of the SHS PE syllabus when the four year SHS duration was reversed to three. We also have some few SHS PE books. In addition, our teaching timetable can be described as the best in the sense that PE is adequately catered for. We allocate 80 minutes to each of our 14 classes for PE in a week, as suggested in the syllabus. Lastly, students are a critical element in a school system as they link all activities in the institution. This invariably translates into class size where our class sizes are relatively manageable	Implementation of the SHS PE programme
Teaching effectiveness	to increase teaching effectiveness and lower class organizational problems.[Just 36 to 42 students per class]. Please, my brother others are teaching of the subject, assessment, facilities and equipment.	Quote to support teaching effectiveness
Individual components	PECHM-2: The level of implementing the SHS physical education curriculum can be conveniently looked at in the individual components. First, the syllabus [curriculum] serves as the major guide. In fact, it's the subject's bible. Teaching in both the theory and practical aspects of it is carried out between the PE teacher and the students. This takes us to time tabling. PE is consciously fixed on our time table just like any other subject, but, but … with the fewest periods (only 2) per week to each class. Also, there has been one physical educator in the school since 2005. His responsibilities are to conduct instruction, assessment, physical exercise, ensure maintenance of facilities, equipment, as well as organise games, recreation, and intramural and extramural. The school can boost of very few facilities and materials. Besides, students' assessment takes two different forms, notably, practical and theoretical test of skills, concepts. It is intermittent and conclusive with terminal examination laden on purposeful record keeping, i.e. report to parents, and continuous assessment. Finally, we've introduced a number of activities designed to inculcate in students lifelong interest in healthy living, which are games, recreation, exercise, and sports.	Quote
Leadership	PECHT-3: The success of any organization is pinned to leadership and kinds of leadership styles. The school	Quote for leadership

styles	authorities have keen interest in PE. Therefore, implementation of the SHS PE curriculum is steadily ongoing. There has always been one trained PE teacher to the school at one particular period of time. The syllabus is in full used. The aspects it spells out which are particularly within our scope in terms of facilities and equipment are taught. Instruction in PE covers the theory and practical of it. The theory classes are taken in the students' respective classes while the practical lessons are carried out on field facilities. Although the facilities are quite few, they are standard. Mention can be made of one soccer field, athletics oval over the football field, one netball court, one volleyball court, and one handball court. There are also fewer materials such as discus (1), shot (1), javelin (1), football (2), volleyball (2), handball (3), netball (1), horizontal bar (1), and uprights (2 units). Importantly, the environment is utilized because shot and javelin are improvised from some stones and sticks respectively.	styles
Accountability	Another thing is students' accountability for their learning, internally. They are assessed practically. Also, they do assignments, class tests and terminal examinations. Records of performance are kept on every student, and appropriately reported to them and their parents or guardians. Yes the time table is another crucial aspect that is taken care of. It mandates 80 minutes for instruction to each class per week. Let me quickly say that final year students are exempted from PE so that they will have enough time for their external [WASSCE] examinations. Er … er I'll conclude that there's a compulsory curriculum that is designed to whip up student's interest in	Quote to back accountability
Lifelong activities	PE and critically, lifelong activities. There are scheduled times daily for games as well as recreation. Then Saturdays are meant for exercise in the form of walking, jogging, and running over at least 3 km, and aerobics. They equally participate in intramural and extramural, then sports. Simply, a cocurricular schedule exists. PECHT-4: Without much times the following aspects of the programme are implemented. 1. Trained PE teacher 2. Syllabus in use 3. Instruction 4. Students' assessment 5. Time table 6. Facilities and equipment, like one field with 400 meters oval, one court each for handball, basketball and volleyball, vest, boots, hose, shin guards, jersey, 1 javelin, 1 shot, 1 discus, 2 footballs, 2 handballs, 1 volleyball and 1 basketball. 7. Cocurricular schedules. That is, physical fitness, games, recreation, exercise, intramural, extramural and sports. PECHT-5: For the implementation of the SHS physical education programme I'm quite aware that the two schools under contention here implement 1. Appropriate trained staff 2. The syllabus	Quote

	3. Instruction 4. The time table 5. Assessment of the students 6. Cocurricular programmes which involved games, physical fitness, recreation, exercise, intramural, extramural and sports. 7. Facilities and equipment Because I'm neither a staff in school A nor B, that in brief, is all that I have to say.	

Source: Field Data, May, 2015.

Key: PESTF-1, PESTF-2 (student interviewees), PECHM-1, PECHM-2 (headmaster interviewees), PECHT-3, PECHT-4, PECHT-5 (physical education teacher interviewees)

Table 3 showed that the implementation of the senior high school physical education programme was contextual to the two schools. Seven interviewees responding to the seriousness of identifiable areas of the senior high school physical education programme actually implemented were firm mentioning the portions really in operation within their own institutions. The portions enumerated fell under syllabus, teaching, timetable, trained physical education teacher, facilities and equipment, and students' assessment, as in:

> Without much times the following aspects of the curriculum were implemented.

1. Trained PE teacher
2. Syllabus in use
3. Instruction
4. Students' assessment
5. Time table
6. Facilities and equipment, like one field with 400 meters oval, one court each for handball, basketball and volleyball, vest, boots, hose, shinguards, jersey, 1 javelin, 1 shot, 1 discus, 2 footballs, 2 handballs, 1 volleyball and 1 basketball.
7. Extracurricular schedules. That is, physical fitness, games, recreation, and exercise, intramural, extramural and sports (PECHT-4).

It is therefore important to emphasis that there was connectivity between the areas implemented provided by the participants in Text Box 4, 5 and those stated in Table

3. Meanwhile, one other interviewee (PECHM-1) pointed out PE textbooks and class size as some component parts whereas the other six (PESTF-1, PESTF-2, PECHM-2, PECHT-3, PECHT-4 & PECHT-5) mentioned extracurricular activities (physical fitness, games, recreation, exercise, intramural, extramural and sports). In spite of the discrepancy, physical education textbooks, extracurricular activities and class sizes are indispensable portions to the successful implementation of the physical education programme.

Text Box 6: Detailed Description of Codes Relating to the Theme Implementation of the SHS PE Programme

Implementation of the SHS PE Programme

Some of the interviewees emphasised that trained physical educator was the engine in implementing the SHS PE curriculum. They are trained and have the expertise to properly, appropriately, effectively and efficiently execute the other areas of the total curriculum. In this vain, PECHM-1 put that "… trained physical education teacher is one (at the center) and has always been one according to our school staff records." This indicated how critical physical educators were, and the crucial services they provide to ensure the success of physical education curriculum.

Some of the interviewees foregrounded that effective teaching depended on purposeful learning performed by students. Therefore, the degree of meaningful learning is measured in terms of what the students are gainfully doing in a physical education class. There is evidence of very effective teaching when in a physical education class the students are suitably and profitably participating and conversely, evidence of ineffective teaching in physical education when the students are not appropriately and productively engaged. Either of the situations can arise dependent upon equipment availability and class size concluding in class organization. In this perspective, PECHM-1 stated "This invariably translates into class size where our class sizes are relatively manageable to increase teaching effectiveness and lower class organizational problems." With small class sizes students are better managed to increase active learning.

The degree to which the SHS PE curriculum is implemented is best viewed in its unit forms. What components are enforced, and to what extent? The quality of the portions carried out accounts massively for the curriculum implementation. One headmaster interviewed, PECHM-2, pointed out that "The level of implementing the SHS physical education curriculum can be conveniently looked at in the individual components." An overall assessment would not give a correct picture.

For a school to run the physical education curriculum, the onus is on the kind of school management and administration system. If the school authority does not embrace it, and takes steps to do staff recruitment and institutionalisation of physical education, it is a fiasco. On the other hand, committed school authority provides physical education, and does everything to sustain it. A physical education teacher, PECHT-3, declared that "The success of any organization is pinned to leadership and kinds of leadership styles. The school authorities have keen interest in PE." This basically is the pillar and organic root for its growth.

In physical education classes, PE teachers test students for skills as well as knowledge at the finish of units instructed. In classrooms, students take pen-and-paper homework, tests, quizzes, midterm and terminal examinations. Similarly, their skills and knowledge are measured out-of-classroom on facilities or indoor spaces. PECHM-1 showed that "Another thing is students' accountability for their learning, internally. They are assessed practically. Also, they do assignments, class tests and terminal examinations." This is a method of monitoring students to keep them working.

People who in their lives are physically educated engage in recreational and physical activities so as to be healthy. Therefore, physical education teachers consciously implement planned, well sequenced PE activities that significantly stress active participation in and build students' knowledge, motor skills and behaviours to adopt physically active lifestyles. Again, PECHT-3 indicated that "…there's a

compulsory curriculum that is designed to whip up student's interest in PE, and critically, lifelong activities." This serves as medicines without fiscal cash to students in later life.

Findings from Library Studies

Teacher's Preparations before Teaching SHS PE

The systematic study of the SHS PE teachers' lesson books revealed that they had drawn scheme of work and written teaching notes. The advance preparations portrayed by the scheme of work highlighted some topics and subtopics, as well as appropriate materials used. For the period 2013 October to 2015 April, both teachers established executive term guides or plans.

Scope of Implementation of the Physical Education Syllabus

Topics and subtopics captured in their schemes of work, in school A were:

Games which included netball, volleyball (court dimensions, passing, underarm serve, player position, rotational order, drive, tennis service, setting, spiking and blocking, reception and attacking formations and spike), handball (court dimensions, passing, shooting, movement, free throws, goalkeeping and feinting) and soccer (field dimensions and marking, ball possession, marking, tackling, attacking tactics, defensive tactics, shooting and goalkeeping).

Athletics which involved short sprints (40m dash, 60m dash), relay race (baton change in 4*400m), and long jump (sail), shot put, discus and triple jump.

Foundations of physical education and sports which consisted of the meaning, significance, scope and goals of physical education, African competitions, international competitions and career opportunities.

Physical fitness and strength which comprised circuit training, jogging and fitness walk. Science of physical education and sports, that composed of body type and body posture.

Then in school B:

Games made up of basketball (passing, dribbling, shooting, defensive tactics, attacking tactics), volleyball (court dimensions, passing, underarm serve, player position, rotational order, drive, tennis service, setting, spiking and blocking, reception and attacking formations and spike), handball (court dimensions, passing, shooting, movement, free throws, goalkeeping and feinting), soccer (field dimensions and marking, ball possession, marking, tackling, attacking tactics, defensive tactics, shooting and goalkeeping) and taekwondo.

Athletics composed of short sprints (40m dash, 60m dash, 80m dash), relay race (baton change in 4*400m and non-visual), javelin throw, long jump (sail, hang and hitch kick), shot put, high jump (fosbury flop), and triple jump.

Foundations of physical education and sports included the meaning, significance, scope and goals of physical education, history of physical education and sports in Ghana, African competitions, international competitions and career opportunities.

Physical fitness and strength consisted of circuit training, jogging and fitness walk. Science of physical education and sports involved body type and body posture.

Students' Assessment

In studying students' notes and exercise books, it was established that they took down notes on foundations of physical education and sports, athletics and games. Similarly, they did exercises, tests and quizzes to prove their individual worth on the

sections and, or units assessments were based on. They were marked and recorded appropriately.

Extracurricular Activities

The library studies revealed that each school had a comprehensive extracurricular curriculum time table, separate from the teaching time table. Time, days and types of activities were indicated in the time table.

Findings from Systematic Observations

Table 4: Data from Independent Observers for two Students in class GA 1[A] in School A

	Student 1		Student 2	
Interval	**Observer A**	**Observer B**	**Observer A**	**Observer B**
1	**U**	**P**	**P**	**P**
2	**P**	**P**	**P**	**P**
3	**P**	**P**	**P**	**U**
4	**P**	**P**	**P**	**P**
5	**P**	**P**	**P**	**U**
6	**U**	**U**	**P**	**P**
7	**P**	**P**	**P**	**P**
8	**P**	**P**	**P**	**P**
9	**P**	**P**	**P**	**P**
10	**P**	**P**	**P**	**U**
11	**P**	**P**	**P**	**P**
13	**U**	**P**	**P**	**P**
14	**P**	**P**	**P**	**P**

Key: P = Productive [technique, strategy, rules, background, skill practice, routine, game, supporting]. U = Unproductive [social behaviour, waiting, off-task, break]. (Adapted from Siedentop & Tannehill, 2000).

Source: Field Data, March, 2015.

Table 4 above showed how interval recording was used to check the extent to which two students were engaged in productive learning behaviours during a practical

physical education class. The observations by interval for which the two observers have written the same rating showed agreement. But intervals for which they had different ratings indicated disagreement. Therefore, observations of the two observers can be compared, using agreements and disagreements. Student 1 has two disagreements while student 2 has three disagreements. There were 14 intervals; hence the reliability was calculated as follows:

Student's 1 reliability was 12 divided by 14multiplied by 100, equalled 85.7 percent. However, student's 2 reliability was 11 divided by 14 multiplied by 100, which gave 78.5 percent.

This indicated a very high reliability, which gave confidence that the observations of the extent to which the two students were engaged in active learning were accurate. Therefore, the results indicated that the students were actively and productively engaged.

Table 5: Data from Independent Observers for two Students in class GA 1[A] in School B

	Student 1		Student 2	
Interval	**Observer A**	**Observer B**	**Observer A**	**Observer B**
1	**U**	**U**	**P**	**P**
2	**P**	**U**	**P**	**P**
3	**P**	**P**	**P**	**P**
4	**P**	**P**	**P**	**P**
5	**P**	**P**	**U**	**U**
6	**P**	**P**	**P**	**P**
7	**P**	**P**	**P**	**P**
8	**P**	**P**	**P**	**P**
9	**P**	**P**	**P**	**U**
10	**P**	**P**	**P**	**P**
11	**P**	**P**	**P**	**P**
13	**U**	**U**	**P**	**P**
14	**P**	**P**	**U**	**U**

Key: P = Productive [technique, strategy, rules, background, skill practice, routine, game, supporting]. U = Unproductive [social behaviour, waiting, off-task, break]. (Adapted from Siedentop & Tannehill, 2000)

Source: Field Data, March, 2015.

Table 5 indicated interval recording that was used to rate the levels at which two students were involved in productive learning in a practical physical education class. From the table, it is crystal clear that each student has one disagreement. With 14 intervals the reliability was computed as follows:

Student's 1 reliability was 13 divided by 14multiplied by 100, equalled 92.8 percent. Also, student's 2 reliability was also 92.8 percent. This indicated a very high reliability, showing that the observations of the degree to which the two students were engaged in productive learning were accurate.

Table 6: Data from Independent Observers for two Students in class HE 2^{A} in School A

	Student 1		Student 2	
Interval	**Observer A**	**Observer B**	**Observer A**	**Observer B**
1	**P**	**P**	**P**	**P**
2	**P**	**P**	**P**	**P**
3	**P**	**U**	**P**	**P**
4	**P**	**P**	**P**	**P**
5	**P**	**P**	**P**	**P**
6	**U**	**U**	**P**	**U**
7	**P**	**P**	**P**	**P**
8	**P**	**P**	**P**	**P**
9	**P**	**P**	**P**	**P**
10	**U**	**U**	**U**	**U**
11	**P**	**P**	**P**	**P**
12	**U**	**U**	**U**	**U**
13	**U**	**U**	**U**	**U**
14	**U**	**U**	**U**	**U**

Key: P = Productive [technique, strategy, rules, background, skill practice, routine, game, supporting]. U = Unproductive [social behaviour, waiting, off-task, break]. (Adapted from Siedentop & Tannehill, 2000)

Source: Field Data, March, 2015.

From Table 6 it is apparent that each student has one disagreement. And there are 14 intervals, so the reliability would be computed as follows:

Student's 1 reliability was 13 divided by 14 multiplied by 100, equalled 92.8 percent. In the same vain student's 2 reliability was 92.8 percent.

Although this signified a very high reliability of the observations recorded, during the last portion of the class session the two observed students were engaged in unproductive behaviours.

Table 7: Data from Independent Observers for two Students in class SC 2^{C} in School B

	Student 1		Student 2	
Interval	**Observer A**	**Observer B**	**Observer A**	**Observer B**
1	**U**	**U**	**P**	**P**
2	**U**	**U**	**P**	**P**
3	**U**	**U**	**U**	**U**
4	**U**	**U**	**P**	**P**
5	**P**	**P**	**P**	**U**
6	**U**	**U**	**P**	**P**
7	**P**	**P**	**P**	**P**
8	**P**	**U**	**P**	**P**
9	**U**	**P**	**U**	**P**
10	**P**	**U**	**P**	**U**
11	**P**	**P**	**U**	**U**
13	**P**	**P**	**U**	**U**
14	**P**	**P**	**U**	**U**

Key: P = Productive [technique, strategy, rules, background, skill practice, routine, game, supporting]. U = Unproductive [social behaviour, waiting, off-task, break]. (Adapted from Siedentop & Tannehill, 2000)

Source: Field Data, March, 2015.

According to Table 7, observations of the two observers for each of the two students showed that in the first portion of the class session, student 1 was unproductively engaged whereas student 2 was not involved in productive class behaviour during the last part of the lesson (Table 7). For students 1 and 2, the observers indicated three disagreements each. As a result, the reliability was computed as follows:

Student's 1 reliability was 11 divided by 14multiplied by 100, equalled 78.5 percent. Student 2 reliability was 78.5 percent, too.

A reliability of 80 percent is considered necessary for research purposes. With very low number of (14) intervals, a reliability of 78 percent would do. However, from

Table 7, the data indicated significant connections and therefore must be regarded reliable.

Table 8: Data on Group Time Sample concerning BS 1D Students Active Learning in School A

Interval	Observer R	Observer RA
1	34/36	35/36
2	35/36	33/36
3	34/36	34/36
4	28/36	31/36
5	36/36	36/36
6	29/36	27/36
7	34/36	34/36
8	29/36	29/36
9	30/36	30/36
10	28/36	28/36

(Adapted from Siedentop & Tannehill, 2000). Source: Field Data, March, 2015.

From Table 8, in order to ascertain the degree to which students stay active in learning in practical physical education class, group time sampling was used to present how much the independent observers agree for each of the ten group time samples recorded. One group time sample was done every 4 minutes during a 40-minute period. This provided ten samples per period which gave a good idea of the extent to which students were engaged in active learning. There were 36 students in class and the observers did a reliability check.

Reliability is conveniently computed by counting the disagreements for each group time sample. Therefore, in the ten group time samples indicated on Table 8, there were a total of 8 disagreements. When 8 disagreements are subtracted from the total of 360 (10 GTS multiple by 36 class members) showed 352 agreements. So the reliability was computed as follows: 352 divided by 360 multiplied by100, produced 88 percent.

This indicated a very high reliability, which gave confidence that the observations of the degree to which the students were engaged in productive learning were accurate.

Conversely, the data indicated that during the last part of the class, the percentage of students involved in active learning was 80 percent.

Table 9: Data on Group Time Sample concerning GA 2^D Students Active Learning in School A

Interval	Observer R	Observer RA
1	32/38	33/38
2	33/38	32/38
3	34/38	34/38
4	37/38	35/38
5	30/38	30/38
6	37/38	37/38
7	31/38	31/38
8	14/38	16/38
9	14/38	14/38
10	13/38	14/38

(Adapted from Siedentop & Tannehill, 2000). Source: Field Data, March, 2015.

Table 9 presented a class of 38 students present during the physical education lesson. In the 10 group time samples, there were a total of 7 disagreements, which, when taken from the total of 380 (10 GTS multiply by 38 class members) yielded 373 agreements. Hence, the reliability was computed as follows: 373 divided by 380 times 100, yielded 93 percent.

Even though the table showed a very high reliability, it was clear that during the last part of the class the percentage of students engaged in active learning was 36 percent.

Comparing Tables 8 and 9, it can be concluded that students in both BS 1^D and GA 2^D classes were active in their physical education class in the beginning and middle parts of the lesson. However, their active participation level reduced to 80 percent for BS 1^D and GA 2^A recorded 36 percent in the last portions of the lessons.

Table 10: Data on Group Time Sample concerning BS 1[A]Students Active Learning in School B

Interval	Observer R	Observer RA
1	34/40	33/40
2	36/40	34/40
3	34/40	35/40
4	38/40	37/40
5	36/40	36/40
6	39/40	37/40
7	35/40	36/40
8	36/40	36/40
9	35/40	33/40
10	36/40	35/40

(Adapted from Siedentop & Tannehill, 2000). Source: Field Data, March, 2015.

Table 10 revealed that in the class of 40 students there were 11 disagreements. With 40 students in the class, there were 389 agreements. For the reliability, it was figured as follows: 389 divided by 400 times 100, produced 97 percent.

This showed a very high reliability, which established confidence that the observations of the degree to which the 40 students were engaged in active learning were accurate. Again, the table indicated that throughout the entire lesson, the percentage of students involved in active learning was as low as 82 percent.

Table 11: Data on Group Time Sample concerning GA 2[D]Students Active Learning in School B

Interval	Observer R	Observer RA
1	36/37	36/37
2	34/37	32/37
3	34/37	34/37
4	35/37	32/37
5	36/37	36/37
6	17/37	19/37
7	16/37	16/37
8	17/37	17/37
9	17/37	15/37
10	15/37	15/37

(Adapted from Siedentop & Tannehill, 2000). Source: Field Data, March, 2015.

Every 4 minutes, during a 40-minute class, two independent observers recorded their observations so as to establish the degree to which the 37 students were actively involved in the learning process as indicated on Table 11. In the 10 group time

samples indicated, there were sums of 9 disagreements. Because there were 37 students in the class, there were 361 agreements. Therefore, the reliability was computed as follows: 361 divided by 370 times 100, gave 97 percent.

This yielded a very high reliability, which afforded the assurance that observations of the degree to which the students were engaged in active learning were exact. Nonetheless, the table disclosed that, during the last half of the class session, more than half of the students were inactive for such a substantial part of the instructional time.

Putting Table 10 alongside Table 11, it can be seen that the year one students participated seriously and more actively in their practical physical education classes than their counterparts in the second year. Of interest in this study were the group time samples observations from Table 10 as 82 percent of students in year one physical education class were more active in every department of the observed physical education lesson while more than half of the year two class was inactive during the last half of the observed physical education lesson. There should be a point that might be encouraging to examine what in the organization of the year two class caused half of the students to remain inactive for such a crucial terminal part of the instruction, though both classes were in the same school receiving lessons taught by the same physical education teacher.

Table 12: Data on Group Time Sample concerning HE 1[C] Students Active Learning in School A

Interval	Observer R	Observer RA
1	34/39	35/39
2	35/39	35/39
3	34/39	34/39
4	38/39	37/39
5	36/39	36/39
6	37/39	37/39
7	34/39	34/39
8	39/39	39/39
9	35/39	35/39
10	38/39	38/39

(Adapted from Siedentop & Tannehill, 2000). Source: Field Data, March, 2015.

According to Table 12, in the 10 group time samples indicated, there was a sum of 2 disagreements. Because there were 39 students in the class, there were 388 agreements. Therefore, the reliability was computed as follows: 388 divided by 400 times, 100 produced 99 percent.

This paid a very high reliability, which fed the assurance that observations of the degree to which the students were engaged in active learning were correct. Furthermore, the table brought out that, throughout the class session, less than five of the students were inactive at the start, middle and last part of the instructional time.

Table 13: Data on Group Time Sample concerning SC 1[E] Students Active Learning in School B

Interval	Observer R	Observer RA
1	36/40	36/40
2	36/40	35/40
3	34/40	35/40
4	38/40	38/40
5	36/40	36/40
6	39/40	39/40
7	37/40	36/40
8	36/40	36/40
9	38/40	38/40
10	37/40	36/40

(Adapted from Siedentop & Tannehill, 2000). Source: Field Data, March, 2015.

In the 10 group time samples shown in Table 13, there were 4 disagreements. With 40 students in the class implied that there were 396 agreements. Therefore, the reliability was calculated as follows: 396 divided by 400 times 100, gave 99 percent.

This established a very high reliability, indicating that the observations of the degree to which the students were engaged in active learning were correct. Moreover, it is important to note that the table showed that, within the whole class period, not more than six out of the 40 students were inactive at the start of the instructional time.

From Tables 12 and 13, it would be concluded that students in SC 1^{E} in school B were more active in their physical education lesson than their counterparts in HE 1^{C} in school A. But it is evident that on the whole students in both classes were very deeply involved in physical education classes.

Table 14: Data on Group Time Sample concerning GA 2^{D} Students Active Learning in School A

Interval	Observer R	Observer RA
1	33/35	33/35
2	33/35	32/35
3	34/35	34/35
4	31/35	31/35
5	34/35	34/35
6	17/35	16/35
7	17/35	17/35
8	18/35	18/35
9	12/35	12/35
10	13/35	14/35

(Adapted from Siedentop & Tannehill, 2000). Source: Field Data, March, 2015.

Table 14 introduced a class of 35 students with 3 disagreements. Hence there were a total of 347 agreements. Hence, the reliability was calculated as follows: 347 divided by 350 times 100, showed 99 percent.

This afforded a very high reliability of the observations of the degree to which the students were engaged in active learning were correct. On the other hand, it is important to point out that Table 14 revealed that the students were active at the start of the instructional time. Rather, the numbers began reducing from half to less than half during the middle and last portions of the lesson, respectively.

Table 15: Data on Group Time Sample concerning GA 2^D Students Active Learning in School B

Interval	Observer R	Observer RA
1	18/37	18/37
2	20/37	18/37
3	18/37	19/37
4	35/37	32/37
5	36/37	36/37
6	32/37	32/37
7	36/37	36/37
8	17/37	17/37
9	17/37	17/37
10	15/37	15/37

(Adapted from Siedentop & Tannehill, 2000). Source: Field Data, March, 2015.

Table 15 revealed 37 students in GA 2^D class. The independent observers recorded 6 disagreements culminating in 364 agreements. So, the reliability was computed as follows: 364 divided by 370 times 100, gave 98 percent.

This gave a very high reliability that, the observations of the observers regarding the degree to which the students were engaged in active learning were correct. Of interest from Table 15 is that, not more than 20 students out of the 37 students in the class were active at the start of the instructional time, with more than half being inactive during the end of the class. The implications could be argued, categorizing them into two folds. Firstly, it was possible that the students were slower in getting ready for the class, or reported late or did not comprehend the teacher's instructions, which accounted for the reasonable numbers of their inactivity at the commencement of the class. Again, during the last half of the class, students started withdrawing from the class on accounts of fatigue, or keeping themselves dry for the next subject in the squared classroom walls for the fact that there was no changing room.

For students in the second year in the two schools, Tables 14 and 15 revealed that they were not serious with participation in practical physical education lessons. They, rather, loved to do things differently from physical education.

4.1.2 Challenges Facing the Implementation of the SHS PE Programme in Nandom Disrict

Findings from Questionnaires

Text Box 7: Types of PE Challenges derived from Participants' Comments

Challenges	Respondent's comments
Time wasting	• It's time wasting because it's not examinable at the WASSCE level. • Because it is not all that necessary, since we don't always write PE in the final examination (WASSCE). • Students consider it as a mere subject and time wasting. • It is always boring periods and is termed as a period for playing. • It is just waste of time.
Inadequate PE teachers	• Inadequate PE teachers. • Inadequate number of PE teachers. • PE masters are not enough (is only 1). • Lack of skills personnel. • Lack of teachers to teach the subject in our school so we have only one master teaching 14 classes.
Ineffective teaching	• PE teacher is not committed because he's playful, too much. • Students are forced in practical classes so most students refuse to participate.
Poor teaching methods	• His ways of lessons presentations are poor, making us lost sometimes or bored.
Insufficient facilities	• Lack of facilities for practical lessons. • Inadequate facilities, such as tennis court and athletics field. • We have only one court for handball, volleyball and netball each. • Our classes are too large for one facility each. • There is only one basketball court for the whole school.
Insufficient equipment	• Provision of inadequate equipment.
No changing room	• During practical physical education time, we do not get places to change. • We can't shower after practical classes for the next subject. • In practical classes we sweat and go to the classroom like that. • We wear our class uniform on our dirty bodies after practicals. • After practical we are smelling of body odor because we no shower down.
Lack of early exposure	• Some students are doing it for the first time. • If not SHS we no do PE primary and JHS time. • PE is new to some students, those who did not do at the basic level. • I'm doing it for the first time in this school.
Lack of funding	• Lack of money to buy equipment. • Inadequate funding. • Enough facilities are not built. • They don't purchase equipment for practical. • Lack of maintenance of existing facilities.

Teacher absenteeism	• The PE teacher is on and off. • The PE teacher is always either taking part in meetings or sporting activities somewhere. • PE master is always busy, so sometimes he doesn't come to class. • Sometimes the PE master will not enter some classes for a full term. • Sometimes the PE master is not in school for over a week.
Insufficient time (periods)	• Limited time for PE classes. • The PE periods are not enough. • Only two periods in a week, too bad. • Periods not being enough for PE lessons in class. • PE has the smallest number of periods.
Exclusion	• Those who get physical body problems don't come for practical. • Students, like cripples don't do PE outside the classroom walls. • Disable students don't do PE (practical). • Students with deformities do not do practical PE. • Students with disabilities are observers in practical PE.

Source: Field Data, February, 2015.

Text Box 7 presented the twelve types of challenges facing the senior high school physical education programme in the two schools, with illustrative statements provided by the participants. The comments showed that these challenges were classified as time wasting, inadequate physical education teachers, poor teaching methods, ineffective teaching, insufficient facilities and equipment, no change room, lack of early exposure, lack of funding, teacher absenteeism, insufficient periods and exclusion.

Text Box 8: Types of Barriers to PE Programme derived from Participants' (PE teachers)

Comments

Barriers	**Participant's comments**
Inadequate PE teachers	The numbers of students are too large for one PE teacher.
Inadequate facilities and equipment	The facilities and equipment are not enough to meet the students' numbers in class.
Lack of funding	Funding is not forthcoming in developing this subject.
Insufficient periods	Two periods per week are woefully inadequate.
Lack of professional development	PE teachers do not have opportunities to attend refresher courses.
Crowded curriculum	Many things and people are chasing time in school to succeed.
Large class sizes	Each class population is too great. Not less than 35 students.

Source: Field Data, February, 2015.

Text Box 8 indicated barriers to the effective implementation of the senior high school physical education programme. The challenges are inadequate physical education teachers, inadequate facilities and equipment, lack of funding, insufficient periods, lack of professional development, crowded curriculum and large class sizes. Drawing a comparison between Text Boxes 7 and 8, there were clear differences. They came from Text Box 11, showing the participants in depth knowledge in the area. Each group presented the problems based on what affected them more directly than from a holistic perspective.

Findings from Semi-structured Interviews

Table 16: Semi-structured Interview Transcript on Challenges Facing SHS PE Programme

Codes	Semi-structured interview transcript	Themes and codes
	RF (Interviewer): What problems are facing physical education in your school? PESTF (Female student interviewee)-1: Oooo! The problems are quite many. But I will talk about PE teachers, insufficient time, teaching plans and students' behaviours. These problems seriously affect PE in our school pa-a-a-a! We have only one PE teacher who teaches the whole school. The PE teacher has a lot of work to do. I think that there should be three PE teachers in our school because the school is very big. There are many classes and they are very large. RF: How about time? Probe. PESTF-1: Hmmm! As they say "time is money", I'll say time is knowledge. Why? The quality time students and teachers spend together, the more knowledge they gain. No, we in this school don't see this in PE because our PE teacher will either come late or not at all, whether theory or practical. He's alone for the whole school. There's limited time for teaching.	**Challenges facing SHS PE**
Teaching plans	RF: You mentioned teaching plans, how about that? Probe. PESTF-1: Wooooo! The teaching plans used are not helping us. They are too local. Too military because you must obey. Forcing everybody in class to learn through only one way. No chance for any student to learn at their own level or speed. No use of technology during teaching. RF: How about students' behaviours? Probe. PESTF-1: Students' behaviours are bad in the sense that they don't pay attention, but disturb, disrupt, play or don't take part in class activities. These make the teacher unable to control the class well for good teaching and learning to take place. RF: Would you like to share more problems with me?	Quote to support teaching plans
Students with disabilities	PESTF-1: Yes, big yes! Another teething problem is, students who are with disability sit outside practical classes, only observing, or they remain in their respective classrooms. A-r-	Quote for students with disabilities

Refresher course	r-r-r! This is not good, in my opinion, for them. They are as normal as everyone in a regular school system, and therefore need PE. Whether practical or theory, but not exemption. Again, the PE teacher is not supervised or checked by any of the powers that be whose duty it is. He is very free to do what he feels is right and satisfying to him, but not the students. Last but not the least; we've inadequate facilities and equipment. These are making us not enjoy the curriculum because we cannot get to use them the way we want. RF: What problems do you encounter with PE in your school? PESTF (Male student interviewee)-2: [Coughs]. With P…E, the problems facing it in this school are many. Bad teaching methods in practical classes because students no understand. The teacher is forcing everybody to perform skills correctly. It involves physical exercise. But there are students in this school who don't want to exercise their bodies [themselves]. They complain they become tired, weak and exhausted after practical PE lessons. They have joint pains or bodily pains. These don't give them the desired comfort in other subject teachers' classes. Therefore, they come with excuses such as "I'm sick", "I've headache", "I've leg pain", or casually "I'm not well". There is one PE teacher in the school. This is not good enough for a big school with large classes at all. I think teacher behaviour is also a problem. Students who go below expectation are shouted at, insulted or embarrassed. It is discouraging to perform in PE class. Also, we have only one PE master. There should be more than one, at least two, to give us their best in PE. We also have problems with facilities and equipment. They are just not enough because our numbers are very large. The last problem I want to mention is that the time is not enough for PE. The school authorities have given only two periods in the whole week for PE classes, and one hour daily for extra PE activities. But other subjects have more than four periods per week. RF: What are the drawbacks to the PE curriculum in your school? PECHM (headmaster interviewee)-1: [Sat quietly. Cleared throat]. PE curriculum is broad. In our school, it's bedeviled with three major challenges. First and foremost, professional growth hampers its effective implementation. In education, everybody is aware that continuous professional development, especially in one's specialist field, enhances knowledge, skills, methods and strategies to make people efficient, effective and innovative in their practices. Nonetheless, this cannot be said of the PE teacher in our school. I don't entirely place the blame on him. It is a phenomenon in this region as a whole. I cannot vividly recall a single refresher course in PE that has been organised for PE personnel in our region since 2009. Even when such courses are organised in other regions, because of cost and more importantly, due to nonpayment or undue delay in the payment of sports quota to schools, we are unable to sponsor them to such curriculum. PE field, like all other subject areas is dynamic. So therefore, the PE teacher must be abreast of time. Issues like, rules and laws are fast changing with time in sports. [Paused]. I was a hockey player for Upper West Region. I don't think the rules and laws observed in hockey are that same old age enforced today. There are changes, modifications to suit contemporary	Quote

	hockey. You know better than I do …laughing. Secondly, we do not have enough facilities and equipment for the subject. The very basic things regarding instructions in PE are either not there or are few or better still just one or two. Teaching-learning materials impact quality teaching when used appropriately. Thirdly, there are many classes, as well as class sizes that are quite large. Lastly, we have just one PE teacher for the whole school. RF: Your age range? PECHM-1: 55-60. RF: In implementing the SHS PE programme, what challenges is it facing in your school? PECHM-2: What is happening is that PE programme implementation progress is slow due to lack of PE teachers, overburdened PE teacher. In our region, we have very limited number of PE personnel, serving in Basic schools, SHS and the district offices. There are most Basic schools and some SHS that do not have PE teachers. I think the problem is that people don't what to serve in this region, even including sons and daughters of the region. This primarily accounts for the shortages of these technical people every year, here. As a result, the lucky schools, which of course we are privileged to be among, have a PE teacher each. This is woefully inadequate considering the importance of the subject vis-à-vis the student population. The true situation is that there is one PE teacher teaching all the classes, from form one to three. We take off PE from the form three time tables in the last two terms of the academic year, to give them sufficient time to prepare for their WASSCE examinations. I will add that he has other responsibilities. Apart from teaching PE, he's as well a form master and the school sports master. RF: How do other responsibilities affect the curriculum? Probe. PECHM-2: [Blinked eyes, straightened up on chair and clinched fingers]. Yes all that l've to say is that the PE teacher also performs duties as a form master. Then the onus is on him to organise competitions: inter-class, inter-form, inter-house, in games, athletics and cross-country so as to get a school team for school competitions. It doesn't end there. The difficult task is preparing them for sports. These activities take a chunk of contact hours he should have had with the various classes in PE. As I said earlier, their numbers are small. So you find him being invited to officiate in inter-circuit sports competitions, zonal sports competitions, inter-district sports competitions, super zonal sports competitions, and also being called to coach a sport in preparation towards inter-regional sports festivals, be it at the basic level or second cycle level. There are relatively very few professional coaches in the region, compelling the PE personnel to double as coaches. Facilities and equipment are inadequate. They do not meet the students' numbers in each class. This certainly affects teaching and learning, as well as the extracurricular schedules. Finally, there is no professional development. The PE master has not been undergoing further appropriate courses to widen his horizon to meet modern trends in the field of physical education. In short, the curriculum is suffering because its content	

	effectuation is downplayed. The factors mentioned above marginalised it. RF: Your age range? PECHM-2: 55-60. RF: Please, what factors militate against the smooth implementation of the PE programme in your school? PECHT-3: It is sad to say that there are very limited facilities and equipment. Many students are unable to access them either during PE classes or the extracurricular activities time. A serious matter that impedes the programme is inadequate physical education teachers. There is one in our school. Taking our students population, number of classes and class sizes into account we deserve at least two PE teachers for effectiveness and efficiency purposes. As result the PE teacher is overburdened. He has too many activities to carry out to ensure that the physical education curriculum is effective and meaningful. Surprisingly, there is no community support. Although the school is part of a larger community no support in terms of equipment or facilities come from it to the benefit of the students and for that matter the whole school. What is over demanded is maintenance of the standards. It is thought that academic excellence chalk in WASSCE over the years should not be exchanged for many physical education activities. The biggest desire to improve or maintain the standards. RF: Are there other challenges that you would want to add? PECHT-3: I'll add that the PE master has other responsibilities, which basically are school sports master and school health master. These responsibilities sometimes genuinely take him away from the classroom. Concerning health matters, he is sometimes out of class briefly, but contact time is lost. The most significant time lost is seen during sporting seasons when he is in charge of preparing the school team in various disciplines as well as being invited to coach zonal, district and regional teams, both at the basic and Senior High School levels. RF: How about challenges to the teaching of PE? PECHT-3: Well, well, well! Professional development, lack of funding and no support from other staff really hamper teaching of physical education in this school. There is no single opportunity for professional development either outside the school or inside. The PE teacher is only one and there has not been any efforts made to organise training appropriate to keep him abreast of modern trends in teaching the subject. Also, funding is problematic. Everybody knows that PE and for that matter sports equipment are costly and without them you cannot succeed in teaching effectively. You lie! How can you have a successful lesson in practical PE. Management and administration complain no money even to buy the most basic materials, such as balls for the ball games. Whenever budgetary estimates are prepared on materials it is not implemented. Y-e-s you can improvise, but not all. There are some that cannot be improvised, like football. It is unpalatable to mention that there is no support from other staff. They discourage students from physical education. Some also punish or rebuke students who come to their classes late after practical PE lessons. Meanwhile, when it is time for PE, particularly practical PE, they delay the students	

	by engaging them with some form of class exercises. And those who can be supporting staff in this direction will not do it, though they had been approached and constantly appealed to. RF: Challenges concerning students 'participation? PECHT-3: First and foremost, teaching space is a big issue. The school land is not big and what has actually affected the construction of facilities is the topography of the land. There are two unflat hills or highlands occupying the north of the campus. This takes about half of the land. Secondly, there is peer pressure. Students who have no or little interest in PE try to convince their friends to do the same. Sometimes in practical classes it is very clear that this influences students' participation and practice. As a result, there's difficulty engaging students. A lot of off-task behaviours are put up. This is particularly with the year two students because they are influenced and led astray. Another hindrance is limited practice time. This results from two main factors. Thus, large class sizes and inadequate materials. RF: Any teacher absenteeism? PECHT-3: Yes and no. I don't just get and for no tangible reason refuse to go class. I get absented for good reasons: (1) my own health condition, (2) other responsibilities in the school, (3) zonal sports meetings, (4) sports competitions, (5) GES meetings, (6) students' health matters. When I'm not so much scheduled, even with that I force and go to class. RF: The school community? PECHT-3: This is a calm rural community. There are no forms of support from it for PE. They do not even allow us to use some things in their environment to improvise equipment and materials for PE. Indeed, some are very difficult RF: Your age range? PECHT-3: 45-50. RF: What factors militate against the smooth implementation of the SHS PE programme in your school? PECHT-4: The invaluable benefits of physical education to the individual cannot be quantified. However, SHS PE curriculum in our school is not without challenges. The foremost thing is the school's status quo. We have got 80 percent and above in WASSCE over the years and other staff think that the standard must be maintained if it can't improve. Therefore, anything about PE is not necessary and its time should be shared to other external examinable subjects. Secondly, there's lack of PE teachers. We've only one physical education teacher, unlike other SHS that do not have at all. The PE teacher is also overburdened. There are fourteen classes (form 1 and 2) that he teaches. Again, it is his responsibility to assess the students, record their marks, and prepare lessons and teaching materials. In addition, large class sizes affect the subject. There are many classes, large numbers and increased social behaviours. Indeed, it nullifies the numbers of facilities and equipment. That is, they are inadequate. There are other duties assigned to the PE teacher. The PE teacher is the school health master and school coach. Other Ghana education service outfits like district education office, zone, regional education office and, regional sports	

	development office employ his services in sports and games programmes. Other problems are in the teaching of PE per say. No chances for continuous professional development. Short courses, such as refresher programmes are nonexistent for the subject master either in the school or within anywhere in the region. The devouring challenge is funding. No money syndrome basically affects the provision of adequate equipment. Construction and maintenance of facilities suffer, too. To wrap up, support from other staff is zero. It's zero because they don't avail themselves and their technical knowhow in some games to both the teacher and the students. Little cooperation during both intramural and extramural, though. RF: How about the community? PECHT-4: Very well! We're at peace with the community. However, the community does not support or encourage PE. They do not have facilities and equipment. To improvise too, today don't do this. The next day don't do that. It's a pure rural-illiterate physical education school community. RF: Challenges emanating from students' participation? PECHT-4: Thank you. Quite a number of disturbing issues. The key concern here is peer pressure. Pressure from the same gender, opposite gender, the same class, different classes, the same year and different years, all in a bite to persuade Access to equipment is a serious problem. Actual equipment is in limited supply. Improvisation scale is very low due to community's opposition to it. This increases student – equipment ratio during practical lessons. Resulting from lack of access to equipment is reduced time for student's practice. Chances for student's skill practice are very low, particularly in view of larger classes coupled with inadequate equipment. Quite apart, there is difficulty with students' engagement. Class management is better, but many students are either waiting or are off-task. This sometimes breeds social problems. Moreover, there is insufficient time. Limited time for physical education period (80 minutes) to a class once a week. Besides, limited time (one hour) daily for games where one PE teacher has to deal with over 700 students. RF: Teacher absenteeism? PECHT-4: When I'm absent, it is necessary. Many factors account for this, namely, other responsibilities on me in school, sports meeting at zonal, district and regional levels, my health, part-time teaching in a college of education and other unforeseen situations. If there other PE teachers, it would be covered up. RF: Your age range? PECHM-1: 40-45. RF: What are the obstacles to the implementation of the SHS PE programme in this district where it is taught? PECHT-5: Straight away! Institutionally, the curriculum is loaded. There are many events, meetings, programmes, clubs, subjects, students, teachers, management and administration competing for time and space in order to succeed. Secondly, the standards must be maintained. Activities and	

	programmes that will compromise the school's status quo will not be tolerated. And PE is perceived to be one of such, hence little time and attention is given to it. Thirdly, lack of funding. The subject is intense needing close attention. It involves construction of facilities, provision of equipment, borrowing and lending of materials, improvisation of materials and organisation of games and sports competitions. Money is needed to execute the curriculum, but funding is not forthcoming. Emmmmm, teacher related cases are there. Insufficient teachers. Two SHS in the district have a physical education teacher each, but three are without PE personnel. They are also assigned other responsibilities. They perform other duties, like school coach, health master, house master or form master. This puts a lot of stress on them. Also, they are overburdened. One teacher to a whole school in charge of teaching, assessing, recording, planning and programming games and sports, as well as coaching. What is not also paid attention to is the professional development of the PE teacher. Lack of appropriate consistent professional growth. Another problem is absence of support from other staff. The PE teachers do not receive support from their colleagues who have the knowledge in certain areas of the curriculum. Some teachers are good in games like volleyball, basketball and soccer that could have been helping in that direction as supporting staff. In the students' corner, peer pressure is high. Because the subject is not taken in WASSCE examinations there is the tendency to place low premium on it. Therefore, other students dislike it and they do everything possible to influence their friends to hate it, too. Limited practice time cannot be overlooked. During classes or activities, students have fewer than expected opportunities to practice. This should be attributed to insufficient equipment and large class size. Finally, engaging students in PE is more difficult than in other subjects. This is so because it requires more materials so as to maximise the 80 minutes allotted to a class in a week, especially the practical aspect. RF: Community? PECHT-5: Community, community … yes, the schools doing PE are found in rural communities. There is absolute peace between them. But they have no support for their schools concerning PE in terms of facilities and equipment. RF: Any more to share with me? PECHT-5: Yes, a quick one! (Laughing). Supervision, no or little supervision and monitoring is carried out on the subject teacher, and the subject as a whole. RF: Your age range? PECHM-1: 40-45.	

Source: Field Data, May, 2015.

Key: PECHM-1, PECHM-2 (male headmaster interviewees), PESTF-1 (Female student interviewee), PESTF-2 (male student interviewee), PECHT-3, PECHT-4, PECHT-5 (male physical education teacher interviewees)

Table 16 highlighted the transcript which presented challenges identified that affected the senior high school physical education programme in the two study schools. In all, seven participants were interviewed. What is worth commenting on is that the seven interviewees mentioned inadequate number of physical education teachers as a problem. Out of the seven interviewed: five stated lack of professional development, and inadequate facilities and equipment; four listed other responsibilities and overburdened PE teacher; three named lack of funding, peer pressure, difficulty engaging students, no support from staff, insufficient time, limited practice time, lack of community support and school status quo (standards); while two gave teaching strategies, many large class sizes, lack of supervision and monitoring. Then, individual interviewees mentioned students' behaviours, exclusion of students with disabilities, teacher behaviour, sedentary lives, lack of teaching space, and access to equipment and loaded curriculum.

It should be noted that interviewees PESTF-1 and PESTF-2 emphatically said that inadequate physical education teachers, teaching plans, insufficient time and inadequate facilities and equipment were barriers across the two schools. They, however, stated other barriers differently which were peculiar to their environments. PESTF-1from school A has given students' behaviours, exclusion of students with disabilities and lack of supervision and monitoring that affected the physical education programme in the school. On the other hand, PESTF-2 highlighted sedentary lives and teacher behaviour as obstacles to quality execution of the physical education curriculum in school B.

Of interest in the PECHM-1 and PECHM-2 responses were the commonalities between them regarding these barriers which affected both schools: Inadequate physical education teachers, other responsibilities, overburdened physical education

teacher, lack of professional development and facilities and equipment. But, PECHM-1 from school A pointed out that many large class sizes hampered the smooth implementation of the physical education curriculum. This indicates the variance of impediments to the schools concerning the implementation of the senior high school physical education programme.

In the physical education teachers (PECHT-3, PECHT-4 and PECHT-5) responses there was unanimous agreement on the barriers across both schools as inadequate physical education teachers, other responsibilities, overburdened physical education teachers, nonprofessional development, lack of funding, no support from other staff, peer pressure, difficulty engaging students, limited practice time, maintenance of the standards and no community support. Differences in their enumeration of the challenges facing the senior high school physical education programme occurred when PECHT-3 (in school A) gave teaching space; PECHT-4 (in school B) said many large class sizes, access to equipment and insufficient time, while PECHT-5 outlined loaded curriculum and lack of supervision and monitoring. These were reflections of the barriers within each interviewee's frontier or role in the programme implementation process. They also showed specificity of challenges to the senior high school physical education curriculum.

With a close study of the evidence from the data, it would be argued that PESTF-1, PESTF-2, PECHM-1 and PECHM-2 made little contributions about the challenges or they just did not intend to speak at length. On the contrary, PECHT-3, PECH- 4 and PECHT-5 advanced details of the barriers, which reflected their status as physical educators who took a centre stage in the curriculum implementation.

Juxtaposing the respondents' comments and the interviewees' submissions, it would be argued that each group pointed out the challenges that affected them directly, either as individuals, or groups or institutions. Even in that, some connections were identified with inadequate physical education teachers, insufficient facilities and equipment, lack of funding, insufficient time (periods) and exclusion of students with disabilities. The differences were noticed in the aforementioned barriers to providing quality physical education curriculum in the two schools.

Text Box 9: Detailed Description of Codes Relating to the Theme Problems Facing the SHS PE Programme

Challenges facing the SHS PE Programme

The overall success of the physical education curriculum is based on strategies employed in its execution. The teacher actually using pedagogical knowledge as wholly different from just possessing it in physical education classroom. It is evident that PESTN-1 put that **"**Wooooo! The teaching plans used are not helping us." This explains that poor teaching strategies can mare the entire curriculum. But, good teaching plans are themselves excellent sources of motivation and encouragement for students active participation in physical education.

Students with disabilities experience physical education in diverse ways, from participating in adapted physical education to being enjoying it in the least restrictive environment. The foregrounding implication is that all students, in spite of impairment, are given physical educational experiences that are designed to meet their individual needs under appropriate conditions to achieve success. Conversely, the two student interviewees complained that students with disabilities were made observers during practical physical education classes, hence a violation of their fundamental human rights.

> Yes, big yes! Another teething problem is, students who are with disability sit outside practical classes, only observing, or they remain in their respective classrooms. A-r-r-r-r! This is not good, in my opinion, for them. They are as normal as everyone in a regular school system, and therefore need PE. Whether practical or theory, but not exemption. (PESTN-1).

The interviewees lamented that there were no opportunities for refresher courses for them to upgrade their knowledge to meet more trends of issues in contemporary physical education. PECHM-1 stated that "I cannot vividly recall a single refresher course in PE that has been organized for PE personnel in our region since 2009." Without continuous appropriate professional development in physical education, practitionists would perform below expected standards of practices.

A concern widely expressed was that physical education teachers were given other responsibilities. Rather, these extra responsibilities affected their delivery in the subject, because students were not provided with physical educational experiences that are designed to satisfy their own individual needs. An interviewee, PECHM-3, submitted that "I'll add that the PE master has other responsibilities, which basically are school sports master and school health master." Such extra duties could take the physical education teacher out of the classroom for longer periods of time.

Schools that took years to establish academic excellence did not risk compromising their standards with fully implemented physical education programme. The perception was that the standard would fall, as suggested by a PECHM-4: "The foremost thing is the school's status quo. We have got 80 percent and above in WASSCE over the years and other staff think that the standard must be maintained if it can't improve."

The interviewees complained that the school curriculum was loaded. A PECHM-5 expressed that "…the curriculum is loaded. There are many events, meetings, programmes, clubs, subjects, students, teachers, management and administration competing for time and space in order to succeed." More and more time is spent in other areas, with very little time for physical education.

Findings from Library Studies

Non-Instruction in Sections of the Senior High School Physical Education Curriculum

There was long term draught of teaching these topics and complete sections in senior high school forms 1 and 2 in school A under: games – basketball and hockey; gymnastics and dance; athletics – hurdling, high jump (fosbury flop), long jump (hang and hitch kick) and javelin; foundations of physical education and sports – physical education and sports in Ghana; science of physical education and sports - muscular system and muscular strength; physical fitness - endurance (fartlek and aerobic dance); strength – weight training, and flexibility.

For school B, the learners did not have the chance of learning the content areas categorized under: games (hockey and table tennis); athletics (discus and hurdling); gymnastics and dance; science of physical education and sports (muscular strength and skeletal system); physical fitness (fartlek, aerobic dance); strength (weight training), and flexibility.

It is however important to state that instructions in physical education to senior high school form 3 students did not occur. As one of the schools' policies, this group of students was exempted from PE. The physical education teachers for that matter did not plan for their learning.

Discussion

The results of data are discussed according to the thematic areas of the research objectives. These themes are: implementation of the senior high school physical education programme and challenges facing the senior high school physical education programme.

Implementation of the SHS PE Programme

In implementation institutional policies/measures are the foundation for proper institutionalisation of the physical education curriculum in senior high schools in Ghana. Without policies/measures there would be no direction for the curriculum. The policies/measures originated from the questionnaire and interview data showed that physical education was a core subject and has: timetable, medium of instruction, assessment, motivation and encouragement, peer teaching, support, competition, extracurricular activities schedule, and bye-laws. It was also compulsory.

It was a Ghana Education Service policy directive that physical education is a core subject, hence compulsory to every Ghanaian student at the senior high school. This policy was further strengthened by the two schools in making it compulsory for all students in senior high school forms one and two. This supports Keteku (1999), Ocansey, Seidu and Jatong (2013) assertions that physical education is a core subject in both basic and senior high schools in Ghana. With the low image of physical education, nonetheless, this policy ensured that it was actually taught in the two schools of the study. However, it negates Titled IX as PE Syllabus (2010) advocated on physical education and physical activity for all persons because it exempted senior high school form three students from physical education.

Another institutional policy was timetabling. The schools made conscious efforts to fix physical education on their teaching timetable. The data revealed that they have two periods for physical education in a week. The library evidence indicated that the two periods were honoured and there were positive signs of instruction in physical education in all sections except gymnastics and dance. The participants complained that the two periods per week were insufficient for physical education. Comprehensive implementation of the senior high school physical education curriculum require more than two periods for teaching in a week throughout the entire academic year.

Again, it emerged from the evidence that the medium of instructions in physical education was the English Language, then supported by dagaare or twi. These languages were employed in teaching physical education. The English Language is the official medium of instruction in senior high schools whereas dagaare and twi were sparingly used in the two schools to elaborate explanations to students for better understanding.

Also, assessment was a policy. It originated from the participants' responses that assessment took two basic forms, practical assessment and theoretical assessment. The students accounted for their learning at the end of units of instruction, midterm and end of term. Accountability is a barometer for the physical education teachers to maintain verbal interaction with the students and also keep records on them, individually, to tract their progress in the subject sections and units. This ropes Imaginative Minds Group (2009) and Shane (2012) proposition on the significance of various forms of student assessment. Assessments serve as a motivation drive which improves the quality of teaching and increases the amount of learning that takes place in physical education programmes.

In addition, there was motivation and encouragement measure. It developed from the participants responses again that the physical education teachers have campus accommodation, and two fora were organised annually to educate students on the significance of physical education and the benefits of exercise. The primary usefulness of this is to provide a framework within which both physical educators and students would get involved in teaching and the total sum of the programme of physical education. This was interesting as it refutes what literature signified that students interviewed in school B mentioned that they were neither encouraged nor motivated to participate in physical activity nor even school sports (Symeon & Afroditi, 2009). For this reason, motivation/encouragement is a critical policy to the two schools regarding the physical education programme.

Peer teaching was a measure that took a center stage in the two schools. It implied that higher-skilled student taught a lower-skilled student with the aim of improving the lower-skilled student's performance. Peer tutors gain enormously from having to teach and learn skills, knowledge and concepts, as well as individualised attention, evaluation, feedback and encouragement. It permits students to benefit from independent practice and the teaching process progressed at a pace more conducive to the mastery of content knowledge. This highlights Siedentop and Tannehill (2000) outlined significance of peer teaching.

Besides, there was a measure on follow-up support. It arose from the questionnaire data that lower-skilled students in some games received individualised teaching outside the school time for the primary purpose of enhancing their performance. Thus, lower-skilled students improved dramatically because the physical education teachers spent time preparing well structured content materials and equipment used in a series of steps to guide the students in the teaching and learning process. The

usefulness of this approach is the quality of time, materials, equipment, assessment, feedback, motivation and encouragement given the students by the physical education teachers. This adds weight to Spark (2014) assertion that follow-up support was a necessary portion of the physical education programme.

Moreover, there were competitions in physical education. The evidence gathered revealed that within the physical education interactions students in relatively permanent smaller groups each term competed in the middle and end of each term. The competitions occurred in both practical and theory of physical education. In theory it took the form of quizzes. They afford students new opportunities to learn and develop cooperative working relationships, sportsmanship and respect; thereby taking the form of sports education (Untitled Document, 2014).

There was a measure on extracurricular activities regarding the senior high school physical education curriculum. It emerged from the questionnaire and interview data that the two schools developed appropriate physical activity schedules for students to participate in after school contact hours.

In school A, the extracurricular activities allowed students to take exercise, games, fitness, intramural, extramural and sports. The extracurricular activities began at 3:30 p.m and ended at 4:30 p.m. The physical education teacher offered assistance by helping to maintain order, as well as by taking part with the students.

At school B, during the evening time between 3:30 p.m and 4:30 p.m, students could participate in optional extracurricular activities. Students have the opportunity to participate in recreation, exercise, games, fitness, intramural, extramural and sports. Students take advantage of these opportunities during extracurricular activities to extend time to participate in those activities to enhance their already learnt skills.

Adding, the physical education teacher assisted them by helping to maintain order, and by participating with the students. The extracurricular activities related to the regular physical education curriculum for senior high schools.

Finally, bye-laws were made relating to the physical education curriculum. Rules were adopted by the two schools so as to regulate their own students and their behaviours regarding the senior high school physical education curriculum. They supported the inclusion of rubric by the Boulder Valley School District Department of Curriculum and Instruction [BVSDDCI] (2009) in physical education curriculum to provide rule of conduct and procedure for students. Without the bye-laws the students would not participate in physical education classes and extracurricular activities designed to complement the physical education curriculum. The establishments of physical education class rules were for appropriate students' behaviours. Rules identify appropriate and inappropriate student's behaviours, which behaviours are acceptable or unacceptable to the physical education curriculum.

Therefore, the various policies, measures, guidelines, follow-up support, competitions, extracurricular activities schedule, bye-laws, timetabling, assessment, motivation and encouragement, peer teaching and mediums of instruction served as elements of the students' social world and school culture. These school environmental conditions enabled individual students to determine their own capabilities precipitated by the tasks. These factors support Kick and Macdonald (1998) proposition that within constructivism learning is situated in social cultural contexts and is influenced by these contexts.

Extent of Implementation of the SHS PE Programme

It is evident from the data that the degree to which the senior high school physical education programme was implemented encompassed time (time table), syllabus, facilities and equipment, professionals, instruction, assessment and extracurricular activities: exercise, physical fitness, intramural, extramural, recreation and sports BVSDDCI (2009), Imaginative Minds Group (2009), Spark (2014) and Untitled Document (n.d). It is prudent in this discourse to take a closer look at the extent to which some of the components were implemented.

Time was scheduled and followed. Time is the hottest commodity that regulates and controls the entire senior high school system and its component structures. Against this backdrop, the two schools allocated 80 minutes on their individual school's teaching time table for the teaching of physical education. The allotted time spanned two periods per week, honoured on designated days by the individual classes in each school. This time arrangement defends the Senior High School Physical Education Syllabus (2010) suggested time and Judith, Tina and Lori (2013) position that some students have physical education one day a week.

The senior high school physical education syllabus (curriculum) was in use. It is a recipe for teaching. It gives directions and suggestions as to how the content should be delivered. It is in itself an embodiment of the curriculum matter. It supports BVSDDCI (2009) curriculum scope and sequence assertions that they were portions of the physical education curriculum. Importantly, the library studies data revealed that the five out of the six sections categorised in the syllabus were covered in instruction in the two schools. Even with the attempt under games, hockey and table

tennis had not been taught from October, 2013 to April, 2015. While a full section, gymnastics and dance, was graved completely dead in both schools.

Although, in Ghana senior high school physical education has relatively low image as Physical Education Syllabus (2010) pointed out, no study has attempted to establish where it is taught the content of coverage. The evidence of the library studies helped us to understand that the syllabus was highly utilised. Moreover, the responses from the interviewees assisted us to understand that providing physical education teachers with adequate facilities and equipment would enhance instruction, creating a culture of progress in senior high schools that uphold the senior high school physical education curriculum.

Professional physical education teachers were recruited. The technocrats whose mandate was to implement the senior high school physical education curriculum successfully are trained physical educators. The evidence gathered through the questionnaire and interview indicated that in both schools they had one trained physical educationist each with bachelor degrees in physical education. The presence of these professional physical education teachers confirms Untitled Document (n.d) assertions of skilled educators as a core portion of the senior high school physical education curriculum.

Another portion of the curriculum implemented was instruction. It occurred in both theory and practical physical education. The data suggested that instruction was more in practical physical education than in theory, with students' active involvement. This instruction in physical education highlights the statement by BVSDDCI (2009) that teaching was indispensable in physical education.

Furthermore, assessment was conducted. It took the form of paper-and-pen and practical test of knowledge, concepts and skills. Records were kept on individual student's performance, and then reported appropriately through terminal report to both the student and guardian or parents. This assessment procedure confirms the proposition made by Imaginative Minds Group (2009) that quality assessment measures curriculum goals, student's progress and determine kinds of support service to render.

Also, facilities and equipment were provided. These predominately supported practical teaching and learning of physical education. The provision of facilities and equipment disagrees with Jenkinson and Benson (2010), McCaughtry *et al* (2006) as well as Symeon and Afroditi (2009) proposition that inadequate instructional resources affected the physical education curriculum. Without them the practical component of the subject was unattainable. Even though the evidence produced that each school had very few facilities and materials, teaching was done.

Lastly, extracurricular activities schedule was enforced. Each school had its own extracurricular activities schedules. School A schedules were slightly different from school B schedules in the sense that school A did physical fitness while school B did recreation, but the other elements of the schedules were basically the same. The difference was a clear manifestation of the schools priorities, and in total, in meeting the physical, health and lifelong activity needs of their students, individually. This extracurricular activities schedule affirms Charlotte (2011); Farlex (2005) and Mehra (2014) definitions of physical education.

Finally, some results of the study revealed that the senior high school physical education programme was implemented to a certain degree in the face of diverse

challenges. The level of implementation signified that knowledge was being constructed. This knowledge construction affirm Liu and Mathews (2005) comment that knowledge is actively constructed within theconstrains and offerings of the learning environment.

Challenges facing the Implementation of the SHS PE Programme

The drawbacks to the effective implementation of the senior high school physical education programme were of great magnitude. They were shelled in management and administration challenges, instructional challenges, personal challenges and cultural challenges.

It would be argued that management and administration instituted challenges in the senior high school physical education curriculum emanated from lapses, inadequacies, negligence, minimal attachment and low priority in planning for the subject. These factors manifested in consonance with the type of leadership and leadership style employed in a quest to meeting the mission and vision statement of the school. The leadership style vis-à-vis mission statement informs physical education curriculum planning and execution.

Firstly, managerial and administrative barriers such as inadequate physical education teachers, many large class sizes and overburdened physical education teacher hampered the physical education programme. These barriers support the findings by Chan, Sum and Lau (2006) and Wanyama (2011) that large class sizes, overburdened physical education teachers and inadequate personnel affected the physical education curriculum.

Secondly, insufficient time impeded the progress of the physical education curriculum implementation. The participants meant that the official time allocation for physical education was not enough. This disputes Untitled Document (n.d) recommendation that senior high school students must have sufficient time to satisfy the graduation requirement. The students felt that having physical education class once a week was unhealthy, compared to subjects like mathematics, English Language, history, geography and physics that have many contact times within a week. They implied that there would be very little content coverage in physical education. In furtherance, the students felt it was time wasting doing physical education. They indicated that it was not externally examined as part of their certification to warrant a place on the time table. However, it should be argued that their assertions were based purely on ignorance or very minute knowledge about the huge benefits the physical education curriculum offers.

Physical education teachers assigned with other responsibilities was a challenge to the implementation of the physical education programme. Although literature emphasizes other barriers affecting the implementation of physical education, no study has attempted to identify physical education teachers assuming other responsibilities in school to impact the implementation of the physical education programme. The responses of the participants help us to understand that physical education teachers being assigned other responsibilities: sports coach, health master, form master; did not give physical education teachers the required time and opportunity to implement the curriculum to the full. When physical education teachers assume other duties the students do less and achieve less in an academic term or year. For quality implementation of the curriculum there should be full concentration without divided attention.

Another barrier was funding. Although the interviewees complained about lack of funding for physical education and sports from sports quota paid to senior high schools by the government, there could be alternative sources of funding. Appeals could be made to school parent teacher associations (PTA) and old students' associations, as well as, banking and non-banking financial institutions, corporate bodies, benevolent organisations, philanthropist and individuals to support the physical education programme. This funding complain affirms Trost (2009) findings that budgetary constraints caused reduction in the time available for physical education.

Consequentially, loaded curriculum of the school affected the curriculum implementation. The data proposed that a school curriculum consisted of numerous programmes, subjects, activities, diverse social clubs and extracurricular activities competing for time and space reduce the time for physical education curriculum. Other things were prioritized above physical education with the perception that it contributed insignificantly to students' certification as well as school academic standards. This confirms Department of National Parks, Recreation, Sport and Racing, (n.d.), and Kinnunen and Lewis (2013) proposition that low priority, lack of administrative support and crowded curriculum affected the implementation of the physical education curriculum. At the long round, the curriculum suffered. Either it was not attended to over a substantial period of time or given a very little attention. Therefore, little time allowed for it accounted for only two periods in a week on the timetable, and one hour for extracurricular activities daily. Nonetheless, the time assigned to other subjects and programme of activities could be adjusted in structure to create meaningful time for physical education curriculum. The gains in physical

education are so much that it strengthens students' knowledge in geography, integrated science, biology, and improves the health status of students.

It is also important to note that lack of supervision and monitoring affected the quality of the implementation of the physical education programme. This lack of supervision and monitoring indicated that the performance and operations of the physical education teacher were not checked or observed. Because there was no supervision and monitoring, the physical education teachers became undedicated and uncommitted to their professional duties. This resulted in teacher absenteeism and playfulness during classes. However, supervision and monitoring keeps physical education teachers on their toes, working assiduously in teaching, record keeping, keeping facilities and equipment safe and as well maintain them.

Another barrier was lack of early exposure. The participants reported that they did not have early exposure to physical education. This attests to Nhamo (2012) findings that though policies existed physical education was still not being taught effectively in most primary and secondary schools. Even though the right ages at which children are very active, requiring the introduction of physical education and physical activity are the basic school levels, these were blatantly missed. These could be attributed to the ill equipped nature of the general classroom teachers to teach physical education.

It was evident from the participants' comments that there was no changing room. No study has attempted to identify no changing room as a factor that affect the implementation of the physical education curriculum. The responses of the participants assisted us to understand that this is a necessary facility because students taking practical physical education need to change and more importantly wash down or shower after the lesson. This is a strict observance of personal hygiene. This

relaxes their minds, keeps their bodies fresh and enables them to have better and higher concentration level during instruction in other subjects coming after physical education. Simply, in place of state of the art facility, separate adequate temporary structures could be provided for each gender in school to serve students personal cleanliness needs.

Although literature points out other behaviours of physical education teachers as obstacles to the effective implementation of the physical education curriculum, no study has attempted to find out teacher absenteeism as a factor responsible for ineffective implementation of the physical education curriculum. The responses of the participants helped us understand that teacher absenteeism affected the implementation of the physical education programme as their physical education teachers were on and off in school, attending meetings and officiating in sporting activities.

In addition, instructional challenges prevailed in the two schools. Lack of teaching space was peculiar to school A while lack of access to equipment existed in school B. These barriers confirm Jenkinson and Benson (2010) and McCaughtry *et al* (2006) lack of instructional resources in physical education. Even though it was reported that there were lack of equipment and teaching space coupled with many large class sizes, available facilities and teaching space could be used judiciously to the benefit of the learners. One way to accomplish this is by employing prudent teaching methods. Another way is to divide each class into two groups. Then the teacher spends 30 minutes in a quality manner with each group during their approved class time. These two methods, though not panacea to the problems, could increase academic learning time in physical education. In the same light, materials could be improvised from the

environment closed to the shape, size, weight, length, and safety of the actual equipment which would enhance teaching.

Similarly, limited practice time was a huge hindrance to the progress of the physical education curriculum enforcement. The reports gathered revealed that students had limited practice time during physical education classes. This disagrees with Rink, Hall and Williams (n.d.) when they defined physical education teachers' role and responsibilities to include providing maximum physical activity time within the physical education class, teaching skills and activities that transfer into physical activity outside of physical education class. The implication was that they had few opportunities to practice skills presented in practical physical education classes. This invariably affected their individual level of skill performance as this was a prerequisite for subsequent sport skills development. Factors outlined that accounted for this particular barrier were large class sizes, lack of access to equipment, and delay in starting physical education classes. These, nevertheless, could be overcome with properly structured plans for instruction, improvisation of equipment together with effective and efficient class management systems.

Poor teaching plans were reported as an obstacle to the curriculum. Teaching strategies used by physical education teachers in physical education classes serve as a spring for student's knowledge and skill acquisition. When the pedagogies are inappropriate or deficient to the designed learning outcomes students are left in total oblivion and pandemonium in learning. Poor teaching plans as revealed by the student interviewees holds Kim and Targgart (2012) assertion that physical education teacher's inadequate pedagogical knowledge is a challenge to the physical education curriculum. Besides, it emerged from the interview that students were not safe and

concentrating on the physical education lessons. Therefore, they performed below expectation in practical physical education. This was captivating when literature indicated that students learn very well when they are safe and concentrating on the lesson (Wanyama, 2011).

Again, ineffective teaching surfaced. The respondents indicated that practical physical education lessons were boring, filled with uncertainties concerning tasks and playful. This disconfirms with the Ontario Ministry of Education (2000) proposition that the health and physical education curriculum called for a variety of strategies for learning, which should vary according to the learning expectations and the needs of the students. Physical education classes could be made effective with adequate teacher preparations in content, equipment, variety of teaching strategies and personal commitment to teach. In addition, proper class organization and management coupled with high expectations for students learning could produce effective teaching, resulting in students' achievement.

Subsequently, difficulty engaging students emerged from the evidence. Some interviewees and observations revealed that it was problematic with second year students. This situation supported the articulations by Jenkinson and Benson (2010) that difficulties engaging students were the interplay of their meta-cognition, their behavior and their peculiar environment. In the same light, Pate *et al* (2006) posited that children activity levels decline as they move toward adolescence, and significant numbers of young people do not participate in recommended levels of physical activity. This means that the students with their informed conscience within the class ecology and their physiological challenges failed to engage productively in the physical education classes.

Moreover, personal factors cramped the success of the physical education curriculum at the senior high school level in the study areas of the research. These were problematic because unhealthy personal growth and development in the spheres of physical education have the tendency to scatter structured, sequenced plans of learning goals or objectives driven by elaborate curriculum content arrangement.

The first was lack of professional development of the physical education teachers. The teachers had not received continuous appropriate professional development in their chosen field of practice in education. The sterling effects were inadequacies in their professional practices in view of pedagogies, class management and organisation, content knowledge, concepts and skills of contemporary physical education. As a result, students minds were impregnated with either wrong or antiquated useless knowledge, concepts and skills, which left students improperly placed in the world of academic giants in physical education. Therefore, this lack of professional development controverts the assertions by Fzavacky (2014) and Untitled Document (n.d.) that professional development and continuing education were important to the physical education teacher. The latter said it maintained or renewed physical education teacher's certification and licensure. But continuous appropriate professional development enhances professional practices and keeps physical educators abreast of time.

The second personal barrier found was sedentary lifestyle. In this context, students exhibited low fitness level in physical activities, laziness, complains of fatigue and unnecessary excuses during practical physical education classes. The resultant effect was that there were very smaller numbers of students who actively participated in practical physical education lessons throughout the individual lesson periods with the

small numbers observing or taking part half way the lessons. This sedentary lifestyle affirms Hills, King and Armstrong (2007) assertion that the less amount of time spent in physical education and sport participation would increase sedentary behaviours; and Cerin and Leslie (2007) as well as European Food Information Council (2012) position that lack of confidence, low skill level, health and body image affected students participation in physical activity which increased sedentary behaviours in the students. The students would, instead, live and not engage in active lifelong exercises that promote wellness.

The final personal barrier identified was exclusion of students with disabilities. This is so because it was the physical education teacher's choice to exempt students with disabilities in practical physical education classes. Students with disabilities either partially participated in practical physical education classes or absented themselves. This agrees with Pate *et al* (2006) when they wrote that participation in physical education was also reduced by students' exemptions. Because students with disabilities were not involved in practical physical education their physical exercise needs were not accomplished. As it surfaced from the questionnaire and interview evidence that students with disabilities were not actively engaged in practical physical education, it is fascinating that literature showed that Title IX as pointed out by PE Syllabus (2010) is concerned with access to physical education irrespective of sex, gender, race, and physical condition. Again, McClennan and Thompson (2005) stated that students with disabilities required equal access to participation in play, recreation, and sport, including those in the school system. With adapted activity and equipment students with disabilities participate and benefit, hence satisfying their exercise needs.

Lastly, school cultural factors were challenges to the smooth implementation of the senior high school physical education programme. These are internal and external factors that affect the school concerning physical education. One of the cultural factors was peer pressure. Students wielded influence over others not to do physical education. This backs Department of National Parks, Recreation, Sport and Racing, (n.d), European Food Information Council (2012), Jenkinson and Benson (2010) assertion that the school environment is a determinant of physical activity and student's constant interactions with peers (bullying) impact their choices including their participation in physical education and activity. Flimsy reasons were assigned in order to persuade the gullible not to attend physical education classes. It arose from the observation and interview data that second year students in both schools did not participate actively in physical education classes. They were present during practical physical education, but were not active participants. But in theory classes, larger number of students would be reading other subjects instead of concentrating on physical education lessons. The result of this situation would be student's poor performance in the subject.

No support from other staff was another problem. Thus, both teaching and none teaching staff members have not been supporting the one physical education teacher in the school with their expertise in extracurricular physical education activities. The physical education teacher single handedly taught physical education and as well organised extracurricular physical education activities for the student body. No staff support therefore highlights Chan, Sum and Lau (2006) findings that parents and colleague teachers opposed physical education assessment for school promotion. However, this situation refutes NASPE (2008) statements that administrative and staffs support guaranteed curriculum success. The outcome would be ineffective

implementation of the physical education curriculum. A physical education teacher who has supporting staff is capable of doing more effective curriculum implementation as much content is covered in instruction as in extracurricular activities. The supporting staffs are used as resource persons for certain topics or skills or games. This promotes sustainable curriculum implementation.

Also, the status quo or standard must be maintained militated against the successful implementation of the senior high school physical education programme. Standards of academic excellence established in the schools should not be compromised for physical education. A subject that does not contribute to external academic excellence should not have premium in the school structural system because it has the potential to lower the standards. This phenomenon confirms Morgan and Hansen, (2008) and Trost (2009) assertions that pressures to deliver in supposed essential subjects, and authorities/administrative anxiety to improve or maintain standards in standardized tests scores affected the physical education curriculum. Rather, physical education curriculum would make the students active and healthy to learn faster and have improved retention memory, thinking, and judgments resulting in higher performances in all subject areas.

Finally, no community support was a drawback to the senior high school physical education programme implementation progress. It is evident that the schools immediate communities had not have facilities and equipment which the students could use for their practical physical education lessons. Again, the communities have not been cooperating with schools in allowing them to harness their natural resources to improvise equipment and materials to facilitate teaching and learning. The two schools in the study had facilities and equipment constrain which affected both

physical education curriculum and extracurricular activities execution. This constrain introduces limited opportunities for practice, longer waiting time and social behaviours during classes. That notwithstanding, effective planning and judicious use of the existing facilities and equipment would ensure quality implementation of the physical education curriculum.

In conclusion, the aforementioned challenges affected the smooth and quality implementation of the senior high school physical education programme in the two schools studied in Nandom District. These inhibitors to the senior high school physical education programme helped in bringing out the understanding of the phenomenon from the perspective of the researched rather than assigning cause and effect. The researched viewpoint confirm Weber (1949) assertion in the constructivist perspective that people understanding of the social world can be increased when they make conscious efforts to understand it from the viewpoint of the participants being studied rather than explaining their behaviours through cause and effect.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises the summary of the findings of the work, conclusions, recommendations for stakeholders in education and recommendations for further research.

5.1 Summary of Findings

The purpose of this research study was to investigate the challenges facing the implementation of the senior high school physical education programme in Nandom district in the Upper West Region, Ghana. This was done using qualitative research approach. Sets of questionnaire schedules were administered to senior high school students and physical education teachers in the two senior high schools where the study was carried out. Again, semi-structured interview was conducted for headmasters and physical education teachers of the two schools, including the district physical education coordinator for Nandom District. In addition, observation and library studies were used to collect evidence for the study. The data were analysed thematically based on the research questions.

The study established the following findings:

1. Institutional policies/measures the two schools developed regarding the implementation of the senior high school physical education programme were two periods per week, compulsory PE, bye-laws, assessment, extracurricular programme, competitions, motivation and encouragement, support, peer teaching, and mediums of instruction.

2. The SHS PE programme in the two schools was implemented under time, aspects of the syllabus, facilities and equipment, skilled educators, assessment, follow-up support and extracurricular activities schedules.
3. Within the SHS physical education curriculum gymnastics and dance section was not taught in both schools.
4. In school A in class GA 1^{A}, the results indicated that the students were actively and productively engaged.
5. In school A class HE 2^{A}, during the last portion of the class session the two observed students were engaged in unproductive behaviours.
6. In SC 2^{C} in school B, in the first portion of the class session, student 1 was unproductively engaged whereas student 2 was not involved in productive class behaviour during the last part of the lesson.
7. During the last part of the class in BS 1^{D} in school A, the percentage of students involved in active learning was 80 percent.
8. During the last part of the class in GA 2^{D} in school A, the percentage of students engaged in active learning was 36 percent.
9. Throughout the entire lesson in BS 1^{C} in school B, the percentage of students involved in active learning was as low as 82 percent.
10. During the last half of the class session in GA 2^{B} in school B, more than half of the students were inactive for such a substantial component of the instructional time.
11. Challenges regarding the implementation of the SHS PE programme that the two schools faced were time wasting, lack of physical education teachers, bad teaching plans, inadequate facilities and equipment, no changing room, lack of early exposure, lack of funding, lack of professional development, insufficient

time, no support from other staff, no community support, peer pressure, limited practice time, difficulty engaging students, overburdened PE teacher, many large class sizes, other responsibilities, status quo, loaded curriculum, lack of supervision and monitoring, and exclusion of persons with disabilities.

Above all, the study established new knowledge in the physical education curriculum implementation strategy as motivation/encouragement, scope of content covered and challenges as other responsibilities, no changing room as well as teacher absenteeism.

5.2 Conclusions

From the study it can be concluded that the senior high school physical education programme in the two schools categorized under implementation comprised institutional policies/measures, portions implemented, and challenges facing it implementation. The challenges affected the implementation of the programme components thereby reducing the pace of enforcement process and its effectiveness in the two schools. Each of the two schools allocated 80 minutes for physical education per class per a week; with one physical education teacher each handling twelve large classes in school A and fourteen large class sizes in school B. It can also be concluded that there was one hour daily extracurricular activities schedules in both schools A and B under the supervision of a single physical education teacher without administrative and staff support.

5.3 Recommendations

Based on the findings of this research work, the following measures are recommended for effective and efficient implementation of the senior high school physical education programme in the two schools in Nandom District, such that high quality physical

education services are given to students to acquire knowledge, concepts, skills and living healthy lives through regular exercise.

1. Resource persons with special skills in the communities should be used in the schools in the instruction of gymnastics and dance.

2. To improve the situation of equipment improvisation should be a priority to boost teaching and learning.

3. Physical education teachers should undertake regular appropriate professional courses to keep themselves abreast of time. This could be in the form of refresher courses or short academic programmes either on fulltime basis or sandwich or distance education module.

4. In order to provide the students with quality physical education, there is the need for more than one physical education teacher, sufficient time allotment for physical education curriculum, funding, staff and community support.

5. Quality instruction in physical education can be provided to students only when physical education class time is maximized coupled with dedication, efficient managerial and instructional strategies. Instructional technology should be used in senior high school physical education programme. It enhances students' acquisition of skills, ideas and concepts to accelerate their individual motor performance, hence reduced sedentary lifestyle.

6. Knowledge of adapted physical education, physical activity and equipment would provide inclusive physical education dispelling stereotyping and exemptions of students with disabilities.

7. Moreover, District Education Directorate, District Assembly, Parent Teacher Association, Old Students' Association, Churches, and Non-Governmental Organisations should provide schools with facilities and equipment. This would complement the government efforts in the provision of basic sports facilities and equipment to senior high schools in the district.

8. Supervision and monitoring should be more effective and real.

9. For equal active participation in physical education engage students in a variety of activities with diverse instructional strategies. Variety of teaching methods as well as appropriate teaching behaviours should be employed in physical education lessons. These would create avenues for students to learn through the best strategy applicable to individual students. Students would, additionally, feel safe and secured to learn.

5.4 Recommendations for Further Research

The study was done in Nandom District that covered the two senior high schools which run the physical education programme. To generalize the findings to all senior high schools in Upper West Region, there is the need to replicate this study in other districts senior high schools that run the physical education programme in the region. In the same light, studies can be conducted in detail about the effect the challenges have on the senior high school physical education programme.

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APPENDIX A

AN INVESTIGATION INTO THE CHALLENGES FACING THE IMPLEMENTATION OF THE SENIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAMME, IN NANDOM DISTRICT OF GHANA

Participant Consent Form

A. Authorization

I, (participant's name) _____, hereby consent to participate in a study which will involve interviews/questionnaires performed by (researcher's name): Magnus Der.

B. Description

1. This study will involve a personal interview about my past and current experiences as a student or physical education teacher or headmaster taking/implementing physical education in the senior high school setting. The study is being conducted through University of Education, Winneba.

2. The interview will take 30-50 minutes of my time (teachers) and 10-15 minutes of my time (students).

3. The purpose of the study is to gain a better understanding of the challenges facing the implementation of senior high school physical education programme in Nandom District. The study attempts to understand how individuals have experienced senior high school physical education programme portions, policies regarding the programme, areas of implementation and challenges facing the programme.

4. As a participant, I will be interviewed and asked several questions related to my

experiences as a student, physical educator, or headmaster/headmistress. The interview will be audio recorded. Although the questions are not intended to be sensitive in nature, I may elect to decline to answering questions if I so wish. Also, I may choose to cease the interview at any time without risk of prejudice or penalty.

5. There are no physical risks involved, like emotional, social, or psychological, with this study. My name will be kept confidential and will only be known to the researcher. It will not be disclosed in any verbal or written manner.

6. If I am quoted in any way on a research report, I will be given a pseudonym. The same is true of any other individuals, institutions, or organizations that I mention in the interview.

7. Once the audio files are transcribed, the researcher will modify and code the names from the transcripts to secure anonymity. Once the study is completed, the audio files and coding sheet will be destroyed.

8. If I have any questions about the research study, or if I have any question about my rights as a research participant, I can contact:

(Researcher's name): MAGNUS DER

(Mobile phon. number): 0209310777

(Department): HPERS, UEW

(Research University): UEW

C. Benefits

The researcher believes that understanding the challenges involved with the implementation of the senior high school physical education programme may help improve the programme design of these individual schools.

D. Voluntary Participation

I understand that participation is voluntary and that I will not be penalized if I choose

not to participate. I also understand that I am free to withdraw my consent and end my participation in this project at any time without penalty by notifying the researcher, Magnus Der.

E. Consent

I have read and fully understand the consent form. I sign it freely and voluntarily. I have received a copy of this form.

Date: _____ Time: _____

(a.m./p.m.)

Signature of participant: _____

I agree to be audio recorded during the interview.

Signature of participant: _____

Once you have signed the consent form, please return one copy to the researcher. Remember to keep the other copy of this form for your records.

(*Adapted from: Pitney & Parker, 2009, p. 75-76*).

APPENDIX B

QUESTIONNAIRE

Date: 01-12-15

To: Respondents

As a student of Master of Philosophy in Physical Education, at the University of Education, Winneba I would greatly appreciate a few minutes of your time to respond to these questionnaires as part of the requirement for the award of the degree. The answers of these questionnaires will determine the extent of the implementation of the senior high school physical education programme in Nandom District. This information will be used as part of data for this research study report.

You will not be identified by name. All information provided by you will be treated as strictly confidential. Your participation is very much appreciated and allows the researcher focus on very important issues regarding the challenges facing the senior high school physical education programme in the District.

Yours sincerely,

Magnus Der

APPENDIX C

QUESTIONNAIRE FOR PE TEACHERS ONLY

INSTRUCTIONS: For each of the following questions, try to give the answer that comes exact or closest to the way you think about PE. Answer the questions in the order in which they appear legibly on the paper in the spaces provided. Please respond to each of the questions below, using pen (ink) to ensure readability; and return the questionnaire soon upon finishing to the researcher.

Thank you so much for your co-operation.

1. What is the highest level of education in PE you have completed?

   .....

2. How many years of academic education in PE have you completed?

   .....

3. What are the portions of the SHS PE programme in your school?

   .....

   .....

4. What institutional policies and local measures exist regarding the SHS physical education programme in your school?

   .....

   .....

5. What components of the SHS PE programme are implemented in your school?

   .....

   .....

6. What are the inhibitors to the SHS PE programme in your school?

   .....

   .....

APPENDIX D

QUESTIONNAIRE FOR STUDENTS ONLY

INSTRUCTIONS: For each of the following questions, try to give the answer that comes exact or closest to the way you think about PE. Answer the questions in the order in which they appear legibly on the paper in the spaces provided. Please respond to each of the questions below, using pen (ink) to ensure readability; and return the questionnaire soon upon finishing to the researcher.

Thank you so much for your co-operation.

1. How many PE teachers are there in your school that has been at the school for at least two years?

   .....

   .....

2. How is your school time table concerning PE?

   .....

   .....

3. How many minutes is a PE period?

   .....

   .....

4. What two different forms of teaching PE do you receive in your school?

   .....

   .....

5. What are the various aspects of the PE syllabus? (Please specify their titles).

   .....

   .....

6. How many playing fields do you use for PE in your school? (Please list them).

.....

.....

7. How many playing courts do you have for PE in your school? (Please list them).

.....

.....

8. What are the equipment and materials your school provides for the teaching of PE?

.....

.....

9. What measures have your school put in place to ensure the teaching and learning of PE?

.....

.....

10. What two ways does student assessment take in PE in your school?

.....

.....

11. What physical activities are you involved in outside the normal PE class activities in a week?

.....

.....

12. What kinds of competitions do you have in PE and physical activity within your school?

.....

.....

13. In your school, what are the mediums (language) of instruction in PE class?

.....

.....

14. What types of competitions do you have in PE and sports outside your school?

.....

.....

15. What are the rules put in place regarding PE programme in your school?

.....

.....

16. List the various forms you are assessed in PE in your school?

.....

.....

17. What problems do you think faced the PE programme in your school?

.....

.....

18. What are the things your school authorities do to support the PE programme?

.....

.....

19. What are the things your school authorities do to motivate/encourage participation in PE?

.....

.....

20. List the topics in the PE syllabus that have been covered in class?

.....

.....

21. What type of sporting competitions have your school been taking part in?

.....

.....

22. What forms has teaching in PE taken in your school?

.....

23. What recreational activities do you participate in your school?

……

……..

24. List and comment briefly on the problems facing the PE programme in your school?

.....

.....

25. What is your gender?

(Please tick one line only)

Male **1**

Female **2**

26. How old are you?

(Please tick one line only)

Under 10 ..... **1**

11-12 ..... **2**

13-14 ..... **3**

15-16 ..... **4**

17-18 ..... **5**

19-20 ..... **6**

21 or more **7**

APPENDIX E

SEMI-STRUCTURED INTERVIEW GUIDE

The semi-structured interview questions were asked in the conduct of the interviews guided by the topical areas below.

1. Policies and measures instituted to ensure that the senior high school physical education programme is enforced in the two senior high schools in Nandom District.
2. Extent of the implementation of the senior high school physical education programme in the two senior high schools in Nandom District.
3. Problems facing the senior high school physical education programme in the two senior high schools in Nandom District.
4. The communities of the two schools in Nandom District.