

UNIVERSITY OF EDUCATION, WINNEBA

AN EXAMINATION OF FACTORS INFLUENCING THE TEACHING OF PHYSICAL
EDUCATION LESSONS IN PRIMARY SCHOOLS IN AJUMAKO-ENYAN-ESSIAM
DISTRICT OF CENTRAL REGION, GHANA.



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A dissertation in the Department of

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fulfilment of the requirements for the award of the Master of Education, (Physical Education) degree.

JULY, 2015

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

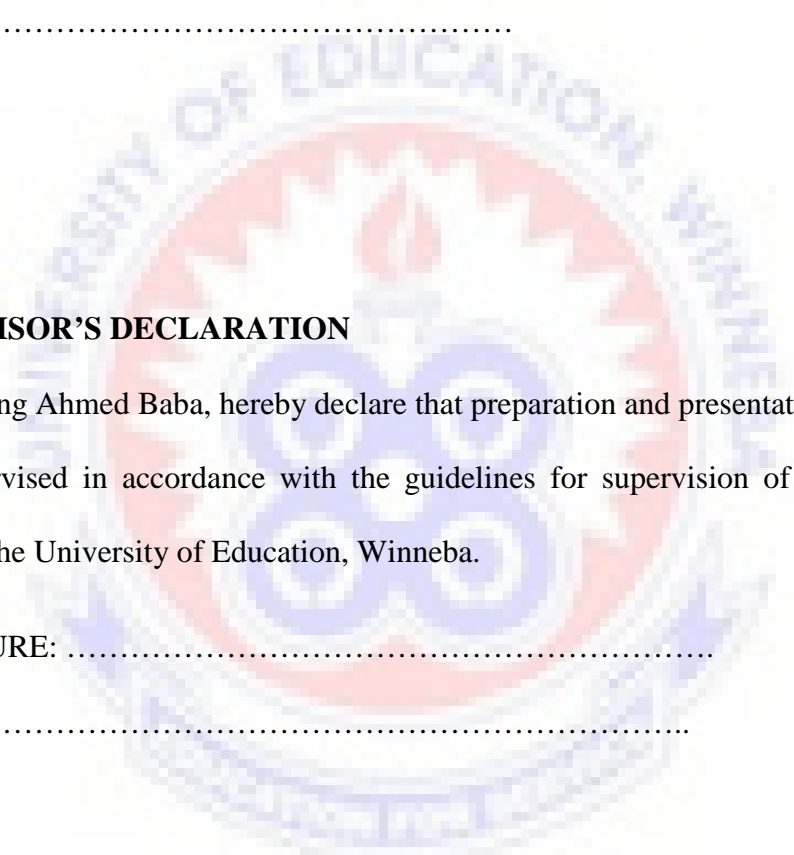
DATE:

SUPERVISOR'S DECLARATION

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

SIGNATURE:

DATE:



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I owe a great debt of gratitude to my supervisor Dr. J. A. Baba a lecturer and the Head of Department at the Department of Health Physical Education, Recreation and Sports at the University of Education, Winneba who beyond his tight schedules made available time to read through the scripts. I am grateful to him for his guidance and invaluable support during undergraduate and graduate years.

I want to also thank Mr. Stephen Kwabena Asaah-Senior and Mr. Benjamin Anim Eduful who helped me while putting the data in order and analyzing them. I am most grateful to them.



DEDICATION

This piece of work is dedicated to my family especially to, Mr. Benjamin Anim-Eduful (my husband), Nhyira Kofi Anim-Eduful (my son), Akua Adeebi Anim-Eduful (my daughter) and my extended family members who helped me in one way or the other.



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ABSTRACT

Everyone must have the opportunity to participate in physical education and special reference must be given to pupils in primary school level who deserve the right to a sound physical education experience as part of their fundamental human rights. Teachers at this level of the education system are responsible for providing movement experiences to these children. These movements' experiences do not only promote skill development and proficiency but also enhance their overall health (NASPE, 2014). The purpose of this study was to examine the factors that influence the teaching of physical education lessons in Primary Schools. The population for this study consisted of three hundred and sixty-six (366) teachers in all the Primary Schools in the Ajumako–Enyan–Essiam District. The study used the convenience sampling technique based on availability, accessibility and time factors. Descriptive survey method was the research design used to obtain data using a questionnaire with a reliability co-efficient of 0.78 as the research instrument to gather data from one hundred and ten (110) teachers within the district.

The research findings showed that, most Primary Schools in the district lack basic teaching and learning materials, sports facilities and equipment as a major challenge in the teaching of physical education. The results also indicated that physical education was not allocated on schools timetables. Other challenges included lack of financial support from School administration as one major challenge that demotivates teachers. It was therefore recommended that teaching and learning materials, facilities and equipment be provided to enhance the teaching and learning of physical education in Basic Schools in the district.



CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity (NASPE, 2014). Therefore, physical education is critical to the development and well-being of every individual. It is even more important to the optimum development of children. It is for this reason that the subject is incorporated into the curriculum of the educational system in Ghana especially at the basic and senior high school levels.

According to the National Standards for Physical Education (NASPE, 2014). ‘Everyone must have full opportunity to participate in physical education and special reference must be given to young people’. As young people, pupils in primary schools deserve the right to a sound physical education experience as part of their fundamental human rights. Teachers at this level of the educational system are responsible for providing movement experiences to students. These movement experiences do not only promote skill development and proficiency but also enhance their overall health.

Physical education provides unique opportunities for children to move with ease and confidence as they enjoy actions such as running, turning, twisting, chasing, throwing, catching, striking, floating and balancing. They are encouraged to respond to challenges on the mind and body, to participate, to compete and to co-operate with others.

From their earliest years children enjoy physical activities. The physical education programme which provides a wide variety of movement activities builds on these early experiences of the child. The physical education lesson should answer the needs of the

child who looks forward to it with a sense of anticipation and excitement. In contributing to the holistic development of children, physical education shares much with the other subjects of the curriculum. Children learn to relate to and communicate with each other and to develop self-esteem and confidence. They are encouraged to develop initiative and leadership and to acquire positive attitudes towards physical activities. They are helped to make informed decisions concerning a healthy lifestyle. Learning in other subject areas can be enhanced and consolidated in the physical education lesson. For instance, skills developed in the physical education lesson, such as estimating, measuring and reading simple maps, are common to other subjects.

The child who associates fun and enjoyment with physical education lessons and who gains a sense of achievement will develop the positive attitudes so necessary for continued participation in physical education lessons and physical activity. Teachers are to help to develop the skills and increase their understanding of the activities which the children are experiencing throughout the various class levels. As the skills are developed there should be an emphasis on increasing the child's understanding of the activities he or she is engaged in. This can be achieved by adopting appropriate teaching methods where discussion is an essential part of the process. Physical education must provide children with learning opportunities through the medium of movement as well as contribute to their overall development by helping them to lead optimum active and healthy lives.

There should also be maximum participation by all children in the physical education lesson. The desire for active participation by children can be seen as the starting-point for the teacher when planning and implementing physical education lessons. Lessons which can be identified as successful in achieving the pre-determined objectives will inevitably be those where the children were active throughout the entire lesson.

As teachers are tasked to teach physical education just as any other subject, and therefore must be equipped with the requisite skills and knowledge to be able to teach the subject effectively so as to help pupils to develop the habit of taking part in enjoyable and lifelong physical activity, but some of them do not do the subject throughout their training process. Based on this, physical education in the primary school should be considered a necessity in the total upbringing of pupils. In view of this the government of Ghana in collaboration with other stakeholders have provided curriculum to be used by teachers to cater for this pupils in the primary schools. In all schools, timetables are provided to make sure that no subject is left unattended to. Physical education is no exception because the Ghana Education Service (GES) has tasked heads of schools to include physical education in the timetable. This should have an impact on the teaching of physical education in order to have a change on the total upbringing of pupils in primary schools.

1.2. Statement of the Problem

Physical education is an integral part of the curriculum in the primary school of the educational system which provides very essential movement experiences for pupils. This is to ensure that they cultivate positive habits of participating in physical activities in an enjoyable and lifelong manner. According to Graber, Locke and Lambdin (2008) physical education programmes, when designed and delivered by primary school teachers, are of poor quality most of the time. Meanwhile teachers in the primary schools do not teach the subject effectively as is expected of them. The implication is that pupils will miss the benefits that they could have gained as a result of participation in physical activity. According to Bailey, Armour, Kirk, Jess, Pickup and Sandford (2009), primary school physical education aims primarily at contributing to the development of students' fundamental motor skills and physical competencies to

support the development of social, cognitive and affective skills and behaviours to develop lifetime physical activity patterns. In order to make sure this goal is achieved, the study is conducted to find out what factors influence the teaching of physical education lessons in primary schools.

1.3. Purpose of the Study

The purpose of this study was to find out the effectiveness of teaching physical education in the basic schools and to identify the factors that influence the teaching of physical education in the primary schools especially. It is also intended to determine or identify the factors that can enhance the teaching of physical education in basic schools.

1.4. Objectives of the Study

The objectives of the research were to:

1. Examine the content of the physical education curriculum in primary schools.
2. Identify the major challenges affecting the teaching of physical education in the primary schools.
3. Suggest possible measures that can be taken to forestall the challenges basic school teachers face in the teaching of physical education.

1.5. Research Questions.

The following research questions were answered;

1. What is the content of the physical education curriculum in primary schools?
2. What factors influence the teaching of physical education lessons in basic schools?
3. What possible measures can be taken to forestall the challenges faced by basic school teachers in teaching of physical education lessons?

1.6. Significance of the Study

The study is significant because it exposes the factors that affect the teaching of physical education in the primary schools in order to establish the extent to which these affect physical education lessons. This will also provide information to the teachers in the teaching of physical education at basic school level so as to help them eliminate certain negative practices that do influence the teaching of the subject. It is also significant because it provide information to enhance the curriculum review process. Reviewing of curriculum will demand new ideas which this research will help to provide, since ideas would be solicited from individuals with different backgrounds.

1.7. Delimitation of the Study

The study is delimited to Ajumko-Enyan-Essiam district which has its own unique features. It is further delimited to basic school teachers in the district, therefore the recommendations made as a result of data gathered may not be generalizable to other settings.

1.8. Limitation of the Study

The study encountered a few constraints that may affect the reliability of the data collected. The major constraint was the accessibility of teachers in the schools within the district. The researcher had to visit some of the schools several times before accessing the teachers in order to administer the questionnaires. When the teachers were finally located they had to complete the questionnaire quickly. It is possible that respondents may not have given enough thought to the questions asked before answering them.

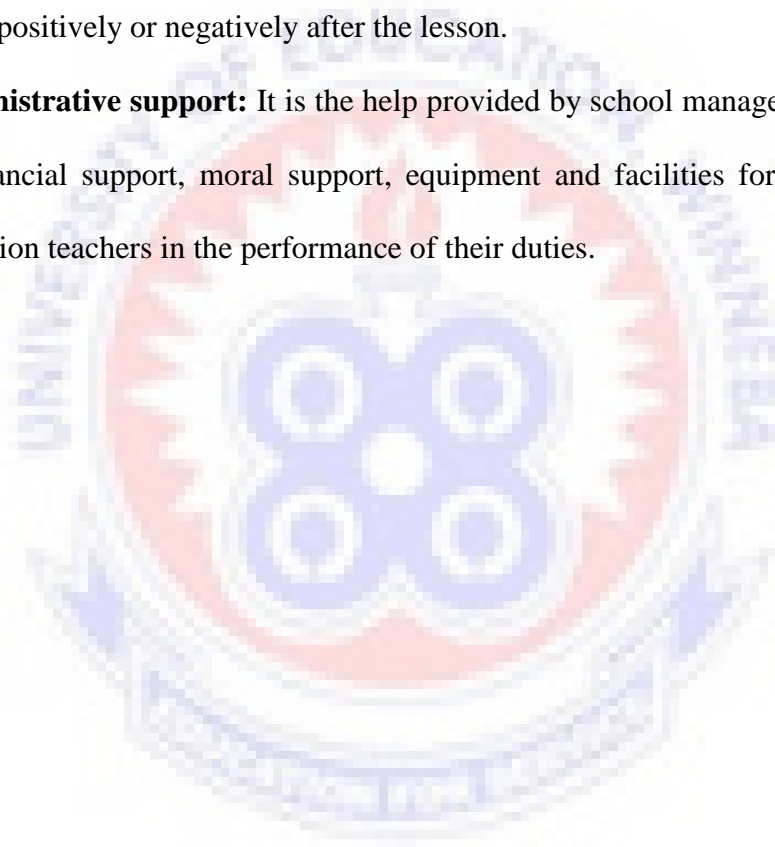
1.9. Operational Definition of Terms

Starting-Point: It is the level at which students desire to participate fully in physical education lessons. By so doing it will help the teacher to know how his or her students like physical activities in order to plan lessons accordingly.

Predetermined objectives: These are the things the teacher intends to achieve before the start of the lesson.

Transformation: It is what affects the student's performance, ideas and knowledge either positively or negatively after the lesson.

Administrative support: It is the help provided by school management in the form of financial support, moral support, equipment and facilities for use by physical education teachers in the performance of their duties.



CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Education is fundamental to enhancing the quality of human life and ensuring social and economic progress. This economic progress can be from sports which is now earning most countries lots of money including Ghana. Therefore primary physical education should be taken seriously since that is where pupils can acquire basic skills for the future. Physical education offers many benefits: development of motor skills needed for enjoyable participation in physical activities; promotion of physical fitness; increased energy expenditure; and promotion of positive attitudes toward an active lifestyle. Evidence also exists that physical education may enhance academic performance, self-concept, and mental health (Allensworth, Lawson and Wyche, 1997). For people to have a positive experience and appreciation of physical activity, the best vehicle for delivering it is during primary physical education. This is due to the fact that for most children it is the first setting in which they are introduced to structured physical activity, therefore it should be made fun for them so it is seen by them as a positive experience.

Primary physical education however, is often said to be absent in practice, under-researched and therefore under-theorised. This is so because those who are trained to teach at the primary schools do less number of periods of content knowledge in physical education and so do not take the subject seriously when they are out there to teach because of lack of confidence. It is equally important to recognise the way physical education is positioned in the primary school context. As a predominantly practical subject, it can be argued that physical education has been marginalised and accorded

low status in relation to other 'core' curriculum areas according to Marshall & Hardman, (2000). The concerns raised over the past four decades have related to a perceived low status of the subject in schools, paucity of facilities, inappropriate content, and fragmented delivery of the curriculum and low levels of teacher expertise. Primary schools has been reinforced by a lack of funding for equipment purchases and inadequate access to large indoor spaces where physical education can be delivered in inclement weather. Of course schools do not operate in a social vacuum. The broader socio-cultural arena places extra burdens, pressures, and responsibilities on primary school teachers. Currently sets of meanings circulating regarding children's health and the school's role in 'helping' them appear to contribute to the already complex work environment for primary school teachers. Therefore, it could be argued that the learning experience of the child may well be greatly improved, in a primary physical education environment, perhaps by the use of well-trained sports teachers, and of course, this should be less about the desires of the teacher and more about the learning needs of the pupil.

The issue of who is delivering physical education in schools is an area of growing concern and interest to the profession. Blair and Connelly (1996) argue that primary teachers do not perceive themselves to be adequately prepared and lack belief in their personal ability to teach physical education in their initial teacher education. This should come as no great surprise as primary teachers are non-specialists and are required to teach it often after very few hours of training.

Based on the reasons stated above, this study is conducted to find out factors that influence the teaching of physical education in the Ajumako-Enyan-Essiam district in the Central Region of Ghana.

2.2. Importance of Primary Physical Education

Physical education is an integral part of the total education of every child in kindergarten through high school, and it also plays a vital role in the students' development and growth. Quality physical education programmes 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.

The purpose of physical education is to instil in students, at an early age, the value of self-preservation and choosing a lifestyle that is good for both the mind and body. It improves the children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance. It also becomes an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience. It's the responsibility of the physical education teacher to encourage and motivate children to be active. Physical education programmes have the responsibility to teach skills that students will need to participate in physical activity outside of the physical education class and the skills that they will need for a lifetime of physical activity. Skills learned in physical education class transfer to skills used in a child's play. From the kindergarten-age child playing tag, to the primary school child jumping rope, to the older child playing a game of kickball, the skilled child is more likely to participate in physical activity. If a child is confident in his or her skills, there is typically no hesitation to play; however, the low-skilled child, especially in the upper grades (primary), is less inclined to take part in group activities for fear of failure and peer ridicule. Students need skills to be participants in physical activity.

Kretchmar (2005) emphasized on the importance of joy in physical education stating that the key to a healthy life lies not in the head but in the heart. According to him,

people do not exercise out of a sense of duty or just because they are good in movement but because of their love for the activity and also because it is part of their lives. Additionally, he stated that human beings are built not just for work but for play and therefore, any comprehensive approach to motivation in movement must address both the blind love of play and the vision of calculation and work. Physical education programs can only provide these benefits if they are well-planned and well-implemented. The following are importance of physical education:

2.2.1. It's a preventive measure against disease.

Without any form of diet management and control with the numerous processed food students take in everyday compounded by a sedentary lifestyle, a student's health can easily be at risk to many diseases like chronic heart disease, hypertension and diabetes. Physical education in school is a preventive measure to teach students the value of regular exercise.

Unfortunately, the rapid advancement in technology has led many children to engage in physically sedentary activities such as surfing the internet and playing computer games, rather than more active physical activities. Consequently, there is an increase in cases of obesity and heart disease, and a general lack of fitness among young people (Hardman, 2008).

Schools that promote physical activity may have a significant impact on reducing childhood obesity, chronic disease, and, ultimately, adult mortality. Insofar as physical activity has been associated with increased academic performance, self-concept, mood, and mental health, the promotion of physical activity and exercise may also improve quality of life.

2.2.2. It promotes a physically active lifestyle.

Many United Nation bodies formed partnerships with sporting organizations, federations, sports clubs and non-governmental organizations. The aim was to assist in the implementation of sport for peace via development of programmes and the promotion of school sport and physical education as avenues for achieving health, education, social and cultural development (United Nations Education, Scientific and Cultural Organization (UNESCO, 2005). Schools can provide many opportunities for young people to engage in vigorous physical activity and are thus better placed amongst societal institutions to motivate young people to live active lifestyles (Jenkinson & Benson, 2010). This is not to downplay the contribution of clubs but it is in schools where children are introduced to Physical Education and sport in a formal setting and with a curriculum to guide such exposure. Physical Education and sport have been reported to have immense benefits for children, including improved academic performance, good health, and positive social skills among others.

2.2.3. It develops cooperation, teamwork and sportsmanship skill.

Most physical education programs are holistic. The program allows student to interact together to a common goal and that is to win and excel physically. It brings out the competitive sides of students working both body and mind but also promotes sportsmanship. Physical education influences moral development. Students have the opportunity to assume leadership, cooperate with others, question actions and regulations, and accept responsibility for their own behaviour. Physical education is also a major force in helping children socialize with others successfully and provides opportunities to learn positive skills. Especially during late childhood and adolescence,

being able to participate in dances, games and sports is an important part of peer culture.

2.2.4. It promotes academic learning.

Galloway (2007) reports that today's children are the least fit and the fattest of any generation on record, pointing out that longevity experts predict that these youngsters may not live as long as their parents. While Physical Education and sports are acclaimed as having immense benefits for young people as well as adults, it is ironic that Physical education continues to be a marginalized subject in school curricula throughout much of the world. Physical health allows students to function even better in classrooms. A good cardiovascular system developed from regular exercise, promotes excellent blood and oxygen circulation. This means more nutrients circulate throughout the body which includes the brain. This circulation produces longer attention span during classes, allowing longer concentration and absorption. It reinforces knowledge learned across the curriculum, and serves as a lab for application of content in science, mathematics, social studies and other subjects' areas.

2.2.5. It improves self-confidence and self-esteem.

Physical education instils a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-controlled. Students who are active in physical activities like football, basketball, volleyball, martial arts and running just to name a few are more confident with themselves according to most social school studies. It's probably because of the self-discipline and dedication to excel in a sport that brings out the best in students. In school, the physical education program introduces these sporting

activities to students allowing them to make choices, to which sport areas they want to get involved in.

2.2.6. Ways to Incorporate Activity into Schools

In addition to physical education, schools can promote physical activity in a variety of other ways according to Centres for Disease Control and Prevention, (1997):

- Promote collaboration between physical education and classroom teachers. For example, physical education teachers might provide ideas for "fitness breaks" to classroom teachers, where 5-minute aerobic activities could be used to break up the school day.
- Provide extracurricular physical activity programs. Interested teachers and parents might be encouraged to establish developmentally appropriate clubs and/or intramural activities of a competitive and non-competitive nature. Walking clubs, aerobics.
- Encourage and enable parental involvement in physical activity. Parental activity level is very important in promoting activity among children. Schools can help encourage activity in parents by sending home activity homework that parents and children do together, recruiting parent volunteers for physical education classes, and sponsoring parent-child activity programs at school.
- Provide physical and social environments that encourage and enable physical activity. For example, schools might allow access to facilities before and after school hours and during vacation periods, encourage teachers to provide time for unstructured physical activity during recess and during physical education

class, and help school personnel to serve as active role models by enabling and encouraging their own participation in physical activity.

2.3. The Nature of Physical Education in Schools

There has always been an air of suspicion about those who think philosophically about the nature and values of physical education. On the one hand, physical education teachers are apt to claim that theirs is essentially a practical vocation; a calling to the teaching of physical activities that can help students to live better lives. A Curriculum Framework for Physical Education: Adjusting the focus builds on the belief that learners in a school setting have a fundamental need and desire for movement. This framework defines Physical Education as that part of the educational experience which provides learners with the opportunity to become aware of and engage in physical activity that is whole-bodied, intrinsically valuable and personally meaningful within the context of the learners' social and environmental setting.

The mission statement of physical education as stated by the Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary, and Secondary Education views the purpose of education as being inherently linked to the curriculum which is of all the components of the educational system, the curriculum affects students most directly. It reinforces social values, stimulates new thinking, prepares them to become participants in society, and helps them gain a critical awareness of their heritage, traditions and environment. It is through the curriculum that students come to know the forms of established disciplines, to become effective communicators and to learn the other skills they will need to confront and reshape the world they encounter. Physical Education fosters personal and community wellness by empowering students to attain healthy, lifelong attitudes and behaviours through

physical activity as part of the total educational experience. This mission is based on a vision that sees the teachers of physical education as working collaboratively to ensure that every learner attains personal wellness through planned, culturally and environmentally sensitive, daily physical activity.

2.4. The Dimensions of Physical Education

The term "physical education" evolved from the more restrictive phrase, 'physical training', which has been in use in North America since the turn of the twentieth century. Physical education denotes that the subject is a bona fide field of study in the public school system. The subject matter of physical education is human movement. This content distinguishes physical education as a critical and essential component of school curricula. Physical education, as a school subject, is directed toward understanding human movement, including the human and environmental factors that affect and are affected by movement. The ways in which people use this ability is related to other aspects of their functioning as whole persons.

2.4.1. Human movement can be viewed in three dimensions:

1. Education about movement involves the cognitive processes that are concerned with learning concepts, rules and procedures ranging from simple spontaneous movements to complex structured movements. Learners may draw upon games, sport, athletics, swimming, and outdoor pursuits in combination with other disciplines such as anatomy, physiology, physics, psychology, or aesthetics to conduct study and inquiry. At the primary or elementary level, the theme of 'movement' might take on a project with references to pastimes and games. This may be conducted within a physical education unit or integrated with other subjects. Movement concepts such as running, jumping, throwing, catching, turning and twisting might be introduced, observed and practiced.

At the intermediate and senior high levels, knowledge about movement may be broken down into specialty areas (anatomy, physiology, biomechanics, movement as culture, history of games) or integrated with other subjects.

2. Education through movement is concerned with the affective contribution of movement as a means to an end. In this dimension, movement is used to achieve outcomes such as moral values and conduct, aesthetic understanding and appreciation, social interaction and socialization, or the use of leisure time that may be extrinsic to any specific activity.

3. Education in movement is concerned with the qualities that are an inherent part of movement itself. In this dimension, movement provides an opportunity to participate in activities that are intrinsically valuable, holistic, culturally significant, and an important source of personal meaning and knowledge. Education in movement has to do with knowing how to move, engaging in physical activities and having a direct, lived-body experience with movement that is intrinsic to any particular physical activity. While education in movement emphasizes the learner as-mover, it relates to and draws upon the other dimensions at different times and in varying degrees according to the situation and setting. These three dimensions, physical education is a form of human knowledge in and about movement that emphasizes content and process (the what and how of education). Through movement, learners can strive to achieve physical education outcomes that foster citizenship. All three dimensions are inter-connected to encompass the entire physical activity experience of Active Living. Physical education, as a school subject, contributes to the promotion and building of Active Living Schools and Communities.

2.5. Methods of Teaching

2.5.1. Lecture Method (Demonstration Method)

Demonstration means to clearly show. In teaching through demonstration, students are set up to potentially conceptualize class material more effectively as shown in a study which specifically focuses on concepts presented by teachers. Demonstrations often occur when students have a hard time connecting theories to actual practical or when students are unable to understand application of theories. Teachers not only demonstrate specific learning concepts within the classroom, they also participate in demonstration both in classrooms and on the field to help improve their own teaching strategies, which may or may not be demonstrative in nature.

2.5.2. Imitation Method (Observation Method/ Visualization Method)

Elementary school classroom teachers continue to have primary responsibility for teaching elementary physical education. Here the teacher demonstrates a particular activity for students to practice by imitating the exact activity performed by the teacher.

2.5.3. Command Method (Practical Skills)

Practical skills refer to the psychomotor domain. This involves the demonstration of manipulative, skills using tools, machines and equipment to carry out practical operations and to solve practical problems. The teaching and assessment of practical skills should involve projects, case studies and creative practical tasks.

Skills required for effective practical work are the following:

1. Equipment Handling
2. Observation and Imitation

3. Manipulation
4. Measuring
5. Recording
6. Communication
8. Judgement
9. Effort

Equipment Handling: Pupils should be able to handle and use equipment properly for practical Physical Education and Sports activities. The teacher should ensure that pupils acquire a high level of proficiency in the use of tools and equipment in the relevant field of Physical Education.

Observation and Imitation: The pupil should be able to use his/her senses to make accurate observations of skills and techniques for carrying out some operations. Observation should go with imitation. The pupil in this case should be able to accurately imitate the techniques he/she has observed to perform the task and related tasks accurately.

Manipulation: Manipulation involves the skilful handling of objects and tools for accomplishing specific tasks involving the movement of body and body parts in space and time.

Measuring: Refers to the accurate use of measuring instruments and equipment. The teacher should guide pupils to make accurate measurements where necessary.

Recording: Recordings must aim at a high degree of accuracy. The use of Index Card should be encouraged.

Communication: Pupils should be guided to develop effective oral and non-verbal communicative skills necessary for group work, reports, etc.

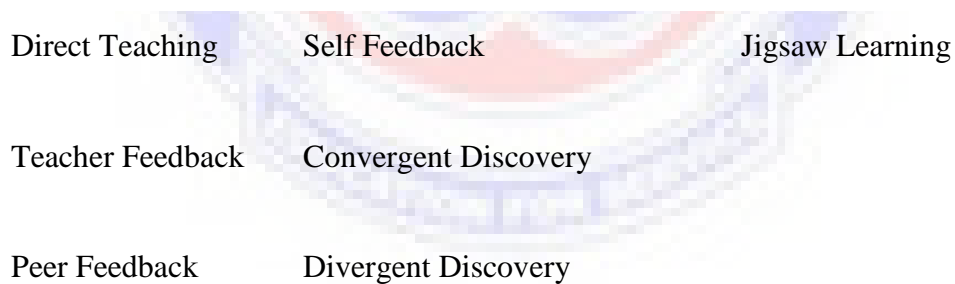
Etiquette and Courtesy: Pupils should be able to demonstrate courtesy, fair-play and good sportsmanship both within and outside Physical Education lessons.

2.6. Teaching Styles in Physical Education

Students vary in their levels of skill proficiency, maturity, independence, responsibility, and other aspects that impact their ability to learn. Teachers need to have a variety of tools in their “teaching belts” so they can create lessons where all students learn.

The teaching styles proposed by Mosston and Ashworth (1986) promotes the inclusion concept for each of the teaching styles rather than treat inclusion as a separate style.

Using an inclusion approach in each style will allow all students to experience success, tackle challenges, and improve self-efficacy. Choosing a teaching style is based on your experience or ability, what the lesson is trying to accomplish, and the needs of your students. Both you and your students will enjoy having the variety.



2.6.1. Direct teaching

Traditional method of teaching where the teacher leads the class through a task. Usually all students are performing the same task at the same time.

Advantages: can be time efficient; Lots of practice opportunities; Good for introducing new skills.

Disadvantages: Difficult to provide feedback and variations to all students; Teacher centered.

Teacher's Role: To plan tasks, lead students through them, and provide feedback.

Learners' Role: To follow the teacher's "commands."

2.6.2. Teacher feedback

Students are assigned tasks (task sheets) with clear criteria and the teacher is free to roam around and give feedback.

Advantages: Teacher can provide specific feedback to individual students; Students can work independently.

Disadvantages: Difficult to provide feedback to all students

Teacher's Role: To plan tasks and provide feedback.

Learners' Role: To decide exactly how, when, and where to do task.

2.6.3. Peer feedback

Students are placed into groups where students evaluate each other performing a task with clear criteria.

Advantages: All students receive feedback; Students learn by observing analyzing other students' movements; Good for working on social skills; Teacher is free to circulate through the class.

Disadvantages: Tasks must be clear enough for students to do on their own; Students may not be able to provide good feedback to each other.

Teacher's Role: To plan tasks and provide specific criteria for how to perform each skill; To observe partners' abilities to work together and provide feedback to each other; To be available when needed.

Learners' Role: To take turns being the doer (performing the skill) and the observer (providing feedback according to the criteria).

2.6.4. Self feedback

Students are given a task with clear criteria and evaluate their own performance.

Advantages: Students learn to analyze their own movement; Students are more independent.

Disadvantages: Lower skilled students may not be able to correctly analyze themselves.

Teacher's Role: Same as partner feedback except the teacher must determine the students' abilities to assess themselves.

Learners' Role: To do tasks that the teacher has planned and to evaluate their own performance of each skill.

2.6.5. Convergent discovery

Students are given a problem that only has one solution and are allowed the opportunity to discover the answer themselves (typically lower order skills). The team building activity "One Way" is a great example of convergent discovery.

Advantages: Promotes the use of critical thinking skills; good for working on social skills.

Disadvantages: Students need to be self-motivated; grouping students is more important.

Teacher's Role: To design the problem and provide tasks that will help the students discover the solution to the problem.

Learners' Role: To do tasks the teacher has prepared while working cooperatively to find the one solution to the problem

2.6.6. Divergent discovery

Students are given a problem that has multiple solutions and are encouraged to discover their own answer (typically higher order skills). For example, have students create a routine using dance moves they have learned throughout the unit.

Advantages: Promotes student creativity; Great for authentic assessments; Good for working on social skills.

Disadvantages: Students need to be self-motivated; grouping students is more important.

Teacher's Role: To design the problem and provide tasks that will help the students discover different solutions to the problem.

Learners' Role: To do tasks the teacher has prepared while working cooperatively to find a solution to the problem.

2.6.7. Jigsaw

Students are placed into groups that are assigned to learn a specific skill. Once they have learned their skill, their group then teach another group. So on and so forth.

Advantages: Teacher is free to circulate the class; Students teaching others is an effective learning tool; Good for working on social skills.

Disadvantages: Students need to be self-motivated; May be difficult for lower skilled students.

Teacher's Role: To create tasks for each group and be available for feedback.

Learners' Role: To be willing to learn from their peers and teach others.

2.7. Content of Primary Physical Education

Physical education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. The physical education curriculum is distinguished from other curricular areas by its primary focus on the body and on physical experience and is an integral part of the educational process, without which the education of the child is incomplete. Through a diverse range of experiences providing regular, challenging physical activity, the balanced and harmonious development and general well-being of the child is fostered. Physical education meets the physical needs of the child and the need for movement experiences, challenges and play. It develops a desire for daily physical activity and encourages constructive use of free time and participation in physical activities in adult life. To fulfil these needs, physical education is built on the principles of variety and diversity, not of specialisation. It provides a wide variety of movement activities appropriate to the level of development of the child. Through physical education the child can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal

and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to co-operate in group situations. These opportunities contribute to the understanding and promotion of a healthy life-style. Physical education, as an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the child.

The content of the physical education curriculum is divided into five strands:

- Athletics
- Dance
- Gymnastics
- Games
- Outdoor and adventure activities

Athletics

The athletics strand provides a variety of opportunities to engage in the natural activities of running, jumping and throwing. The child needs to learn to associate joyfulness with these experiences. The emphasis should be on exploring and experimenting with the basic movements of walking, running, jumping and throwing through a wide range of informal play experiences. Building on these early experiences, children then develop the techniques of running, jumping and throwing as they progress through the primary school. Running activities can be devised to encourage children to run and to accept challenges to their personal performances by running faster or by running over a longer distance. Jumping activities will give the child an opportunity to explore various jumps and to develop technique for height and distance. The child participates in throwing activities using objects of different shapes and weights and develops a variety of throwing techniques, improving accuracy and distance.

Dance

Dance in education involves the child in creating, performing and appreciating movement as a means of expression and communication. Dance differs from the other aspects of the physical education programme in that the primary concern is with the expressive quality of movement and the enjoyment and appreciation of the aesthetic and artistic qualities of movement. The dance programme involves the child in a range of creative and folk dance. When creating dance, the child explores a range of body parts, body actions and body shapes. Concepts relating to the body in space, the changing dynamics of movement and the implications of moving in relation to another person and his/her environment are explored. The child is encouraged to dance in response to different stimuli and accompaniment and to view dance performance. The child's concept of what a dance is can be enriched by opportunities to see and appraise the more accomplished work of others. Folk dancing is presented with an emphasis on being fully involved and enjoying the dance rather than on the movements involved in the dance. It provides the child with a knowledge and experience of dance of his/her culture and other cultures.

Gymnastics

Gymnastics in education is concerned with the use of movement in a creative way in response to set tasks, both individually and with others. Children explore movement on the floor and when negotiating a variety of equipment. The gymnastics curriculum encourages children to participate in movement experiences that are open to personal interpretation, providing every child with the opportunity to experience success at a personal level, by engaging in challenging but realistically achievable tasks. As the children progress through a sequential programme they are encouraged to strive for more control over their movements and to respond to more complex tasks. They can be

helped to enjoy and develop an appreciation of gymnastics while realising individual potential and limitations, thus enhancing overall development.

Games

The games strand fosters the child's natural tendency to play through informal play activities. It enhances the development of basic skills, and many opportunities are provided for social interaction. As skills develop in accordance with the stage of development of the child, the desire to apply them in informal activities in competition with others increases. Initially this may occur with a partner and then lead into 'small-sided' or mini-games. As the child progresses to these more formalised games, a variety of games should be provided that develop not only skills but also understanding of such concepts as possession, teamwork, attack, defence and use of space. If allowed to experiment, the child will invent many games in which to apply developing skills and understanding. Playground games, co-operative games and games traditional to the school or locality should be considered when planning a programme for the school. Gaelic games should be given particular consideration as part of the games programme. Invasion games, net games, striking and fielding games, target games and shared court games provide a range of opportunities for the development of skills and understanding. 'Small sided' or mini versions of these games encourage maximum participation. A balanced programme of such games ensures that the child experiences a wide variety of activities that provide enjoyment and challenge and that foster a lifelong interest.

Outdoor and adventure activities

Outdoor and adventure activities are facets of the physical education curriculum concerned with walking, cycling, camping and water-based activities, orienteering, and outdoor challenge activities. Walking, cycling and camping are valuable activities that some schools may organise. Orienteering is an exciting activity that combines the

geographical skills of map work, the physical activity of walking or running and the adventure of exploring unfamiliar locations. It can be introduced through preliminary exercises on the school site. Outdoor challenge activities include trust or co-operative activities, group problem-solving exercises, and physical challenges such as those presented by rope courses and adventure play apparatus. Water-based activities may be included in the programme, providing opportunities for canoeing or sailing. These activities, which are mainly non-competitive, offer alternative avenues for pupil achievement and encouragement to adopt a healthy life-style based on an enjoyment and appreciation of the outdoors.

2.7.1. Developing the child's understanding and appreciation of physical activities

This curriculum places an emphasis on the development of the child's understanding and appreciation of physical activities through the strand units 'Understanding and appreciation'. This is an important aspect of the child's development as a participant in physical activities and as a spectator or member of an audience. In a games situation, for instance, it may involve the development of the child's ability to identify or apply appropriate tactics. During an outdoor activities lesson it may involve the discussion of options available when under taking an orienteering task. The unit also contains suggestions on extending the child's knowledge of the rules of games or of opportunities for involvement in physical activities locally. The content of the strand unit is designed to be developed as the strands are explored rather than forming lessons in it.

2.7.2. Physical education and sport

Physical education and sport, although closely linked, are not synonymous. Sport is formalised physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops

through games and challenges. The focus in the physical education curriculum is on the child's holistic development, stressing personal and social development, physical growth, and motor development. Goal-setting, within the curriculum, focuses on individual improvement and not on winning or being the best.

2.7.3. The place of competition in the physical education programme

Since children mature at different rates, programmes should reflect the great differences often evident within a single age group. Where the children can adapt and find their own level of activity in spontaneous and co-operative play, the different levels of maturity may have no serious consequences. In the competitive situation, however, children are sometimes grouped with little regard for discrepancies of size and strength, the size of the playing area, the length of the game or the equipment used. Unless competition is de-emphasised, those who compare less favourably will always be at risk of withdrawal and are likely to become inactive adults. Also, gifted or physically stronger children who survive on a menu of competitive sports may have no substitute when, in later years, success in sports is harder to achieve and therefore the desire to participate may diminish.

However, competition is not incompatible with the holistic development of the child if the opportunities presented are such that the child is progressing towards the achievement of his/her potential. It is in the primary school years that the movements and skills necessary for progressing to formalised sport are acquired. During this time also the child learns to officiate at games and to develop respect for opponents, officials, rules and spectators. A balanced approach to competition can make a significant contribution to the child's development while at the same time providing fun, enjoyment and satisfaction.

2.7.4. Extracurricular activity

Schools provide opportunities within the physical education programme for children to participate in sport. In addition, many schools provide further opportunities within an extracurricular programme, including preparation for inter-school competitions. Extracurricular activity organised and/or implemented by teachers or parents in a voluntary capacity, should be linked where possible to the physical education programme. Such time, effort and expertise are an extremely valuable contribution to the social and physical development of children. It can provide children with fun and enjoyment as well as opportunities to strengthen the relationship with teachers, parents and other children. The extracurricular programme, therefore, that involves the implementation of competitive activities, should always reflect the aims and objectives of the physical education curriculum.

2.8. Importance of Contents in Teaching Physical Education

To teach all students according to today's standards, teachers need to understand the subject matter deeply and flexibly so they can help students create useful cognitive one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Shulman, 1987).

Shulman (1986) introduced the phrase pedagogical content knowledge and sparked a whole new wave of scholarly articles on teachers' knowledge of their subject matter and the importance of this knowledge for successful teaching. In Shulman's theoretical framework, teachers need to master two types of knowledge: (a) Content, also known as

"deep" knowledge of the subject itself, and (b) Knowledge of the curricular development.

Content knowledge encompasses the theories, principles, and concepts of a particular discipline. Content knowledge also deals with the teaching process, including the most useful forms of representing and communicating content and how students' best learn the specific concepts and topics of a subject. For teachers to be successful, they must wrestle simultaneously with issues of pedagogical content (or knowledge) as well as general pedagogy (or generic teaching principles).

Shulman (1992) created a Model of Pedagogical Reasoning, which comprises a cycle of several activities that a teacher should complete for good teaching. They include, comprehension, transformation, instruction, evaluation, reflection, and new comprehension.

1. Comprehension. To teach is to first understand purposes, subject matter structures, and ideas within and outside the discipline. Teachers need to understand what they teach and, when possible, to understand it in several ways. Comprehension of purpose is very important. We engage in teaching to achieve the following educational purposes:

- To help students gain literacy
- To enable students to use and enjoy their learning experiences
- To enhance students' responsibility to become caring people
- To teach students to believe and respect others, to contribute to the well-being of their community

- To give students the opportunity to learn how to inquire and discover new information
- To help students develop broader understandings of new information
- To help students develop the skills and values they will need to function in a free and just society.

2. Transformation. The key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy in the teacher's capacity to transform content knowledge into forms that are pedagogically powerful and yet adaptive to the variety of student abilities and backgrounds. Comprehended ideas must be transformed in some manner if they are to be taught. Transformations require some combination or ordering of the following processes:

1. Preparation (of the given text material), which includes the process of critical interpretation
2. Representation of the ideas in the form of new analogies and metaphors (Teachers' knowledge, including the way they speak about teaching, not only includes references to what teachers "should" do, it also includes presenting the material by using figurative language and metaphors.
3. Instructional selections from among an array of teaching methods and models
4. Adaptation of student materials and activities to reflect the characteristics of student learning styles
5. Tailoring the adaptations to the specific students in the classroom.

Glatthorn (1990) described this as the process of fitting the represented material to the characteristics of the students. The teacher must consider the relevant aspects of students' ability, gender, language, culture, motivations, or prior knowledge and skills that will affect their responses to different forms of presentations and representations.

3. **Instruction.** Comprising the variety of teaching acts, instruction includes many of the most crucial aspects of pedagogy, that is management, presentations, interactions, group work, discipline, humour, questioning, and discovery and inquiry instruction.
4. **Evaluation.** Teachers need to think about testing and evaluation as an extension of instruction, not as separate from the instructional process. The evaluation process includes checking for understanding and misunderstanding during interactive teaching as well as testing students' understanding at the end of lessons or units. It also involves evaluating one's own performance and adjusting for different circumstances.
5. **Reflection.** This process includes reviewing, reconstructing, re-enacting, and critically analysing one's own teaching abilities and then grouping these reflected explanations into evidence of changes that need to be made to become a better teacher. This is what a teacher does when he or she looks back at the teaching and learning that has occurred, reconstructs, re-enacts, and recaptures the events, the emotions, and the accomplishments.

Ornstein et al. (2000) argued that reflection is an important part of professional development. All teachers must learn to observe outcomes and determine the reasons for success or failure. Through reflection, teachers focus on their concerns, come to better understand their own teaching behaviour, and help

themselves or colleagues to improve as teachers. Through reflective practices in a group setting, teachers learn to listen carefully to each other, which also give them insight into their own work.

- 6. New Comprehension.** Through acts of teaching that are "reasoned" and "reasonable," the teacher achieves new comprehension of the educational purposes, the subjects taught, the students, and the processes of pedagogy themselves (Brodkey, 1986).

Students are another important element for the teacher to consider while using a pedagogical model. A skilful teacher figures out what students know and believe about a topic and how learners are likely to “hook into” new ideas. Teaching in ways that connect with students also requires an understanding of differences that may arise from culture, family experiences, developed intelligences, and approaches to learning. Teachers need to build a foundation of pedagogical learner knowledge (Grimmet & Mackinnon, 1992). To help all students learn, teachers need several kinds of knowledge about learning. They need to think about what it means to learn different kinds of material for different purposes and how to decide which kinds of learning are most necessary in different contexts. Teachers must be able to identify the strengths and weaknesses of different learners and must have the knowledge to work with students who have specific learning disabilities or needs. Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. And teachers need to know about collaboration how to structure interactions among students so that more powerful shared learning can occur; how to collaborate with other teachers; and how to work

with parents to learn more about their children and to shape supportive experiences at school and home.

Acquiring this sophisticated knowledge and developing a practice that is different from what teachers themselves experienced as students, requires learning opportunities for teachers that are more powerful than simply reading and talking about new pedagogical ideas (Ball & Cohen, 1996). Teachers learn best by studying, by doing and reflecting, by collaborating with other teachers, by looking closely at students and their work, and by sharing what they see. This kind of learning cannot occur in classrooms divorced from practice or in school classrooms divorced from knowledge about how to interpret practice. Good settings for teacher learning in both colleges and schools provide lots of opportunities for research and inquiry, for trying and testing, for talking about and evaluating the results of learning and teaching. The combination of theory and practice occurs most productively when questions arise in the context of real students and work in progress and where research and disciplined inquiry are also at hand (Miller & Silvernail, 1994). If teachers investigate the effects of their teaching on students' learning and if they read about what others have learned, they become sensitive to variation and more aware of what works for what purposes and in what situations. Training in inquiry also helps teachers learn how to look at the world from multiple perspectives and to use this knowledge to reach diverse learners. Teachers who demonstrate a good knowledge of physical education, good skills, and a readiness to participate are more likely to encourage a positive student engagement in physical education.

2.9. Factors Affecting Teaching of Physical Education

Barriers within schools that restrict teachers providing physical education programs have been classified by Morgan and Hansen (2008) as being either institutional (outside the teachers' control) or teacher-related (arising from the teachers' behaviour). The simplicity of this classification enables it to be applied to both primary and secondary school settings. Research has highlighted that many institutional barriers including budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment .

In a recent study of primary teachers, (Morgan & Hansen) found out that many were unable to fit in the mandatory hours across all subject areas, with most participants admitting that Physical Education was the first to suffer. There is a range of other factors impacting on our teachers and include their lack of confidence to teach Physical Education, lack of time, poor facilities, inadequate resources and low levels of interest in Physical Education in general. The limited sporting resources available in primary schools, coupled with the lack of expertise to develop and execute lessons, continue to be an ongoing concern.

The problems ranged from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers, students and parents. Although many school principals and teachers appear to understand the importance of Physical Education, they are also aware of the immense pressure for students to perform well in high stakes examinations. Some of the factors have been discussed below:

2.9.1. Attitudes of Teacher's towards teaching of physical education

Nitko (2000) sees attitude as characteristics of a person that describe his positive and negative feelings toward particular objects, situations, institutions, persons or ideas. That is, attitude differs in both direction and intensity. In terms of direction one's attitude toward an object or person may be positive or negative, favourable or unfavourable. In terms of intensity it refers to the strength of the feeling or the degree of the magnitude. Attitude is therefore seen as predisposition to respond favourably or unfavourably toward a person, thing, event, place, idea or situation. In other words attitudes are thoughts and feelings that encourage one to act as though he or she dislikes something for instance, like or dislike for physical education.

2.9.2. Beliefs and Conceptions of Teaching and Learning Physical Education

Beliefs are defined as personal constructs that can provide an understanding of a teacher's practice (Pajares, 1992). Thus, it has been widely reported that teachers' beliefs influence their classroom practices. Furthermore, he said beliefs are personal principles constructed from experience that an individual employs often unconsciously to interpret new experiences and information and to guide action. He noted that the beliefs teachers hold influence their perceptions, conceptions and judgements which in turn affect their behaviour in the classroom. Fang (1996) also attest to the views that a better understanding of teachers' belief systems or conceptual base will significantly contribute to enhancing educational effectiveness.

It can be concluded that teachers' beliefs and actions and pupils' characteristics including their attitudes influence pupils' actions in the classroom and their learning outcomes.

2.9.3. Lack of Facilities for Teaching Physical Education

Graham, Shirley and Melissa (2001) emphasize that; “Some teachers are masters of improvisation, but others can’t function without adequate facilities. The teaching skills acquired during student teaching, when equipment and facilities, were ideal, often must be adapted to less desirable conditions”. Teachers by their training are capable of improvising teaching aids in various subjects for which ready-made materials or apparatus cannot be found or bought for lack of funds.

Children by their nature are playful and physical education satisfies this natural tendency of the young child. If the child makes an apparatus by himself or is guided by the teacher to make one, he feels honoured and elated and is always eager to use the apparatus. This makes the child gain a lot of skills through play. The truth of the matter is that it may be unrealistic to expect government alone to provide adequate and standard facilities and equipment in every school.

Another administrative support in solving the problem of inadequate facilities is the development of multi-purpose facilities. This way a particular facility could be developed to allow for the teaching of up to four different sport skills. Facilities may be classed into resources which may be physical (buildings, space), human (academic and non-academic staff) or material (all equipment or teaching aids) in the basic schools.

Omotayo, Chioma and Maduewesi (2008) maintain that the provision of adequate facilities will ensure quality education. All of these would have implications for the conduct of educational activities in higher institutions of learning and the lack may therefore lead to the general decline of higher education. Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education. Infrastructure refers to basic physical and organisational structures needed for the successful running of the institution. Facilities may be seen as any and

all of those physical and material resources that influence academic performance of students in the school. Even though facilities on their own cannot instruct, they contribute immensely to the end result of the academic exercise and have effect on the students' academic performance. The use of equipment or apparatus play a very vital role in effective teaching and learning of physical education in the basic schools, where the nation's future sportsmen and women are tapped and groomed for sporting excellence. Facilities and equipment are grossly inadequate for the teaching of physical education in our schools. The scientific nature of physical education makes the use of up-to-date facilities and equipment for practical physical education very important.

The absence of this equipment in our schools is posing a great challenge to the teaching of the subject physical education. The absence of this equipment is not much of a problem as the attendant high cost of the readymade ones on the market. It is generally accepted that good facilities are needed for good education.

Awosika (2009) stated that it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education facilities and equipment constitute a big cog in the successful administration, organization and management of physical education. The problem of facilities and equipment is twofold: one is that some schools have spaces which are not developed while some, especially in cities and hilly or undulating lowlands do not even have space for the construction of facilities. Yet in some other schools, playing spaces are converted to more classrooms.

The consequence of all these is that the practical activities domain of physical education are not taught, hence the objectives of Basic Education Sector Improvement Programme in Ghana to a large extent cannot be realized, with regards to physical education.

There is a serious dearth of physical education textbooks and materials for both teachers and students. The few available ones are not suitable to our environment and are mostly written by foreign authors with facts based on their own cultures. These textbooks provide facts or information to teachers on the subject-matter; what is to be taught and its appropriateness to the developmental level of children and what they are to know about the subject. There are inadequate textbooks when it comes to the teaching of physical education.

2.9.4. Teaching and Learning Materials

Watkins (1982) mentioned that the use of materials serve as a focal point which the teacher revolves for teaching. The materials attract learners' attention, involves corporation, supplement description and explain concepts. Awoyemi (2001), states that the uses of teaching learning materials supplement teachers' conventional method and help explain the horizons of science teaching and learning. The teacher uses the teaching and learning materials to facilitate learning, understanding or acquisition of knowledge, concepts, principles or skills by his or her students since students learn best when concrete materials are used to introduce a particular skill or activity.

With scarcity of textbooks and materials, children have little opportunity of complementing and clarifying facts given in class. These textbooks can have activities demonstrated and explained with diagrams to allow children visualize when performing in the absence of physical education personnel. It therefore enhances their imagery using all the senses to re-create or create an experience in the mind in preparation to perform a skill in sports. In support of this assertion, Jean (2001) states that imagery can be used to enhance athletics' competition-related thoughts and emotions. He further

stressed that, imagery may facilitate sport performance suggesting that imagery may function as a coding system to help athletes acquire or understand movement pattern.

Another problem is that available textbooks, especially those written by African authors emphasize only games and sports. They do not therefore reflect physical education as a subject having both practical and theoretical components. Although unavailability of equipment, playing fields, lack of qualified physical education personnel and lack of funds may have some effects on the teaching of physical education, the unavailability of textbooks seems to be paramount.

The needed administrative support on textbooks is that Physical education teachers, especially those with a minimum of first degree should either, individually or jointly strive to write textbooks, journals or magazine articles in line with the basic education syllabus.

2.9.5. Maturity Level of the Students

Students vary in their levels of skill proficiency, maturity, independence, responsibility, and other aspects that impact their ability to learn. Teachers need to have a variety of tools in their “teaching belts” so they can create lessons where all students can learn. In Ghana most people grow up before they start primary education and so the age variation in the classrooms can also pose a problem during physical education lessons

2.9.6. Time allocation

There has been a good deal of debate internationally about the amount of time devoted to formal schooling and its effects on child outcomes. Carroll (1963) proposed that students who spend more time engaged at the appropriate level of challenge on curriculum tasks would have higher achievement levels than those who spent less time.

Extended academic learning time appears to be particularly influential in schools serving more disadvantaged populations (Smith et al., 2005). Reduced time devoted to learning has been found to allow teachers to 'cover' the material but without facilitating deeper understanding on the part of students (Clark and Linn, 2003). Physical education is on basic schools time table but much attention is not given to it. Teachers allow pupils play around, doing things on their own without any instruction on how certain skills are performed. The teacher thinks and feels that keeping pupils involved in activity is the most important. As pupils are found playing and enjoying themselves, the happy, busy and good type of lesson, whilst the teacher engages him or herself in other things. Physical education period are treated as time for recreation.

In a society that is facing serious health issues, the importance of physical education in our public primary schools is often neglected. Children need the value of lifelong physical activity to be instilled in them from a young age. In some cases this is achieved through family, but more often it relies on the school to ensure physical education is embedded in their lives and that the children's experiences with physical education are positive and worthwhile. Physical education is mandated to be treated in the curriculum with time, but this time allocation is rarely met. Research has uncovered a range of barriers which impact on the amount and quality of physical education and sporting programs within primary schools. These barriers exist mainly because the delivery of physical education usually relies on classroom teachers, who already have many other pressures placed upon them. With this mounting pressure, it is common for a lesser focus to be placed on physical education. Researchers have found that Primary teachers often omit the mandatory physical education hours from their week as a result of feeling pressured by the extent of the curriculum and their lack of experience and ability to teach the practical component of the physical education syllabus.

Many teachers relying on their own school experiences with physical education and sport, hence their own teaching of physical education is a reflection of their memories, both good and bad, rather than from the knowledge gained in professional pre-service training (Morgan & Bourke, 2008). Specialised physical education teachers complete three years of training to ensure they have the skills and knowledge to provide pupils with quality physical education. Teachers have often struggled with the concepts of the traditional physical education approach which is very skill based. The lack of confidence they feel in teaching skills and their feelings of inadequacy with their own physical prowess impact on their ability to provide quality teaching. It is imperative that our children are encouraged to participate in physical activity, and that these experiences lead to a lifelong involvement in physical activity. Instilling positive experiences through physical education in primary schools would contribute to reducing many of the health issues currently faced in our society. Surely we are justified in providing quality education in physical education through the use of specialised physical education teachers.

Drewe (2001) has criticized most material advocating for the inclusion of physical education in school curricula, noting that while such material espoused the benefits of physical education programmes, most of these benefits dwelt on improving physical and mental health only.

The suggestion is then that these physical and mental health benefits could be achieved through other curricular and extracurricular programmes, apart from physical education. In the face of limited hours in the school day, school administrators have to choose which of the many available activities should be the focus for their students. Often, physical education programs are not high on a school's agenda because they are not

considered to be very important academically. A more plausible argument for the inclusion of physical education in school curricula, according to Drewe, is the acquisition of practical knowledge and moral education. This is because practical knowledge entails “learning how” as opposed to “knowing that,” which can help students to achieve excellence in whatever activity they are learning. Needless to say, it is important for physical education teachers to present a strong and convincing argument for the inclusion of physical education in the curriculum.

2.10. Measures for Effective Teaching of Physical Education at the Primary School

2.10.1. Provision of equipment and facilities

Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education. This can be seen in the form of any physical structure or space required by the institution for the performance of its programmes and related activities. It is generally accepted that good facilities are needed for good education. Omotayo et al (2008) maintain that the provision of adequate facilities will ensure quality education. The same applies to physical education, in the sense that the subject is practically oriented and therefore needs equipment and facilities. Due to this schools must ensure that spaces are left for children to play and have fun.

2.10.2. Improvisation

Improvisation is defined as the sensor experience given to learners as alternative to ideal objects, topics, ideas and events aimed at effective teaching and learning. Approaching this definition from the point of physical objects, and can also be considered as a make-shift, quickly in time of need, using whatever happens to be

available to achieve teaching goals. Though it may not adequately replace the well-researched and developed equipment, tools and consumables but it keeps the system going while the most appropriate materials are sought for.

The orientation of a creative teacher will be to prosecute teaching programs in a manner that will help the students to acquire the knowledge, habit and attitude from the resourceful use of instructional materials. The creative teacher will mostly be preoccupied with how to make the best use of available resources in order to facilitate learning. The following characteristics cannot be absent in the life of a creative teacher, resourcefulness, curiosity, desire to discover, preference for difficult tasks, pleasure in solving problems, drive and dedication to work, flexible thinking, ability to synthesize and see new applications. Children by their nature are playful and physical education satisfies this natural tendency of the young child. If the child makes an apparatus by himself or is guided by the teacher to make one, he feels honoured and elated and is always eager to use the apparatus. This makes the child gain a lot of skills through play.

2.10.3. Student interest

Teachers must arouse the interest of students through motivation so that they participate fully during physical education lessons. This can be achieved when teachers make their class lively and stop using physical activities as punishment. The prospect in the field should also be known to them.

1.10.4. Government aid

The government should also assist schools most especially less endowed schools in remote communities with sports facilities and equipment. They can as well give financial aid to schools when needed.

CHAPTER THREE

METHODOLOGY

Methodology is the range of approaches used in educational research to gather data which are to be used as a basis for inference, interpretation and prediction (Borg & Gall, 1989). It is also the systematic, theoretical analysis of the methods applied to a field of study.

In this study, the highlights of methodology employed includes the research design, population, sample and sampling technique, validity and reliability, instrumentation, data collection procedure and data analysis procedure.

3.1. Research Design

Research design refers to the plan and structure of investigation used to obtain data to answer research questions (MacMillan & Schumacher, 1997). This constitutes the blueprint for the measurement, collection and analysis of data. The study used the descriptive survey method. Descriptive survey is a method of investigation which attempts to describe and interpret what existed at present in the form of teaching, resource materials, support and supervision of the teaching of physical education in basic schools.

This design permitted the researcher to summarize the characteristics of this group or to measure their attitudes and their opinions towards the issue under investigation. There was no treatment of variables as far as the research is concerned because data was collected in a completely natural environment.

3.2. Population

According to Kannae (2004), a population is the entire group of individuals from which a sample may be selected for statistical measurement. The study used the teachers at the primary schools in the Ajumako-Enyan-Essiam District in the Central Region. The researcher concentrated on only public school teachers because most teachers at this level have gone through training to become teachers, unlike their counterparts in the private schools. The population consisted of the entire three hundred and sixty-six (366) teachers in all the primary schools in the Ajumako-Enyan-Essiam District.

3.3. Sample and Sampling Technique

Sampling is the process of selecting a sample from a population (Kulbir, 1984). It is important to sample when the population under study is not feasible, unmanageable and geographically scattered (Gay, 1976).

The population under focus in the district is scattered around and so the researcher used the convenience sampling technique in composing the sample for the study. Convenience sampling technique is a method of drawing a representative sample by selecting people because of the ease of their volunteering, availability, accessibility and time factor. It is also a non-probability sampling technique where subjects are selected because of their proximity to the researcher. The basic schools system uses permanent classroom teachers, which means one teacher per class to teach all subjects including physical education. Therefore, there are six (6) teachers in each primary school. The researcher used one hundred and ten teachers (110), which was about thirty percent (30%) of the entire population of three hundred and sixty-six teachers (366) in all the sixty-one (61) schools in the targeted population.

3.4. Validity and Reliability of Instrument

The research used face validation process whereby the instrument which was the questionnaire was given to three colleagues to read through to make the necessary corrections and suggestions. After this, the questionnaire was given to a senior lecturer in the Department of Health Physical Education Recreation and Sports of the University of Education, Winneba for content validation purposes. The internal consistency of the study was determined using the Cronbach's coefficient alpha (). The coefficient alpha obtained for the study was 0.78. A few test items were either restructured or eliminated to allow for clearer understanding of desired outcomes by respondents.

3.5. Instrumentation

A research instrument is the tool used for data collection (Kannae, 2004). Research instruments should be valid, reliable and objective (Fraenkel & Wallen, 2003).

The study relied on a questionnaire to collect data from the research participants. The questionnaire which was made up of open-ended and closed-ended questions enabled the researcher to collect and compare relevant data, minimize bias as well as motivate respondents. The research instrument comprised of twenty two (22) close-ended questions, including Likert scale questions and eight (8) open ended questions.

3.6. Data Collection Procedure

The researcher first went to the sampled schools with an introductory letter from the Department of Health, Physical Education, Recreation and Sports of the University of Education, Winneba to seek permission to conduct the study. With the permission granted by the headteacher of each of the sampled schools, the researcher approached the teachers to distribute the questionnaire. The researcher collected the questionnaire personally from the teachers but there were some schools where the headteachers did

the collection and handed them over to the researcher. A few of the questionnaires were retrieved the same day that they were administered while the rest were retrieved the next day with the assistance of the teachers who acted as research assistants. A few other questionnaire were retrieved several days later because participants had not reported to school on the retrieval date.

3.7. Data Analysis Procedure.

Data analysis involves the development of an elaborate system of categories by way of classifying data and preserving complexity of the materials under study (Cohen & Manion 1994). The researcher collected all questionnaire for the analysis process. The analysis was done in two folds. The questionnaire instrument which was used to collect data on the problems faced by teachers during physical education lessons, as well as to collect data from the teachers on how best the problems could be handled. These data were analysed by the cross-tabulation procedure using tables and charts where necessary. As a descriptive study the major focus is to present a clearer understanding of the phenomenon under study. Therefore, using basic statistical procedures such as percentages, mean and standard deviation statistics will be applied in the data analysis process.

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION

4.0. Introduction

The study looks at the factors influencing teaching of physical education lessons in primary schools in the Ajumako-Enyan-Essiam District in the Central Region of Ghana.

One hundred and ten (110) questionnaire were sent to all respondents and they were asked to respond to the questionnaire items and give their views and opinions. Out of this number 107 questionnaires were correctly completed while three were rejected because respondents misunderstood some of the questionnaire items. Therefore data from 107 respondents have been used for analysis.

The presentation in this chapter is based on the study objectives as well as the research questions. This chapter presents the results obtained from the data analysis. In the first part, demographic information of the Primary School teachers are presented. Afterwards, results of descriptive statistics are reported based on the research questions.

In order to examine factors that influence teaching of physical education, the cross tabulation procedure is applied using pie and bar chart, frequency tables, and percentages are presented.

4.1. Demographic Information

The demographic information of the primary school teachers were gathered from the questionnaire to gain an insight of the characteristics of respondents. Cross tabulations, pie and bar charts, percentages and frequencies associated with each variable are summarized and labelled in Figures and Tables as seen below.

Table 1: Distribution of questionnaires to Participatory Schools

School	Frequency	Percent
Ajumako	51	47.7
Enyan	34	31.8
Essiam	22	20.6
Total	107	100.0

There were 51 respondents representing forty-seven percent (47.7%), from schools within Ajumako area; 34 respondents, representing (31.8%) from schools within Enyan area; and 22 respondents, representing (20.6%) from schools within Essiam area as seen in the table 1 above. This information indicates that the researcher covered the three Areas which constitute the district that's Ajumako-Enyan-Essiam district.

The study was guided by three research questions. In the analysis of data process, cross tabulations, pie and bar chart, frequencies and percentages distribution were used to elicit answers to those questions.

4.2. Content of the Physical Education Curriculum in Primary Schools.**Table 2: Issues concerning the content of physical education in the school curriculum**

	SA (%)	A (%)	U (%)	D (%)	SD (%)
P.E provides a variety of opportunities to engage in the natural activities of running, jumping, throwing.	69.2	26.2	4.7	0.0	0.0
Dance in education involves the child in creating, performing and appreciating movement as a means of expression and communication.	56.1	41.1	2.8	0.0	0.0
Gymnastics help pupils to explore movements on the floor and also helps to negotiate a variety of equipment.	29.9	57.9	8.4	3.7	0.0
Outdoor and adventure activities help pupils to interact with their natural environments and also become problem solvers.	45.8	43.0	8.4	2.8	0.0
Games enhance the development of basic skills and many opportunities for social interactions.	58.9	37.4	1.9	1.9	0.0

From the table above, most of the respondents believed that, content of physical education curriculum at the Primary School provides a variety of opportunities for pupils to engage in natural activities, appreciate and explore movement as a means of expression and communication, and also enhance the development of fundamental skills and social interactions of pupils to become problem solvers in their environment. Moreover, in questionnaire item 13, 96.3% of the respondents agree to the fact that physical education content enhances the development of basic skills and creates many opportunities for social interactions. This confirms the fact that content of physical education helps develop and enhance the potentials of the pupils.

4.3. Factors Influencing Physical Education Lessons in Primary Schools.

Table 3: Participation of Pupils in Practical lessons.

Participation of Pupils in Practicals	Frequency	Percentage
Yes	90	84.1
No	17	15.9
Total	107	100.0

In table 3, Out of 107 respondents, 90 of them, representing 84.1%, stated that pupils participate fully during practical lessons with the few facilities and equipment available to them while 17 respondents, representing 15.9%, stated otherwise due to insufficient facilities and equipment. The teachers also believe that the general conditions of the equipment and facilities also influence the participation and teaching of physical education lessons in primary schools.

Table 4: Teaching Physical Education at Primary School Level

	Frequency	Percentage
Yes	96	89.7
No	7	6.5
I Don't Know	4	3.7
Total	107	100.0

Majority of the respondents are much more concerned about the teaching of physical education at the Primary School level. Of the total number of respondents, 96 of them, representing 89.7%, agree to the fact that physical education is an essential subject that must be taught. Seven (7) respondents, representing 6.5% said physical education is undermined at the Primary School level while 4 respondents could not make up their minds or had no opinion on this matter.

The following were the reasons given by those respondents who believe physical education must be taught at the primary level:

- a. It leads to acquisition and development of basic skills
- b. Helps pupil to be healthy
- c. Helps pupil to socialize and interact with their environments

Teaching and learning materials, facilities and equipment, and financial support from administration were stated as the main factors that influence their teaching of Physical Education lessons at the primary school level.

4.4. Challenges Facing the Teaching of Physical Education in Primary Schools.

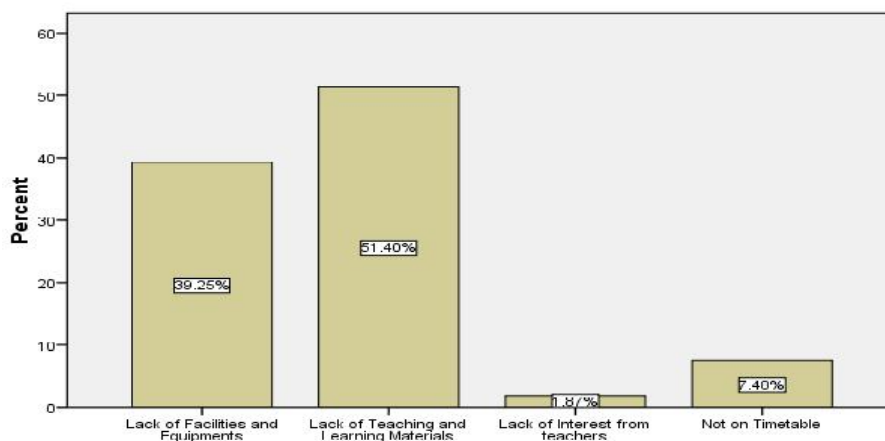


Figure 1: Challenges facing physical education teachers.

In figure 1, Out of 107 respondents, 42 of them, representing 39.25%, categorically identified the lack of facilities and equipment as one of the major factors that affect the teaching of the subject. Fifty-five respondents, representing 51.40%, said lack of teaching and learning materials (TLMs) affect their teaching, 8 respondents, representing 7.48%, indicated that Physical Education was not allocated on their School timetable while 2 respondents, representing 1.87%, stated that lack of interest from

teachers was also a factor that affects the teaching of physical education in Primary Schools.

In addition, 74 respondents, representing 69.2% indicated they are demotivated to teach Physical Education as results of reasons given below:

- a. Lack of equipment and facilities
- b. Lack of financial support from authorities

Whiles 33 respondents, representing 30.8%, also stated they are motivated intrinsically to teach the subject due to the affection they have for it as shown in the table below:

Moreover, insufficient physical education training at the College was also given as a challenge they face since they lack the content of the subject hence unable to impart effectively unto their pupils.

Table 5: Is Training in College Adequate to Teach Physical Education?

	Frequency	Percentage
Yes	35	32.71
No	72	67.29
Total	107	100.0

The data analysis of physical education training at the College as shown in the table above, shows that 35 respondents, representing 32.7%, had sufficient physical education training because they chose physical education as their major subject area whereas 72 respondents, representing 67.3%, did not major in the subject except the general physical education course they received at the College. This could have a negative effect on teaching of physical education at the Primary School level since most of the teachers did not receive sufficient training to impart knowledge about the subject to their pupils.

Respondents who majored in physical education at the college gave the following as their reasons:

- a. For acquisition of Knowledge in sports
- b. For job opportunities
- c. To be fit and healthy in life

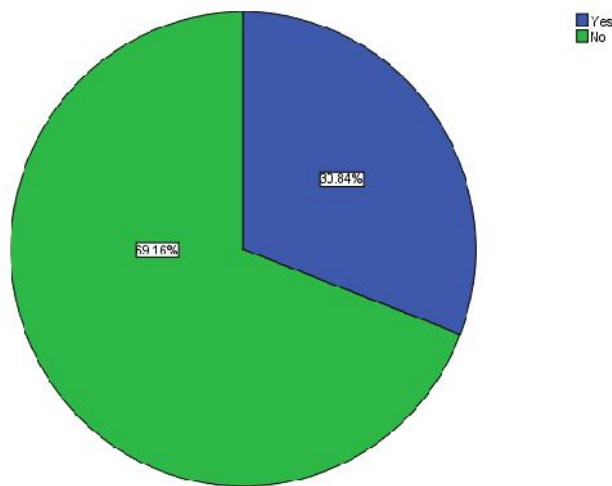


Figure 2: Motivation to teach physical education

Thirty-three respondents, representing 30.8%, agree that they are motivated to teach physical education while 74 respondents, representing 69.2% indicated they are demotivated to teach physical education as results of reasons given below:

- a. Lack of equipment and facilities
- b. Lack of financial support from authorities

4.5. Measures to Forestall the Challenges

In this part, the researcher solicited ideas from the respondents on the possible measures that can be taken to forestall challenges faced by teachers teaching physical education at primary school level.

Table 6: How to forestall challenges in teaching Physical Education.

	SA (%)	A (%)	U (%)	D (%)	SD (%)
Improvisation of equipments or teaching aids in teaching of practical lessons and also helps pupils to be innovative.	50.5	36.4	5.6	7.5	0.0
Positive attitudes towards physical education will help improve teaching and learning of the subject.	56.1	35.5	5.6	0.9	1.9
Availability of sporting facilities to enhance the teaching and learning of physical education.	66.4	23.4	3.7	3.7	2.8
Proper management of available sporting facilities to enhance the teaching and learning of physical education.	57.9	35.5	2.8	2.8	0.9
Financial resources from administration to promote the teaching and learning of physical education.	60.7	30.8	5.6	0.0	2.8

Ninety-three respondents, representing 86.9%, agree that improvisation of equipment or teaching aids in teaching helps pupils to be innovative but lack of financial support from administration makes teachers unable to build improvised materials for teaching since some of the local materials for improvisations need to be bought example cement for shot put and others.

Ninety-eight respondents, representing 91.6%, were in total support that positive attitudes towards physical education help improve teaching and learning of the subject but lack of interest from teachers hinders the progress of teaching of physical education.

In addition, ninety-six respondents, representing 89.8% agree that availability and proper management of sporting facilities enhance the teaching and learning of physical education but lack of teaching and learning materials and facilities have negative effects on teaching of the subject.

Moreover, 98 respondents representing 91.3%, also agree to the fact that financial resources from administration promote the teaching and learning of physical education but such financial supports are not given to teachers at the Primary School level to enhance their teaching.

In Figure 3 below, 43 respondents, representing 40.19%, identified that provision of facilities and equipment would go a long way to enhance the teaching and learning of Physical Education. Twenty-eight respondents, representing 26.17%, indicated that availability of teaching and learning materials (TLMs) would facilitate teaching and learning of the subject. Five respondents, representing 4.67%, indicated that sufficient time allocation for Physical Education on timetable, 12 respondents, representing 11.21%, stated that administration should provide financial support to motivate teachers to teach the subject, and also 19 respondents, representing 17.76%, indicated that workshops should be organized for Primary School teachers to broaden their knowledge in the subject area.

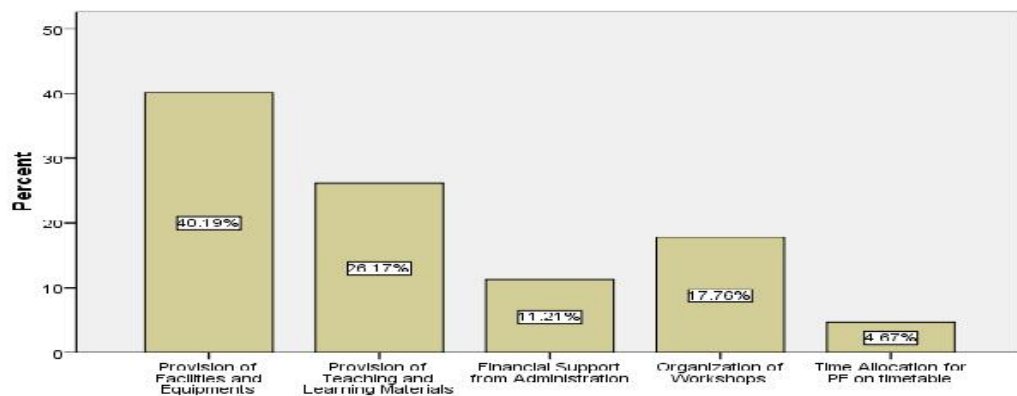


Figure 3: Measures to Overcome the Challenges

Conclusion

Data analysed indicated that most of the Primary School teachers had no or little knowledge about the physical education subject matter (content) because of insufficient training they received at the College.

Even though most of the teachers (89.27%) believe physical education must be taught at this level, lack of subject matter to teach the subject was a challenge because 67.29% of the teachers had no training at the College. This confirms the literature that adequate knowledge in the subject matter greatly enhances the teaching and learning of a particular discipline. This is in an agreement with Shulman (1987) that; to teach students according to today's standards, teachers need to understand the subject matter deeply and flexibly so they can help students create useful cognitive from one idea to another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to teachers. Teachers also need to know more than just the facts, terms and concepts of the discipline. Their knowledge of the organising ideas, connections among ideas, ways of thinking and arguing, and knowledge growth in the discipline is an important factor in how they will teach physical education.

According to the results, 39.25% of the teachers indicated that lack of facilities and equipment was one of the major challenges they face. This finding is consistent with the literature that it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub- standard. The scarcity of physical education facilities and equipment constitute a big cog in the successful administration, organization and management of physical education, Awosika (2009). The consequence of all these is that the practical activities domain of physical education are not taught, hence the objectives of Basic Education Sector Improvement Programme in Ghana to a large extent cannot be realized, with regards to physical education.

Literature available on time allocation shows that students who spend more time engaged at the appropriate level of challenge on curriculum tasks would have higher achievement level than those who spent less time according to Carroll (1963). According to the results, it was indicated by 7.48% of the teachers that little or no time is allocated for physical education on the schools time table due to no attention given to it. Reduced time also devoted to learning only allows the teachers to 'cover' the material but without facilitating deeper understanding on the part of students. The study reveals however that, 1.87% teachers in primary School in the district had no interest in the subject with their reason being that they are not financially motivated by the School authorities.

The sampled group of teachers for this study in relation to available literature indicate that their teaching of physical education at the Primary School level was indeed challenged by factors revealed in the data.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Summary

The purpose of the study was to examine factors that influence the teaching of physical education and determine measures to forestall the challenges they face in order to enhance the teaching of physical education at the Primary School level.

Findings of the Study Regarding the Research Questions:

5.1. Content of the Physical Education Curriculum in Primary Schools.

Findings from the study demonstrated that, out of 107 respondents, 104 of them, representing 97.2%, agree to the fact that Physical Education provides variety of opportunities for pupils to engage in natural activities and appreciate movements as means of expression and communication. One hundred and three respondents, representing 96.3%, also indicated that outdoor and adventure activities help pupils to interact with their natural environments to become problem solvers, and also enhance pupils' basic skills for social interaction.

5.2. Factors influencing Physical Education Lessons in Primary Schools.

From the study, 90 respondents, representing 84.1% of the respondents agree to the fact that their pupils participate fully during practical lessons but absence of facilities and equipment and teaching and learning materials affect their teaching lessons, with 17 respondents, representing 15.9%, indicating otherwise.

It was also indicated by 96 respondents, representing 89.7% that Physical Education must be taught and taught well, but lack of financial support from administrators and absence of facilities and equipment demotivate Physical Education teachers from

teaching the subject. Moreover, respondents indicated that even though teaching Physical Education at the Primary School level develop the basic skills of pupils and also help them socialize and interact with their environments, this purpose cannot be achieved in the presence of these factors mentioned above. .

5.3. Challenges Facing the Teaching of Physical Education in Schools.

Findings of the study demonstrated that, lack of facilities and equipment and teaching and learning materials were the major challenges they face as teachers at the Primary School level. Moreover, lack of financial support from school administrators which demotivate teachers, subject not allocated on school's timetable and also insufficient Physical Education training at the College were also challenges teachers face during teaching at the Primary School level.

5.4. Measures to Forestall the Challenges

Ninety-three respondents, representing 86.9%, believe and agree to the fact that improvisation of teaching aids or equipment in Physical Education teaching help pupils to be innovative and improve teaching and learning of the subject. In addition, 94 respondents, representing 89.9%, agree that availability and proper management of sporting facilities enhance the teaching and learning of Physical Education. Moreover, 92 respondents, representing 87.9% also indicated that financial resources from administration help motivate teachers and promote the teaching and learning of Physical Education. These are the possible measures respondents believe they will forestall the challenges they face.

5.5. Conclusions

Data analyses on the three main research questions revealed that, lack of facilities and equipment, teaching and learning materials, financial support from administration and insufficient training at the College are the major challenges Physical Education teachers face in teaching Physical Education at the Primary School level in Ajumako-Enyan-Essiam District which negatively influences their teaching of the subject. The percentage of teachers who indicated that lack of teaching and learning materials like syllabus, textbooks as their major challenge which affect teaching was 51.40%. According to Watkins (1982) use of teaching and learning materials serves as a focal point which the teacher revolves for teaching. The materials attract learners' attention, involves corporation, supplement description and explain concepts. This implies that lack of teaching and learning materials grossly influence teaching of Physical education negatively. The percentage of teachers who indicated that lack of facilities and equipment as their major challenge was 39.25%. According to Omotayo (2008) provisions of adequate facilities and equipment will ensure quality education.

Although facilities and equipment on their own cannot be sufficient instructors for instruction, they contribute immensely to the end result of the academic exercise and have effect on the pupils' academic performance. The use of facilities and equipment play a vital role in effective teaching and learning of Physical education in Primary schools where the nation's future sportsmen and women are tapped and groomed for sporting excellence.

The percentage of teachers who stated that physical education was not allocated on the school timetable was 7.48%. Smith et al (2005) stated that extended academic learning time appears to be particularly influential in schools serving more disadvantaged

populations. Carroll (1963) proposed that students who spend more time engaged at the appropriate level of challenge on curriculum tasks would have higher achievement levels than those who spent less time. According to available literature about physical education not being on timetable, there are several barriers which impact on the amount and quality of physical education and sporting programmes within primary schools. These barriers exist mainly because the delivery of physical education usually relies on classroom teachers, who already have many other pressures placed upon them because of so called 'examinable' subjects. With this mounting pressure, it is common for a lesser focus to be placed on physical education.

The percentage of teachers who indicated their lack of interest for the subject was 1.87%. With the available literature, Pajares (1992) defines beliefs as personal constructs that can provide an understanding of a teacher's practice. Thus, teachers' beliefs influence their classroom practices. Furthermore, beliefs are personal principles constructed from experience that an individual employs often unconsciously to interpret new experiences and information and to guide action. Beliefs teachers hold influence their perceptions, conceptions and judgements which in turn affect their behaviour in the classroom. Hence lack of financial support from school administrators indicated by the teachers as the main reason for not being interested in the teaching of the subject might not entirely be so but could also be because of their perceptions about physical education as a whole.

These challenges mentioned above as indicated by respondents negatively affect and demotivate teachers who have the zeal and will-power to teach physical education at the primary School level.

5.6. RECOMMENDATIONS

On the strength of the findings and conclusions deduced from the analysis, the following recommendations were made;

1. Teaching and Learning Materials such as textbooks and other reference books on the subject should be made available to schools in the Ajumako-Enyan-Essiam district so that teachers can fall on them anytime they need them.
2. Physical education facilities and equipment must be available in order for pupils to appreciate and involve themselves during lessons and also enhance the developments of talents and skills of pupils in the district.
3. Physical education curriculum at the colleges of education should be conceptualized to help teacher- trainees who are also coming to the Ajumako-Enyan-Essiam district to acquire the requisite skills and knowledge to be able to handle the subject at the Primary School level since this will equip teachers to plan, prepare and teach the subject efficiently and effectively.
4. In- service training should be organized for primary teachers periodically by district physical education coordinators.

The researcher strongly believes that, if these suggestions are adhered to and implemented teaching of physical education would improve in Ajumako-Enyan-Essiam district, for pupils to also appreciate the subject as is being done in metropolitan areas.

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APPENDIX A



**UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION,
RECREATION AND SPORTS**

P. O. BOX 25, Winneba, Ghana, Tel: (03323) 22494 E-mail: hpers@uew.edu.gh

Our Ref:
Your Ref:

23rd February, 2015

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.....
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Dear Sir/Madam,

LETTER OF INTRODUCTION:
MAWENA JOYCE

This is to introduce to you MAWENA JOYCE, a student with Index Number 7120090006 who is pursuing an M.Ed programme in Physical Education in the Department of Health, Physical Education, Recreation and Sports at the University of Education, Winneba.

She is researching into the topic: AN EXAMINATION OF THE FACTORS INFLUENCING THE TEACHING OF PHYSICAL EDUCATION LESSONS IN PRIMARY SCHOOLS

We should be grateful if you could accord her the necessary assistance.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'J. A. Baba'.

Dr. J. A. Baba
HOD, HPERs

APPENDIX B
UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF SCIENCE EDUCATION
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND
SPORTS (HPERS)

This is a survey questionnaire to sample views of teachers on “factors influencing the teaching of physical education lessons in primary schools”. The outcome will be used strictly for educational purposes. Please provide responses in the spaces provided or tick the brackets following the options.

1. Name?
.....
2. Sex Male [] Female []
3. What is your highest academic qualification?
Certificate A [] Diploma in Education [] Bachelor’s degree []
Master’s degree [] other, (please specify).....
4. How long in years have you been teaching?
1-5 [] 6-10 [] 11-15 [] 16 and above []
5. What is your total class size?
6. Do you teach physical education? Yes [] No []
7. How often do you teach physical education per week?
8. How many hour(s) is/are allocated for teaching of physical education per week?
.....

What is the content of the physical education curriculum in primary schools?

Tick the most appropriate from Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (S.D)

	SA	A	U	D	S.D
9. Physical education provides a variety of opportunities to engage in the natural activities of running, jumping, throwing.					
10. Dance in education involves the child in creating, performing, and appreciating movement as a means of expression and communication.					
11. Gymnastics help pupils to explore movements on the floor and also helps to negotiate a variety of equipment.					
12. Outdoor and adventure activities help pupils to interact with their natural environments and also become problem solvers.					
13. Games enhance the development of basic skills and many opportunities for social interactions					

What factors influence the teaching of physical education lessons in basic schools?

14. What equipments are available for teaching physical education in your school? Please, list them below:

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.....

15. What are the conditions of the equipment available?

Good [] Bad [] Manageable []

16. Do your pupils fully participate during practicals?

Yes [] No [] If No why?

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.....

17. What facilities are available for the practical physical education lessons? Tick all that apply.

Soccer pitch [] Handball court [] Netball court [] Volleyball court []

Any other.....

18. What are the general conditions of the facilities available for physical education in your school?

Good [] Bad [] Manageable []

19. Do you believe physical education as a subject must be taught at the primary school levels?

Yes [] No [] I don't know []

20. Give reason(s) for your answer to 19.

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21. Identify three (3) challenges you face in the teaching of physical education in your school;

- a)
- b)
- c)

22. Are you motivated to teach physical education in your school? Yes [] No []

23. What motivates or demotivates your interest in teaching physical education in your school?

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.....

24. Do your pupils like physical education lessons?

Yes [] No [] I don't know []

25. Did you receive sufficient training in College to teach physical education?

Yes [] No []

26. What made you choose to study physical education at College?

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What possible measures can be taken to forestall the challenges faced by basic school teachers in teaching of physical education lessons?

Tick where appropriate. Strongly Agree (S.A), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (S.D)

Which of the following statements would you support?

	SA	A	U	D	S.D
27. Improvisation of equipments or teaching aids in teaching of practical lessons and also helps pupils to be innovative					
28. Positive attitudes towards physical education will help improve teaching and learning of the subject					
29. Availability of sporting facilities to enhance the teaching and learning of physical education					
30. Proper management of available sporting facilities to enhance the teaching and learning of physical education					
31. Financial resources from administration to promote teaching and learning of physical education					

32. What do you think can be done to overcome the challenges you face as teachers in teaching physical education?

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