

**EFFECTS OF PHYSICAL EDUCATION ON THE LEARNER'S ACADEMIC
PERFORMANCE IN SECONDARY SCHOOL. A CASE OF
KABOJJA SECONDARY SCHOOL.**

**1 Namuddu Pauline, 2 Zikusooka Enock, 3 Asiimwe Isaac Kazaara
1, 2, 3 Metropolitan International University**

ABSTRACT

The study aimed at the effects of physical education on the learner's academic performance in secondary school and it was guided by the following objectives; To investigate the relationship between physical education and students' performance in kabojja secondary school, to analyze the contributions of physical education to the students' performance in kabojja secondary school and to examine the relevance of physical education to the academic performance in kabojja secondary school. The results of the descriptive and inferential statistical analyses were displayed via tables, figures, and proportions. Utilizing an analytical methodology, the qualitative information was examined for any emerging patterns in the responses given by the participants. From the findings, it was found that learners and their skeletal muscles are at ease and their minds are enhanced by the exercises that they practice in middle and high schools, as pointed out with 27% of the teachers, while the greatest number of educators said that pupils are apprised of athletic endeavors during physical schooling this has been demonstrated with 32%, while it was also noted throughout the survey that learners have learned to relate science lessons with wellness as shown with. Engaging in physical activities during physical education classes can enhance cognitive functions such as attention, memory, and problem-solving skills. Schools should design physical education programs that include activities that stimulate the brain and require critical thinking.

Key words: physical education, learner's and academic

performance

Background

Before discussing the health advantages of being physically active, it's crucial to remember that academic achievement is influenced by a variety of factors. These include parental participation (Fan and Chen, 2001), socioeconomic standing (Sirin, 2005), and a wide range of other variables related to demographics. A parent's ambitions for their child's academic success are an important indicator of how well they will succeed in school. Another element that has been shown to have a big effect on academic achievement is participation (Stanca, 2006; Baxter et al., 2011). Children must be present in order to learn the appropriate material; hence attendance should be taken into account when evaluating aspects that affect their educational achievement.

In the early 19th century, gymnast exchanges between early national frameworks took place all around Europe. The initial stage of the process of Europeanization has begun in various nations. The 1850s saw the beginning of research into physical education improvement and cross-border integration in Europe. First to Scandinavian fellow citizens, then to Germany, England, and France, the Ling school gymnasium program began to early Europeanize. At the turn of the nineteenth century, alongside the national law and Spiess school the sport of gymnastics Swedish gymnasts and British sports emerged as two fundamental foundations at the school level throughout the German Empire (Naul, 1988, 2002).

Problem Statement

The No Child Left Behind Act and the 2015 Every Student surpases Act put tremendous pressure on school districts and management to raise test results, which has caused

them to place more emphasis on core subjects like math, science, and English language arts (ELA) while downplaying the value of daily physical activity such as recess, staying active during classroom breaks, and sport instruction. According to Smith & Lounsbery (2009) on page 39, "education's budgetary shortages have resulted in the need to reconsider investment, which has frequently had negative consequences for athletic education." Tomporowski et al. (2007) conducted a review of the research on the relationship between exercise and school performance, IQ, and cognition in adolescents.

However, scheduling sporting events and activity time during the school day is becoming more and more difficult. Break and other supplementary physical activities are consequently frequently cut back or removed during the academic day (Wilkins et al., 2003). (p. e52). This implies the need for curriculum to be developed and for the amount of exercise to be increased in settings like exercise classes, recess, and physical movement breaks. It remains to be determined to what extent the learning outcomes are affected by the amount of time allotted for physical activity, when participation in physical activity has been linked to some level of success in class. Further, it is not yet known to what extent the physical education effect the gender and economic status of some students' performance. This research sought to bridge a gap between physical education and learners' performance.

Objective of Study

The study was guided by the following objectives:-

1. To investigate the relationship between physical education and students' performance in kabojja secondary school.
2. To analyze the contributions of physical education to the students' performance in kabojja secondary school.
3. To examine the relevance of physical education to the academic performance in kabojja secondary school.

Research Questions

- 1. What is the relationship between physical education and student's performance in kabojja secondary school?*
- 2. What are the contributions of physical education to the students' performance in kabojja secondary school?*
- 3. How relevant is physical education to the academic performance in kabojja secondary school?*

Methodology

Research design

The investigation's research strategy provided a chance to thoroughly examine one component of the issue in the constrained amount of time. According to the data collection plan, both qualitative and quantitative data were gathered. While the quantitative results supplied numerical details regarding the subject of study in the form of numbers and tables as well as the quantifiable features of the topic, qualitative evidence gave an in-depth analysis and interpretations of knowledge on the study's subject.

The study population

This study was conducted in the neighborhood of Wakiso area, Kabojja Secondary School, and nearby schools. More than 500 pupils attend Kabojja Elementary School, both in the advanced and regular levels. Organizational and responder demographics were both included in the research demographics. The number of schools in the six municipalities in the study region make up the institutionalized population, which is approximately the number of schools.

Sample size

The Yamane 1973 algorithm for calculating sample size was used for calculating the aggregate number of institutions that were selected using a statistical method. The sample size (n) in this formula is calculated as follows: N is the number of participants, and n is the necessary sample size. (e) is a statistical error estimate, which is typically provided as (0.05). As a result, there were three schools in the organizational sample. The individual who responds to the group for the study is used as the purposive and random sample. The breakdown of the sample according to the responder demographics was 30 in total.

Sampling Procedures

The amount of knowledge, job held, educational status, and other pertinent factors were taken into account when choosing the study individuals, which was done both purposefully and randomly. The LC III, LC I, head teachers, and students were all subjected to purposeful sampling because they were seen as the primary participants and were purposefully chosen. Parents and teachers were chosen at random. The individual participants that were collected, the organizations that contributed to their numbers, and the procedures utilized to collect data from them were all detailed in the data collection plan.

Methods and Tools of Data Collection

The researcher employed a variety of approaches so as to triangulate the information obtained in order to increase its validity. Questionnaire and interview review methods were used in collecting the primary and secondary data. Correspondingly, a questionnaire, and interview guide was developed for each of the methods. The details of the tools were given below. Specifically, primary data will be collected through questionnaires and key informant interviews.

Data Analysis

Before being evaluated, the study's data had to first be arranged, categorized, and disinfected. Coding was used for the quantifiable constructs, and SPSS was used for the statistical evaluation. The results of the descriptive and inferential statistical analyses were displayed via tables, figures, and proportions. Utilizing an analytical methodology, the qualitative information was examined for any emerging patterns in the responses given by the participants. Samples of direct quotations from those who responded were also reported along with results, which were put forward in a narrative format.

RESULTS

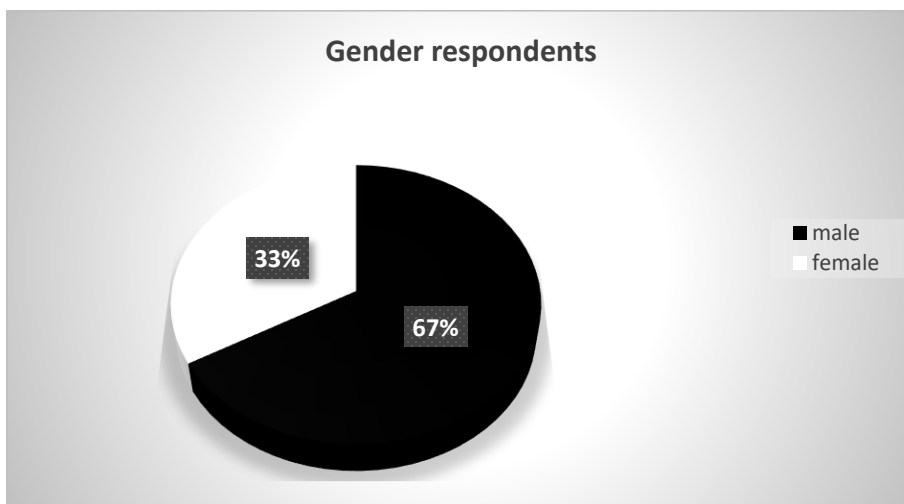
Demographic characteristics of respondent's

This comprised the analysis of the gender of the respondents, the age, the marital status, the respondent's number of children, level of education, job type and the participation in the in the study. This is presented in bar graphs and pie charts.

The table1 below shows gender respondents

<i>Respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Male</i>	<i>20</i>	<i>67</i>
<i>Female</i>	<i>10</i>	<i>33</i>
<i>Total</i>	<i>30</i>	<i>100</i>

Figure 1: pie showing percentage distribution of respondent's gender



Source: Primary data (2022)

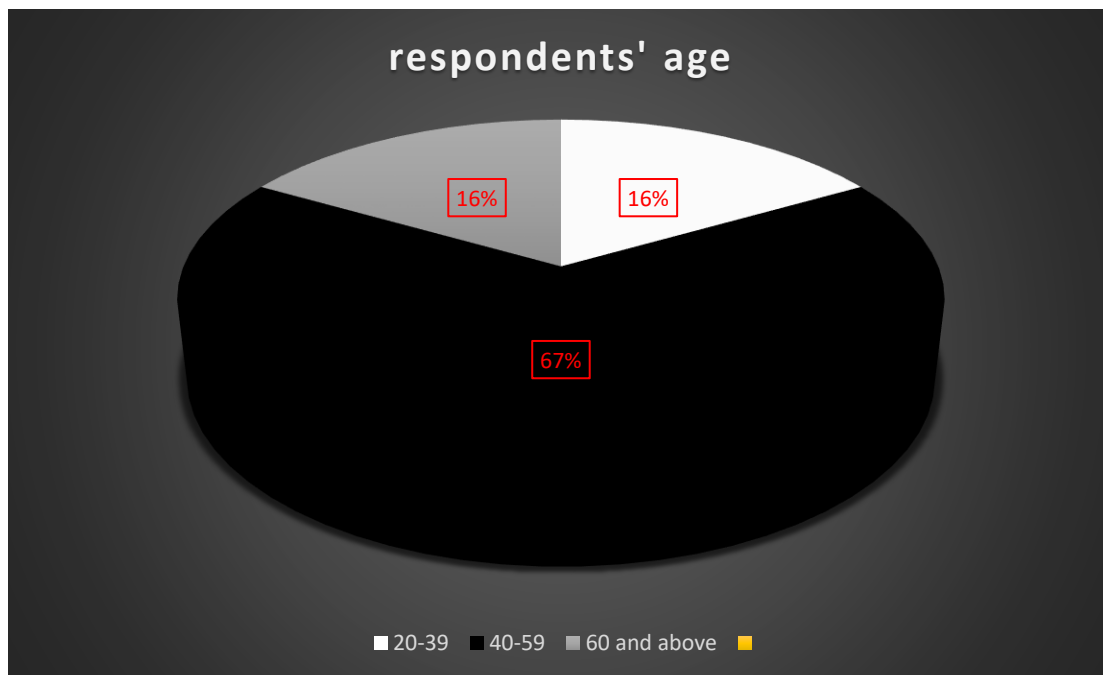
Figure 1 shows that 20 (67%) respondents were male and 10 (33%) were females. This shows that though the VSLAs target both the male and female members, most of the

respondents, (the males), have taken advantage of physical education to improve their performance while most females have not taken the initiative to participate in the study.

The table 2 below shows respondents' age

Respondents	frequency	percentage
10-20	5	16
21-30	20	67
31-40	05	16
40 and above	30	100

Figure 2: Graph showing distribution of respondent's age



Source: Primary data (2022)

Respondents' marital status

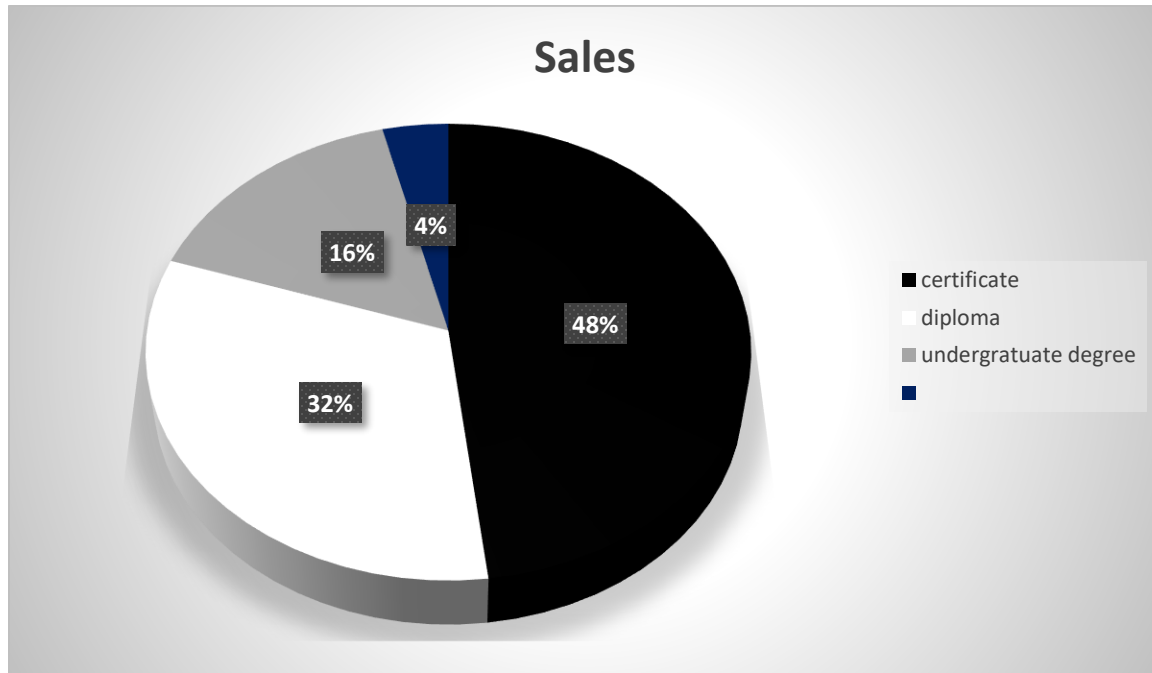
Figure 2 above shows that 16% of the respondents are aged between (10-20) years. 67% were aged between (21-30) years and the rest are aged between (40 and above years. The 21-30 comprised of the population in the active stage.

Table below 3 shows Level of education

<i>Level of education</i>	<i>frequency</i>	<i>percentage</i>
<i>certificates</i>	<i>15</i>	<i>50</i>
<i>diploma</i>	<i>10</i>	<i>33.3</i>
<i>undergraduate degree</i>	<i>5</i>	<i>16.6</i>
<i>Total</i>	<i>30</i>	<i>100</i>

Most of the respondents, 50 per cent who participated in the study had attained certificates in terms of education level; 22.5 per cent attained diploma and 16.25 per cent attained an undergraduate degree. The findings indicate that few people who advanced beyond certificate level did mind less in participating in the study.

Figure 3: The pie chart shows the level of education



The relationship between physical education and students' performance
The table 4 below shows the relationship between physical education and students' performance in kabojja secondary school.

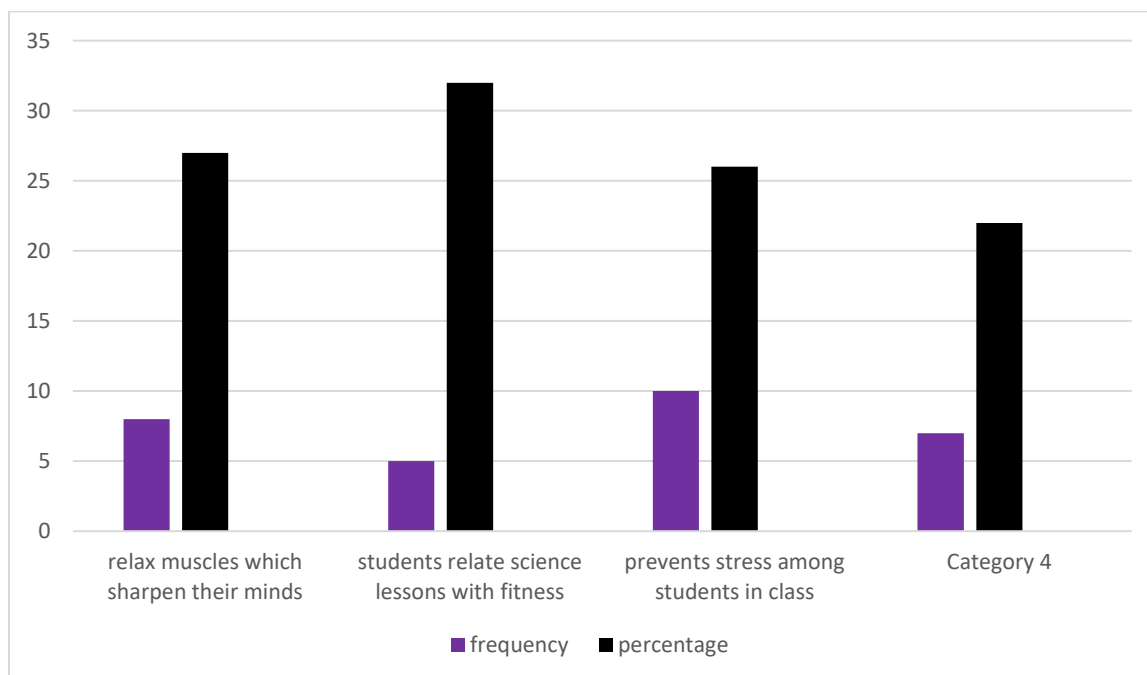
No.	response	frequency	percentage
1.	<i>Relax muscles which sharpen their minds</i>	8	27
2.	<i>students relate science lessons with fitness</i>	5	32
3.	<i>Prevents stress among students in classes</i>	10	26
4.	<i>Students get informed of sports activities</i>	7	22

	Total	30	100
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Source; primary source 2022

When the field study, it was found that learners and their skeletal muscles are at ease and their minds are enhanced by the exercises that they practice in middle and high schools, as pointed out with 27% of the teachers, while the greatest number of educators said that pupils are apprised of athletic endeavors during physical schooling this has been demonstrated with 32%, while it was also noted throughout the survey that learners have learned to relate science lessons with wellness as shown with. Additionally, it was noted during the examine that learners have learned to relate the scientific community knowledge with wellness as shown with.

Figure 4: The bar graph shows the relationship between physical education and students' performance.



The contributions of physical education to the students' performance

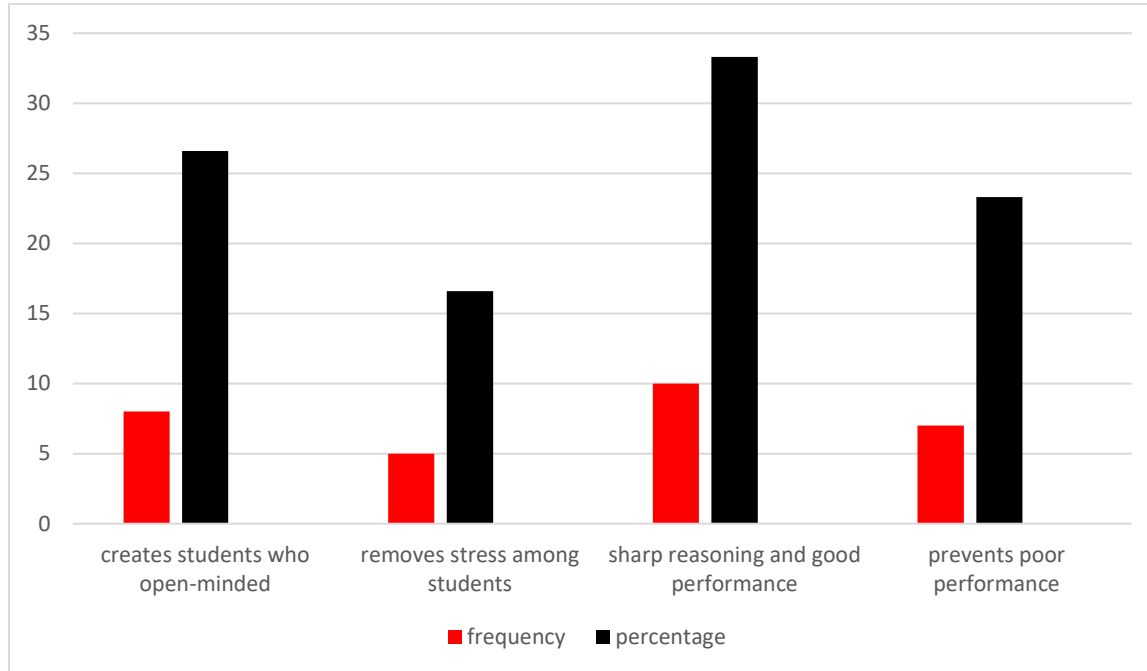
The table 5 below the contributions of physical education to the students' performance

No.	response	frequency	percentage
1.	<i>Creates students who open-minded</i>	8	26.6 %
2.	<i>Removes stress among students</i>	5	16.6%
3.	<i>Sharp reasoning & good</i>	10	33.3%
4.	<i>Prevents poor performance</i>	7	23.3%
	TOTAL	30	100

Source; primary source 2022

The previous table 5, Physical activity, reported by secondary school educators, cultivates learners who are compassionate. This was noted by 26.6% of participants. In addition, 16.6% of instructors said that exercising relieves stress among secondary schools. Sharp argumentation and good achievement were also realized from the kabojja secondary school, corresponding to the educators, as a result of physical activity.

The bar graph 5 shows the contributions of physical education to the students' performance



The relevance of physical education to the academic performance

The table 6 below shows the relevance of physical education to the academic performance

No.	Response	Frequency	Percentage
1.	Intellectual development	5	16.6%
2.	Neuromuscular development	7	23.3%
3.	Physical fitness	8	26.6%
4.	Develops Motor Skills and Improves Behavior	5	16.6%
5.	Increased concentration and focus.	5	16.6%
6.	Optimum development of child's physical growth	00	00
	TOTAL	30	100

Source; primary data 2020

The aforementioned table illustrates the connection between sport participation and the academic success of kabojja high school. The highest percentage of those who participated (26.6%), subsequently followed by 23.3% who said that neurological and muscular expansion also has an impact on school achievement, and 16.6% who said that cognitive development, motor skills, behavior, focused attention, and focus are all outcomes of sporting activities, did not think that optimal advancement in a child's physical growth had any bearing on the academic achievement of students.

Conclusion

According to the study's findings, sport participation and academic performance in secondary school are significantly correlated. Particularly at the secondary level, it is evident that there is a variation in the sex-based association between the two parameters. Future research should evaluate improvements in pupil academic performance as a result of the more active exercise component of sport and health learning program by educating teachers about the significance of children' physical activity.

Recommendations

Engaging in physical activities during physical education classes can enhance cognitive functions such as attention, memory, and problem-solving skills. Schools should design physical education programs that include activities that stimulate the brain and require critical thinking.

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