

Status Quo Physical Education In Secondary School. A Case Of Kabojja Secondary School.

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Abstract.

A valuable predictor of student academic performance is a parent having clear expectations for the child's academic success. Attendance is another factor confirmed as having a significant impact on academic performance. The aim of this study therefore was to figure out the current state of physical education in secondary schools, a case study of Kabojja Secondary school. The study as well was guided by the following sub objectives to investigate the benefits of physical education in students' performance in kabojja secondary school, to analyze the contributions of physical education to the students' performance in kabojja secondary school, to examine the relevance of physical education to the academic performance in kabojja secondary school. The study was conducted in Kabojja Secondary School in Wakiso district. The study employed a cross sectional study design where qualitative data was collected from of sample size 30 was collected from teachers and students. Findings from the study indicated that majority identified that students' muscles are relaxed and their minds are sharpened by the physical Education students practice in secondary schools as noted with 42% of the teachers as the most benefit of physical education. 33% of the respondents revealed that physical education contributed to sharp thinking by the students. The researcher therefore recommends that physical education should be promoted in the schools.

Key words. Status Quo, Physical education and Secondary Schools.

Background of the study

Before outlining the health benefits of physical activity and fitness, it is important to note that academic performance is influenced by many factors (Lonah Chongeywo & Alex, 2023). These include socioeconomic status (Judith et al., n.d.), parental involvement (Christopher et al., 2022), and a variety of other demographic factors. A valuable predictor of a student's academic performance is a parent who has clear expectations regarding the child's academic success (Ntirandekura et al., 2022). Another confirmed factor that has a significant influence on academic results is attendance (Peter et al., 2023). Since children must be present to learn the required content, attendance should be measured in terms of factors related to academic performance (Ntirandekura et al., 2022). Exchange between early systems of national gymnastic types spread across Europe in the first half of the 19th century. In some countries, the first phase of research on the Europeanization of physical education and school sport in Europe began in the development of physical education and cross-border implementation in the 1850s (Elizabeth et al., n.d., 2023). The early process of Europeanization of the Ling school gymnastics system began to spread: first to the Scandinavian neighbors, then to Germany, England and France. In the late 19th century, countries such as Spain, Italy and Greece incorporated the Ling system into their school systems with the beginning of regular physical education (Margaret, 2023; Mpirirwe et al., n.d.) From the 1890s, both the Swedish Ling system and the British the games and sports system dominated school TV across Europe along with their national assimilated physical education concepts such as "la méthode Belge"

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(Andrew et al., n.d.), "la method française" (Isaiah & Alex, n.d.). Even in the German Empire, Swedish gymnastics and British sport became the two mainstays at the school level at the turn of the 19th century, alongside national law and Spiess school gymnastics (Kevin et al., n.d.). The European roots of physical education in other countries, mainly in western and southern Europe, had already developed, with cross-border implementation of variously assimilated early European concepts, e.g. in Belgium, the Netherlands, Italy and France after the mid-19th century. Various twists and turns and ups and downs in the Europeanization of physical education have shaped many national concepts of physical education teaching, even in countries that seem to be the unique birthplaces of their "own national concepts of gymnastics, games and sport".

Problem Statement

Overcoming pressures on school districts and administrators to improve standardized test scores under the No Child Left Behind Act and Every Student Achieves Act of 2015 has left schools focused on core content areas such as math, science and ELA while reducing the importance of daily physical education. activities such as recess, physically active classroom breaks and physical education (Kazaara, 2023). "Budget shortfalls in education have created the need to change funding priorities, often with negative consequences for physical education" (Julius, n.d.) analyzed the literature that examined the effects of exercise on children's intelligence, cognitive abilities, and links to academic achievement (Joventa et al., 2023; Richard et al., n.d.). However, schools face increasing challenges in allocating time for physical education and physical activity during the school day (Anthony et al., 2023). As a result, physical education classes, recess, and other extracurricular physical activities during the school day are often reduced or eliminated altogether. It is not yet known to what extent the results of students in their performance are affected in relation to the time devoted to physical education, when students participating in physical education have achieved a certain level of performance in the classroom (Richard, 2022). Furthermore, it is not yet known to what extent physical education influences the gender and economic status of some pupils' performance (Victoria et al., 2023). This research sought to bridge the gap between physical education and student performance.

Objective of Study

The study was guided by the following objectives:

1. To investigate the benefits of physical education in 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 are the benefits of 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.

Wakiso District is a district in the Central Region of Uganda that partly encircles Wakiso, Uganda's capital city. The town of Wakiso is the site of the district headquarters. Kira, the country's second largest city and suburb of Wakiso, is in the district. Quantitative data was collected as per data collection plan. Qualitative data provided an in-depth analysis and explanations of information on the subject of study however it was only used for referral while quantitative data provided statistical information of the subject of study in form of figures and tables and also it contained the measurable aspects of the topic. This study was carried out in kabojja secondary school, neighboring schools and the community, Wakiso district. Kabojja secondary school has more than 500 students in both advanced and ordinary levels. The study populations included both institutional and respondent populations. The institutional population which is about the number of schools that comprises of many schools in the six parishes in the study area. On the other hand, the respondent study population included Teachers and Learners who answered required questions on the effects of physical education to the learners' performance in selected schools in Wakiso district (Victoria et al., 2023). The parents provided information on the contribution of physical education on students' performance in selected schools in wakiso. As such, the institutional sample size were 03 schools. The respondent sample is purposively and randomly drawn from the respondent study population. The total sample size was 30 and the breakdown as per the respondent categories. Data was collected from primary and secondary sources. Primary data was obtained from respondents using self-administered questionnaires distributed to the head teachers, teachers, parents and learners in the 03 sampled schools in Wakiso. Secondary data was generated from already existing school records of government publications, reports, and research papers to determine the effects of physical education on academic performance (Christopher, Moses, et al., 2022). The researcher employed a variety of approaches so as to triangulate the information obtained in order to increase its validity which included questionnaires and interview reviews methods were used in collecting the primary and secondary data. The data collected during the study was first be organized, sorted, and cleaned before being analyzed. For the quantitative constructs coding was used and SPSS was employed for conducting the analysis (Nelson et al., 2022). Both descriptive and inferential statistical analyze were conducted and the findings will be presented using tables and figures and percentages

Results.**The benefits of physical education in students' performance**

The table 1 below shows the relationship between physical education and students' performance in kabojja secondary school.

response	frequency	percentage
Relax muscles which sharpen their minds	10	42
students relate science lessons with fitness	5	13
Prevents stress among students in classes	8	27

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Students get informed of sports activities	7	18
Total	30	100

Source; primary source 2022

During the field survey it was discovered that, majority identified that students' muscles are relaxed and their minds are sharpened by the physical Education students practice in secondary schools as noted with 42% of the teachers, while others the teachers said that students get informed of sports activities during physical education this was shown with 18% (Christopher, Komunda, et al., 2022), Whereas it was also noted during the survey that students have learnt to relate science lessons with fitness as shown with 13% of the teachers and lastly, 27% of the teachers went on and said stress has been prevented amongst students in classes due to physical education as displayed in the table 1.

The table 2: Shows the contributions of physical education to the students' performance

response	frequency	percentage
Creates students who open-minded	8	26.6 %
Removes stress among students	5	16.6%
Sharp reasoning	10	33.3%
Prevents poor performance	7	23.3%
TOTAL	30	100

The table 2 above, showed that the teachers in secondary schools, physical education creates students who are open-minded this was noted with 26.6% of the respondents not only but also teachers said physical education helps to remove stress among secondary schools this was represented with 16.6% of the teachers while sharp reasoning and good performance was also realized from the kabojja secondary school according to the teachers as result of physical education and this was shown with 33.3% of the teachers, 23.3 % responded that 23.3% which indicates that physical education prevents poor performance in the figure 2 (Anthony et al., 2023).

The relevance of physical education to the academic performance

The table 3: Shows the relevance of physical education to the academic performance

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

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	TOTAL	30	100
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Source; primary data 2020

Finding from the table 3 above indicated the relevance of physical education to the academic performance of kabojja secondary school. The 26.6 % had the highest number of respondents who believed that physical fitness promotes academic performance followed by 23.3 % who responded that neuromuscular development also has a relevance on academic performance (Pauline, 2023), 16.6 % also believed that intellectual development, motor skills and behavior and concentration and focus all are the result of physical education, however no one believed that optimum development of child's physical growth had a relevance on student's performance

Discussion of the findings

The study explored the impact of physical education on students' academic performance, revealing that students from poor families were at a higher risk of performing poorly due to a lack of basic needs and susceptibility to material enticements (Seth & Ntirandekura, 2022). The findings suggested that a significant relationship existed between physical education and academic performance, with students benefiting from improved muscle relaxation and sharpened minds. The study also identified factors such as family size, broken families, and the quest for love from peers or teachers as influences on academic performance (Christopher, Moses, et al., 2022). Additionally, the results highlighted teachers' perspectives on the positive effects of physical education, including stress prevention and the promotion of sports awareness. The study advocated for increased physical activity time in schools, emphasizing the potential positive impact on academic performance and overall well-being.

Conclusion

In conclusion, the study underscored the critical role of physical education in shaping students' academic performance, revealing a tangible link between the two. Notably, students from economically disadvantaged backgrounds faced a higher risk of academic underperformance, highlighting the impact of socio-economic factors on educational outcomes. The findings also shed light on the importance of family dynamics, with family size, broken families, and the pursuit of external sources of affection influencing students' academic trajectories. The positive perspectives from teachers on the benefits of physical education, such as stress prevention and heightened sports awareness, further emphasize its potential to enhance overall well-being. As the study suggests, increasing physical activity time in schools may not only improve academic performance but also contribute to broader positive outcomes in areas such as health and quality of life. This reinforces the call for a holistic approach to education, recognizing the interconnectedness of physical activity, socio-economic factors, and academic success.

Recommendations.

Educational institutions should prioritize and enhance access to comprehensive physical education programs, particularly in schools with a higher concentration of students from economically disadvantaged backgrounds, to positively impact academic performance and address socio-economic barriers.

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Efforts should be made to raise awareness among parents and guardians about the crucial role of family support in education, irrespective of economic circumstances, by promoting parental involvement, fostering a positive home environment, and addressing issues related to family size and structure.

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