

**Physical Education And Learners Academic Performance In Secondary Schools. A Case Study St. Charles Lwanga
Secondary School**

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Abstract

The purpose of the study was to establish the physical and learners' academic performance in secondary schools at St. Charles Lwanga. The study was set up to examine the physical education and learner's academic performance in secondary school a case study St. Charles Lwanga secondary school. The specific objectives of the study were to (i) examine the impacts of Physical Education on learner's academic performance in St. Charles Lwanga secondary school; (ii) determine the challenges faced by both students and teachers during Physical Education in St. Charles Lwanga secondary school; (iii) investigate the solutions to the challenges faced by the students and teachers during Physical Education in St. Charles Lwanga secondary school. This study employed a cross sectional survey design. Access population comprised of 100 respondents consisted of 1 head teacher, 5 teachers, 85 learners and 5 parents. The main data collection tools were questionnaire and interview guides. This helped to gather quantitative and qualitative information which were coded and measured. The study revealed a significant of physical education and learners academic performance used in selected schools and learners performance but was not strong enough to eliminate poor performance of learners. The study concluded that the physical education and learners academic performance that were used in selected schools was positive and significant. The research recommended that there is need to motivate teachers so that physical education activities are conducted well in schools and Teachers who have knowledge on physical education should be employed in schools for better skills imparting.

Keywords: Physical Education, Learners, Academic Performance and Secondary Schools

Back ground of the study

Africa has a rich tradition of culture ,history ,sports ,and social institutions .various countries throughout the continent have demonstrated these rich traditional games ,plays, dances and arts of the continent have stood the test of time .they were used for various purpose socialization, initiation ceremonies and recreation. Archeological discoveries associate the practice of physical education is deeply rooted in cultural fabric practices like gathering, hunting and pastoral activities (Anthony, Kazaara, & Kazaara, 2023). In Uganda Physical Education dates to the colonial time in **1890**and in **1980s** Physical Education degenerated to a very minimal levels as it remained in a few traditional schools (Godfrey et al., 2023). In **2009**,the Ministry of Education started implementation of

compulsory teaching of Physical Education ,this was because of the concern this issue has generated from several international and government policy like The International Chatter of Physical Education and Sports ,The Kajubi report on Education for National Development and the Government White paper on Education for National Integration and Development hence in **2008** the ministry directed that teaching of Physical Education as a core subject be mandatory in all secondary schools (Anthony, Kazaara, Kazaara, et al., 2023). Physical Education was introduced to St. Charles Lwanga in **2001**.initially they were supposed to teach S.1 and roll it over to S.2 in **2011**, however, they initiated it from S.1to S.3 that same year .when it comes to academic performance it is the outcome

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of students effort in examination.it is determined by a number of factors one of which is Physical Education (Mark et al., 2023). Although Academic performance stems from complex interaction between intellect and contextual variables, health is a vital moderating factor in child's ability to learn **Bash, 2010** and multiple studies have confirmed that health benefits are associated with P. E including cardiovascular and muscular fitness, bone health, psychosocial outcome and cognitive and brain health strong **et.al. 2005** (Jac & Kazaara, 2023). Before outlining the

Statement of the problem.

Surmounting pressures on school districts and administrators to improve standardized test scores under the no child left behind act and the 2015 every student achieves acts as left schools focusing on core content areas such as math, science and ELA while diminishing the importance of daily physical activity such as volley ball, football and jogging (Pauline, 2023). **Bash 2010** and multiple studies have confirmed that health benefit associated with PE including muscular fitness bone health, psychological outcome and cognitive and brain health strong **et.al.2005**. Nevertheless, schools face a decline in learners academic performance which led to loss of esteem, low motivation, school dropout and lack of interest in learning (Victoria et al., 2023). The government introduced physical education in Uganda to build the gap between Academic Performance and PE therefore there was a need to adopt PE in St. Charles Lwanga secondary school in 2011.

Specific objectives.

1. To examine the impacts of Physical Education on learner's academic performance in St. Charles Lwanga secondary school.
2. To determine the challenges faced by both students and teachers during Physical Education in St. Charles Lwanga secondary school.
3. To investigate the solutions to the challenges faced by the students and teachers during Physical Education in St. Charles Lwanga secondary school.

Methodology

The researcher used quantitative research design. He used this research design because it established the relationship between the causes and effects of the situation. It was also a casual design where someone observes the impact problem at large caused by the Independent and dependent variables. It was also high practical research which helped to solve. The researcher found out the causes of poor academic performance and the effects of Physical Education on Students academic performance in St. Charles Lwanga secondary school by using a questionnaire approach. He asked questions about the topic to the population responsible for the research. Questions were asked over 100 students for example what are the effects of Physical Education on learner's academic performance in secondary schools, what are the factors that influence learner's academic performance in secondary schools, how can we solve the challenges faced by both teachers and students during the study of Physical Education in

health benefits of P.A and fitness, it is important to note that many factors influence academic performance .Among these are socioeconomic status sirin.**2005** parental involvement fan and Chen, 2001 and a host of other demographic factors .Attendance is another factor confirmed as having a significant impact APC Stanca 2006. **Boxer et al.2011** (Cand et al., 2022).because children must be present to learn the desired context, attendance should be measured in considering factors related to A.P.

secondary schools (Godfrey et al., 2023), How can the teachers improve on learner's academic performance in secondary schools, what are the factors that limit girls to participate in the Physical Education in secondary schools, who is responsible on Students poor performance in St. Charles lwanga secondary school (Anthony, Kazaara, & Kazaara, 2023). The target population in this research were secondary school students, coaches, head teacher, deputy Head teachers, and parents in st.charles lwanga secondary school. The total population covered 100 people. The researcher used that big number of people in order to get the right and correct information in making research.

Table 1 below shows the population size of people that were to be used in calling out questioner and their number

Respondents	Target population
Head teachers	1
Deputy head teachers	2
Teachers	5
Learners	85
Parents	5
Sports teacher	2
Total	100

The data was collected from the following sources: head teacher, Deputy Head teachers, teachers, coaches, parents and students of St. Charles Lwanga secondary school because of the following reasons. The researcher was familiar with St. Charles lwanga secondary school because was among the old Students of the school; hence it was easy to create a good report with the community. The researcher was born in wakiso district where St. Charles lwanga secondary school is located and therefore collecting data was easy because of trust with people. The researcher used the following techniques while making his research. Students were grouped into two groups, girls and boys and the researcher gave numbers in each class. Twenty students were picked from each class considering those with even numbers. This helped the researcher to find out the real causes of poor academic performance in st. charles Lwanga secondary school. The study used both primary and secondary data collection and this was done through the utilization of quantitative methods of data collection. All relevant data was captured for making comparison and analysis. After collecting all the data, there was cleaning data which involve identification of incomplete responses which were corrected to improve the quality responses. This was done using textbooks, websites like Wikipedia. There was editing and checking for accuracy of information consistency and uniformity. The collected data was analyzed both qualitative and quantitatively using SPSS & STATA (Nelson et al., 2022). Quantitative data was grouped and statistical description such as

tables showing frequencies and percentage developed. For questioner, questions were written on papers and given to students, parents and teachers. After answering, papers were collected and taken to get information on it. In case of head teacher, deputy head teachers and coaches the researcher used interview.

RESULTS

Table 2 shows the effects of physical education on academic performance in St charles

No	Statement of respondent	Statement to be taken by the respondents Strongly Agree				
		Strongly Agree	Agree	Strongly Disagree	Disagree	Not sure
8	Development of team sports skills	6(6%)	61(61%)	30(30%)	3(3%)	0(0%)
9	Make students to develop social skills and make friends	12(12%)	55(55%)	3(3%)	30(30%)	0(0%)
10	Maintain health	9(9%)	43(43%)	20(20%)	25(25%)	3(3%)
11	Students	6(6%)	46(46%)	39(39%)	6(6%)	3(3%)
	have fun					
12	Reduces on the risk of obesity	12(12%)	40(40%)	21(21%)	21(21%)	6(6%)

13	Provides students with confidence	3(3%)	67(67%)	6(6%)	21(21%)	3(3%)
14	Concentration and attention	25(25%)	41(41%)	9(9%)	25(25%)	0(0%)
15	Enhances classroom attitudes and behaviors	21(21%)	61(61%)	3(3%)	12(12%)	3(3%)
16	Leads to brain function	24(24%)	61(61%)	0(0%)	12(12%)	3(3%)
17	Leads to teacher pupil relationship	9(9%)	52(52%)	9(9%)	27(27%)	3(3%)

Source: primary information 2023

Physical Education leads to development of team sports and skills as analysed and those that strongly agreed were 6(6%). Agree had 61(61%), strongly disagree had 30(30%), disagree had 3(3%) and those who were not sure were not there. This implied that Physical education leads to development of team sports skills since those who agreed were very many. Make students to develop social skills and make friends. Who strongly agreed were 12(12%), those that agreed were 55(55%), the ones that strongly disagreed were 3(3%), the one that disagreed were 30(30%), and none was not sure. This analysis shows that Physical education enables students to make develop social skills and make friends when you put together those that strongly agreed and those that agreed (Winny et al., 2023). Maintain health as analysed that those that strongly agreed were 9(9%), those that agreed were 43(43%), the ones that strongly disagreed were 20(20%), 25(25%) disagreed and 3(3%) were not sure. In this analysis one can conclude that physical education leads to maintenance of health. Students have fun had the following analysis; those who strongly agreed were 6(6%), those who agreed were 46(46%), those who strongly disagreed were 39(39%), those who disagreed were 6(6%) and 3(3%) were not sure (Christopher et al., 2022). This implies that physical education enables students to have fun which refreshes their minds hence resulting into improved academic performance in secondary school. Reduces on the risk of obesity. As far as the analysis is concerned the respondents that strongly agreed were 12(12%), those who agreed were 40(40%), those who strongly disagreed were 21(21%), the ones who disagreed were 21(21%) and 6(6%) were not sure (Micheal et al., 2023). This analysis showed that to a smaller extent physical education reduces

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on the risk of obesity. Provides students with confidence. The information analysed came up with the results that 3(3%) strongly agreed with the statement, 67(67%) agreed, 6(6%) strongly disagreed, 21(21%) disagreed and 3(3%) were not sure. Here one can conclude that physical education helps students to concentrate and pay attention to teachers while studying. Concentration and attention, the analysed result showed that 25(25%) strongly agreed, 41(41%) agreed, 9(9%) strongly disagreed, 25(25%) disagreed and none was not sure. Looking at the analysis physical education has led to increased concentration and attention of students in class which improves academic performance (Richard, 2022). Enhances classroom attitudes and behaviors. The results showed that those who strongly agreed were 21(21%), 61(61%) agreed, 3(3%) strongly disagreed, 12(12%) disagreed and 3(3%) were not sure. Therefore, physical education enhances classroom attitudes and behaviors according to the analysis. Leads to brain function, as far as the analysis is concerned 24(24%) strongly agreed, 61(61%) agreed, 0(0%) strongly disagreed, 12(12%) disagreed and 3(3%) were not sure. This evidently showed that physical education leads to brain function. Leads to teacher pupil relationship, here 9(9%) strongly agreed, 52(52%) agreed, 9(9%) strongly disagreed, 27(27%) disagreed and 3(3%) were not sure. This implies that physical education leads to teacher pupil relationship.

Table 3: To ascertain the challenges of teaching physical education faced by both students and teachers at St Charles Lwanga secondary school

No	Statement of respondent	Statement to be taken by the respondents				
		Strongly Agree	Agree	Strongly Disagree	Disagree	Not sure
18	Teachers adequately prepare physical schemes and lessons	3(3%)	21(21%)	30(30%)	43(43%)	3(3%)
19	Activity areas are adequate for physical education lessons	3(3%)	55(55%)	21(21%)	21(21%)	0(0%)
20	Equipment is provided for physical education at school	3(3%)	24(24%)	40(40%)	30(30%)	3(3%)

21	Teachers have physical education affair for conducting lessons	6(6%)	9(9%)	55(55%)	30(30%)	0(0%)
22	Reference books for	6(6%)	21(21)	46(46%)	24(24%)	3(3%)

	physical education are available		%)			
23	Large number of Learners affect physical education lessons	24(24%)	46(46%)	21(21%)	6(6%)	3(3%)
24	Hunger affects physical education activities	6(6%)	70(70%)	24(24%)	0(0%)	0(0%)
25	There is adequate time for physical activities in schools	18(18%)	55(55%)	9(9%)	18(18%)	0(0%)
26	Learners attitude towards physical education is good	30(30%)	61(61%)	3(3%)	3(3%)	3(3%)

Source; primary information 2023

The statement teachers adequately prepare for physical schemes and lessons shown on table 4:4 reflected that the respondents 3(3%) strongly agreed, those that agreed were 21(21%), 30(30%) strongly disagreed, 43(43%) disagreed and 3(3%) were not sure. The analysed information signifies that most teachers do not adequately prepare for physical education lessons (Anthony, Kazaara, Kazaara, et al., 2023). Activity areas are adequate for physical education. The analysed data shows that 3(3%) strongly agreed on the statement, 55(55%) agreed on the statement, 21(21%) strongly disagreed, 21(21%) disagreed and 0(0%) were not sure. According to the figures, it implies that most schools have adequate activity areas for physical lessons. Equipment is provided for Physical education at school had 3(3%) strongly agreeing, 24(24%) agreed, 40(40%) strongly disagreed, 30(30%) disagreed and those that were not sure we're 3(3%). Looking at the information those who strongly disagreed are many. This therefore means that the equipment is not provided for Physical education lessons in most schools. When Learners were orally interviewed the only equipment obtained in schools are footballs and netball that are also seasonal. There is therefore need for providing of physical equipments in schools (Anthony, Kazaara, Kazaara, et al., 2023). Teachers have physical attire for conducting lessons. Here the analysed data showed that 6(6%) strongly agreed, 9(9%) agreed, 55(55%) strongly disagreed,

30(30%) disagreed and none was not sure. Basing on the analysis, it shows that majority of teachers do not have physical education attire so there is need for teachers to acquire the attire and this will motivate them to conduct physical education. Reference books for physical education are available, the statement was analysed as 6(6%) strongly agreed, the respondents that agreed were 21(21%), those that strongly disagreed were 46(46%), and those that disagreed were 24(24%), and 3(3%) were not sure. Looking at the numbers that strongly disagreed 46(46%) and those that disagreed 24(24%) it shows that reference books for physical education are not available in schools as such there is need to avail books in schools.

In the statement, large numbers of Learners affect physical education lessons. 24(24%) strongly agreed, 46(46%) agreed, 21(21%) strongly disagreed, 6(6%) disagreed while 3(3%) were not sure. Basing on this information most teachers believe that large numbers affect physical education lessons. Hunger affects Physical education activities. The analyzed information showed that 6(6%) strongly agreed on the statement, 70(70%) of the respondents showed those that agreed and 24(24%) strongly disagreed. 0(0%) disagreed and 0(0%) were not sure. There is adequate time for physical activities in schools, A statement which was analysed as 18(18%) strongly agreed, respondents that agreed were 55(55%), 9(9%) strongly disagreed, 18(18%) disagreed and none was not sure (Godfrey et al., 2023). This shows that there is adequate time for the physical activities in schools. Learners attitude towards physical education is good. The respondents that strongly agreed were 30(30%), those that agreed were 61(61%), those that strongly disagreed were 3(3%), those that disagreed were 3(3%) and those who were not sure we're 3(3%). Looking at the findings, Learners attitude towards physical education is good.

Table 4: The solutions to the challenges faced by both students and teachers during physical education lessons at St charles lwanga secondary school.

No	Statement of respondent	Statement to be taken by the respondents				
		Strongly	Agree	Strongly	Disagree	Not sure
		Agree		Disagree		
27	The school management committee should allocate funds to facilitate the teaching of physical education	24(24%)	43(43%)	9(9%)	21(21%)	3(3%)

28	The school should have enough reference books for teaching for Physical education	50(50%)	29(29%)	6(6%)	9(9%)	6(6%)
29	The school should organize refresher courses for physical education	44(44%)	44(44%)	12(12%)	0(0%)	0(0%)
30	Teachers should be motivated during physical education and after lessons	29(29%)	43(43%)	12(12%)	0(0%)	16(16%)
31	A good learning environment for physical education should be set at	15(15%)	40(40%)	21(21%)	21(21%)	13(13%)

	school					
32	Facilities to cater for physical education lessons should be provided	29(29%)	32(32%)	18(18%)	21(21%)	0(0%)
33	Teachers should act as role model	30(30%)	61(61%)	3(3%)	3(3%)	3(3%)
34	Workload should be sufficient	43(43%)	30(30%)	21(21%)	3(3%)	3(3%)

35	The school should have qualified teachers for physical education	44(44%)	41(41%)	3(3%)	9(9%)	3(3%)
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Source: primary information 2023

The school management committee should allocate funds to facilitate the teaching of physical education. Those that strongly agreed were 24(24%), 43(43%) agreed, 9(9%) strongly disagreed while those that were not sure were 3(3%). This means that the school administrators should allocate funds for the teaching of physical education In secondary Schools. The school should have enough reference books. The analysed data shows that 50(50%) of the month strongly agreed, 29(29%) agreed, 6(6%) strongly disagreed, 9(9%) disagreed and 6(6%) were not sure. This implies that there should be provision of reference books to secondary Schools for the effective teaching of physical education. The school should organize refresher courses for physical education teachers. Here, those who strongly agreed were 44(44%), those that agreed were 44(44%), those that strongly disagreed were not represented, those that disagreed were 12(12%) and none of them was not sure. Therefore, refresher courses should be organized for the teachers by the education administrators.

Teachers should be motivated during physical education and after lessons. The respondents that strongly agreed were 29(29%), those that agreed were 43(43%) those that strongly disagreed were 12(12%), those that disagreed were not represented and 16(16%) were not sure. Hence teachers should be motivated during physical education and after lessons. A good learning environment for physical education should be set up. Here 15(15%) strongly agreed, 40(40%) agreed, 21(21%) strongly disagreed, 21(21%) disagreed and 13(13%) of the respondents were not sure. Therefore, for the effective teaching and learning of physical education there should be a good learning environment. Facilities to cater for physical education lessons should be provided. Those that strongly agreed were 29(29%), those that agreed were 32(32%), those that strongly disagreed were 21(21%) and those that were not sure were not represented. This implies that facilities to cater for physical education should be provided by the government.

Teachers should act as role models. The respondents that strongly agreed were 30(30%) those that agreed were 61(61%), those that strongly disagreed were 3(3%) and those that were not sure were 3(3%). Hence teachers are called upon to act as role models for the effective teaching and learning of physical education in secondary Schools. Work load should be sufficient. Here those strongly agreed were 43(43%), 30(30%) of the respondents agreed, those that strongly disagreed were 21(21%) and those that disagreed were 3(3%) and those that were not sure were 3(3%). This implies that work load given to teachers of physical education should be sufficient. The school should have qualified teachers for physical education. Those that strongly agreed were 44(44%) those that agreed were 41(41%) those that strongly disagreed were 3(3%), those that disagreed were 9(9%) and 3(3%) were not sure. Therefore the schools should employ only qualified teachers for the effective teaching of physical education in secondary Schools.

Conclusions

The administrators should therefore address the serious areas like motivation, refresher courses, availability of equipment in schools.

Recommendations.

Schools should also avail physical education reference books.

There is also need for refresher courses to be organized for teachers in schools.

There is need to motivate teachers so that physical education activities are conducted well in schools.

Teachers who have knowledge on physical education should be employed in schools for better skills imparting.

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