FACTORS AFFECTING THE IMPLEMENTATION OF PHYSICAL EDUCATION IN PRIMARY SCHOOLS IN UGANDA: A CASE OF PRIMARY SCHOOLS IN LUGAZI MUNICIPALITY, BUIKWE DISTRICT

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DECLARATION

I, Tumuhairwe Janet Lindah, hereby declare that this dissertation entitled, "factors affecting the implementation of physical education in primary schools in Uganda: a case of primary schools in Lugazi Municipality, Buikwe District," is my original work and that it has never been submitted in any institution for any award. I have read the regulations of the university with regard to plagiarism and here declare that I abided by all of them.

Signature: ..T. Lindah..... Date: 3rd Oct. 24.....

TUMUHAIRWE JANET LINDAH

RS22M12/017

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APPROVAL

This is to acknowledge that this dissertation entitled, "factors affecting the implementation of physical education in primary schools in Uganda: a case of primary schools in Lugazi Municipality, Buikwe District," has been done under my supervision and is now ready for submission to the School of Social Sciences at Uganda Christian University.

Signature: ..... Date: 03rd Oct. 2024

MADAM EDITH NAGADIYA

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DEDICATION

With special regard, I wish to dedicate this piece of work to my family members who have always been there to support me in my education. May the Almighty God richly bless you.

ACKNOWLEDGEMENT

I'm grateful to the All-Powerful God for giving me life and guiding me through my education, which hasn't always been simple but is still attainable. I sincerely appreciate all of the hard work and knowledge that my supervisor, Madam Edith Nagadya, provided to me while I was under her care.

Additionally, I acknowledge the teachers, head teacher and school management committees of the selected primary schools in Lugazi Municipality, the Inspector of Schools and District Education Officer of Buikwe District for providing me with the necessary information to complete my research.

Finally, special thanks go to my family members for their love, moral and financial support during the entire period of my education career.

God bless you all.

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ABSTRACT

With a focus on primary schools in the Buikwe District's Lugazi Municipality, the study sought to investigate the variables influencing the implementation of physical education in Ugandan primary schools. Its main objectives were to identify the factors related to teachers that affect how physical education is implemented in primary schools, evaluate the factors related to schools that affect how physical education is implemented in primary schools, and investigate the external factors that affect how physical education is implemented in primary schools in Lugazi Municipality.

Utilizing both quantitative and qualitative research methods, the study was conducted utilizing a cross-sectional survey research methodology. Utilizing both purposive and simple random sampling techniques, 110 respondents were chosen as the sample size from the entire population. Utilizing questionnaires and interviews, data was gathered.

In this regard, the study findings have shown that the three most influential factors that affect the implementation of PE in primary schools within Lugazi Municipality include teacher-related, school-related, and external factors. The teacher-related factors, such as lack of proper training for PE, negative attitude, or excessively large-sized classes, increased the implementation of PE by 21.4% (β = 0.214, p = 0.000). The school factors were inadequate facilities, equipment, and budget, hence causing the highest impact with an improved 45.4% β = 0.454, p = 0.000. External factors, such as parental support and cultural beliefs, constituted a 37.5% enhancement, β = 0.375, p = 0.000, hence showing that support is needed in every area.

This study also recommended enhancing the training of teachers through specialist programs in physical education and continuous professional development, something particularly called for; improving resource allocations in respect of facilities and equipment; and providing government support with appropriate financing and policies

to strengthen the delivery of physical education within schools. It also develops the need for increased involvement of parents and communities and partnerships with outside agencies to raise awareness and encourage support, overcoming cultural obstacles, especially for girls, to physical activities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Physical education represents an important part of primary education, since it influences physical, mental, and social development in children. Despite the importance of physical education in schools, its implementation in primary schools remains markedly affected by a number of challenges in Uganda, especially in Lugazi Municipality, Buikwe District. This includes poorly trained PE teachers, few resources and facilities, and unenforced policies guiding the conduct of PE in schools. The study aimed at identifying and analyzing factors that influence the effective implementation of physical education in these schools through providing insights to inform policy and practice, enhancing the delivery of PE in Uganda, with particular focus on Lugazi Municipality, Buikwe District. This chapter establishes a background, problem statement, purpose, aims, research questions, justification, and significance of the study, coupled with the theoretical framework.

1.1 Background of the Study

This section considered historical background, theoretical background, conceptual background and contextual background.

1.1.1 Historical background

Physical education in primary schools traces their root back to early Europe in the 19th century. Such countries as Germany and Sweden were among the first to initiate physical activities into their educational systems. Friedrich Ludwig Jahn was considered the father of modern gymnastics; he opened in 1811 the first gymnastics school in Germany where he taught about physical training for all-round development. In this way, Pehr Henrik Ling proposed the complex program of physical education in Sweden that united the work of gymnastics with physical and moral education. Physical education became significant in the United States during the late 19th and

early 20th centuries. Important personalities like Thomas Wood and Clark Hetherington came forward for the grounding of one more scientific approach toward physical education by adding organized games, sports, and hygiene to the curriculum for physical and mental well-being.

Physical education perhaps originated in the colonial era, where European powers established a Western-style education system in their colonies. Schools were thus created by the British, the French, and other colonial administrations in which physical education was sometimes included in the school curriculum, but very limited and different from region to region (see Opstoel et al., 2020). In many African countries, PE was not a holistic development practice but one viewed through the lens of military training, discipline, and preparing students for manual labor. At independence, many African nations started reforming their systems of education and thus started appreciating the place of physical education in health, teamwork, and social-skills development among their young students. However, most of them were crippled and seldom implemented owing to a lack of resources, a shortage of personnel trained in the programs, and facilities that were unsatisfactory to host the programs, as Siedentop & Van der Mars, 2022 have observed.

Physical education in Ugandan primary schools was influenced both during the colonial period and in the post-independence period. The British colonial period introduced PE as a feature of greater educational reforms, although it remained rudimentary and inconsistent until 2022. Following independence in 1962, Uganda began the more systematic institution of PE into the national curriculum. As such, the government was fully aware of the position of physical education in an individual's holistic development and hence made attempts to offer training for PE teachers and enhanced facilities. However, despite these efforts by the government, many challenges have hindered the implementation of PE programs due to insufficient financing, a lack of infrastructure, and qualified instructors (Ndeezi et al., 2021; Kabenge et al., 2022). Such problems are further exacerbated in socio-economic contexts by the emphasis on academic subjects over physical education subjects in areas such as Lugazi Municipality, Buikwe District.

1.1.2 Theoretical background

The Self-Determination Theory served as the theoretical foundation for this investigation. According to Edward L. Deci and Richard M. Ryan's self-determination theory of motivation and human behavior from the 1980s, each person has innate psychological needs that must be met for them to function at their best and be in good health. Among these wants are relatedness, or the need to experience a sense of community, competence, or the drive to become proficient and effective, and autonomy, or the need to be in charge of one's own actions and objectives. According to Deci and Ryan, psychological development, integrity, and well-being depend on the three basic psychological needs being met; a social context that fosters these needs should increase self-motivation and involvement.

The core principles of SDT involve the concepts of intrinsic and extrinsic motivation, the value of autonomy, and the distinction between controlled versus autonomous kinds of motivation. Intrinsic motivation was described as acting out of interest in or enjoyment of an activity itself, whereas extrinsic motivation was considered to involve an activity that one carries out to attain an outcome separable from one's experience of the activity itself (Gagné et al., 2022). Instead, the theory postulates that individuals inherently tend to grow and develop. Social contexts that nurture autonomy, competence, and relatedness foster this process; on the other hand, such contexts that thwart these needs lead to motivational decline and low well-being. Another assumption is that quality exceeds quantity; it explains the organisms benefit more when autonomous motivational forms are concerned than when controlled ones are.

Self-determination theory helps explain this study on the implementation of physical education within primary schools in Lugazi Municipality, Buikwe District, because it describes the motivational dynamics of students and teachers involved in or administrating the programs on physical education. By focusing on how the educational environment supports or thwarts human beings' three basic psychological needs-autonomy, competence, and relatedness-the theory explains variations in

engagement and effectiveness of PE programs. For instance, when students perceive PE classes as self-determined and significant, they tend to be more active participants in those programs and derive greater benefits from them. It also applies to teachers, in that the higher their perceived competence and support, the more effective the physical education instruction. The Self-Determination Theory thus considered the creation of supportive educational settings to be an essential way to improve approaches toward physical education and related outcomes.

1.1.3 Conceptual background

The conceptual background of the study was to determine the variables influencing the implementation of physical education in primary schools in Lugazi Municipality, Buikwe District, Uganda. The independent variable will be factors influencing the implementation of PE including teacher-related factors, school-related factors, and external factors. Teacher-related factors such as qualification, training, and attitude are cardinal since these are related to the quality of instruction in PE. Teacher qualifications and continuous professional development are, according to Monacis et al. (2020), the backbone of any effective PE program. In addition, teacher attitudes towards PE have significant influence on the level of student engagement in and the overall success of the program. The factors that related to teachers in this study were described by using the educational background of the teachers, attendance at PE training programs, and the importance teachers gave to physical education.

The school-related factors are the physical and administrative facilitators and barriers of the PE programs within a school setting. These include facilities, curriculum, and administrative support as some of the major concerns. According to Dishman et al. (2021), good facilities with the necessary equipment are highly necessary for offering quality PE. Similarly, a structured curriculum with clear national standards ensures that the program offers variety and value. Among the major determinant factors will also be administrative support, including resource provision and encouragement from the school administration itself (Sevil-Serrano et al., 2022). School-related factors in

this study are defined as available and qualitative PE facilities, structured PE curriculum presence, and school administrative support.

The external factors are those that include broader societi and policy-related factors that affect the PE implementation. Governmental policies, community involvement, and socio-economic status can be considered some of the influential external factors that may have an impact. Government policies provide the frame and recommendations according to which PE programs should be conducted. Governmental supportive policies may lead to a better implementation of physical education delivery (Khakimovich & Rozmatovich, 2022). Community involvement, in regard to parental participation and, respectively, local organizations, helps in the sustainability of PE programs (Goodyear et al., 2023). The socio-economic status, in this case, may play a role in dictating the resources that are accessible and, therefore, the level of implementation of physical education by schools. For this study, external factors were defined by national and local government policies of physical education, community involvement in implementing it, and the socio-economic conditions of the school communities.

The dependent variable requires multiple dimensions: participation rates, students' engagement, quality of the programs, teacher's effectiveness, and resource input. The rate of participation defines how many students are actively taking part in physical education on a regular basis, while students' engagement measures their interest and involvement in physical education. Program quality refers to the comprehensiveness and effectiveness of the PE curriculum, while teacher effectiveness pertains to capability related to PE teachers in delivering quality instruction. Resource allocation refers to the distribution of financial and material resources allotted for the PE program. In the present study, these dimensions were utilized to assess the general functionality of PE implementation in primary schools, while policy changes served as a moderating variable that could influence these relationships.

1.1.4 Contextual background

The Ugandan education system since independence has undergone various reforms aimed at achieving universal primary education. In this effort, physical education has often been marginalized against other academic subjects despite recognized benefits to the students, especially in physical and mental health (Ninsiima et al., 2020). According to the Ministry of Education and Sports (2019), while physical education is compulsory within the national curriculum, there is great variability in implementation across regions due to disparities in resources and infrastructure.

Lugazi Municipality is a peculiar case study located in Buikwe District, with both urban and rural settings that offer different challenges and differing influential factors on the implementation of PE. According to a report by the Buikwe District Education Office (2021), most schools in this region do not have appropriate facilities for physical education, including playgrounds and sports equipment. Further, budgetary allocation for PE is mostly below what is required and a shortage of trained PE teachers. These are worsened by socio-economic aspects, whereby many families give little attention to physical education as compared to academic subjects due to the general limited awareness of the benefits of physical education among these families (Mpalampa et al., 2023).

Recent statistics strengthen this demand for improved PE programs in Lugazi. For instance, the Ministry of Education reported that only 45% of primary schools in Buikwe District meet minimum standards for physical education facilities in 2022. By contrast, the same study showed that only 30% of PE lessons were conducted by specialist PE teachers, while the majority were conducted by general classroom teachers with little training in physical education. These statistics outlined critical gaps in the provision of PE and the need for targeted interventions aimed at improving both the implementation and effectiveness of PE programs in primary schools within Lugazi Municipality (Wachira et al., 2022).

1.2 Problem statement

Ideally, it is at the stage of primary school that physical education, especially in developing countries like Uganda, plays a vital role in the bid to ensure a holistic education for children at primary school levels (WHO, 2022). However, the real situation on the ground at most Ugandan primary schools, and particularly in Lugazi Municipality in Buikwe District, does not indicate the implementation of physical education in such schools. For example, it is evident from the statistics retrieved from the Ministry of Education (MoE, 2022) that only 45% of the primary schools in the district had minimum standards for PE facilities, an issue that reveals a big problem of resource allocation. One can see that the rates of participation are at an alarmingly low rate, with just 35% of the students regularly taking part in PE activities (Mpalampa et al., 2023). Further, the quality of the PE programs has been compromised due to a shortage of specialized PE teachers, since only 30% of the PE lessons are conducted by adequately trained personnel (Buikwe District Education Office, 2021).

These deficiencies insinuate that the benefits of PE are likely to remain unattainable without intervention for many students and can thus contribute to decline in the overall academic performance for pupils in primary schools (Ninsiima et al., 2020). There is also a problem of generalization and overlooking localized challenges, mainly peculiar to primary schools in Lugazi Municipality, during much of the previous research into PE in Uganda. While global studies have noted general challenges in education and policy frameworks (Hardman et al., 2019), there are insufficient investigations of these factors with regard to teacher qualifications, facilities, and community support. This paper intends to look into the gaps that still exist on how teacher-related factors, school conditions, and prevailing external influencing factors affect the delivery of physical education in primary schools in Lugazi Municipality, Buikwe District in Uganda.

1.3 Purpose of the study

The purpose of the study was to examine factors affecting the implementation of physical education in primary schools in Uganda: a case of primary schools in Lugazi Municipality, Buikwe District.

1.4 Objectives of the study

i. To establish the teacher-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality.
ii. To assess the school-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality.
iii. To examine the external factors influencing the implementation of physical education in primary schools in Lugazi Municipality.

1.5 Research questions

i. What are the teacher-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality?
ii. What are the school-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality?
iii. What are the external factors influencing the implementation of physical education in primary schools in Lugazi Municipality?

1.6 Scope of the study

1.6.1 Content scope

This study specifically focused on; establishing the teacher-related factors influencing the implementation of physical education in primary schools, assessing the school-related factors influencing the implementation of physical education in primary schools and examining the external factors influencing the implementation of physical education in primary schools in Lugazi Municipality.

1.6.2 Geographical scope

The research was carried out in a limited number of public and private primary schools situated in the Buikwe District and Lugazi Municipality of Uganda. The Republic of Tanzania to the south, Mukono District to the west, Buvuma District to the southeast, Jinja District to the east, and Kayunga District to the north of Buikwe District. The primary schools in Lugazi Municipality are selected due to their representative characteristics within Buikwe District, offering a microcosm of urban and rural educational settings crucial for understanding varied challenges in PE implementation.

1.6.3 Time scope

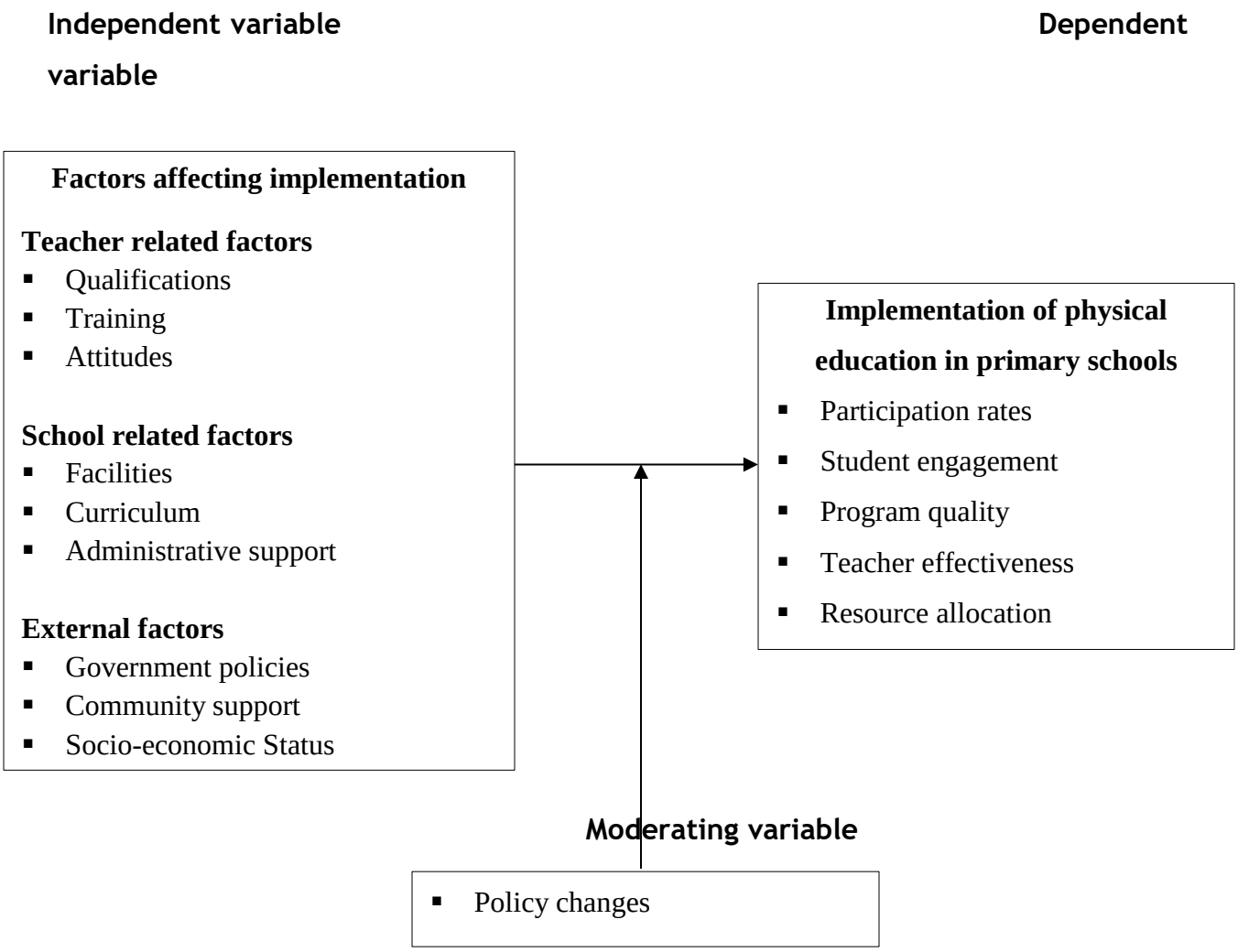
The scholarly literature from 2019 to 2024 was the main focus of the investigation. Additionally, it was done for four months, from June to September of 2024.

1.7 Justification of the study

This study was therefore justified based on the need to bridge the significant gaps in existing research concerning the implementation of physical education in Ugandan primary schools, particularly in Lugazi Municipality, Buikwe District. Most literature on the subjects reviewed pertains to broad educational challenges and policies without elaboration of important localized issues, such as teacher qualifications, school facilities, and community involvement, as relates specifically to PE. In filling this gap, the study was intended to provide empirical insights as to how these factors influence the implementation of PE and, therefore, be contributing valuable knowledge to policymakers, educators, and other stakeholders in enhancing effectiveness and sustainability for promoting PE programs in Ugandan primary schools.

1.8 Conceptual framework

Figure 1: Conceptual Framework



Source: *Adopted from, Hutzler et al. (2019) and modified by the researcher (2024)*

The research conceptual framework of this study explores the best factors that influence the implementation of physical education in primary schools in Lugazi Municipality, Buikwe District, Uganda. The independent variable has three main dimensions, which include teacher-related factors, school-related factors, and external factors. Teacher-related factors involve qualifications, training, and attitude; school-related factors are facilities, curriculum, and administrative; while external factors relate to government policy, community support, and socio-economic status. These will be analyzed vis-à-vis the dependent variable, which would comprise

dimensions such as participation rates, student engagement, the quality of the program, teacher effectiveness, and resource allocation. Besides, policy changes are considered as the moderating variable that affects the relationship between these factors and successful implementation of physical education programs.

1.9 Significance of the study

The study would be useful to policymakers and educational administrators since its results would be used to inform policies that enhance resource provision for physical education in Ugandan primary schools and contribute to healthy and active student populations.

It will also serve educators and school leaders well by bringing attention to the effective strategies and resources that will be necessary in improving quality and the delivery of physical education programs, which in turn will make a far-reaching difference to students' achievement and health.

This would also help parents and the rest of the stakeholders in the community to be aware of and support the needs of physical education initiatives, hence creating a shared commitment toward improvement in the educational experience, as well as health, of the children within Lugazi Municipality.

The contribution to the academic community would involve filling the existing literature gaps on localized factors influencing the implementation of Physical Education in Uganda, hence offering a framework for future research and theoretical development in educational and health sciences.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This review of related literature is on the subject matter of the study, as through the literature review, an overall understanding of the current knowledge is established; it reveals gaps and, at the same time, sets the context for the present study. It also embeds the study in academic discourse and thus helps avoid the duplication of work already carried out. In light of the study objectives, this review has been given under the factors that have been identified. Textbooks, the internet, journals, newspapers, and other materials containing information about the topic were all included in the literature review.

2.1 Conceptualization of Physical Education

Various scholars have reviewed issues to do with physical education in school from several parts of the world. For example, Vasconcellos et al. (2020) studied the application of self-determination theory to physical education across different countries, especially developed regions such as Europe and North America. They realized that in these regions, the physical education system encompasses not only physical development but also psychological and social development. For instance, in countries like Finland and Canada, the physical education curricula are oriented towards instilling an intrinsic interest in physical activities in students by offering diverse and attractive sport programs. Relatively, Pangrazi and Beighle (2019) presented that, in the United States of America, school curricula encompass dynamic physical education programs aimed at creating lifelong patterns of physical activities in children. Such programs are often designed to provide activities for a broad range of interests and physical abilities, thereby including more individuals and making them far more effective in terms of overall well-being.

Siedentop & Van der Mars, 2022 emphasized how important physical fitness and sports were in the educational systems of developed nations. In countries like the UK and

Germany, physical education is believed to be part of the integral education process, developing not only the physical aspect but also the social competencies and teamwork. Generally, these countries have better-structured programs of physical education with better-trained teachers who receive ongoing professional development. Gagné et al. (2022) perpetuated this by discussing how self-determination theory is put into place to make these settings supportive for students to take ownership of their physical health. This approach helps in fostering a positive attitude towards physical activity that is important to maintain health benefits for the long term.

Goodyear et al. (2023) investigated the effects of online physical activity interventions on children and young peoples' physical activity-specifically in developed nations. Their conclusion suggested that such interventions may enrich regular PE classes through additional resources and inspiration for students. There are countries, like Japan and South Korea, where the introduction of technology in physical education has managed to keep students engaged even during the COVID-19 pandemic.

Wachira et al. (2022) targeted physical activity and active transportation behaviors in Kenya, Mozambique, and Nigeria. In many African nations, the study pointed out, PE is generally not systematically conducted within the school curriculum structure compared to more developed countries. Because most schools in African countries have generally inadequate infrastructure and lack resources, conducting proper physical education classes prevents PE from obtaining its maximum value. Community-based programs to increase physical activity outside of the school environment have shown some promise, however. Gomwe et al., 2022 investigated the relationship between body composition and physical fitness among learners attending primary school in South Africa. The findings of this study suggested that regular physical activity can improve the health-related physical and mental well-being of students even in resource-constrained settings.

Mpalampa et al. (2023) investigated the determinants that best explain the provision of physical activity within primary schools in Makindye Division, Kampala, Uganda. Major challenges, such as a lack of facilities and a lack of trained PE teachers, were found to be normal for many countries on the African continent, where physical education has always taken a backseat compared to other subjects. Ninsiima et al. (2020) then added the call to identify institutional and contextual barriers to implementing comprehensive PE programs in Uganda, detailing that cultural attitudes along with gaps in policy implementation have a critical impact on the size and scope of PE in schools.

Hutzler et al. (2019) reviewed the literature internationally concerning the attitudes and self-efficacy of physical education teachers in respect to the inclusion of children with disabilities. They established that most of the developed countries have inclusive education policies that ensure that the PE programs include a wide array of students' needs, which is often not the case in most African countries, including Uganda. Lack of specialized training for physical education teachers and inadequate resources make the provision of an inclusive physical education environment difficult. Evidence of this can also be seen in the works of Monacis et al. (2020), when they said that health education interventions in primary schools, through active breaks, will greatly enhance motor activity and inclusivity, an approach generally at a low pace of utilization in Uganda.

While Markozannes et al. (2024) focused their research on post-diagnosis physical activity and sedentary behavior in colorectal cancer patients, this further supports the greater health benefits that are accrued with frequent physical activity that PE seeks to develop since childhood. This shall, therefore, provide utility globally, including in Uganda, where integrating health education within physical education would go a long way toward alleviating emerging non-communicable diseases. Olafsen and Deci (2020) further explained the self-determination theory applied within organizations. They said that when an environment of autonomy and competence is established, it elevates motivation and performance. This could be used in the

betterment of the programs of PE in Uganda by establishing an environment that will encourage one to engage in physical activities on their free will and enthusiastically.

While highly structured, inclusive, and well-supported through policy and resources in developed countries, physical education programs tend to face many barriers toward effective implementation of their curricula in African countries like Uganda. Works by such scholars as Angulo et al. (2020) and Ryan and Vansteenkiste (2023) present certain insights that might raise the efficacy of PE programs globally. This also involves developing intrinsic motivation, technological integration, and practices of inclusiveness. Improvement in Uganda will not be easy; it requires huge efforts at infrastructural, policy, and cultural levels; yet it needs the successful models in developed nations tailored to its context.

2.2 Theoretical review

The study was underpinned by the Self-Determination Theory by Edward L. Deci and Richard M. Ryan in the 1980s.

2.2.1 The Self-Determination Theory

One of the most important motivational theories is self-determination theory, which was developed by Edward L. Deci and Richard M. Ryan back in the 1980s. SDT views humans as organisms with inherent psychological needs the satisfaction of which promotes better functioning and well-being (Vasconcellos et al., 2020). These include the need for autonomy-the motivation to be a self-determinant cause of one's own behavior and goals; competence-the desire to feel mastery and effectiveness; and relatedness-the desire to feel connected to others. Deci and Ryan (2022) insist that satisfaction of these needs is essential for psychological growth, integrity, and well-being and that social contexts that support such needs enhance self-motivation and engagement.

The main precursors of Self-Determination Theory are intrinsic and extrinsic motivation, the importance of autonomy, and the distinction between controlled and autonomous types of motivation. According to Gagné et al. (2022) intrinsic motivation

is "the process of performing an activity for the sake of inherent satisfaction," while "extrinsic motivation is behaving in order to attain a separable outcome. The theory makes an assumption that people are naturally inclined toward growth and development. The theory postulates that this inherent tendency is supported by social contexts that promote autonomy, competence, and relatedness. Conversely, SDS-theory represents a situation in which the needs for autonomy, competence, and relatedness have been rejected, as this leads to decreased motivation and well-being. Yet another assumption can be that quantity is less crucial than quality, meaning autonomous motivations are better to be taken by an individual than controlled motivations (Ryan & Vansteenkiste, 2023).

In this regard, the study of physical education implementation in primary schools in Lugazi Municipality, Buikwe District, is informed by Self-Determination Theory. This befits a theoretical position that explains the motivational dynamics of students, teachers, and administrators involved in these physical education programs (Olafsen & Deci, 2020). By emphasizing how the educational environment might thwart or support basic psychological needs for autonomy, competence, and relatedness, the theory provides an explanation of variations in manifold engagement and effectiveness within PE programs. For instance, to the extent that students perceive that PE classes are self-endorsed and instrumentally valuable, they will be more active participants and, therefore, better beneficiaries of such programs. On the other hand, teachers who will feel capable and supported can deliver an effective PE. Thus, under the Self-Determination Theory, supportive educational settings are crucial in enhancing the delivery as well as the effectiveness of physical education (Szulawski et al., 2021).

2.3 Teacher-related factors influencing the implementation of PE in primary schools

Morgan & Hansen (2020) study focused on teacher qualification and its relation to the actual teaching of PE. It was established that educational background qualification, including majoring in physical education, plays a vital role in ensuring that the

standards of operation and quality of the programs related to PE are upheld accordingly. Qualified teachers in physical education would, therefore, be more capable of designing and offering structured and engaging lessons that meet the standards set in the curriculum. By contrast, those generalist teachers who did not have subject-specific training in PE were often unable to provide comprehensive PE experiences, and their students derived less engagement and learning outcome from it. This had implications for the importance of teacher qualifications in determining the nature of PE settings that prevail in primary schools.

Zhang et al. (2021) focus on teacher attitudes toward physical education. Their research results indicated that teachers' perceptions and beliefs of the value of PE immediately affect their teaching behaviors and the energy with which they deliver the lessons in PE. Conversely, it was also established that a positive attitude towards study on the part of the student was more prevalent where there existed a positive teacher attitude. Conversely, a negative attitude or misconception of the value of PE leads to poorer teaching methods and decreased involvement from the students themselves. This means that this study indicated the imperative incorporation of teacher attitude in focused professional development and support for effective delivery in PE.

Hardman et al. (2019) explored the role of teacher training on the delivery of PE in varied international educational settings. Their findings were that professional development and training works on teachers in physical education were inevitable for the sustenance of excellent teaching practices and responses to education shift. Effective training provided teachers with pedagogical strategies, knowledge of health and fitness principles, and expertise in managing varying student abilities and needs. Poor training was associated with inconsistency in the delivery of PE and further reduced the overall quality of the PE delivered in primary schools.

Bailey et al. (2020) also examined how the level of autonomy given to teachers shaped their practice in delivering PE. They found that the teachers with the highest degree of autonomy in designing and implementing the PE curriculum had a greater

tendency to innovate and differentiate lessons in ways most relevant to their particular students' needs and interests. This kind of autonomy, in other words, sowed a sense of ownership and responsibility in the teachers for the benefits on program quality and student engagement. On the other hand, strict curriculum requirements and lack of decision-making control hindered teachers from providing effective PE programs, thus furthering the development of the ability for teacher autonomy regarding PE education.

Centieo et al. (2021) investigated how teacher support networks affect the implementation of PE. They perceived that the collaborative professional networks among physical education teachers helped in sharing best practices, resources, and new teaching techniques. These processes of continuing professional learning, support from and sharing with colleagues, and solving problems together multiplied the capacity to improve the quality and consistency of PE teaching. Conversely, if individual isolation or lack of collaboration amongst a community of PE teachers occurred, the effects would be to stifle opportunities for teacher development and inhibit implementing effective PE in primary schools.

Webster et al. (2021) explored the effects of policy frameworks on teacher practices in PE. They cited that clear and supportive policy directions from the national right down to the local levels were essential regarding providing focus and resources to teachers of physical education. Good policies ensure equal access to facilities of PE, professional training through funding, and standards kept by curriculum policies. Poor or undefined policies create barriers for processes of successful implementation of programs of PE and result in varied incidences of inequity regarding quality of programs in schools and individual student outcomes.

Lonsdale et al. (2019) undertook a review of the motivational factors driving instructional practice among PE teachers. The research team found intrinsic motivational factors related to passion about physical activity along with commitment to students' well-being serve as a guarantee of effective teaching in physical education. As a rule, a more intrinsically motivated teacher was discovered to be

enthusiastic and creative with respect to lesson planning and supportive of creating learning experiences which are positive for their students. This present study heightens the need to understand and foster motivational factors among PE teachers, which will strengthen quality PE implementation in primary schools.

Shen & Liu (2022) investigated the influence of socio-economic factors on teacher effectiveness in the delivery of PE. The findings indicated that students' socio-economic differences affected teachers' perception and method of teaching PE. In the schools from a high socio-economic status, the teachers usually enjoyed most of the advantages in terms of resources, parental support, and opportunities for community engagement that were helpful in their provision of quality PE. Conversely, in the disadvantaged schools, some of the barriers identified by the teachers included resources, interest from students, and support systems. These findings reinforce earlier calls for equity interventions targeted at guaranteeing equal implementation in the delivery of physical education.

2.4 School-related factors influencing the implementation of PE in primary schools

Centeio et al. (2021), for instance, conducted a study on the role of facilities in implementing PE. They observed that the delivery of PE programs in primary school levels highly depended on the level of availability and quality of PE facilities. For example, those schools with more accessible facilities like sports fields and gymnasiums together with equipment were in a good position to offer students a chance for various experiences in PE. On the contrary, schools not well facilitated had difficulties in offering a complete range of PE lessons, and this mostly depressed the spirit of the students, negatively affecting participation and quality. This makes one believe that good infrastructure goes a long way in assisting in the effective implementation of physical education.

Webster et al. (2021) targeted curriculum influence on the delivery of physical education. They pointed out that a comprehensively designed PE curriculum, with respect to national standards and educational goals, is an important factor in driving the contents and methodology of the PE program at the level of primary school. A

well-structured curriculum would bring clarity to learning outcomes, scope, and sequences of PE activities, thereby assuring consistency and quality for all different schools. On the other hand, the presence of inconsistencies or gaps within the curriculum hindered the effective implementation of PE and allowed programs to differ in the level at which it was delivered, varying student outcomes.

McKenzie et al. (2020) investigated how the support from the administration influenced PE implementation. Indeed, according to the authors, powerful administrative leadership and support helped to create favorable conditions that allowed PE to flourish in primary schools. Administrators supportive of PE allocated the program resources, provided PE teacher in-service training, and promoted the subject within the school community. Their support has become highly related to program quality, teacher morale, and student participation in PE lessons. Administrative support augmented the full potential in no PE programs in fostering physical activity among students.

Weaver et al., (2019) investigated the relationship between policy directives and how PE lessons are taught. They indicated that supportive and clear policy frameworks in the district and school levels played an important role in bringing out the way forward and providing resources to support PE programs. Effective policies allowed equal access to resources provided for PE, equipment, and training, besides being aligned with priorities in education. Conversely, policies that were inconsistent and inadequate resulted in turbulent implementation, hence affecting disparities in program quality and access to opportunities of PE amongst primary schools.

Tanner-Smith and Smith, 2022, researched the time allocated to PE in the daily routine of the school. It was noticed that schools whose daily routine could provide adequate time for the conduction of a week's sessions on physical education did better jobs regarding running a highly sound physical education program. Where the time was sufficient, certain positive student outcomes achieved the development of specific skills and aptitude for improvement in fitness and participated in physical activity. Schools with limited PE time faced challenges in addressing curriculum needs

and developing students who are able to create active living, therefore, time became a very crucial factor in the effective delivery of PE.

Robinson & Randall, 2020, investigated the influence of extracurricular sporting programs on PE delivery. They realized that schools having diverse extracurricular sporting programs apart from regular physical classes enabled the students to be more physically active. These extracurricular exercise programs had a culture of fitness and sportsmanship amongst the students, which acted as positive reinforcement to the formal PE program. Where there was no afterschool sporting available, there was generally a problem of encouraging extended physical activity opportunities outside the regular lessons of PE, which diminished the students' potential for better participation and physical fitness.

Bailey et al., 2020 studied the influence of teacher-to-student ratio on the delivery of PE. They also pointed out that schools with favorable ratios of teachers to students in PE classes are in a better position to achieve individualized instruction, student progress monitoring, and safety in physical activities. Optimal ratios allowed for personalized attention, improved learning experiences, and improved student outcomes in the context of PE. Conversely, high teacher-to-student ratios placed strain on the resources and limited the effectiveness of the delivery of PE instruction, therefore challenging program delivery and student engagement in some instances.

Bailey et al. (2020) investigated those aspects of educational benefit claimed for physical education and school sport relating to curriculum and inclusion. This study showed inclusive practices at the heart of PE if all students are to have equal opportunities to participate in physical activity, regardless of their ability or cultural background. Inclusive curriculum design and teaching strategies were found to enhance engagement by students, foster social integration, and promote lifelong active lifestyles. On the other hand, exclusionary practices along with the insufficiency of adaptations within the PE curriculum limited participation and then marginalized certain groups of students, hence calling for inclusive approaches in implementing PE.

2.5 External factors influencing the implementation of PE in primary schools

Webster et al. (2021) examined the influence of government policies on the implementation of physical education. As they have noted, supportive national and local policies will provide proper guidelines, resources, and funding for schools to sustain effective PE programs. Effective policies ensure that the programs align with the aims of education, access to physical education facilities and equipment is equitably available, and professional development among physical education teachers is possible. Conversely, policy frameworks that were not consistent or weak impeded the delivery of PE and accounted for the variation in quality programs and student outcomes across the different schools.

Hardman et al. (2019), evaluated community support regarding the delivery of PE. Their investigation proved that collaboration with the community and its participation greatly influence activity and consequently support initiatives of primary school PE. Communities that valued health and wellness programs provided additional resources, volunteer support, and afterschool programs to enhance regular PE classes. Communities with no active support systems or resources "significantly constrained the school in offering comprehensive PE programs", which had implications in the provision of adequate student involvement and effectiveness of the PE programs.

Shen & Liu (2022) studied socio-economic factors that impacted the implementation of PE. They found that socio-economic disparities among the students influenced access to facilities, levels of parental involvement, and levels of support from the community for PE in the primary schools. Facilities differed, with schools in affluent areas having better facilities with financial support of programs with active parental involvement positively affecting program and student outcomes. Whereas schools in underprivileged areas dealt with issues related to a deficit in resources, lack of parental involvement, and reduced community support; therefore, deliberate interventions have to be created to ensure equity in the delivery of PE. In turn, McKenzie et al. (2020) focused on financial supports from the outside as the driver for the PE implementation:. They indicated that external funding through grants,

partnerships, and fund-raising provided significant boosts to improvements in the PE facilities, equipment, and staff professional development. Those schools which had been awarded with some kind of external funding were more likely to increase their PE programs, diverse physical activities, and overall quality of the PE instructional program. By contrast, schools with no powerful sources of external funding struggled to sustain or further develop the PE programs over time.

Tannehill et al. (2021) targeted the impact of the attitude of culture towards physical activity in the delivery of PE. The authors found the cultural attitudes and norms of physical activity supported the promotion of activities for student participation and the development of positive attitudes toward physical education in primary school students. The culture that valued physical fitness and active lifestyles in their societies, positively contributed toward the environment for the practice of PE at school where positive attitude developments among students and engagement of programs were increased. Those cultures viewed sedentary behavior or thought negatively about physical activities, obstructing the practice of PE and influencing student motivation and effectiveness in the program.

Breslin et al. (2019) illustrated the influence of technology and media on the development of PE programs. They indicated how such technological changes and media influences had hooked students' interests, preferences, and participation in physical activities during and outside the PE classes. Inclusion of technology-based learning tools, digital resources, and interactive media into the physical education curriculum had maximized learning outcomes, engaged student participation, and lifetime fitness among students. Schools that have integrated technology components into their programs effectively benefited by improving program delivery and student involvement, thus facilitating effective programming.

Thompson et al. (2022) designed a study on the extent to which advocacy and publicity campaigns contribute to the implementation of PE. The findings revealed that the work of advocacy and publicity campaigns, raising the public's awareness of the necessity of physical activities, increased the size of the community supporting

the programs, the mobilization of resources to maintain the programs, and the call for policy actions. Powerful advocacy programs increase the public's awareness of the benefits derived from physical education, promote stakeholder partnerships, and secure commitments that ensure long-term investments in the programs on PE. On the other hand, the few advocacy efforts and low public awareness hindered prioritization of PE within the educational agendas, hence low program visibility and support.

Weaver et al. (2020) delved into the environmental influences on the implementation of PE. They discussed how such factors as climate, geography and urbanization conditions impact the availability of outdoor space, sports facilities and other premises for the implementation of PE in primary schools. While schools in urban areas or in favorable environmental conditions can offer a variety of physical activity settings and resources to engage children in an active lifestyle, schools in rural or other challenging environmental settings are inhibited in offering full PE facilities and outdoor activities. Here, the program is not easily accessible, and that certainly makes a difference in the students' engagement.

2.6 Summary and gap in the literature

In summary, the review has explored the different influencing factors on the implementation of physical education in primary schools and how such factors are grouped into teacher-related, school-related, and external factors. Theories underpinning these influences were derived using the Ecological Systems Theory as a guiding theoretical framework for understanding such influences within the complex web of environmental systems that shape PE implementation. The critical roles of teacher qualifications, attitudes, and training were stressed; school facilities, curriculum, and administrative support; and external factors involving government policies, community support, socio-economic status, and cultural attitudes were noted to impact collectively on program quality and student engagement in Ugandan primary schools. Despite this, specific localized challenges were still not known in Lugazi Municipality, Buikwe District, and it would also appear that there is still a need for context-specific strategies to holistically address these challenges. Further

research is needed to explore how these factors uniquely interact within the Ugandan context and recommend specific interventions where PE implementation outcomes can be best achieved.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The research approaches that were employed are presented in this chapter. It explained how the investigation was conducted. It covers the population being studied, the study design, the study location, the data sources, and the choice of sample size. The topics covered include sampling strategies, study variables, data collection instruments and procedures, data processing, quality assurance protocols, data analysis, ethical considerations, a strategy for sharing the study's results, and the research's limitations.

3.1 Research design

The research design used for this study was a cross-sectional survey. In order to investigate the correlations between variables or characterize the features of a population, a cross-sectional survey research design entails gathering data from a wide range of participants at one time (Wang & Cheng, 2020). Within the framework of this investigation into the variables influencing physical education implementation in Lugazi Municipality, Buikwe District primary schools, this design enabled the researcher to collect quantitative data from a representative sample of the schools. The researcher thoroughly evaluated the elements influencing the implementation of physical education in primary schools in Lugazi Municipality by distributing questionnaires to a subset of teachers and head teachers of the five schools that were chosen. The survey's cross-sectional design allowed the researcher to take a momentary picture of the state of affairs, offering insightful information about the subject of the investigation (Pieper et al., 2021).

To enhance comprehension of the intricate dynamics underlying the factors influencing the implementation of physical education in primary schools in Lugazi Municipality, the researcher employed qualitative methods in addition to the quantitative research approach previously mentioned. This was achieved through in-

depth interviews with officials from the Ministry of Education and the Inspector of schools in Buikwe district (Timans et al., 2019). Qualitative data acquired from these key stakeholders supplied diverse views, contextual insights, and lived experiences that complement and enrich the quantitative findings. As a result, combining quantitative and qualitative methods allowed for the triangulation of data sources and the validation of findings, resulting in a thorough and complete understanding of the phenomenon. In the end, the study's rigor and credibility were increased by the mixed-methods approach, which also allowed the researcher to make significant conclusions and recommendations for practice and policy that would address the variables influencing the adoption of physical education in Lugazi Municipality's primary schools (Dawadi et al., 2021).

3.2 Study area and population

The study was conducted at a few public and private primary schools located in the Buikwe District of the Lugazi Municipality in Uganda. Buikwe District is encircled by the districts of Buvuma District to the southeast, Jinja District to the east, the Republic of Tanzania to the south, and Mukono District to the west. The selection of primary schools in Lugazi Municipality was based on their representative qualities within Buikwe District. These schools provide a microcosm of both urban and rural educational contexts, which is important for comprehending the variety of obstacles associated with the implementation of PE.

Education data from the Buikwe District Local Government (2024) indicates that there are 511 elementary schools in total, including both private and government-aided institutions. Only five schools were examined in this study, three of which were public and funded by the government and two of which were private. Among these were Golden Embassy Nursery and Primary Day and Boarding Mixed School, Alto Junior School-Lugazi, Lugazi Community Primary School, Lugazi Umea Primary School, and Lugazi East Primary School. Therefore, instructors and head teachers of the five primary schools that were chosen made up the study population.

The following are the numbers of teachers and head teachers in each school, according to employee records: Lugazi Community Primary School has 17 teachers; Lugazi Umea Primary School has 15 teachers; Lugazi East Primary School has 20 teachers; Alto Junior School-Lugazi has 25 teachers; and Golden Embassy Nursery and Primary Day and Boarding Mixed School has 28 teachers. Thus, a total of 105 instructors from the five primary schools that were chosen, plus 5 head teachers, made up the research population. There were 132 people in the study population overall, including the five members of the School Management Committee per school for a total of 25 members, the district education officer, the school inspector for the Buikwe district, and other important informants. This population was further presented in the table below;

Table 1: Showing population study distribution

Categories of respondents	**Population**
Respondents for quantitative	
Teachers & head teacher of Lugazi Community P/S	17
Teachers & head teacher of Lugazi Umea P/S	15
Teachers & head teacher of Lugazi East P/S	20
Teachers & head teacher of Alto Junior School	25
Teachers & head teacher of Golden Embassy Nursery & Primary	28
TOTAL	**105**
Respondents for qualitative	
School Management Committees of the five schools	25
Inspector of Schools in Buikwe	1
District Education Officer	1
TOTAL	**27**

Source: *Buikwe District Local Government (2024)*

3.3 Sample size determination

Sample size, as defined by Katamba & Nsubuga (2014), is the part or subset of the entire population. The following formula developed by Taro Yamane in 1970 was used to calculate the sample size:

$$n = \frac{N}{1 + N(e)^2}$$

"n" is sample size, "N" is population, "e" is error (0.05) or level of confidence 95%

"N" (population) = 105

$$n = \frac{105}{1 + 105(0.05)^2}$$

$$n = \frac{105}{1 + 105(0.0025)}$$

$$n = \frac{105}{1 + (0.2625)}$$

$$n = \frac{105}{1.2625}$$

n = 83 selected teachers, head teachers and school management committees of the five selected primary schools in Lugazi Municipality plus the District Education Officer and the Inspector of Schools in Buikwe district. The population and sample size were further divided in table below.

Table 2: Population, sample size and sampling methods for quantitative

Categories of respondents	Population	Sample size	Sampling method	Data collection method
Lugazi Community P/S	17	13	Simple random sampling	Questionnaire (survey)
Lugazi Umea P/S	15	12	Simple random	Questionnaire (survey)

			sampling	
Lugazi East P/S	20	16	Simple random sampling	Questionnaire (survey)
Alto Junior School	25	20	Simple random sampling	Questionnaire (survey)
Golden Embassy N & P/S	28	22	Simple random sampling	Questionnaire (survey)
TOTAL	**105**	**83**		

Source: *Buikwe District Local Government (2024)*

Table 3: Sample size and sampling methods for qualitative

Categories of respondents	Sample size	Sampling method	Data collection method
School Management Committees	25	Purposive sampling	Key informant interviews
Inspector of Schools in Buikwe	1	Purposive sampling	Key informant interviews
District Education Officer	1	Purposive sampling	Key informant interviews
TOTAL	**27**		

Source: *Buikwe District Local Government (2024)*

3.4 Sampling techniques and procedure

Through the use of simple random selection, samples were drawn at random from the 83 teachers and head teachers of the five primary schools in Lugazi Municipality. The records from the chosen primary schools were used to determine and randomly choose these, and their consent was thereafter sought. A representative sample of the respondents could take part in the study since simple random sampling minimizes bias and guarantees fairness in the selection procedure (Noor et al., 2022).

Purposive sampling was also used to choose a total of 21 key informants, including the Inspector of Schools in Lugazi Municipality, the District Education Officer, and the

School Management Committees of the five primary schools that were chosen. Because they are the ones responsible for keeping an eye on the schools and making sure physical education is properly incorporated into the curriculum, the key informants were specifically chosen. Since they were small in number and possessed the necessary knowledge and skill on the subject of the study, purposive sampling was employed to choose members of this group.

3.5 Sources of data

The researcher employed primary and secondary data in the course of the investigation.

3.5.1 Primary source

Primary data are essential for all fields of study because they offer accurate information on the results of an experiment or observation. By distributing questionnaires to a chosen group of respondents, primary data from the field was collected in order to get their perspectives. Primary data aided the researcher in gathering details for the particular goals of their investigation. Using interviews and questionnaires, the researcher herself gathered the data.

3.5.2 Secondary source

Data handled, gathered, and potentially processed by parties other than the specific researcher is referred to as secondary data. Using e-books, journals, published papers, and periodicals, among other written works, this source was utilized to gather data (Mubazi 2008).

3.6 Data collection methods

3.6.1 Questionnaire survey

A questionnaire survey is a list of inquiries created by the researcher with the intention of gathering data (Katamba & Nsubuga, 2014). Survey questions that are left open-ended ask the respondent to provide further information on the subject, allowing them to freely express their ideas without having to make direct eye

contact. They also offer respondents time to think about their answers before answering. When responding to closed-ended or semi-structured questions with predetermined answers, respondents were simply required to check the box next to the best response that suits the topic. Using questionnaires, the researcher guided the respondents to make sure the right information was obtained from the chosen head teachers and teachers of the five chosen primary schools in Lugazi Municipality, each of whom was represented by a head teacher or deputy head teacher.

3.6.2 Key Informant Interviews

Key informant interviews were used to conduct in-person interviews with the School Management Committees of the five primary schools that were chosen, the District Education Officer, and the Inspector of Schools in the Lugazi Municipality. An unstructured informant interview guide was used as a method to obtain detailed information from the key informants. Current events and the questions that were looked at during the interviews were summarized in the interview guide. The purpose of the guide's questions was to stimulate thoughts about the subject being studied. As suggested by (Mugenda, 2003), key informant interviews were employed since they provide detailed information that may not be able to acquire when using a questionnaire.

3.7 Data collection tools

The study employed two different kinds of data collection tools. They comprised interview and questionnaire guides, which were briefly detailed in the subsection that follows.

3.7.1 Questionnaire guide

Here, information was gathered through a questionnaire. Quantitative data was collected from the selected teachers and head teachers of the five primary schools in Lugazi Municipality by means of questionnaires distributed to the targeted population. Questionnaire guides were used in order to save time because a large number of respondents in this group needed to be questioned. Typically, surveys ask participants

to select from a list of possible answers the one that best matches the situation. A closed-ended question was included in the survey for each of the three objectives, and the respondents were asked to check the option that best suited their response on a Likert scale of 1 (strongly disagree), 4 (agree), 3 (not sure), and 2 (strongly agree).

3.7.2 Key informant interview (KII) guide

This instrument was designed to gather information on subjects that are not readily apparent but are relevant to the research problem; these subjects were only determined by the responses provided by the respondents. Additionally, the research had control over the investigation's path, which was helpful and time-saving. The data obtained during the interview supplemented the data obtained from the questionnaire. The district education officer, the inspector of schools in Lugazi Municipality, and the school management committees of the five primary schools that were chosen were the key informants who underwent interviews. They were specifically chosen because they were responsible for overseeing the schools and making sure that physical education was fully integrated into the curriculum.

3.8 Validity and reliability

The scientific method is built around the essential tenets of validity and dependability (Kent, 2001). An assessment cannot be considered sound if it contains bias or distortion. In order to identify and quantify bias and distortion, two key concepts are reliability and validity. The methodology used in this study to establish validity and reliability is described in the next subsections.

3.8.1 Validity

Validity is ensured, according to Cohen, Manion, and Keith (2007), by selecting an appropriate scale, making sure there are sufficient resources to conduct the necessary research, choosing an appropriate methodology to ensure the research questions, avoiding having too long or too short of a gap between the pre- and post-tests, ensuring standardized procedures for information gathering and test

administration, and customizing the instruments to the respondents' attention span. To determine whether the questions could capture the desired data, validity testing was conducted. Since instruments are meant to measure what they are supposed to measure, the researcher first verified the validity of the instruments used in data collection by conducting a pre-test in which five people each received a questionnaire. The researcher also made every effort to be heavily involved in both data collection and analysis in order to minimize the possibility of errors in her research.

3.8.2 Reliability

Mugenda & Mugenda (2003) defined reliability as the degree to which a research instrument yields consistent data or outcomes after several trials. When an instrument yields consistent results even when administered by different researchers, it is considered dependable. It must be able to measure what it is designed to assess consistently. Prior to sending the questionnaire to many respondents, a pilot study on this research issue was conducted on the same few respondents.

3.9 Measurement of variables

The Likert scale questions used in this study's evaluation of the independent variables—teacher, school, and external factors—fall under the category of ordinal measurement because they rank responses from "Strongly Agree" to "Strongly Disagree." Using replies on an ordinal Likert scale, the dependent variable—the implementation of physical education—was also assessed. For demographic factors including gender, school type (public or private), and job (teacher or head teacher), nominal data were gathered. Furthermore, interval and ratio scales were used when appropriate, for example, to measure the number of years of teaching experience or the frequency of weekly physical education sessions.

3.10 Procedure of data collection

After receiving an introductory letter from Uganda Christian University's School of Social Sciences and authorization from the district head, who serves as the Chief

Administrative Officer, the researcher approached the management of the chosen primary schools to request permission to use them as a case study. After the respondents gave their agreement, the researcher sought different respondents to conduct interviews and distribute the questionnaires.

3.11 Data analysis

To maximize the value of the statistical output, data analysis is the process of transforming unprocessed data into useful information that is typically presented as a published analytical piece (Amin, 2005). There were two different analyses conducted: a quantitative one and a qualitative one. The analyses were explained in detail in the ensuing subsections.

3.11.1 Analysis of quantitative data

This was accomplished by grouping the responders into what are known as codes. It entailed sorting, modifying surveys and coding responses after which data was tabulated and analyzed using a computer application known as Statistical Package for Social Sciences (SPSS) version 20. Because it offers a broad range of techniques, from simple tabulation to complex multivariate analysis, it was used. It is frequently utilized for the analysis of quantitative data, or data presented as tables and figures. Additionally, it is frequently employed in both the academic and business sectors (Mubazi, 2008). The researcher also used this software since it interpreted complex figures and saved analysis time. In order to prepare the data, evaluate it, and create the research report, data processing procedures included editing to check for errors and omissions, coding to limit the data to a meaningful pattern of replies, and tabulating the results.

Data editing: In order to find mistakes and omissions, the researcher must edit the data by reviewing the raw data that was gathered. As a result, the researcher carefully examined each filled questionnaire. Editing helped to make sure the data was correct, compatible with other information obtained, consistently recorded, and organized in a way that made coding and tabulation easier.

Coding refers to the process of classifying replies into a restricted number of groups or classes by assigning numbers or other symbols to them. Exhaustiveness and mutual exclusivity were guaranteed by the researcher (a particular response is entered into only one cell within a specified category group). Since many replies were condensed into a limited number of classes that held crucial information for analysis, coding was required for an effective analysis.

3.11.2 Analysis of qualitative data

Rearranging and modifying qualitative data resulted in pertinent sentences. To assess qualitative data, a thematic approach was applied to find themes, categories, and patterns. To illustrate the recurrent themes that were found in relation to each of the interview's guiding questions, the findings were presented with a few direct quotes from participants.

3.12 Ethical considerations

The School of Social Sciences granted the researcher ethical clearance. Nonetheless, administrative consent was acquired from the chosen primary schools' administration. Informed consent was gained from respondents after explaining fully the goal, procedures and anticipated advantages of the study. The study participants were also informed that they could withdraw their agreement at any point while it was being conducted, and that their participation was completely voluntary and unpaid. Lastly, secrecy, whereby the data obtained from the field was solely utilized for scholarly research.

3.13 Limitations and delimitation

First and foremost, there's a chance the researcher's research instruments weren't conventional. Therefore, a validity and reliability test was conducted to produce a trustworthy evaluation of the research variables.

Second, there were irregularities in the timing, interpretation of the questions posed, and explanations provided to respondents when research assistants were employed to

conduct questionnaires. The research assistants received training and instruction on the procedures to be followed when gathering data in order to allay this worry.

Lastly, due to respondent circumstances such as illness, travel, hospitalization, and refusal or withdrawal from participation, not all questionnaire surveys were completed or even returned. In preparation for this, the researcher used a larger sample size and reserved more respondents. Furthermore, the date of retrieval was closely tracked, and the participants were reminded not to leave any questions unanswered.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and discusses the findings of an analysis done to look at the study's specific goals in relation to the reviewed literature. The study was conducted using a questionnaire distributed to teachers and head teachers of the five primary schools in Lugazi Municipality that were chosen for it, as well as interviews with representatives from the five school management committees, the district education officer, and the inspector of schools in the municipality. To facilitate comprehension and interpretation, tables are included in the results presentation.

4.1 Response rate

Using questionnaires, a total of 110 respondents were intended to participate in the study. All of them did so successfully, as indicated in Table 4 below with regard to the various categories.

Table 4: Response rate

Response Rate	**Frequency**	**Percentage**
Response	110	100%
Non Response	00	00%
Total	**110**	**100%**

Source: *Primary data, 2024*

Table 4 represents the response rate for both quantitative and qualitative which was 100%. The reason for the high response rate was due to the fact that the topic under the study was timely and the people were knowledgeable.

4.2 Findings on demographic characteristics of respondents

This section provides general background information about the respondents, who are head teachers and teachers at five selected primary schools in Lugazi Municipality. The table below displays the respondents' gender, age, highest level of education attained, category they belong to, and length of time in this profession;

Table 5: Background Information about the respondents

Item	Description	Frequency	Percentage (%)
Gender	Male	58	52.7
	Female	52	47.3
	Total	**110**	**100.0**
Age bracket	21-30 years	32	29.1
	31-40 years	40	36.4
	41-50 years	28	25.4
	Above 50 years	10	9.1
	Total	**110**	**100.0**
Level of education	Diploma	44	40.0
	Bachelor's degree	53	48.2
	Master's degree	13	11.8
	Total	**110**	**100.0**
Category of respondents	Head teacher	5	4.5
	Teacher	78	70.9
	School Management Committees	25	22.7
	District Education Officer	1	0.9
	Inspector of schools	1	0.9
	Total	**110**	**100.0**
Period spent in the position	1-5 years	34	30.9
	6-10 years	45	40.9

	Above 10 years	31	28.2
	Total	**110**	**100.0**

Source: *Primary data*

As seen from the table above, from the total of 83 respondents, the majority of the respondents were male, about 52.7%, while the female respondents were 47.3%. This shows an almost equal proportion of male to female respondents but slightly dominated by males.

In the sample, 36.4% of the respondents were between the ages of 31 and 40, while 29.1% were in the 21-30-year category, and 25.4% were between 41 and 50 years of age. These were followed by a small percentage of respondents, representing 9.1%, above 50 years old. This suggests that the majority of the respondents fell within middle-aged brackets between 21 and 40 years.

Most of the respondents had at least attained a Bachelor's degree, which consisted of 48.2%, followed by those with a Diploma consisting of 40.0%. The smallest percentage of 11.8% held a Master's degree. Therefore, a considerable proportion of the respondents were in the undergraduate level of study.

Secondly, on the respondent category, the majority of the respondents were teachers and accounted for 70.9%, while the school management committee presented 22.7%, the head teachers accounted for only 6.0%, and the Inspector of Schools and the District Education Officer were represented by a total of 1.8%. This means that the majority responses were collected from the teachers and a few from the head teachers.

Lastly, regarding time spent in their various professions, the majority of the respondents pointed out that they had spent 6-10 years in their professions, at 40.9 percent. This followed by those who were 1-5 years in service, totaling 30.9 percent, while 28.2 percent of them had been in the same position for over 10 years. This, therefore, means that most respondents had spent average time, that is to say between 6-10 years serving in their current positions.

4.3 Teacher-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality

Below, Table 6 presents analysis based on teacher-related factors influencing implementation of physical education in primary schools in Lugazi Municipality using means and standard deviations derived from a Likert scale represented as: Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4), and Strongly Agree (5). Scores of Strongly Disagree and Disagree = mean score of 0 to 2.4; Scores of Not sure = mean score of 2.5 to 3.4; Scores of Strongly agree and Agree = mean score of 3.5 to 5.0. A standard deviation of more than 1.5 indicates a substantial difference in the teacher-related factors affecting the adoption of physical education in Lugazi Municipality's elementary schools.

Table 6: Teacher-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality

Statements	Mean	Std. Dev.
The level of training teachers have received in Physical Education influence delivery of PE lessons	4.13	0.885
Teachers' attitude towards teaching Physical Education influence the quality of PE lessons conducted	4.08	1.064
The amount of workload the teachers have to accomplish significantly affects their time for preparing and conducting PE lessons	4.24	0.578
Access to necessary resources and equipment for physical education by the teachers influence their ability to conduct PE lessons	4.31	0.409
The level of motivation among teachers impacts on the conduct of Physical Education sessions.	4.00	1.007
The continuous professional development opportunities available for teachers in physical education influence PE lesson delivery.	4.11	0.723

Average Mean Score and Standard Deviation	**4.14**	**0.778**

Source: *Primary data*

From table 6 above, a summation of the findings is that on average, most of the respondents agreed to the fact that the level of training the teachers have received in physical education influences the delivery of PE lessons, indicated by the high level of agreement represented by (Mean = 4.13; Std. Dev. = 0.885). The high level of agreement actualizes that teacher training plays a big role in ensuring effective delivery of physical education.

The findings also showed that on average, most of the respondents agreed to the fact that teachers' attitude to teaching Physical Education influences the quality of PE lessons conducted, represented by (Mean = 4.08; Std. Dev. = 1.064). This therefore, means that positive attitude from teachers is instrumental in ensuring quality physical education sessions.

Further, the study showed that an overwhelming number of the respondents agreed to the statement that the workload amount teachers are subjected to accomplish truly makes a great difference in the time they allot to prepare and conduct their PE lessons, as represented by the mean and standard deviation of: Mean = 4.24; Std. Dev. = 0.578. This therefore implies that if their workload is too heavy then the teachers may not be able to give adequate time for the preparation and delivery of their PE lessons.

From the findings, most of the respondents agreed to the mean that access to relevant resources and equipment in physical education affects the ability of teachers to conduct PE lessons represented by Mean = 4.31; Std. Dev. = 0.409. This very high level of agreement signifies the need for adequate provision of resources in physical education.

Furthermore, results identified that the motivational level among teachers is one of the factors affecting the conduct of Physical Education lessons, represented by an

average mean of (Mean = 4.00; Std. Dev. = 1.007). This tends to explain that motivation from the teachers' side is important in teaching PE lessons effectively.

Last but not least, it was indicated that most respondents agreed to the fact that continuous professional development opportunities available for teachers in physical education influence PE lesson delivery, represented by (Mean = 4.11; Std. Dev. = 0.723). This means that for high standards in the delivery of PE lessons, there is a need for ongoing training and development.

These findings through an overview suggest that teacher-related factors in training, attitude, workload, access to resources, motivation, and professional development are some of the important factors in the implementation of physical education within the primary schools in Lugazi Municipality represented by an (Av. Mean = 4.14; Std. Dev = 0.778).

On the whole, the informants indicated the issue of workload of teachers as a critical factor affecting the implementation of PE. What was noted from the respondents was that too often, classes can have large class settings and many responsibilities placed on one teacher simultaneously. These factors reduce their potentials for thorough planning and conduction of the physical education lessons. Quite too often, PE would be the easiest subject to cut, or supposed to be extracurricular instead of being one of the core subjects within schools. This is further compounded by a high teacher-to-student ratio in primary schools in Lugazi Municipality, making it impossible for the few teachers to conduct both academic and physical education programs effectively.

The other key factor contributing to the poor implementation of physical education that was raised by the informants was the general attitude and perception of teachers towards physical education. Most teachers do not consider PE to be part of the core development in children, and this aspect has had a negative influence on the quality of teaching provided by PE teachers. The respondents stated that some teachers regarded PE as an uncademic and less important subject; thus, they were unenthusiastic in conducting PE lessons. This is compounded by a lack of incentives or acknowledgment for those teachers who are more involved in physical education,

thereby further discouraging their involvement in such activities. Some of the selected respondents reported that,

> "…..*This is because most teachers have not been trained in the area of physical education and, therefore feel qualified to be handling such lessons. Many schools overlook PE as a subject due to the above reason…..*" **Respondent X**
>
> "…..*Teachers are already overburdened with academic work and large class sizes. Physical education ends up being sidelined because teachers simply don't have the time or energy to engage in it properly…..*" **Respondent Y**
>
> "…..*There is a problem of mentality; there are so many teachers who are not serious about physical education, who will only take it seriously if it is something important to them…..*" **Respondent Z**

4.4 School-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality

Analysis in the table below pertains to school-related factors influencing implementation of physical education in primary schools in Lugazi Municipality using means and standard deviations which were derived from a Likert scale represented as: Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4) and Strongly Agree (5). Strongly Disagree and Disagree= mean score of 0 to 2.4; Not sure= mean score of 2.5 to 3.4; Strongly agree and Agree= mean score of 3.5 to 5.0. The standard deviation of >1.5 implies that there is a big difference regarding the school-related factors that influence the implementation of physical education in primary schools in Lugazi Municipality.

Table 7: School-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality

Statements	Mean	Std. Dev.
The number of facilities and equipment for conducting	4.20	0.867

Physical Education affect PE delivery.		
The level at which government provides sufficient support and resources for physical education influence delivery of PE lessons	4.14	0.888
The time allocated to PE on the timetable impacts on the PE delivery.	4.07	0.909
The percentage of school budgetary allocation for the purchase and maintenance of PE equipment affects PE sessions.	4.03	0.997
The nature of the school environment affects the outdoor physical education activities.	4.33	0.406
School policy influences the inclusion and regularity of physical education in the curriculum.	4.28	0.555
Average Mean Score and Standard Deviation	**4.18**	**0.770**

Source: *Primary data*

The findings in Table 7 indicated that, on average, the majority agreed that the number of facilities and equipment to teach Physical Education affects the delivery of PE, represented by (Mean = 4.20; Std. Dev. = 0.867). Hence, this high level of agreement signifies that for effectively conducting PE lessons at primary schools, good facilities and equipment are required.

The findings from the study also pointed out that most of the respondents agreed on average that the level at which the government provides enough support and resources to physical education influences the delivery of PE lessons, represented by (Mean = 4.14; Std. Dev. = 0.888). This therefore indicates that the support given by the government acts as a pertinent drive toward enough resourcing of PE programs, which itself propels proper implementation.

The study hereby concludes that a greater proportion of the respondents agreed to the average that "time allocation to PE on the timetable affects the delivery of PE", as represented by (Mean = 4.07; Std. Dev. = 0.909). It can, therefore, be reasoned

from this that adequate time allocations are needed when conducting comprehensive PE lessons so that students can fully engage themselves in physical activities.

These study findings showed that the majority of the respondents agreed, on average, with the fact that the school budgetary allocation percentage for the purchase and maintenance of PE equipment affects the PE sessions, as indicated by: (Mean = 4.03; Std. Dev. = 0.997). Thus, agreement was reached on the need for financial investment in the maintenance and purchasing of required physical education equipment to support quality physical education.

The findings also showed that the mean attainment concerning the statement "The nature of the school environment affects the carrying out of outdoor physical education activities," as represented by (Mean = 4.33; Std. Dev. = 0.406), most of the respondents strongly agreed to the view that the development of outdoor PE activities is influenced to a large degree by how suitable the environment in schools is for the performance of such activities.

Finally, the results indicated that the majority of respondents strongly agreed that the school policy has an influence on the inclusion and regularity of physical education in the school curriculum. This was represented by the (Mean = 4.28; Std. Dev. = 0.555). Thus, the implication is that appropriate and supportive policies are highly germane to ensure that PE regularly is conducted as part of the school curriculum.

In an overview, the findings show that the factors of physical education in primary schools represented by (Av. Mean = 4.18 and Std. Dev = 0.770) are school-related: facilities, government support, time allocation, budgetary provisions, the school environment, and policies.

One of the key challenges that arose was that physical education facilities and apparatus are not available in sufficient amounts. Many schools cannot make provision for playgrounds and/or sports fields or PE apparatus such as balls, nets, and other physical resources. This scarcity severely limits the diversity of physical activities that

can be provided, as well as makes it difficult for schools to offer structural programs in PE.

The second issue identified by the informants to be critical is that of too little finance allocated for physical education. According to respondents, most schools operate on very limited budgets and funds budgeted for mainly academic subjects rather than non-academic ones. This leaves a very minimal amount or even none at all of finances for the schools to spend on programs in physical education. The respondents reiterated that without the provision of enough finance, schools are not capable of hiring specialized instructors of physical education nor conduct any form of sport events thereby further hindering physical education in primary schools.

The congested class settings and high student-teacher ratio also contributed to the delivery, as pointed out by the informants. Most schools in Lugazi Municipality operate with high-class populations, hence affecting how teachers manage their sessions for physical education. For instance, if students need to be organized for physical activities, this would be chaotic in a setting with many pupils; the teacher would be overwhelmed by the large numbers. This situation of lack of space to accommodate the large numbers also means that the lessons in physical education are usually shortened, while other times they are never held at all. Some of the selected respondents reported that,

> "…..*Most schools simply do not have the sports equipment or even basic facilities like a proper playground to conduct physical education classes…..*" **Respondent A**

> "…..*The budget for physical education is almost non-existent. With the little funding we receive, most of it goes to academic needs, leaving very little for PE…..*" **Respondent B**

> "…..*Class sizes are too large for proper physical education to take place. It's difficult for teachers to manage these large groups, especially with the limited space we have…..*" **Respondent C**

4.5 External factors influencing the implementation of physical education in primary schools in Lugazi Municipality

Table 8, below, therefore presents an analysis of the external factors that influence the implementation of physical education in primary schools in Lugazi Municipality as per the means and standard deviations derived from the use of a Likert scale represented as: Strongly Disagree (1), Disagree (2), Not sure (3), Agree (4) and Strongly Agree (5). Scores of Strongly Disagree and Disagree= mean score of 0 to 2.4; Score of Not sure = mean score of 2.5 to 3.4 while scores of Strongly agree and Agree=mean score of 3.5 to 5.0. A greater than 1.5 standard deviation implies a significant difference concerning the external factors influencing the implementation of physical education in primary schools in Lugazi Municipality.

Table 8: External factors influencing the implementation of physical education in primary schools in Lugazi Municipality

Statements	**Mean**	**Std. Dev.**
The degree of parental support and involvement affects PE delivery	4.63	0.352
The level of government support towards Physical Education in primary schools affects PE activities	4.31	0.525
The extent to which accessibility to Community facilities and resources supports Physical Education programs in schools	4.20	0.601
The degree to which external stakeholder (e.g., NGOs) involvement affects Physical Education activities in schools.	4.58	0.475
The extent to which cultural beliefs and practices impacts the implementation of physical education.	4.41	0.496
The level of public awareness about Physical Education affects its implementation in primary schools.	4.19	0.607
Average Mean Score and Standard Deviation	**4.39**	**0.509**

Source: *Primary data*

The results, as indicated in Table 8, revealed that the overwhelming majority of the respondents strongly agreed that the degree of parental support and involvement affects PE delivery, represented by (Mean = 4.63; Std. Dev. = 0.352). A high level of agreement explains that parental involvement is one important external factor that influences the implementation of physical education in primary schools because it determines whether students would participate or engage in PE activities.

The study findings also revealed that a majority of the respondents agreed to an average level on the statement that the extent of government support to physical education in schools positively influenced PE activities and was represented by (Mean = 4.31; Std. Dev. = 0.525). This shows that a high level of effectiveness and sustainability regarding PE programs in schools is tied to government involvement in terms of policy formulation, resource allocation, and support.

This was further supported by the findings that most of the respondents agreed that accessibility to community facilities and resources supports physical education programs at schools, with (Mean = 4.20; Std. Dev. = 0.601). This is indicative of belief that availability of access to local community resources, such as sports grounds, training centers, and recreational facilities can add to quality and scope of physical education within schools.

The findings of this study were indicated in that most of the respondents strongly agreed that on average, the extent to which external stakeholders like NGOs are involved affects the PE activities in schools, as represented by the statement. Indeed, this high mean score of (Mean = 4.58; Std. Dev. = 0.475) really means that the collaboration between the internal members and the external stakeholders means coming up with more resources, expertise, and support needed for the successful implementation of the programs.

Also, the agreement on the statement that there are cultural beliefs and practices influencing the implementation of physical education, as it was pointed out by the test, represented by the arithmetic mean of the responses, (Mean = 4.41; Std. Dev. = 0.496). This means that society and culture have attitudes and perceptions in terms of

physical activities and gender roles that influence the teaching and learning processes in schools regarding physical education, to a point that influences student participation, especially among females.

Last but not least, it was revealed that a greater number of the respondents agreed to the statement that the level of public awareness about physical education affects its implementation in primary schools, as shown by (Mean = 4.19; Std. Dev. = 0.607). In other words, the more the knowledge concerning the importance of physical education was disseminated among the members of the general public, the more understanding and participation there would be toward the programs of physical education.

The findings indicate that parental support, government involvement, community resources, external stakeholders, cultural beliefs, and public awareness are critical determinants of the implementation of physical education in primary schools in Lugazi Municipality. When these factors are addressed, they tend to increase the efficiency and scope of PE programs in the region represented by an (Av. Mean = 4.39; Std. Dev = 0.509).

The external factors in enhancing physical education implementation at the primary schools of Lugazi Municipality were collectively agreed upon by key informants, such as members of the management committees of the schools and the District Education Officer and Inspector of Schools in Buikwe district. Some of the most stated factors included low support and involvement by parents, in that parents take physical activities quite seriously but ultimately treat them as unnecessary compared to other subjects.

The informants pointed out that one of the limiting factors is the small amount of government funding for physical education in primary schools, along with the failure of the government to support such policies effectively. While the government has set provisions for the academic subjects, there is no corresponding attention regarding whether or not PE is satisfactorily implemented.

Another critical external factor in this regard is the cultural beliefs and practices that devalue physical education. The informants indicated that some communities still clutch on to their traditional conceptions that girls' physical education was a waste of time or even uncalled-for. These cultural attitudes have often found expression in resistance to PE programs and contribute to the marginalization of physical activities in the school system. Some of the selected respondents reported that,

> "…..*Parents are more concerned with academic performance and often don't see the importance of physical education for their children*….." **Respondent D**

> "…..*The government provides funding for academic resources, but there is very little, if any, allocated specifically for physical education. PE is treated as an afterthought*….." **Respondent E**

4.6 Regression analysis on the role of SMC in achievement of UPE program objectives

With Total ΔR^2 =.937, p =.000, the total model contributed significantly, explaining 93.7% of the variability in operational performance. Significantly, each model's R-Square (R2) and R-Square Change (ΔR^2) are displayed in the table below, indicating how each model contributes to the total model. These numbers are explained in relation to the ANOVA table, which shows the F values and significance levels for each model.

Table 9: Linear Regression Analysis Results

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.981[a]	.963	.961	.245	
ANOVA[a]						
Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	83.056	3	24.019	399.742	0.000[b]
	Residual	3.467	79	0.060		

	Total	86.523	82			
Coefficients[a]						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.363	.118		1.535	.000
	Teacher-related factors	.218	.169	.214	2.186	.000
	School-related factors	.501	.213	.454	4.983	.000
	External factors	.405	.237	.375	3.906	.000

a. Dependent Variable: Implementation of physical education in primary schools in Lugazi
b. Predictors: (constant), Teacher-related factors, School-related factors, External factors

$P \leq 0.05$

Source: *Primary data*

Table 9 shows a coefficient of determination (R-square) of 0.963 at a significance level of 0.000 suggesting that implementation of physical education in primary schools in Lugazi Municipality was 96.3% at a standardized error of estimate of 0.245. The correlation coefficient (R= 0.981 or 98%) indicated the strength of the association between teacher-related factors, school-related factors, external factors taking into considerations all interactions among the study variables. After accounting for all variables and the study's sample size, the adjusted R2 of 0.961, or 96%, explained the variance in the degree of physical education implementation in Lugazi Municipality's primary schools. These factors included those related to teachers, schools, and external factors. Other factors besides those related to teachers, schools, and the outside world account for the remaining 4% of the variance.

The standardized coefficient statistics indicated that the teacher-related factors are significant in influencing the implementation of physical education in primary schools in Lugazi Municipality, ($\beta = 0.214$, $t = 2.186$, $p = 0.000$). This means that for every unit increase in the positive influence which the teacher-related factors have, there is a 21.4% increase in regard to the implementation of physical education. This finding shows that improvement of teacher-related factors such as proper training,

motivation, and interest in physical education will directly result in better PE program delivery in these schools.

The results also showed that the school factors contributed a lot to the implementation of physical education, with (β = 0.454, t = 4.983, p = 0.000). It can be inferred from here that a one-unit increase in the effectiveness of school-related factors leads to an improvement of 45.4% in the implementation of physical education. These findings point out that it is the improvement of those school-related elements-infrastructural availability, school leadership support, and resource allocation-which has been paramount in advancing the physical education programs in primary schools within the municipality.

Finally, external factors were also found to influence the implementation of physical education at (β = 0.375, t = 3.906, and p = 0.000). This means that with every one-unit increase in the positive influence of external factors, the implementation of physical education improves by 37.5%. This result shows that factors outside the school's purview-community involvement, government support, general societal attitude to physical education, amongst others-play a large role in determining how successfully these programs are actually implemented in primary schools within Lugazi Municipality.

Table 9 also presents the analysis of variance (ANOVA). The findings reveal that on average, the mean score on the factors influencing the implementation of physical education in primary schools in Lugazi Municipality tended to differ significantly. With the computed F-statistic (F=399.742) large enough as its accompanying P-value = 0.000 < 0.05. Thus, since the significance or p-value, 0.000 is less than α = 0.05, then at 5% level of significance, it is deduced that the computed or observed F is large enough to infer that the responses differed significantly. This means that teacher-related factors, school-related factors and external factors greatly influence the implementation of physical education in primary schools in Lugazi Municipality.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.0 Introduction

The results are presented in this chapter in respect to the study's goals. This section examined numerous theories put out by other academics to explain the results. In addition, this study was conducted with three main goals in mind. Results pertaining to these goals were achieved. These talks are structured according to the study's goals, with particular attention paid to the following major conclusions drawn from the data analysis process:

5.1 Teacher-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality

The findings indicated that the teacher-related factor was more significant in affecting the implementation of physical education in primary schools within Lugazi Municipality. It then established the level of training of the teachers where a lack of professional training in specialized PE impeded delivery accordingly. In this light, the findings of Demchenko et al. (2021) indicate that the poor preparation of PE teachers automatically equates to their inability to provide quality physical education lessons, especially with an inclusive educational setting. A similar analysis by Pangrazi and Beighle (2019) affirms that PE teachers are highly in need of continuing professional development in their field, because a well-trained educator will significantly contribute toward higher levels of student engagement in meaningful physical education. This again reiterates the need for better preparation of teachers to enhance the delivery at schools.

The findings showed that sometimes teachers' attitude to the implementation of PE- on many issues, most teachers usually give emphasis to academic subjects, taking PE as a less necessary subject. This finding by Sevil-Serrano et al. (2022) has also been echoed in studies showing how teachers' perception of physical education as a secondary subject generally leads to low emphasis on physical activity within schools.

Similarly, Vasconcellos et al. (2020) observe that the attitude of the teachers needs to be positively nurtured if the motivation and participation of students in PE are to increase. Thus, these findings hint that awareness programs and policy changes directed toward reducing negative teacher attitudes have a prospect of keeping positive attitudes toward the inclusion of PE as an important subject within the curriculum.

Furthermore, the study also found high workloads and large class sizes hinder teachers from effectively planning and delivering PE lessons. This agrees with Goodyear et al. (2023), who noticed that highly problematic classroom congestion and excessively high workloads among teachers remain common impediments to effective school-based physical education delivery. On the related note, Gagné et al. (2022) explain that high expectations from teachers are highly pessimistic as those fail to prepare PE classes suitably for proper execution due to lack of time and resources. This again creates demand for better resource allocation and smaller class sizes.

The investigation established that a shortage of resources, coupled with motivation, was a critical obstacle to good instruction. Indeed, related literature has established that a shortage of equipment and lack of infrastructure at school levels remain some of the significant challenges toward the delivery of PE in resource-poor settings. Besides, Ryan and Deci (2022) noted that the motivation of teachers is one area that determines overall curriculum effectiveness-PE inclusive. Their studies confirm the intrinsic motivation present, where adequate resources and support provided to teachers will create a high disposition toward the delivery of quality PE lessons.

5.2 School-related factors influencing the implementation of physical education in primary schools in Lugazi Municipality

The findings indicated that the availability of facilities and equipment in school was one of the determining factors of implementation of physical education in primary schools in Lugazi Municipality. This finding confirms the findings by Monacis et al. (2020) that enough resources, including equipment, plays a very important role in increasing student physical activity. Similarly, the Italian study also emphasized that

infrastructure elevates PE to ensure better effectiveness in developing children's motor activities. Siedentop and Van der Mars (2022) discussed how a shortage of facilities automatically prohibits students from being involved in physical education, therefore reducing their chances of improvement in physical fitness.

These findings from the research showed that government support was very important for successfully delivering physical education. Indeed, it has been shown by Mpalampa et al., 2023, that there is a lack of appropriate governmental policies and financing at schools in Uganda, something that seriously compromises physical activities within schools. Clearly, the development of supportive policy and financial allocations by the government is needed to create enabling environments for the successful delivery of PE. This finding was consistent with Dishman et al. (2021), who believed that government initiatives form the core of schools' capacity to provide effective PE programs, particularly in resource-poor regions.

The findings showed that time allocation for PE in schools was a critical determinant of the implementation of PE with a degree of success. This agrees with the literature by Opstoel et al. (2020), who stated that if a school allocated sufficient time for physical education, then students have the potential to engage in meaningful physical activities that contribute to their personal and social development. In support, Wachira et al. (2022) add that when there is inadequacy in time for PE, especially in rural African schools, this has resulted in less engagement of students in physical activity; hence, it negatively affects the fitness levels of the students in general.

The findings indicated that overcrowding in classrooms and high student-teacher ratios within PE sessions reduce personal attention and make the delivery ineffective. It confirms the study done by Hutzler et al. (2019) when it showed that large class size in physical education reduces teaching strategies' efficacy and students' personal engagement. Confirmatory to the findings, Gomwe et al. (2022) also reported high student-teacher ratios in rural schools compromise the quality of physical fitness programs at schools, as supported by a call to improve student-teacher ratios as a way to improve physical education instruction. Based on these suggestions, it appears that

better structural support and human resources are fundamental to improvements in school physical education.

5.3 External factors influencing the implementation of physical education in primary schools in Lugazi Municipality

The results of this study have shown that there is a strong association between parental support and involvement and the effective delivery of Physical Education in primary schools in Lugazi Municipality. Indeed, this corroborates earlier studies done on the role of family involvement in ensuring that physical activities become prominent among children. For instance, Monacis et al. (2020) asserted that active engagement by parents in the school-based health and fitness programs for children can greatly enhance motivation and participation in physical activities. In a related vein, Demchenko et al. (2021) indicated that the effectiveness of physical education is directly associated with the level of parental support, since a family can act as an important social environment that influences the development of positive attitudes toward regular physical activity. In this respect, without parental support, school physical education programs are less effective, especially when the programs are maintained under resource-constrained conditions.

The study has also established that government support is paramount in the successful running of the programs. One of the significant barriers established was inadequate government funding, just as Mpalampa et al. (2023) find a limited financial resource in schools in Makindye Division, Kampala, inhibiting the supplying of physical activity. In reality, government support through the formulation of policies and financial allocation helps to enhance the quality and access of PE in primary schools. Indeed, the World Health Organization commented on this very view in their report entitled Physical Activity, published in 2022, where they insisted that governmental efforts must continue to incorporate physical activity into the educational curriculum as a complementary health promotion strategy.

Therefore, most of the barriers to girls' participation in PE were found to be related to the cultural beliefs, especially about gender roles. As supported by earlier studies,

stereotyping view of society towards women limits their participation in sport and physical activity and consequently minimizes the overall impact of PE. It has thus become one of the greatest barriers towards the implementation of PE equitably, especially within more conservative societies. One can emphasize the same, referring to the study of Khakimovich and Rozmatovich, conducted in 2022, where the scholars underlined the trends of cultural impacts on the differentiation of physical education programs, including gender aspects, which are widely reported in several regions.

Lastly, the awareness of the community about the significance of PE made the implementation successful. This too leads to a corroborative touch with the finding of Sevil-Serrano et al. (2022) that raising awareness of the health benefits of physical activity serves as the sole motivating factor for students and communities towards PE programs. It is observed that when there is a low level of awareness, the importance of PE is de-emphasized, thus forcing schools to reduce its priority in the school curriculum. This assertion was further iterated by Goodyear et al. (2023), who explained that external parties such as NGOs have an important function in improving physical activity and/or improving people's perception of the benefits derived from this kind of activity through specifically those multisectoral interventions which involve students and community people.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The study's conclusions are outlined and summarized in this chapter. It will also include results, conclusions, policy recommendations, and suggestions for more study.

6.1 Summary of Findings

The study findings showed that teacher-related factors were significant in effectively implementing physical education in primary schools in Lugazi Municipality. The most pertinent ones were the level of training of the teachers, where inadequate specialized PE training hampered lesson delivery; and secondly, the attitude of the teachers themselves, where most teachers show greater interest in other more 'academic' subjects to the detriment of PE, sometimes without viewing it even as a vital subject. In addition, heavy workloads and large class sizes restrict teachers to effectively prepare and conduct PE lessons. Unsatisfactory resources and motivation further worsen the quality of instruction in PE. Using regression analysis, it was determined that teacher-related factors have a significant positive influence, with (ß = 0.214, p = 0.000), thus showing that improvement in these factors would lead to a 21.4% improvement in the implementation of physical education. This in turn serves to reinforce the call for increased teacher training, support, and motivation to promote PE in schools.

The investigation also established that school-related factors were some of the most influential factors in the implementation of physical education in primary schools in Lugazi Municipality. In that light, some of the key factors indicated include facilities and equipment, government support, time allocation for PE, budgetary allocations for equipment, the nature of the school environment, and supportive school policies for sport. To this question, the respondents showed strong agreement that those factors affect the delivery of physical education; key challenges identified included inadequate facilities and a lack of funds. Also, an overcrowded classroom and a

greater number of children for one teacher hamper the effective handling of the PE session. Regression analysis revealed that school-related variables were found to be positively related with a significant influence, (β = 0.454, p = 0.000), thus indicating 45.4% potential improvement in the implementation of PE on account of improvement in these variables.

Consequently, the study established that external environment factors significantly affect the delivery of physical education in primary schools in Lugazi Municipality. These key variables include parental involvement and support, government support, utilization of community resources, as well as contacts with external factors such as NGOs. Moreover, cultural belief, mostly associated with gender roles and the level of public awareness of the role and importance of physical education makes some difference in the delivery of physical education. Significant barriers identified included: limited parental support, inadequate government funding, and cultural resistance to PE, especially for girls. Regression analysis showed that this external factor significantly positively influenced the dependent variable, with (β = 0.375, p = 0.000), indicating that with every unit increase in this dimension, a corresponding increase of 37.5% in effective implementation of physical education will occur.

6.2 Conclusions

In conclusion, the study findings show that the implementation of physical education in primary schools within Lugazi Municipality is influenced mainly by teacher-related factors, school-related factors, and external factors. The limitations in teachers' training, attitude, and workload have an adverse effect on the effectiveness in the delivery of teaching PE subjects, while at the school level, inadequacy in proper facilities, funding, and overcrowding at class sizes hinder delivery. Moreover, other factors from the outside-for example, parental involvement, government support, and cultural beliefs-make a difference in the large positive influence improvements in the regressions have on the aforementioned implementation of PE. Improvement in the programs of physical education calls for focused efforts to enhance teacher training, adequate provision of resources, as well as community awareness and involvement.

6.3 Recommendations

From the above discussions of findings and conclusion, the following measures are recommended in response to the factors affecting the implementation of physical education in primary schools in Uganda: a case of primary schools in Lugazi Municipality, Buikwe District.

This study, therefore, recommends that for an effective implementation of the subject at primary school level, physical education needs an improved training of teachers. Integrating specialized PE training into the course of teacher education would serve to equip the teachers with the necessary skills and knowledge for quality lessons delivery. Further, continuous professional development programs in PE are recommended, which would assist the teachers in keeping themselves abreast of current best practices in the subject area.

It also recommends that schools should allocate more resources to physical education by spending on the relevant facilities, equipment, and materials needed for effective PE lessons. Schools should have adequate curriculum time allocated to PE, while money should be spent on maintaining and upgrading the physical education facilities to enhance the quality and access to the subject in ensuring an improved physical and social development for all students.

Besides that, it recommended government intervention to support strengthening the implementation of physical education in primary schools regarding adequate funding of the PE program in schools at a minimum standard of facilities for physical education. The supportive policies from government development should give an emphasis on the importance of physical education in the development of wholeness of students. In addition to that, government policies on reducing class size and teacher workload would enable teachers to effectively deliver PE lessons.

Finally, it is suggested that the study promotes increasing parental involvement and community engagement in support of school physical education programs. Parents and communities should, therefore, be sensitized through awareness of the benefits of PE

to health and child development, and be so encouraged to get involved in school activities. These shall be further enhanced through collaborations with external stakeholders, such as NGOs and community organizations, for further resources, support, and advocacy in promoting PE, especially in terms of cultural resistance to girls participating in sports and physical activities.

6.4 Areas for further research

Considering the research focus on examining factors affecting the implementation of physical education in primary schools in Uganda: a case of primary schools in Lugazi Municipality, Buikwe District, the following areas of further research are recommended;

- Future research related to primary schools, particularly in Lugazi Municipality, needs to establish the long-term impacts on students' health and academic performance because of improved physical education programs.
- Additionally, investigation of the perception and attitude of parents and people from the community regarding PE is necessary to have more valuable insights regarding cultural barriers and support mechanisms.
- The research should also focus on comparative studies between the urban and rural schools in Uganda, showing specific challenges and successes in the implementation of physical education in different contexts.
- It would be very important to research in more depth the role of technology in enhancing the delivery of physical education and student engagement in the subject that can offer new opportunities given existing resource and teacher training limitations.

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APPENDICES

Appendix 1: Questionnaire

For teachers and head teachers of the five selected primary schools in Lugazi Municipality

Dear Sir/Madam,

My name is Tumuhairwe Janet Lindah; I am a student of MPAM at Uganda Christian University. I am conducting a study on "the factors affecting the implementation of physical education in primary schools in Uganda: a case of primary schools in Lugazi Municipality, Buikwe District." You have been chosen on purpose to take part in this study, and all data gathered will be used only for academic purposes and kept completely private. The outcome of this research will be largely reliant on your response. Your assistance will be much valued.

Section A. Bio Data

Please tick the most appropriate answer

1. What's your gender?

a) Male ☐ b) Female ☐

2. What's your age?

a) 21-30 years ☐ b) 31-40 yea☐

c) 41-50 years ☐ d) Above 50 ☐

3. What's your highest level of education?

a) Certificate ☐ b) Diploma ☐

c) Degree ☐ d) Masters ☐

e) Others specify:……..

4. Category of respondent?

a) Head teacher ☐

b) Teacher ☐

5. How long have you spent in this profession?

a) Less than 1 year ☐ b) 1-5 years ☐

c) 6-10 years ☐ d) Above 10 ☐

Factors affecting the implementation of Physical Education in primary schools in Lugazi Municipality

Note: *In the next section, check the box next to the appropriate response that best expresses your viewpoint on the scale that is provided. To indicate your degree of agreement with each statement, use the following scale: 1 indicates strong disagreement, 2 disagreement, 3 uncertainty, 4 agreement, and 5 strong agreement.*

No.	**Statements**	***Strongly agree***	***Agree***	***Not sure***	***Disagree***	***Strongly***
No.	**Teacher-related factors**	**5**	**4**	**3**	**2**	**1**
1	The level of training teachers have received in Physical Education influence delivery of PE lessons					
2	Teachers' attitude towards teaching Physical Education influence the quality of PE lessons conducted					
3	The amount of workload the teachers have to accomplish significantly affects their time for preparing and conducting					

	PE lessons					
4	Access to necessary resources and equipment for physical education by the teachers influence their ability to conduct PE lessons					
5	The level of motivation among teachers impacts on the conduct of Physical Education sessions.					
6	The continuous professional development opportunities available for teachers in physical education influence PE lesson delivery.					
No.	**School-related factors**	**5**	**4**	**3**	**2**	**1**
1	The number of facilities and equipment for conducting Physical Education affect PE delivery.					
2	The level at which government provides sufficient support and resources for physical education influence delivery of PE lessons					
3	The time allocated to PE on the timetable impacts on the PE delivery.					
4	The percentage of school budgetary allocation for the purchase and maintenance of PE equipment affects PE sessions.					
5	The nature of the school environment affects the outdoor physical education activities.					
6	School policy influences the inclusion and regularity of physical education in the curriculum.					
No.	**External factors**	**5**	**4**	**3**	**2**	**1**
1	The degree of parental support and involvement affects PE delivery					
2	The level of government support towards Physical Education in primary schools affects PE activities					
3	The extent to which accessibility to Community facilities					

	and resources supports Physical Education programs in schools					
4	The degree to which external stakeholder (e.g., NGOs) involvement affects Physical Education activities in schools.					
5	The extent to which cultural beliefs and practices impacts the implementation of physical education.					
6	The level of public awareness about Physical Education affects its implementation in primary schools.					

Thank you very much for your cooperation

Appendix 2: Interview Guide

For Key Informants (Inspector of Schools in Buikwe and Officials from Ministry of Education)

Introduction

Dear Sir/Madam,

My name is Tumuhairwe Janet Lindah; I am a student of MPAM at Uganda Christian University. I am conducting a study on "the factors affecting the implementation of physical education in primary schools in Uganda: a case of primary schools in Lugazi Municipality, Buikwe District." You have been chosen on purpose to take part in this study, and all data gathered will be used only for academic purposes and kept completely private. The outcome of this research will be largely reliant on your response. Your assistance will be much valued.

Section A: Introduction

1. Tell me about yourself (*professionally*)
2. How long have you worked in this position?

Section B: Questions on the Objectives

3. To what extent do teaching skills and training affect the effectiveness of implementing physical education in your school?
4. What are the problems faced by teachers during physical education lessons?
5. How does your office support the integration of physical education into regular schooling?
6. What resources are allocated for physical education by your office, and are they adequate?
7. How do non-school organizations or community groups help in implementing the physical education programs in your school?

8. To what extent is physical education delivery in your school reflective of government policies or guidelines?

Thank you for your cooperation