UNIVERSITY OF CAPE COAST

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NANCY NORA HAYFORD

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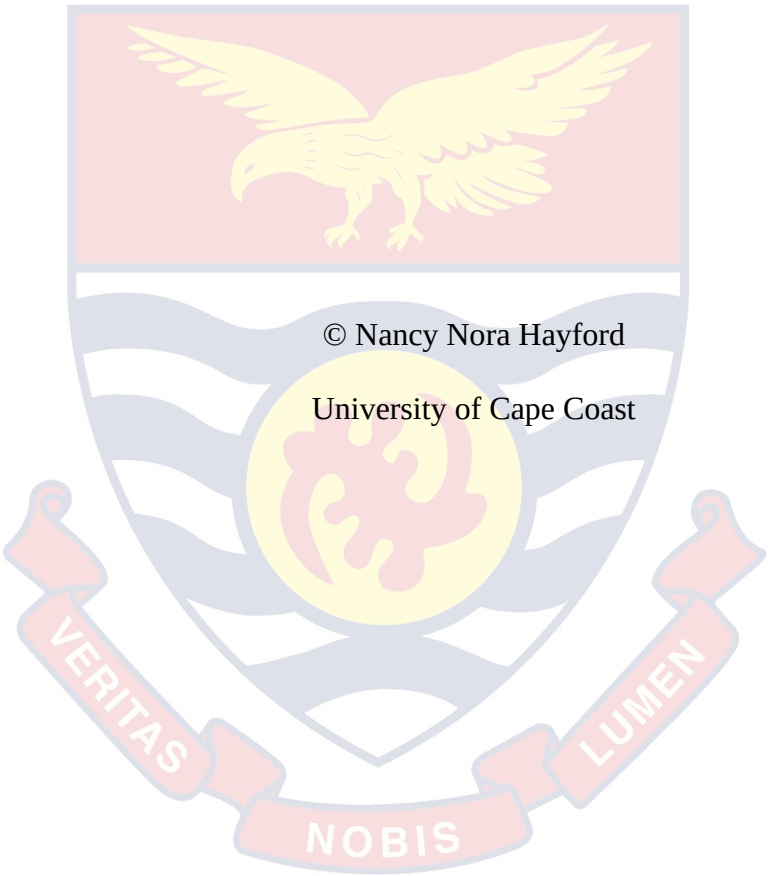

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BY

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Thesis submitted to the Department of Health, Physical Education and Recreation of the Faculty of Science and Technology Education, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Physical Education

JULY, 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date: .....

Name: Nancy Nora Hayford

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: ..... Date: .....

Name: Dr. Charles Domfeh

Co-Supervisor's Signature: ..... Date: .....

Name: Dr. Daniel Apaak

ABSTRACT

The physical, social and emotional benefits of Physical Education (PE) have well been established. Nevertheless, the subject is, most of the times, not taught by teachers. This study therefore, aimed at investigating why PE as a subject is not taught in basic schools in the Twifo Atti-Morkwa District (TAM) of the Central Region. The study particularly focused on investigating whether attitude of teachers, training and abilities of teachers, nature of school curriculum and availability of facilities and equipment are factors which affect the teaching of PE in basic schools. The study was a descriptive cross-sectional survey which utilised primary data collected from a total of 536 basic school teachers in the TAM district. Both bivariate and multivariate analyses were conducted to determine whether or not attitude of teachers, training and abilities of teachers, nature of school curriculum and availability of facilities and equipment affect the teaching of PE. The results revealed a statistically significant association between attitudes of teachers and the teaching of PE. Teachers who have positive attitude towards PE are more likely to teach the subject compared with their colleagues who have negative attitude towards the subject (OR=2.446; $p<0.05$). Training and abilities of teachers and the nature of school curriculum were also found to be significantly associated with the teaching of PE. Teachers who found the school curriculum as overcrowded (OR=0.186; $p<0.001$) or demanding (OR=0.466) are less likely to teach PE. The study recommends that the Ghana Education Service through its PE Directorate should embark on or strengthen sensitization for teachers at the district level to develop positive attitudes towards the teaching of PE.

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DEDICATION

To my dad, Mr. William K. Hayford, Kelly my husband, and my mothers,

Henrietta and Agnes

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CHAPTER ONE

INTRODUCTION

Background to the Study

During childhood and youth, Physical Education (PE) at school provides an excellent opportunity to learn and practice skills likely to enhance lifelong fitness, career opportunities and good health. These activities may include daily running, swimming, cycling and climbing, as well as more structured games and sports (Kirui, 2007). Early mastery of the basic skills crucially helps young people to perform and understand the value of these activities better in their later education, or as adults at work or during leisure time. However physical education is not limited to training in physical skills, but has a recreational dimension too. Young people's involvement in many physical activities enable them construct knowledge and gain insights into principles and concepts such as 'rules of the game', fair play and respect, tactical and bodily awareness, and the social awareness linked to personal interaction and team effort in many sports. In essence, goals that extend beyond physical education and sport tend to provoke sound personal development and social inclusion giving further weight to the importance of including this subject in the school curriculum.

PE is an important educational process which aims at improving and enhancing human performance and development through the participating in physical activities (Chakraborty, Nandi & Adhikari, 2012). It is a vital element in a comprehensive well-balanced curriculum because it helps learners develop competencies (Chakraborty et al., 2012). Accordingly, it is observed that, for overall development, children should participate in physical activities such as sports and exercises. Because it is the main contributing factor in the

improvement of an individual in all aspects of life (that is, physical, emotional, mental and social). It entails a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene within the school and college settings (Kirui, 2007). PE has been widely acknowledged as a key vehicle for promoting physical activity among children (Biddle & Mutrie, 2001). The physical, social and emotional benefits of physical activity during childhood are well documented in literature. In support of this claim, Chakraborty et al. (2012) argues that it provides the opportunity for children to lead physically active lifestyle.

The contribution of PE to the personal, social and physical development of the child has been well documented (McGuinness & Shelly, 2003). PE provides children with the knowledge, skills and understanding necessary to perform a variety of physical activities, maintain physical fitness and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle. PE contributes towards the growth of a child into a healthy, intelligent, confident and level-headed adult. Students need to take part in physical activity more frequently than is possible in their schools' curricular programme (Mungai, Sang & Wamutitu, 2014).

There are many benefits PE provides today's students and society. Within a school setting, a physical education programme can serve society in many ways if implemented and utilized appropriately. There are many areas physical education can serve and positively affect students and society. One is overall physical fitness. For example, PE helps students and society improve skill-related components such as speed, agility, reaction time, balance, coordination, and basic movement patterns. Physical education helps students

and society improve upon their strength, endurance, flexibility, and cardiovascular/respiratory activities. It is in light of this that Mozaffarian, Afshin, Benowitz, Bittner, Daniels, Franch and Popkin (2012). recommends that if children and adolescents want to increase their life expectancies, they need to eat healthier foods and become physically active.

Bailey (2006) asserts that Physical Education and Sports (PES) have numerous advantages linked with active participation. Talbot (2009) notes that physical education helps children to develop self-respect, helps in integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programmes in health, positively improves self-esteem, and enhances social, affective and cognitive development. Physical activity maintains healthy joints and muscles so that one can undertake their daily activities and be physically fit.

According to the latest Shape of the Nation Report [NASPE] (2012), both the National Association of Sport and Physical Education and the American Heart Association believe physical activity achieved through participation in physical education improves one's overall well-being and is one of the best preventers of significant health problems linked to many chronic diseases (e.g., obesity, high blood pressure, and high cholesterol). No other school subject has the potential to fulfill these health needs. If schools are to make a positive impact on children's health now and in the future, physical education must form an integral part of the school curriculum and must be taught by qualified teachers, and focus on healthy behaviours.

Studies have found that the lack of PE knowledge among primary school teachers contributed to uncertainty about what they were doing (DeCorby et al.,

2005; Morgan & Bourke, 2004), whereas teachers who demonstrate a good knowledge of PE, good skills, and a readiness to participate are more likely to encourage a positive attitude to PE and PA in students (Ryan, Fleming, & Maina 2003). Reviews of research about teacher professional development aimed at improving student achievement indicate that focusing on teachers' knowledge of the subject matter, and how students understand and learn it, is what matters most (Cohen & Hill, 2001; Holland, 2005; Spiller & Fraser, 1999; Walkwitz & Lee, 1992). As Ennis (1994) points out, teachers, like their students, need to become lifelong learners who pursue continuing growth in knowledge, understanding and skills.

The essence of PE in a school curriculum is to help learners develop competencies and beliefs. Daily quality PE in the nation's schools is an important part of a students' comprehensive, well- rounded education programme and a means of positively affecting life-long health and well-being (Kirui, 2007). Dora (2014) observed that students who participate in PE have high energy levels and are more alert than those who lead sedentary lifestyles. Due to these reasons, the productivity of such students in various spheres of life, including their studies, improves considerably. This implies that PE contributes towards the growth of a child into a healthy, intelligent, confident and level-headed adult. Students therefore need to take part in physical activity more frequently than is possible in their schools' curricular programme (Mungai, Sang & Wamutitu, 2014).

The teacher is considered to be the major and first instrument in education. In effect, schools rely on teachers in preparing generations of students with the requisite competencies to perform duties assigned to them.

Thus, the teacher plays a significant role in the education process (Kirui, 2007). This is significant because it takes a competent teacher to promote the holistic development of the learner. The desire appears to stem from professional commitment to provide the best education possible to student in one hand, and the need to meet regulatory processes of management issues and learning environment, on the other hand.

It is not only schools that have a key role to play. It is also apparent that physical educators are becoming more accountable than ever before. The role of educators continues to evolve and they pursue opportunities to facilitate activities that engage students and provide education on lifestyle choices and healthy behaviors. Schools are learning environments with the capacity to equip students with these attributes. However, it is the quality of the programmes in schools that will ensure that young people are given the opportunities to become physically-educated individuals (Lee, Burgeson, Fulton & Spain, 2007).

Morgan and Hersen (2007) state that in many regions of the world, PE is considered as a non-productive activity, less important to a successful future than academic subjects. In other words, there is a prevailing perception that one cannot build a career on it in spite of the overwhelming evidence that sport is a money-making industry in the western world and in some African countries such as Nigeria, Kenya, Ghana and Ethiopia (Mudekunye & Sithole, 2012).

Teachers are of the view that they are poorly prepared for the teaching of PE and that they lack confidence. This claim supports Drewett's (2005) assertion that teachers tend to teach a limited scope of the programme, based on the available facilities and resources as well as the competencies that the teacher brings into the teaching and learning. Nevertheless, there are challenges for the

Colleges of Education to ensure that teachers are adequately prepared to teach PE and that continuing professional development in PE is also available to practicing teachers. Trained PE teachers can achieve, for example, greater physical fitness improvement in children than PE teachers who lack appropriate training (Starc & Strel, 2012). Amusa, Toriola and Goon (2013) assert that traditionally, most African societies associate PE with play and leisure. This is significant because such societies perceive PE as only involving physical activities thereby not making any meaningful contribution towards the overall development of the learner.

Statement of the Problem

A survey conducted by college lecturers on the status of PE in Zimbabwean primary schools revealed that the subject is timetabled for the sake of student teachers and there is little or no support from school administrators (Musangeya et al., 2000). Owing to this, the status of PE remains shaky and low because teachers consider it low in their scale of values. The time for teaching PE was considered time for both teachers and pupils to relax and was nothing more than recess and play. Any activity perceived in this manner may never be taken seriously, and this explains why PE ranks low in society's scale of values (Amusa, Toriola, & Groon, 2013).

Another study conducted by Oliveira (2014) on teachers' experiences with disengagement in physical education classes at secondary school in Perth Metropolitan Area showed that teachers were not having the ability to engage students in PE due to the fact that they had limited options. In addition, Curry (2012) indicated that primary school teachers frequently skip the compulsory PE hours from their week because of emotion pressured by the scope of the

curriculum and their lack of experience and capability to teach certain aspects of the PE curriculum.

In Jordan, a study by Oudat (2016) indicated that the highest challenge facing the PE teachers was the increased numbers of the students in the classroom as a result they are not able to teach the students PE in a good manner. According to Amusa Toriala and Groon (2013), subjects such as Mathematics and English are deemed productive because they equip students with skills to solve problems they could not solve at the beginning of the course. In other words, there is a sense of outcomes which pervades these subjects which is lacking in PE.

The researcher, during her two years of teaching as a classroom teacher at Twifo Nuamakrom District Assembly Primary School in the Twifo Atti-Morkwa District observed that though PE was on the timetable, teachers were not teaching it as the other subjects like English Language, Mathematics and Integrated Science. The pupils will go out and as the boys were playing soccer the girls will also be playing "ampe" while others will be the sleeping in the classroom. In fact, the periods were used for other things but not for teaching PE. Qualified teachers did not seem to like teaching PE owing to its perceived low value relative to other subjects such as Mathematics and English.

As such, PE was taught by student teachers who felt obliged to teach it because they were undergoing training. No sooner had they qualified than they following the example of their older teachers in marginalizing the subject as well. It is against this background that the researcher wants to find out from the teachers in the classroom, their perception as to why the subject is not being taught especially in the Twifo Atti-Morkwa (TAM) district of Central Region.

Despite the fact that the teaching of PE has been relegated to the background, research has dedicated little attention to investigating the reasons (Hardman, 2008).

Purpose of the Study

The purpose of the study was to investigate the perceptions of basic school teachers on why physical education as a subject is not taught in primary schools in the Twifo Atti-Morkwa (TAM) district.

Objectives of the Study

The study was guided by the following objectives:

1. To investigate the influence of teachers' attitude on the teaching of PE.
2. To investigate the effect teachers' training and ability affect the teaching of PE.
3. Assess how the nature of the school curriculum affect the teaching of PE.
4. Assess how the provision of facilities and equipment affect the teaching of PE.

Research Questions

This study attempted to answer the following questions:

1. How does attitude of teachers affect the teaching of PE as a subject in TAM district?
2. How does training of teachers affect the teaching of PE as a subject in TAM district?
3. How does the nature of the school curriculum affect the teaching of PE as a subject in TAM district?

4. How does provision of facilities and equipment affect the teaching of PE as a subject in TAM district?

Research Hypothesis

There is no significant relationship between these factors; attitude of teachers, training of teachers, school curriculum, facilities and equipment and the teaching of PE as a subject in TAM.

Significance of the Study

The researcher envisages that this study would address the problem of why primary school teachers do not teach PE as a subject in Ghana. The study will also provide insights to GES regarding how to improve the teaching of PE at the basic school level in the districts. Also, the study will generally add to the body of knowledge in the area of teaching physical education.

Delimitation

The study was delimited to only public primary schools in the TAM district. The study was also delimited to classroom teachers in primary schools in the TAM district in the Central Region of Ghana. Further, the study was delimited to descriptive survey design as well as the use of questionnaire for the data collection. Also, the study was delimited to variables such as attitude of teachers, training of teachers, nature of the school curriculum and provision of facilities and equipment.

Limitations of the Study

The study should have covered the whole of Ghana but it has been observed that studies involving larger size and several schools require a longer period of time, money and other material resources to be able to accomplish. Since the researcher has very limited time and resources, only a segment of the

population could be studied. Nevertheless, the characteristics of the population studied are representative of the larger population hence, makes the results generalisable. I could also not conclude on cause and effect relationship among the variables since the design was cross sectional and that no control occurred.

Organization of the Study

The study was divided into five chapters. Chapter one comprised background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations, definition of terms and organizations of the study. Chapter two addressed the review of related literature. Chapter three also addressed the research methodology and this included the research design, study area, population, sampling procedure, data collection instrument, data collection procedure and data processing and analysis. Chapter four looked at the results obtained from the study and discussed them within the context of the literature reviewed. Chapter five focused on the summary of the study, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this study was to find out the perceptions of basic school teachers in the Twifo Atti–Morkwa (TAM) District in the Central Region of Ghana on why PE as a subject is not taught. In this chapter some relevant studies related to the current research are reviewed. The related literature is reviewed based on the following sub-headings.

1. Definition, Nature and Scope of PE
2. The Need for Teaching PE at the Basic School
3. Basic Facilities and Equipment for the Teaching of PE
4. Training of PE Teachers in Ghana
5. Perception of Teachers on the Teaching of PE in the Basic school
6. The PE Curriculum in Basic Schools.
7. Theoretical Review
8. Conceptual Framework

Definition, Nature and Scope of PE

PE does not have a universally accepted definition but from the perspective education, it concerns the physical aspect of education (Zealand, 2011). In the educational context, PE is understood to be a subject (discipline of study) that is based on scientific facts and includes various sub-disciplines such as: sociology of sport, psychological aspects of sports, and physiology of exercise, perceptual-motor aspects kinesiology, movement physiology, philosophical aspects of PE, motor learning, and biomechanics (Franklin, 2012).

Rashid (2014) observes that PE consists of three distinct societal forms. Firstly, educational activities, such as dance, games, play and sport are taught to children, clubs and other groups. Secondly vocational and professional courses in PE, which prepare teachers and coaches to teach and coach educational activities. Thirdly, academic courses of higher education establish a theoretical and academic body of knowledge related to PE traditionally, the relationship between these three forms of PE, has involved a constant interchange of knowledge.

Rashid (2014) further claims that in recent years a concern for autonomy has dramatically changed the relationship between these forms of integrations to fragmentation. The knowledge explosion in PE has drastically changed the traditional conception of the role of PE in society. On the other hand, in various schools the term PE is no longer acceptable because it is claimed to be too limited in scope (Bengani, 2008). Many names have been suggested to replace the term "physical education". Human movement, sport science, sport studies, exercise science, activity sciences, kinesiology, kine-anthropometry and movement exercise are some recent suggestions. In effect, some institutions have re-named the PE departments with one of these terms (Zealand, 2011).

Haegele, Zhu and Davis (2017) maintain that physical education is an integral part of the whole educational process and through well-directed physical education activities and programmes, young people and students are likely to develop and acquire knowledge, skills, fitness, and attitudes that contribute to their optimal development and well-being. In the opinion of Haegele et al. (2012), neuromuscular skills will become part of these pupils' motor mechanism through the medium of physical activity that has been

selected for an intended result so that the pupils may have proficiency in performing physical activities. It is also expected that their social status will be positively raised to be able to interpret or relate situations in a more meaningful manner.

Basic schools' physical education programmes focus on helping pupils attain competency in the fundamental motor skills and movement concepts that form the foundation for later development of specialized games, sports fitness and dance activities (Bailey, 2006). The essence of physical education in primary schools is to help pupils to set realistic goals for achievement by providing the needs of pupils at various levels of development and ability by encouraging acceptance of responsibility by nurturing pupil's self-esteem and by enabling them to gain confidence in themselves as learners (Mahar, Murphy, Rowe, Golden, Shields, & Raedeke, 2006; Chalkley, Milton, & Foster, 2015).

Physical education focuses on the teaching of skills, the acquisition of knowledge and the development of attitude through movement (Bendíková & Dobay, 2017). This implies that pupils should leave the basic school knowing at least something about stability, force and other factors related to efficient movement.

The aim of physical education, like those of the general education is the full development of the body, mind and soul of the individual. Thus, an educated person is seen as one who has fully developed his/her ability to utilize constructively all his/her potential capabilities as a person in relation to the world he/she lives. In this vein, a physically educated person may be defined as one who has fully developed the ability to utilize constructively one's potential

capabilities for movement as a way of expressing, exploring, developing and interpreting oneself to the world one lives in and beyond (Kirk, 2013).

As the pupil progress through school, skills and fitness development is accompanied by an increased knowledge and understanding of physical activity and this goes on to build them further in appreciating physical activity in future (Beltrán-Carrillo, Devís-Devís, Peiró-Velert, & Brown, 2012). Specifically, the objectives of teaching physical education at the basic school is to help pupils develop good habits that will enable them fit well in society (Beltrán-Carrillo et al., 2012). Teaching of physical education at the basic school as it stands shows that almost all teachers deny pupils the opportunity to express themselves freely in purposeful activities during physical education lessons (Hillman, Erickson, & Kramer, 2008).

The Need for Teaching Physical Education in Basic Schools

The need for high-quality physical education in the primary schools is described by Pickup (2012) as being "more evident than ever before" (p. 13). It can be inferred from the assertion above that 'lack of' physical activity participation has accounted for the increased rates of obesity among the population. This is not surprising because there appears to be a global lack of understanding of the nature, aims, and outcomes of the subject and this explains why individuals often confusing it with perceptions or memories of sport (Osborne et al., 2016). The subject matter of physical education does not have a high status and few people care about what happens within the curriculum area (Beddoes, Prusak, & Hall, 2014). Physical education is described as being under- practiced and under-researched, which in turn has resulted in the lack of theory development in the domain (Macdonald, 2015).

The subject PE is significant at the primary level because it enhances physical, intellectual and moral development of children (Verstraete, Cardon, Clercq, & De, 2006). Taking into consideration the numerous benefits that individual gain from physical education, regular in-service training should be organised for PE teachers to improve and promote their understanding regarding effective ways of teaching concepts in PE.

Some scholars have established an association between scholastic achievement and PE lessons, exercise and fitness, albeit as a result of improved self-esteem and wellbeing (Stergiadis, 2014). In an extensive review of literature concerning the impact of daily PE lessons on the academic performance of primary school students, Shephard (2006) concluded that students' ability to learn and improve academic skills could be enhanced by receiving extra PE lessons. At the very least, Shephard noted that students could be involved in daily PE without jeopardizing students' academic development.

Physical education provides students with many opportunities to improve their overall lifestyle. First and foremost, it provides students the opportunity to improve their physical fitness, development, and health. According to Bailey et al. (2009), consistent participation in physical activity is associated with longer and better quality of life, reduced risk of disease, and several psychological and emotional benefits. Also, Bailey et al. argue that basic movement skills taught in physical education classes provide students the opportunity to apply those skills in sports or in a recreational setting. Physical Education also provides students the opportunity to enhance their social and cognitive development.

Bailey (2006) in an intervention study revealed that children's moral reasoning, fair play and sportsmanship, and personal responsibility as well as social skills and values mediated by trained teachers and coaches who focus on situations that arise naturally through activities, of these concepts. Furthermore, another has demonstrated that well-structured and presented activities can contribute to enhancing students' social and cognitive development (Bailey et al., 2009).

Physical education develops physical competence so that all children can move efficiently, effectively and safely and understand what they are doing. The outcome, physical literacy, is an essential basis for their full development and achievement. Physical education in school is the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, culture, race/ethnicity, religious or social background, with the requisite skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport (Morgan et al., 2013).

It is the only school subject whose primary focus is on the body, physical activity, physical development and health; and helps children to develop the patterns of an interest in physical activity, which are essential for healthy development and which lay the foundations for adult healthy lifestyles. PE also contributes to children's confidence and self-esteem; enhances social development by preparing children to cope with competition, winning and losing; and cooperation and collaboration (Chalkley, Milton, & Foster, 2015). Physical education also provides pupils the opportunity to enhance their physical, Social, emotional, and cognitive development. This usually happens

when pupils are taken through physical activities during physical education lesson (Martin, McCaughtry, Kulinna, & Cothran, 2009).

Regular physical activity provides young people with important physical, mental and social health benefits. These includes; healthy growth and development; strong bones and muscles; control of weight and body composition; improved posture; improved cardiovascular health; reduced blood cholesterol; opportunities to make friends and enhance self-esteem; reduced stress, depression and anxiety (Stergiadis, 2014). Participation in regular physical activity promotes normal growth and development by helping young people build and maintain healthy bones, muscles and joints and helps to reduce the risk of developing obesity and chronic diseases such as type-2 diabetes and cardiovascular disease and also promotes the psychological well-being of a child (Christopher, 2015).

PE is unique to the school curriculum as the only programme that provides students with opportunities to learn motor skills develop fitness and gain understanding about physical activity (WHO, 2012). Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased mortality and premature mortality and increased mental health (Lubans, Richards, Hillman, Faulkner, Beauchamp, Nilsson, & Biddle, 2016). Physical benefits of PE to basic school pupils, become increasingly more independent as their daily lives become more complex and diversified (Benson, 2013). Pupils begin to make decisions and choices in taking increased responsibility for themselves. Quality basic school PE programmes provide students conceptual and practical understanding of: 1) health-related physical

fitness; and 2) how to maintain a health-related level physical fitness (Resto, 2011).

According to Chiodera et al. (2008), physical inactivity is related to increased levels of body fat and childhood obesity. These researchers opined that preventive measures should be taken at a young age to help reduce future health risk factors. Furthermore, they found out that students who engage in daily physical activity within the school setting will achieve the health benefits they need to be physically fit more than those who do not. The important role of PE has also been highlighted with the recent marked increase in the prevalence of childhood obesity worldwide (Ramon-Krauel et al., 2013).

Learners learn PE through a variety of modalities (e.g. visual, auditory, tactile, and physical) which help in nurturing children's kinaesthetic intelligence (UNICEF, 2011). Moreover, children should be given more in-depth learning opportunities so that they can understand the mechanical, physiological and social psychological aspects of physical activity (Morris, 2012). Students' growing ability to compare and contrast, analyse and synthesize information enables them to apply movement principles in new and meaningful ways. Students can more fully understand the role of physical activity in preventive health and analyse the pros and cons of various types of physical activity in lifelong health (Kroger, Martinussen, & Marcia, 2010).

On the other hand, the affective benefits of PE in children are to boost and build self-esteem. Quality PE programmes enhance the development of both competence and confidence in performing motor skills. Attitudes, habits and perceptions are critical prerequisites for persistent participation in physical activity. Appropriate levels of health-related fitness enhance feelings of well-

being and efficacy. During this phase of development, students begin to select activities based more on personal interests. Other factors affecting students' choice of physical activity may be their level of health-related physical fitness, body type, geographical location, socioeconomic group or circle of peers (Stergiadis, 2014).

However, the amount of PE being taught is dwindling in many schools as extra time is afforded to other academic subjects (Hillman, Erickson, & Kramer, 2008). An effective physical education programme is a product of incorporating character education concepts in daily physical education. Sullivan (2007) indicated the importance of children's ability to enhance their physical education through learning a variety of lifetime activities that they can apply to the outside of classroom experiences.

The main focus during the school day is the development of the mind through traditional subjects like Mathematics, English and Science. Under this persisting model, children sit passively at their desks attempting to develop their minds and reasoning capacity while ignoring the needs of their bodies. The psychomotor or physical component of children's learning often tends to be overlooked (Trost, 2007). Traditionally cognitive learning has been prioritized above that of psychomotor learning (Penney, Brooker, Hay, & Gillespie, 2009). The idea of ignoring physical activity in education does not comply with the holistic wellness view of education where people should be developing socially, physically, spiritually, environmentally, intellectually, emotionally, and occupationally (Sather, 2011). Some students and parents have the perception that replacing cognitive learning with physical learning can have a detrimental effect on a child's cognitive development (Trost, 2007). Morgan and Hansen

(2008) posit that PE is a method used for improving fitness which can help counter current trends towards obesity and inactive behaviours in children.

Basic Facilities and Equipment for the Teaching of PE

In any sports setting, the use of adequate facilities, equipment and supplies cannot be overstated. Arguably effective learning and teaching in PE is in part reliant upon the provision of facilities and equipment. Sports equipment is divided into the following principal groups: clothing (uniforms), footwear, apparatus, and equipment for sports structures and for officiating. They are important and efficient and effective in the organisation of intramural programmes. Adesanya (1992) defined facilities as that quality that makes learning or doing things easy or simple. Ehlamenotor (2012) describes facilities as factors or structures which enables workers to perform their work effectively.

Facilities are physical structures that are advantageous to sports programmes. Facilities are large, properties meant for specific purposes (Alsauidi, 2015). Examples are playing fields, courts and pitches. Sports facilities are grouped into outdoor and indoor facilities. Outdoor facilities include those for Track and Field Athletics, Football, Cricket and Hockey pitches. Others include Tennis, Volleyball, Handball, Badminton and Basketball courts, Swimming pool and a host of others. Modern athletics, according to Asagba (2004), calls for modern technologies in terms of facilities. These could be observed from the provision of modern synthetic running tracks, pitches and fields, running shoes, fibre vaulting poles and new ideas in training tactics and techniques for the achievement of optimum performance.

Equipment is very central to meaningful sports participation whether in school sports, amateur, recreational or competitive status. Equipment refers to

permanent apparatus such as balance beams and outdoor play apparatus. They are as important to the athletes as the laboratories are to the scientists. No sport is played today without equipment. It has long been espoused that high quality equipment can engender higher performance in sport. It has been observed that athletes in developing nations have the capacity to outshine their counterparts from developed countries in international athletic competitions if they are provided with high quality training equipment (Eruteyan, 2003). Supplies on the other hand, are expendable items and have to be replaced at frequent intervals such as balls, shuttle cocks, whistles and tapes. They complement the other components of organisation to make a successful PE programme.

PE is commonly faced with the challenge of inadequate facilities, equipment and supplies and poor maintenance of teaching sites. Trying to teach PE without the availability of the basic facilities could be frustrating. Although most schools in Africa have an open piece of ground that serves as a multi-purpose sport field, the condition of the field is usually in poor state (Gabriel, 2013). Many fields are sloppy, uneven, overgrown or unturned, which renders them less suitable in inclement weather.

Forson (2013) stated that play grounds must be designed and equipped with their functions for play foremost in mind. The playground should not be designed purely for aesthetic reasons or the educator's concern for children's play habit and needs. Play grounds, according to Ledermann and Trachsel, must match the play characteristics of children and at same time be aesthetic in the selection and arrangement of apparatus pathways and greenery. Also, playground design and equipment must conform to the typical games of the age group for which the playground is intended. In most cases, creative playgrounds

are first seen as an addition to the primary school playground area. Most children from age 5-8 years thoroughly enjoy playing on or around a creative playground. Intermediate children appear to be more sophisticated, however, experience show that children of this age level are equally interested in using creative equipment (Trost, Kerr, Ward, & Patr, 2001). Thus, plans should consider differences in age range in the elementary school.

Large scale developments of existing PE facilities are needed in most African countries (Benson, 2013). These should be the combined responsibility of the government, private sector, communities as well as the schools and parents. The absence of adequate PE facilities is denying pupils the opportunity to have PE lessons. In Namibia for instance, the majority of children, especially those in rural areas, have either not had the opportunity to attend PE classes or were in schools where PE was neglected or totally omitted because of the lack of facilities or qualified teachers (Mbumba, 2011). Similarly, in Ghana, Quay (2014) indicated that the challenges in teaching PE are large classroom sizes. Relatedly Domfeh and Odoom (2018) found that most PE teachers also serve as coaches for school teams and as a result have an increased workload which subsequently leads to burnout.

In his report, Hardman (2014) observed that the quality of facilities for physical education in most countries was below average and was limited in quantity; this was particularly the case in developing countries. Hardman further revealed that quality of facilities was rated as average/inadequate in all Central and Latin American countries. It was the same case in Africa with 67 percent of African countries having facilities rated as average or inadequate. A study carried out in Nigeria by Bibik and Orsega-Smith (2008) found that a

relationship existed between the availability of school facilities and the implementation of the school curriculum. In Papua New Guinea, Spittle, Petering, Kremer and Spittle (2012) indicated that PE equipment consisted of one volleyball, a basketball and occasionally football; however, maintenance and follow-up of these resources for PE was very poor.

Training of PE Teachers in Ghana

School curricula all over the world advocate for the training of qualified teachers and encouragement of the development of training courses (Mudekunye & Sithole, 2012). In the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Charter, Article 4 is devoted to qualified personnel responsible for the delivery of PE and sport programmes and to voluntary personnel who might also contribute. Personnel who take professional responsibility must be capable of taking PE and sport activities that are suited to the needs and requirements of the pupils in other that their safety is not jeopardised (Yusuf, 2007). The acquisition and development of the necessary relevant skills are acquired in teacher training programmes and updated throughout a teacher's career through in-service training (INSET) or continuing professional development (CPD) programmes.

The UNESCO Charter called for the appropriate structures to be put in place for the training of personnel for P.E. and sport. Personnel who have received such training must be given a status in keeping with the duties they perform. Voluntary personnel, according to the Charter must be given appropriate training and supervision to make invaluable contributions to the comprehensive development of sport and encourage the participation of the

population in the practice and organisation of physical and sport activities (Yusuf, 2007).

In many countries, teachers are not adequately trained to reach PE. Generally, throughout the European region, PE/sport teaching degree and diploma qualifications are acquired at universities, pedagogical institutes, national sports academies, or specialist PE/sport institutes. For primary school teaching, qualifications tend to be acquired at pedagogical institutes but not exclusively so; for secondary school teaching, qualifications are predominantly acquired at university level institutions. In approximately half of the countries in Europe, PE teacher graduates are qualified to teach a second subject (Beddoes et al., 2014). Though not applicable to all countries, a common scenario across Europe is the practice of having qualified "specialist" PE teachers at secondary level and "generalist" teachers at primary level. Some countries do have specialist physical educators in primary schools, but the variation is wide and there are marked regional differences. In Central and Eastern Europe, around two-thirds of countries have specialist physical educators in primary schools compared with a third of countries in Western Europe. In some countries the primary school generalist teacher is often inadequately or inappropriately prepared to teach PE and initial teacher training presents a problem with minimal hours allocated for PE teaching and training (Beddoes et al., 2014).

Sports programmes for students just like any other of its type cannot be operated in a vacuum, human elements must be present. The success or otherwise of any intramural sports programmes depends to a great extent, on the personnel available to handle it. Imagine a situation where there are facilities, equipment and supplies and there are interested students in the school to take

part in the intramural sports. All aforementioned cannot function without the personnel that would direct and put it to operation. Ankude (2002) argues that students expect the coach to teach. The coach is expected to be able to guide and assist children in finding solutions to their problems irrespective of what means is used. The specialised nature of PE requires that teachers or coaches are educated in the field of child or adolescent psychology, mental hygiene and proper teaching methods (Robbins, Powers, & Burgees, 2011). Unfortunately, coaches are basically trained in general education and not PE as a special discipline. In spite of efforts to provide adequate manpower to handle PE in the schools, there is at present an unhealthy imbalance between the increasing population rate of schools and the low yearly turnover of PE graduates from the University of Education Winneba (UEW) and the University of Cape Coast (UCC) and the Teacher Training Colleges in the country.

Perception of Teachers on the Teaching of PE at the Basic School Level

Despite research highlighting the potential of PE, the successful delivery or effectiveness of any curriculum area in primary schools may be limited by the perceptions and values of those responsible for its delivery. However, serious issues have been raised regarding the difficulties teachers face delivering PE programmes. Major inhibitors include lack of time, expertise, interest, training and resources. Some studies have found that teachers hold quite negative feelings towards PE (De Boer, Pijl, & Minnaert, 2011). However, other researchers have suggested that many teachers value PE but lack confidence rather than hold negative attitudes towards PE. For example, Morgan and Hansen (2008) found that teachers believe in the benefits of PE but would rather teach other subjects due to lack of confidence, time and equipment.

Some researchers have found that classroom teachers do not believe participation in PE leads to any benefits for students (Faucette & Hillidge, 1989).

The way school administrators and other subject teachers perceive PE is essential to PE teachers and their programmes. But the question that arises is whether PE can make any meaningful contribution to children's development. In a study conducted by Stevens-Smith, Fish, Williams, and Barton (2006), it was revealed that 36 percent of principals surveyed indicated that they did not view PE as an academic subject. The principals also ranked PE last in a list of 11 subjects evaluated. The study further showed that principals valued the classroom teacher as the most important teacher in the school. Conversely, the study's finding further established that the physical education teacher was valued as the next most important teacher in the school.

Fifteen high school students from a rural school district in North Carolina and fifteen secondary students in England were interviewed and surveyed regarding their perceptions of enjoyment in physical education class (Smith & Pierre, 2009). Twenty-four out of the 30 students interviewed indicated that the physical education teacher was the most important aspect of the physical education experience. Furthermore, all of the students indicated that teacher's enthusiasm, caring, sense of humour, and outgoing personality also made the physical education experience enjoyable. Eighteen of the 30 students interviewed indicated that the method of instruction greatly influenced their interest regarding physical education (PE) lessons.

Activities that encouraged peer interaction and group work were viewed as more enjoyable forms of instruction rather than activities that focused on

individual performance (Smith & Pierre, 2009). In addition, students indicated that they enjoyed participating in health and fitness activities, as long as they were not competing or being compared to other students' performances. The students preferred to perform in health and physical fitness activities that gave them the opportunity to improve and compete to beat their personal best score or performance. Twenty-four of the 30 students interviewed indicated that the physical education environment makes physical education class enjoyable. According to Smith and Pierre, the main reasons for this were the uniqueness of the setting compared to a classroom and the many opportunities to interact with their peers.

In Serbia, Stojanović and Zdravković (2012) investigated physical education teachers' perceptions regarding their level of competencies in teaching physical education. The study further investigated the differences in their perceptions based on their gender, teaching level, and work experience. The study's finding established that the teachers perceived that they had competencies in all aspects of methods of teaching PE. The teachers further revealed that knowledge and understanding of teaching process is another competence that they possess. The participants further reiterated that their level of education and experiences largely influenced their competencies. Stojanović and colleagues further found that there were no significant differences in the perceived competencies according to their gender, teaching level, and experience.

In the United States, Hand (2014) investigated pre-service physical educators' perceptions of their proficiencies in teaching. In addition, the study investigated the factors that influence their evaluation of their level of

educational competencies. One hundred and forty-nine pre-service physical educators completed two questionnaires. The results showed that the participants believed that they possess moderate to high level of physical education teaching competencies. In addition, the results showed that the most common perceived factors that would affect students' teaching efficacy were: teaching experiences, opportunities to receive immediate teaching feedback, and observing competent teachers.

A study by Tul, Leskosek, Jurak, and Kovac (2015) involving 672 physical education teachers revealed that teachers perceived that pedagogical content knowledge competencies were the most important competencies for physical education teachers. The other perceived important competencies among the teachers arranged in descending order were related to: social science aspects of sport; general pedagogical knowledge; biological and physiological aspects of sport; teaching methods; general didactic knowledge; research, entrepreneurship, organization; communication skill; planning; responsible behaviour; and leadership and motivation.

Morgan and Bourke (2008) found that classroom teachers believe they require more extensive teacher training in PE delivered through longer courses with greater exposure to PE teaching. Morgan and Bourke further found a strong relationship between teachers' training in PE and their perceived confidence to teach PE. Teachers felt significantly less confident to teach those PE content areas for which they perceived they had received poorer quality training. In a study examining the perceptions of pre-service non-specialist teachers in PE, Bernstein, Phillips, and Silverman (2011) concluded that many university courses for teachers are not effective in developing the necessary

confidence to adequately teach PE. Other studies have offered explanations for teachers' low levels of confidence. Xiang, Gao and McBride (2011) found that many classroom teachers believed they did not possess the knowledge or ability to teach PE after observing a number of PE lessons. Moreover, Carney and Chedzoy (cited in Breslin, Hanna, Lowry, McKee, Haughey, & Moore, 2012) asserted that the lack of confidence non-specialists has for teaching PE is related to a lack of belief in their own ability to perform skills and activities competently.

However, despite evidence that non-specialists lack confidence in teaching PE, it has been reported that they generally believe that PE is a valuable component of the curriculum (Morgan & Bourke, 2008; Jenkinson & Benson, 2010). Morgan and Bourke (2008) found that non-specialists believed in the benefits of PE but would generally prefer to teach other subjects rather than PE due to a perceived lack of knowledge and ability in this key learning area. Jenkinson and Benson (2010) also found that teachers believed in the value of PE. However, the authors (Jenkinson, & Benson) explained that these positive perceptions did not guarantee the delivery of quality PE or that students develop desired knowledge and skills.

Theoretical Review

Theories and models which are related to the study under investigation are reviewed here. Specifically, the Social Cognitive Theory and the Social Ecological Model are discussed. Their relevance to the conduct of the study are also highlighted.

Social Cognitive Theory

Social Cognitive Theory (SCT) which is often termed as the Social Learning Theory (SLT) propounded in the 1960s by Albert Bandura framed the study. It developed into the SCT in 1986 when a sixth construct, self-efficacy, was added to the initial five constructs. The concept of self-efficacy was developed within the framework of a larger social cognitive theory (Feltz & Oncu, 2014). This theory views individuals as being in charge of their own cognitions and functions and allows for the reflection and evaluation of peoples' capabilities, the planning of future actions and the regulation of behaviour (Feltz & Oncu, 2014).

Self-efficacy is considered to be the cognitive mechanism that mediates sources of an individual's self-appraisal and their subsequent motivation, and as a consequence their thought patterns, emotional reactions, and behaviour (Feltz & Oncu, 2014). Efficacy beliefs influence goals and aspirations and result from an individual making a self-appraisal based on the cognitive processing of efficacy information available from the environment (Bandura, 1997). Individuals are more likely to undertake tasks they are able to handle based on their skill level, but avoid tasks that require greater skills than they possess (Alderman, 2013). Self-efficacy beliefs also shape the outcomes people expect from their efforts; those with high efficacy expect positive outcomes and those with low efficacy expect negative outcomes (Bandura, 2004). Efficacy is believed to affect four major psychological processes of human functioning; cognitive processes, motivational processes, affective processes, and selection processes.

Cognitive Processes: Cognitive processes are the thinking processes, which involve the attainment, organisation, and use of information (Bandura, 1998). Self-efficacy beliefs can have a large impact on cognitive processes as human behaviour is influenced by forethought, which often takes into account our values and goals. These goals are frequently influenced by self-appraisal of personal capabilities. For example, if individuals have high perceived self-efficacy, they may set greater goals or challenges for themselves in relation to particular situations or tasks. This high self-efficacy also tends to indicate a higher level of commitment to ensuring the goals are achieved compared to individuals with lower self-efficacy beliefs (Bandura, 2004; 1998; 1997).

Thought enables individuals to predict and control the way different events can affect their lives. Research has found that a person with high perceived self-efficacy can remain on task when faced with unexpected situations, failures, and setbacks that include considerable repercussions (Beach, Barnes, & Chirstensen-Szalanski, 1986). Teachers are sometimes forced to deal with complicated tasks in difficult environments and under demanding circumstances. Consider a generalist primary teacher with limited physical education experience; they would complete the majority of their teaching in a classroom environment. When required to teach a physical education lesson, this would be outside their normal teaching environment as these lessons are often taught in a range of spaces including the gymnasium, oval or other hard surface space outside. As a result, this may cause an individual with lower self-efficacy to become inconsistent in their analytic thinking, make poor decisions due to pressure and lower their goals and quality of performance. On the other hand, an individual with higher self-efficacy is

likely to continue to try and accomplish challenging goals and use good analytic thinking, resulting in a high standard of performance being achieved along with their desired goals (Bandura, 2004; 1998).

Motivational Processes: Motivation is the activation of putting thought into action. An individual's perceived self-efficacy is a vital component contributing to an individual's level of motivation (Bandura, 1998; 1997). Forethought is not only responsible for guiding the action of an individual, but it also motivates a person. Individuals often anticipate the likely outcomes based on their own beliefs, and as a result, this acts as motivation to succeed at a particular task (Bandura, 1997). Perceived self-efficacy contributes to motivation in a number of ways. It determines the goals a person sets, how much effort he/she applies to a task, how long he/she continues to persist when difficulties arise, and one's resilience to failure. Research by Lim-Teo, Low, Wong and Chong (2008) has demonstrated that individuals feel and act more motivated when they think they have the competence to meet the demands of the task at hand and believe they have some control in regard to participation (Alderman, 2013; Duda & Treasure, 2010). Competence and control are described by Deci and Ryan (1985) as basic human needs for which we all strive to satisfy. The assumption that perceptions of ability and autonomy are critical to motivational patterns is fundamental to a number of popular contemporary theories of motivation (Duda & Treasure, 2010).

Affective Processes: Affective processes regulate emotional states and stimulate emotional reactions. An individual's belief in his/her ability to cope in difficult or threatening situations may affect the amount of stress he/she experiences. Self-efficacy to control stressful circumstances is vital in

controlling anxiety. An individual with low self-efficacy may become so distressed that they are unable to continue with the task at hand and may avoid similar situations in the future. In contrast, an individual with high self-efficacy is less likely to avoid a situation or experience anxiety, such an individual is more willing to try more threatening activities (Bandura, 1998; 1997). For example, a primary school teacher who is accustomed to a classroom teaching environment that is structured with students in designated places, may feel threatened by having to deliver physical education content he/she is not familiar with, in an unfamiliar environment where it can potentially be harder to maintain class control.

Selection Processes: An individual's perceived self-efficacy can impact on the types of activities and environment in which a person chooses to participate. Research has found that individuals choose to avoid activities and situations they believe are not within their coping capabilities (Bandura, 1998). For example, a primary school teacher with low self-efficacy towards teaching specific content areas of physical education may avoid those activities (e.g. gymnastics or swimming and water safety), or due to the environment in which physical education is taught and their feelings towards physical education, tend to influence the way they teach. A teacher with higher self-efficacy is likely to be more willing to attempt tasks and put themselves in diverse situations because they feel they are capable of doing so and being successful. In making a conscious effort to attempt a range of different tasks and activities, an individual is able to develop other range of skills, abilities and interests. If individuals believe they have the ability to produce a desired outcome through their actions, they are more likely to act and persevere in the face of difficulty.

If generalist primary school teachers do not believe they will be able to successfully conduct a physical education class that will be engaging and a positive learning experience for all, they may have little incentive to continue to deliver lessons in the content area. Lack of confidence can even lead to teachers avoiding teaching physical education altogether in primary schools, which Morgan and Bourke (2008) characterised as a non-teaching ideology.

Social Ecological Model

The Social Ecological Model (SEM) was developed out of the work of a number of prominent researchers: Bronfenbrenner's Ecological Systems Theory (2005), which focused on the relationship between the individual and the environment; Mc Leroy's Ecological Model of Health Behaviours (1988), which classified different levels of influence on health behaviour; and Daniel Stokols's Social Ecological Model of Health Promotion (1992; 2003), which identified the core assumptions which underpin the SEM. The work of these and other researchers has been used, modified, and evolved into what is referred to as the SEM.

The model addresses the complexities and interdependences between socioeconomic, cultural, political, environmental, organisational, psychological, and biological determinants of behaviour or performance (Stokols, 1996). It recognises that whereas individuals are responsible for instituting and maintaining the performance of activities, individual behaviour is influenced by factors at different levels (Elder et al., 2007).

The SEM provides a framework for understanding the many factors that influence behaviour. These factors may act as either enablers or barriers. The model helps to comprehend a specific problem in a certain context, situation or

setting. It has four core principles. The first core principle is that multiple factors influence behaviour. This principle acknowledges that behaviour is influenced by a wide range of factors. Attempts to change behaviour must therefore be wide ranging and target all four levels of the social-ecological model. Interrelationships exist between the four layers of the model: each of the four layers (individual, social environment, physical environment and policy) all have an impact on each other.

The second core principle is that environments are multidimensional and complex. This principle highlights that both the social and physical environments contain a vast array of features and characteristics including attributes such as size, temperature, facilities, safety, community norms, cultural backgrounds and accessibility. Also, human-environment interactions can be described at varying levels. This third core principle of the SEM recognises that human interaction with the environment occurs at many levels. This includes interactions between individuals, small groups, community groups and larger populations.

The last core principle of the SEM is that interrelationships between people and their environment are dynamic. There is a dynamic relationship between people and their social, physical and policy environments. Individuals can have an impact on these environments and these environments can have an impact on the behaviour of individuals, groups and populations.

The SEM has four components which are individual, social environment, physical environment and policy.

Individual: The individual is at the centre of the SEM. This level includes personal factors or characteristics that influence behaviour or

performance. Some individual level factors that may influence the teaching of PE at basic schools include knowledge and attitude towards PE. When a teacher lacks content knowledge on PE, then that teacher is very likely not to venture into the teaching of the subject. In the same vein, when the teacher has a negative attitude towards the subject (for example, he/she thinks teaching PE is a waste of time), such a teacher would not teach it. On the other hand, if a teacher has sufficient knowledge and a positive attitude towards PE as a subject, the teacher is very likely to teach it to the pupils.

Social Environment: Surrounding the individual in the SEM is the social environment. The social environment which comprises the relationships, the culture and the society with which the individual interacts has a significant influence on the behaviour of the individual in terms of choice of activities. With regards to the teaching of PE at basic schools, the social environment includes the entire school system. Whether or not a teacher practices a behaviour (in this context, teach PE) is influenced by the behaviour of other teachers. For example, if there are six teachers in a school and five of them do not teach PE, then there is the likelihood that the other one will also not teach it.

Physical Environment: Physical environment includes the natural environment and the built (or man-made) environment which can influence a person's behaviour or performance of activity. Concerning the teaching of PE at basic schools, the physical environment will include the physical structures put in place to enhance the teaching of the subject. PE at the basic school level is a subject which is largely practical in nature. In effect, when the physical structures are not present, teaching will be inhibited. For example, when there

is no field or open space in the school, teachers may not be able to effectively teach the subject.

Policy: This refers to legislation, regulatory or policy making actions that have the potential to affect behaviour (in the context of this research, the teaching of PE). These are often formal legal actions taken by local, state or federal governments but can also be informal local policies or rules which directly or indirectly influence the behaviour of individuals or their performance of duty. This may include policies on teaching PE at basic schools.

Conceptual Framework

The conceptual framework for this study is adapted from Bandura's self-efficacy model. Self-efficacy is described as 'perceived operative capability' (Bandura, 1997). In education, self-efficacy is a context- and task-specific level of self-confidence and has a strong relationship to performance (Moritz, Feltz, Fahrbach, & Mack, 2000). When applied to teaching, teacher self-efficacy is defined as "a teacher's belief in his or her ability to affect change in students' learning outcomes" (Garvis & Pendergast, 2010, p.7). Teacher self-efficacy focuses on the teacher's beliefs in their ability to elicit change and less on their actual abilities (Bandura, 1977). Teacher efficacy has two components (Ashton & Webb, 1986); the first refers to general teaching efficacy or beliefs about what teachers can accomplish in general, while personal teaching efficacy is a judgement about the extent to which they can affect student learning (Alderman, 2013).

According to the framework (Figure 1), the teaching of PE is influenced by self-efficacy. Thus, whether or not teachers will teach PE depends on their perception of their capability to do so. In this case, if a teacher feels he/she is

capable, he or she will teach the subject. However, if he/she does not feel capable to teach PE, then that teacher will not teach that subject. Self-efficacy, as demonstrated by the model, is affected by several factors (attitudes of teachers, training, nature of school curriculum and availability of facilities and equipment). However, these factors could also directly affect the teaching of PE.

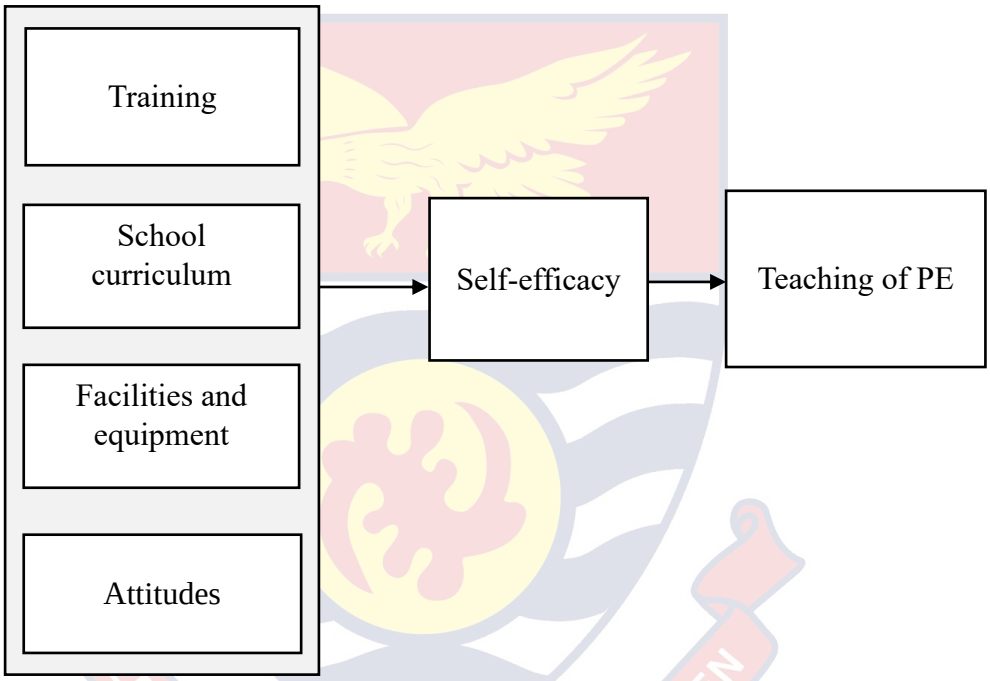

Figure 1: Conceptual framework.
Source: Adapted from Bandura (1997)

Key Issues Arising from the Literature Review

The literature review sheds light on the fact that training of teachers and provision of facilities and equipment is necessary for effective teaching of PE in any school. However, it was unraveled that a lot of teachers lack the necessary training to teach PE. One key reason identified was limited opportunities for teachers to be trained. Additionally, the review revealed that for PE to be taught

effectively, teachers need to cultivate positive attitudes towards the subject and the school curriculum must also provide an enabling environment.

CHAPTER THREE

RESEARCH METHODS

The main purpose of the study was to investigate the perceptions of basic school teachers in the Twifo Atti–Morkwa (TAM) District of the Central Region on why PE as a subject is not taught. This chapter presents the methodology that was followed in carrying out the study. It gives a description of the research design, study area, population, sampling procedure. It also explains the study's data collection instrument and the procedures as well as the plan for data processing and analysis. Ethical considerations are also described in this chapter.

Research Design

The study was guided by the quantitative research approach. Descriptive survey design was used. The descriptive design was well thought-out to be appropriate for the study since an attempt was made by the researcher to describe the existing situation on the subject matter by asking respondents to complete a questionnaire so as to draw meaningful conclusions (Sarantakos, 2005). The study was cross-sectional in nature because the data was collected at a single point. According to Setia (2016), cross-sectional study design is a type of observational study design whereby the investigator only observes and does not introduce any intervention. The data for this study was collected within a short time and the analysis was also done within a short time. In this regard, the study participants were approached once during the data collection but not followed for a longer period of time (Creswell & Poth, 2017).

The advantages associated with the cross-sectional study design are: it is relatively faster and inexpensive to conduct– particularly when compared

with cohort studies (prospective). They are often based on a questionnaire survey. There is usually no loss to follow-up because participants are interviewed only once. Cross-sectional studies are conducted either before planning a cohort study or a baseline in a cohort study. These types of designs can give information about the prevalence of outcomes or exposures; this information can be further used to design a cohort study, which can subsequently be useful for public health planning, monitoring, and evaluation. It is also possible to record exposure to many risk factors and to assess more than one outcome in a cross-sectional study (Sedgwick, 2014).

Nonetheless, there are some limitations associated with this study design. It may be prone to non-response bias if participants who consent to take part in the study differ from those who do not, resulting in a sample that is not representative of the population. These studies are also prone to recall biases when the outcome of interest is measured retrospectively. Also, because data on each participant are recorded only once it would be difficult to infer the temporal association between a risk factor and an outcome. Therefore, only an association, and not causation, can be inferred from a cross sectional study (Levin, 2006; Sedgwick, 2014). The design would therefore be used to explore the perceptions of teachers about the phenomenon under investigation (Sarantakos, 2005).

Study Area

Twifo/Atti-Morkwa District is one of the twenty administrative districts in the Central Region of Ghana. It was formerly known as the Twifo-Hemang Lower Denkyira District with its capital at Twifo Praso. In 2012, government split the Twifo Hemang Lower Denkyira District into two districts namely:

Twifo/Atti-Morkwa District and Hemang Lower Denkyira District under the Local Government Act 462 of 1992 by Legislative Instrument 2023 (Ghana Statistical Service, 2014).

The district is zoned in five area councils: Twifo Praso, Mampong, Agona, Wamaso and Nyinase. It is located between latitudes 5'50'N and 5'51' N and Longitudes 1'50W and 1'10'W. The district is bounded on the north by the Upper Denkyira East Municipal at the South by the Hemang Lower Denkyira District, at the West by the Mpohor Wassa East District and at the East by the Assin North Municipal and Assin South District.

From the 2010 Population and Housing Census (Ghana Statistical Service, 2013) the district has a total population of 61,743, representing 2.9 percent of the population of the Central Region. The Christian population (Catholic, Protestant, Pentecostal/Charismatic and other Christians) was the dominant religion (85.2%) in the district followed by Islam (7.9%) while the least (0.3%) was Traditionalist (GSS, 2014). There are ninety-one (91) primary schools in the district with five hundred and forty-six (546) teachers (TAMD Education Office, 2017).

Population

Amedahe (2002) maintains that population is the aggregation of cases that meet a designated set of criteria. It refers to all elements (individuals, objects, or substances) that meet certain criteria for inclusion in a study (Burns & Grove 2011). In other words, a research population is generally a large collection of individuals or objects that is the main focus of a scientific query, from which a sample is selected. The population for the study comprised all teachers in public primary schools in the Twifo Atti- Morkwa District (that is,

both generalist teachers and those trained for PE) from the demographic data, of all the 546 teachers only 18 specialized in physical education. According to the Twifo Atti-Morkwa District Directorate of Education, there are 91 basic schools in the district with 546 teachers. The estimated population for this study is the 546 teachers in the 91 basic schools in the TAM district.

Sampling Procedures

The research employed a census approach in selecting the research participants. Thus, all the teachers who form part of the study population were included in the study. The entire population was studied because the population is well defined and reachable. Also, studying the entire population eliminated potential biases occurring through sampling procedure. Tables 1-8 below is a list of all the schools in the district and the number of teachers in each school.

Table 1: **List of schools and number of teachers in Twifo Praso Circuit**

Name of school	Number of teachers
Praso Model Primary	12
Aboso D/A Primary	8
Kojokrom D/A Primary	4
Onwenso D/A Primary	7
Praso D/A Primary	6
Methodist Primary	20
Roman Cath Primary	18
Praso Anglican Primary	8
Praso Islamic Primary	6
Damang Primary	6
Ansaru-L-Deen Primary	8
Mbaabasa D/A Primary	6
Sumnyamekodu D/A Primary	6
Total	115

Table 2: **List of schools and number of teachers in Agona Circuit**

Name of school	Number of teachers
Subriso D/A Primary	6
Akatakyi D/A Primary	6
Agona D/A Primary	6
Twifo Tema D/A Primary	6
Tsimtsimhwe D/A Primary	6
Mmirekukrom D/A Primary	6
Pewodie D/A Primary	6
Morkwa D/A Primary	6
Total	48

Table 3: **List of schools and number of teachers in Mampong Circuit**

Name of school	Number of teachers
Ntafrewaso D/A Primary	6
Ayaase Meth. Primary	7
Ntafrewaso Methodist Primary	6
TOPP Primary	6
Eduabeng D/A Primary	7
Mampong Catholic 'A' Primary	6
Mampong Catholic 'B' Primary	6
Otuano Camp	6
Twifo No. 1 D/A Primary	8
Twifo No. 9 D/A Primary	8
Ntiamoakrom D/A Primary	6
Abodwese D/A Primary	5
Afadzi D/A Primary	3
Total	80

Table 4: **List of schools and number of teachers in Nuamakrom Circuit**

Name of school	Number of teachers
Afosoa D/A Primary	6
Kemkoase D/A Primary	3
Akweikrom D/A Primary	5
Akloman D/A Primary	5
Ayekrom D/A Primary	4
Akurakese D/A Primary	4
Asarekwaku D/A Primary	4
Nkankyemaso D/A Primary	4
Asamoakrom D/A Primary	6
Nuamakrom D/A Primary	6
Nuamakrom Presby Primary	6
Nyamebekyere D/A Primary	5
Total	58

Table 5: **List of schools and number of teachers in Juabeng Circuit**

Name of school	Number of teachers
Mintaso D/A Primary	7
Adadekofi D/A Primary	5
Gyeaware D/A Primary	5
Juabeng D/A Primary	6
Dodowa D/A Primary	6
Kyerenkum D/A Primary	6
Ateaso D/A Primary	6
Attorkrom D/A Primary	4
Kotokye D/A Primary	6
Hasowodzi D/A Primary	6
Denyase D/A Primary	6
Pra Agave D/A Primary	6
Asensoho Agave D/A Primary	5
Mafi D/A Primary	5
Total	79

Table 6: **List of schools and number of teachers in Enyinase Circuit**

Name of school	Number of teachers
Nyinase Catholic 'A' Primary	6
Nyinase Catholic 'B' Primary	6
Abodom D/A Primary	6
Tondo D/A Primary	4
Brofoyedur D/A Primary	6
Kayireku Zion Primary	6
Mbaadziamon D/A Primary	4
Nkohunoho D/A Primary	5
Otukrom D/A Primary	4
Canaan D/A Primary	6
Bimpoagya D/A Primary	6
Bimposo D/A Primary	6
Tweapease D/A Primary	4
Bonsaho D/A Primary	6
Moseaso D/A Primary	6
Taylorkrom D/A Primary	5
Dwendamba D/A Primary	5
Manteykrom D/A Primary	5
Subinso D/A Primary	6
Adugya Zion Primary	6
Oforikrom DA Primary	4
Total	112

Table 7: **List of schools and number of teachers in Wamaso Circuit**

Name of school	Number of teachers
Wamaso Zion Primary	6
Wamaso Cath. Primary	6
Akwakrom D/A Primary	5
Bepobeng Zion Primary	6
Ayaase Zion Primary	6
Otwekodua D/A Primary	4
Aboabo D/A Primary	6
Ayebeng D/A Primary	3
Mampoma DA Primary	6
Ayaase Methodist Primary	6
Total	54

Source: Twifo Praso District Education Directorate (2018)

Table 8: **List of estimated population by circuit**

Circuit	Number of teachers
Twifo Praso Circuit	115
Mampong Circuit	80
Agona Circuit	48
Nuamakrom Circuit	58
Enyinase Circuit	112
Juabeng Circuit	79
Wamaso Circuit	54
GRAND TOTAL	546

Source: Computed from Tables 1-7

Data Collection Instruments

A researcher designed questionnaire was used as the data collection instrument for the study. A questionnaire was used because it is considered the

most commonly used instrument in survey research and is commonly used to collect information about people's perceptions, opinions, impressions, feelings and behaviors (Ogah, 2013). Also, questionnaires "permit anonymity resulting in more honest responses" (Varkevisser, Pathmanathan & Brownlee, 2003, p149). The questionnaire was designed from existing literature on teacher perception of subjects being taught in schools. The questionnaire for the study was made up of five sections. Section 'A' addressed the background characteristics of the respondents which contained six items (1-6). Section 'B' focused on whether attitude of teachers affects the teaching of PE at the basic schools. The questionnaire items were presented on a four point Likert scale, 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D) and 1=Strongly Disagree (SD). Section 'C' sought information on the training of teachers and how it affects the teaching of PE in basic schools. They were also presented on a four point Likert scale, 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D) and 1=Strongly Disagree (SD). The Likert scale made it easy to analyze statistically (Jackson, 2009). Section 'D' addressed whether the nature of school curriculum is a factor which affects the teaching of the subject whereas section 'E' focused on whether facilities and equipment are available for the teaching and learning of PE in TAM.

Validity of research instrument

The instrument was subjected to face and content validity examination by supervisors of the researcher from the Department of Health, Physical Education and Recreation of the College of Education Studies, University of Cape Coast, who have in-depth knowledge in Physical Education so as to ensure there were no omissions, ambiguities and lack of clarity in the items on the

questionnaire formulated. Face validity is the simplest validity where the instrument was assessed at face value to see if the instrument truly reflects what it intends to measure. Content validity was also done to assess the degree to which the items on the instrument were relevant to and representative of the constructs been measured in the study. All corrections and suggestions made by the supervisors were incorporated into the final copy of the questionnaire before it was administered. The corrections made by the supervisors basically had to do with the inappropriateness of some questions and the need to restructure them.

Reliability

The instrument was pre-tested in primary schools in the Sekondi Metropolis in the Western Region of Ghana. Data obtained from the pre-test was subjected to Cronbach alpha test to establish the internal reliability of the instrument. A reliability co-efficient of 0.76 was obtained which is considered good enough for the instrument to be used for the study. The Western Region was selected for the pre-testing because it shares many common characteristics with Central Region which was chosen for the main study.

Data Collection Procedures

As the study involves human participants, ethical procedures were followed in the data collection. One month was used for the data collection August, 2019. The research team, consisting the researcher and trained field assistants, was divided into two groups. The field assistants were briefed on the purpose of the study and the content of the questionnaire. This was done to help them explain the purpose to the participants and also answer any further questions the participants may have. Each group spent one week to collect data

from each of the circuits. Before the period of data collection, an introductory letter was obtained from the Head, Department of Health, Physical Education and Recreation (HPER) of the University of Cape Coast to the primary schools in the District. The introductory letters were sent to the District Directorate of Education and head teachers of the primary schools to seek permission and approval to conduct the study. After obtaining head teachers' approval in the various schools, the research team contacted the teachers (respondents), introduced themselves and they were briefed on the reason for carrying out the research work, sought their consent to participate in the study and also solicited from them the need to respond to the items on the questionnaire. After securing their approval, the respondents were given the questionnaire to fill. The questionnaires were given to the respondents to fill by themselves and they were given ample time to respond to them. The completed questionnaires were collected from the respondents. In all, 546 questionnaires were distributed to the respondents and 536 were retrieved which represented 98.2%. Some of the questionnaires were not retrieved because some respondents collected the questionnaire and asked the field assistants to come for it later but failed to fill the questionnaire or were not present when the field assistants went to collect them. After the collection, the questionnaires were numbered one after the other and coded to allow easy entry of the items into the computer. The respondents were assured of confidentiality and anonymity of their responses. For anonymity sake, they were not required to write their names on the questionnaire.

Data Processing and Analysis

After data collection, the data was screened, coded and entered into the computer using the main statistical software, the Statistical Package for Social Sciences (SPSS) version (22). The analysis and discussions were done according to each research questions. Both descriptive statistics (frequencies and percentages) and inferential statistics (chi square and regression analyses) were employed to analyse the data.

Section A of the questionnaire measured the demographic characteristics of the respondents and it was analysed using frequencies and percentages. Section B looked at the attitude of teachers a factor that affects the teaching of PE as a subject in TAM. Out of the responses to the questions posed under this section, means were computed. Respondents who obtained a mean less than 2.5 were categorised as having negative attitude while those with a mean 2.5 or more were categorised as having positive attitude towards PE. This objective was analysed using chi squared and binary logistic regression. Research question two which aimed at finding out whether training of teachers is a factor that affects the teaching of PE as a subject in TAM was also analysed using chi squared and binary logistic regression. With this objective, training of teachers was ranked as low, average or high based on their responses to the questions. Means were first computed. After, respondents who obtained a mean less than 2.2 were rated low, those with a mean 2.2 – 3.2 were rated average while those with mean more than 3.2 were rated high. Research question three sought to find out whether the nature of the school curriculum is a factor that affects the teaching of PE as a subject in TAM. Again, this objective was analysed using chi square and binary logistic regression. The last objective

sought to find out whether the availability of facilities and equipment is a factor that affects the teaching of PE as a subject in TAM. This objective was analysed using percentages, chi squared and binary logistic regression.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of the study was to investigate the perceptions of basic school teachers on why physical education as a subject is not taught in primary schools in the Twifo Atti-Morkwa (TAM) district. The results of the study are presented and discussed in this chapter. The presentation of results is based on the research questions of the study. In the discussion, the findings of the present study are compared to those of previous studies, drawing similarities and differences between them. The discussion of the findings is also based on the research questions of the study.

Background Characteristics

The background characteristics which the study focused on were sex, age, teaching experience, academic qualification and major subject studied at school. The results obtained on respondents' background characteristics are presented in Table 9. Females were found to be in the majority, representing 51.3% of the respondents. Concerning age, close to a quarter (24.1%) of the respondents were aged between 25 and 31 years. Similarly, about 23% of the respondents were aged between 26 and 30 years, 36-40 years and above 40 years. Only seven percent of the teachers were between ages 20 to 25 years. Concerning teaching experience, 118 of the respondents representing 22% had 6-10 years teaching experience. A similar proportion of the respondents (21.8%) had 16-20 years teaching experience while about 19% had 11-15 years' experience in teaching. While 13% of the respondents had less than six years teaching experience, about one in every 10 teachers in the district had taught for more than 25 years (see Table 9).

Table 9: **Background Characteristics of Respondents**

Variable	Frequency	Percentage (%)
Sex		
Male	261	48.69
Female	275	51.31
Age		
20-25 years	38	7.1
26-30 years	125	23.3
31-35 years	129	24.1
36-40 years	122	22.8
Above 40	122	22.8
Teaching experience		
0-5years	69	12.9
6-10 years	118	22.0
11-15 years	99	18.5
16-20 years	117	21.8
21-25 years	77	14.4
Above 25 years	56	10.4
Academic qualification		
Masters	21	3.9
Degree	274	51.1
Diploma	199	37.1
Cert A	40	7.5
SHS/WASSCE	2	0.4
Major subject studied in College of Education		
Social Studies	118	22.0
PE	18	3.4
Agric/Environmental Science	70	13.0
Technical	61	11.4
RME	68	12.7
Science/Mathematics	93	17.4
Early childhood	30	5.6
English/French/Ghanaian language	24	4.5
General programmes	50	9.3
Home economics	4	0.7
Total	536	100

Source: Fieldwork, 2019

Slightly more than half (51.1%) of the respondents had degrees while 37% had diplomas. About four percent of the teachers had Masters degrees and only seven point four and zero point four were teaching with Cert A or SHS/WASSCE certificate respectively. On respondents' major subjects studied at school, the results presented in Table 2 revealed that 22% studied Social Studies. Seventeen percent of the respondents studied Science/Mathematics, while only three point four percent studies PE. Other major subjects studied by the respondents in Colleges were Agric/Environmental Science (13%), Religious and Moral Education (12.7%) and Technical (11.4%).

Research Question 1: How Does Attitude of Teachers Affect the Teaching of PE as a Subject in TAM District?

The first research question of the study was to assess whether attitudes of teachers is a factor which affects the teaching of PE. A set of questions were asked to assess whether teachers in the district have positive or negative attitude towards the teaching of PE. Teachers attitude were measured in this study as it is a resultant action of one's perception about a phenomena or a thing. Thus an individual's perception about something influences their attitude about it. In this case, teachers' attitude towards PE is an account of their perceptions towards the subject. However positive attitude is generated from positive perceptions while negative perceptions results in negative attitudes. Based on the questions asked, the attitude of teachers was measured as negative or positive. Thus from the four point likert scale items, any mean score above the average (2) was rated as positive while mean scores below 2 were rated negative attitude. Only eight percent of the respondents had negative attitudes towards the teaching of PE. On the other hand, about 15% of their colleagues had positive attitude towards

teaching PE. The results on the teaching of PE by respondents' attitudes towards the subject is presented in Table 10. The chi square test according to the results presented in Table 10 indicate that teaching of PE is significantly related to attitudes towards the subject.

Table 10: **Teaching of PE by Attitudes of Teachers**

Attitudes of teachers	Teaching of PE (n=536)	
	Yes	No
	X^2=3.8919; p=0.049	
Negative	8.0	92.0
Positive	15.1	84.9

Source: Fieldwork, 2019

In addition to the chi square test conducted, a logistic regression analysis was run to determine the association between teaching of PE and attitudes towards PE. Two sequential logistic regression models (Models I and II) were run to estimate odds ratio and adjusted odds ratio respectively. According to the results of the logistic regression analysis, presented in Table 11, teachers who have positive attitudes towards PE were more likely to teach the subject compared with their colleagues with negative attitudes towards the subject. In fact, attitude of teachers is found to have a statistically significant association with the teaching of PE. After controlling for the effects of respondents' background characteristics (which are possible confounders), attitude of teachers still had a significant association with teaching PE. Teachers who have positive attitude towards PE were more likely to teach the subject compared with their colleagues having negative attitudes (AOR=2.446; $p<0.05$).

Table 11: **Logistic Regression on Teaching of PE by Attitudes of Teachers**

Variables	Model I OR (95% CI)	Model II AOR (95% CI)
Attitudes of teachers		
Negative	Ref	Ref
Positive	2.06* (0.992 – 4.820)	2.446* [1.089,5.496]
Sex		
Male		Ref
Female		0.270*** [0.144,0.506]
Age		
20-25 years		Ref
26-30 years		1.845 [0.430,7.922]
31-35 years		4.282 [0.710,25.81]
36-40 years		1.363 [0.157,11.79]
Above 40		1.330 [0.115,15.40]
Teaching experience		
0-5years		Ref
6-10 years		0.393 [0.113,1.372]
11-15 years		0.256 [0.0534,1.223]
16-20 years		0.485 [0.0755,3.119]
21-25 years		0.281 [0.0291,2.711]
Above 25 years		0.405 [0.0369,4.447]
Academic qualification		
Masters		1.221 [0.242,6.166]
Degree		1.746 [0.805,3.790]
Diploma		Ref
Cert A		3.295* [1.002,10.84]
Major subject studied		
PE		Ref
Social Studies		0.0786*** [0.0248,0.250]
Science/Maths/Tech		0.0703*** [0.0228,0.216]
General programmes		0.176** [0.0485,0.639]
Languages		0.0592** [0.00935,0.375]

Source: Fieldwork, 2019

Ref = reference; * p<0.05, ** p<0.01, *** p<0.001

Research Question 2: How Does Training of Teachers Affect the Teaching of PE as a Subject in TAM District?

The second research question of the study aimed at investigating whether the training and abilities of teachers influence the teaching of PE in TAM. Based on a set of 'Four-Point-Likert-scale' questions, the training received by teachers and their ability to teach PE has been ranked from low to high. A mean score below one was rated low, scores between one and two was rated medium while any score above two was also rated high. It was found that the proportion of teachers who teach PE reduced as their rank in terms of training and ability increased. Sixty-eight percent of teachers who ranked low teach the subject. This reduced to 19.4% among those who ranked average and further to three point nine percent among the teachers who ranked high. The chi square test conducted revealed that training and ability of teachers is significantly related with the teaching of PE. These results are presented in Table 12.

Table 12: **Teaching of PE by training and abilities of teachers**

Training and ability scale	Teaching of PE (n=536)	
	Yes	No
	X^2=76.7443; p=0.000	
Low	68.4	31.6
Average	19.4	80.6
High	3.9	96.1

Source: Fieldwork, 2019

Table 13: **Logistic Regression on Teaching of PE by Training and Abilities of Teachers**

Variable	Model I OR (95% CI)	Model II AOR (95% CI)
Training		
Low	Ref	Ref
Average	0.111*** (0.040 – 0.306)	0.113*** (0.0332,0.387)
High	0.019*** (0.006 – 0.059)	0.020*** [0.00501,0.0798]
Sex		
Male		Ref
Female		0.301*** [0.156,0.580]
Age		
20-25 years		Ref
26-30 years		1.559 [0.323,7.526]
31-35 years		2.374 [0.332,16.97]
36-40 years		0.630 [0.0614,6.466]
Above 40		0.497 [0.0350,7.048]
Teaching experience		
0-5years		Ref
6-10 years		0.720 [0.195,2.656]
11-15 years		0.554 [0.111,2.777]
16-20 years		1.586 [0.236,10.67]
21-25 years		1.202 [0.119,12.19]
Above 25 years		2.239 [0.175,28.55]
Academic qualification		
Masters		1.118 [0.224,5.596]
Degree		2.037 [0.893,4.646]
Diploma		Ref
Cert A		1.790 [0.509,6.299]
Major subject studied		
PE		Ref
Social Studies		0.226* [0.0635,0.806]
Science/Maths/Tech		0.180** [0.0529,0.609]
General programmes		0.587 [0.138,2.502]
Languages		0.364 [0.0482,2.746]

Source: Fieldwork, 2019

Ref = reference; * p<0.05, ** p<0.01, *** p<0.001

In the logistic regression analysis presented in Table 13, teachers who ranked average or high were all found to be less likely, compared with their counterparts who ranked low, to teach the subject PE (AOR=0.113 and 0.020 respectively; $p<0.001$ in each case). The findings reveal a statistically significant association between training and abilities of teachers and the teaching of PE (after controlling for the effects of possible confounders).

Research Question 3: How Does the Nature of the School Curriculum Affect the Teaching of PE as a Subject in TAM District?

The study also assessed whether the nature of school curriculum affects the teaching of PE. The nature of school curriculum was considered from three dimensions being: crowded nature of the curriculum, demanding nature of the curriculum and time allotted to the teaching of PE. According to the findings of the study, more than a third (38.3%) of respondents said the school curriculum is not overcrowded to teach PE. On the other hand, only eight point four percent of those said the curriculum is overcrowded to teach the subject.

Similarly, 41.4 percent of the respondents said the curriculum is not demanding to teach the subject, while only a tenth (10.3%) of those who said it is demanding engage in the teaching of the subject. On the issue about the time allotted to the teaching of PE, about one in every five teachers who said the time is insufficient and should be increased, engage in teaching PE. On the other hand, only 7.1% of those who said the time allotted to teaching the subject is too much to teach the subject. In a chi squared test conducted, it was found that the nature of school curriculum is significantly related with the teaching of PE. These findings are presented in Table 14.

Table 14: **Teaching of PE by Nature of School Curriculum**

Nature of school curriculum	Teaching of PE (n=536)	
	Yes (%)	No (%)
Overcrowded	X^2=59.0109; p=0.000	
No	38.3	61.7
Yes	8.4	91.6
Demanding	X^2=42.4664; p=0.000	
No	41.4	58.6
Yes	10.3	89.7
Time allotted to teaching PE	X^2=22.6893; p=0.000	
Insufficient, should be increased	20.8	79.2
Adequate	6.6	93.4
Too much, must be decreased	7.1	92.9

Source: Fieldwork, 2019

In addition to the chi square, a logistic regression analysis was conducted to find the association between the nature of school curriculum and the teaching of PE. Two sequential logistic regression models were run. In Model I, odds ratios were estimated to determine the association between nature of school curriculum and teaching of PE. In Model II, the effects of confounding variables were controlled and Adjusted Odds Ratios were estimated. Respondents who said the curriculum is overcrowded were found to be less likely to teach PE compared with their colleagues who indicated that the curriculum is not overcrowded. In effect, results obtained indicate that teachers who said the curriculum is overcrowded were about 81% less likely to teach PE

compared with those who said the curriculum is not overcrowded (AOR=0.186; p<0.001).

On the demanding nature of the curriculum, it was found that the respondents who said the curriculum was demanding were less likely, compared with those who said it is not, to teach PE (AOR=0.466). The demanding nature of the curriculum was found to have no statistically significant association with the teaching of PE. It is noteworthy, however, that before adjusting for the effects of respondents' background characteristics, a statistically significant association was observed between the demanding nature of the curriculum and the teaching of PE.

Time allotted to the teaching of PE was found to be significantly associated with the teaching of PE (even after controlling for possible confounding effects of respondents' background characteristics). Both the teachers who said the time allotted to PE is insufficient and should be increased and those who said it is too much and should be reduced were more likely to teach PE compared with their colleagues who said the time is adequate. The highest likelihood, according to the findings of the study is observed among those who said the time is insufficient and must be increased (AOR=4.256; p<0.0.01). These findings are presented in Table 15.

Table 15: **Logistic Regression on Teaching of PE by Nature of School Curriculum**

Variable	Model I OR (95% CI)	Model II AOR (95% CI)
Curriculum is overcrowded		
No	Ref	Ref
Yes	0.184*** [0.0996,0.338]	0.186*** [0.0902,0.384]
Curriculum is demanding		
No	Ref	Ref
Yes	0.418* [0.208,0.841]	0.466 [0.196,1.110]
Time allotted to PE		
Insufficient	3.796*** [2.020,7.131]	4.256*** [2.125,8.524]
Adequate	Ref	Ref
Too much	1.366 [0.282,6.603]	1.493 [0.289,7.714]
Sex		
Male		Ref
Female		0.291*** [0.149,0.567]
Age		
20-25 years		Ref
26-30 years		1.290 [0.249,6.700]
31-35 years		1.474 [0.199,10.91]
36-40 years		0.531 [0.0479,5.899]
Above 40		0.248 [0.0164,3.758]
Teaching experience		
0-5years		Ref
6-10 years		0.532 [0.127,2.230]
11-15 years		0.831 [0.149,4.642]
16-20 years		1.645 [0.209,12.93]
21-25 years		1.528 [0.136,17.18]
Above 25 years		2.665 [0.196,36.32]
Academic qualification		
Masters		0.776 [0.149,4.046]
Degree		1.573 [0.694,3.564]
Diploma		Ref
Cert A		3.996* [1.122,14.24]
Major subject studied		
PE		Ref
Social Studies		0.323 [0.0835,1.253]
Science/Maths/Tech		0.239* [0.0634,0.904]
General programmes		0.738 [0.158,3.441]
Languages		0.271 [0.0326,2.249]

Source: Fieldwork, 2019

Ref = Reference; * p<0.05, ** p<0.01, *** p<0.001

Research Question 4: How Does Provision of Facilities and Equipment Affect the Teaching of PE as a Subject in TAM District?

The last research question of the study was to determine whether the availability or non-availability of facilities and equipment is a factor which affects the teaching of PE in basic schools in TAM. The respondents were asked to indicate whether their schools have the facilities and equipment needed for the teaching of PE. The results obtained are presented in Table 16. Majority of the teachers (96.6%), according to the results in Table 9 indicated that their schools had football fields. Slightly less than half (47%) of the respondents said their schools had volleyball courts. A similar proportion (44.6%) also indicated that there were netball courts in their schools. Still on the facilities, only five point six percent and six point two percent of the respondents mentioned that they had handball courts and athletic ovals respectively in their schools.

Concerning equipment, 85.6% of the teachers responded in the affirmative that their schools had footballs. About 47% of the respondents said their schools had netball uprights while about 38% each said their schools had netballs and volleyballs. Only a few of the respondents indicated that their schools had handballs, table tennis sets, shot put missiles, javelins and basketballs. For instance, with the latter three, less than five percent of the teachers said their schools had them (three point seven, two point two and one point nine respectively).

Table 16: **Availability of Facilities and Equipment**

Facilities and equipment	Availability	
	Yes	No
Facilities		
Football Field	96.6	3.4
Volleyball Court	47.0	53.0
Netball Court	44.6	55.4
Handball Court	5.6	94.4
Athletic Oval	6.2	93.8
Equipment		
Footballs	85.6	14.4
Handballs	5.2	94.8
Basketballs	1.9	98.1
Netballs	37.9	62.1
Netball Upright	47.8	52.2
Volleyballs	38.1	61.9
Volleyball Net	28.2	71.8
Table Tennis Set	6.2	93.8
Shot put missile	3.7	96.3
Javelin	2.2	97.8

Source: Fieldwork, 2019

The respondents were asked to specify whether their schools had enough facilities and equipment for the teaching of PE in their respective schools. Only a few of the respondents said their schools had adequate or sufficient facilities and equipment for the teaching of PE. Majority of the respondents (93.1%) indicated that the facilities and equipment in their schools were not enough for the teaching of the subject. This is presented in Figure 2 below.

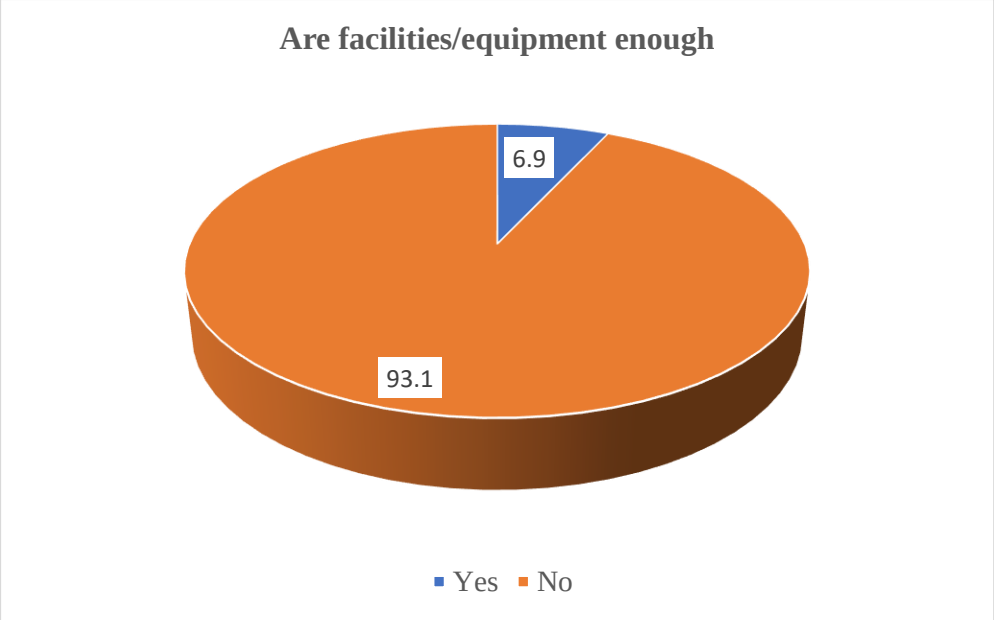

Figure 2: Adequacy/sufficiency of facilities and equipment

Source: Fieldwork, 2019

In the chi square analysis, it was found that adequacy of facilities and equipment is not significantly related with the teaching of PE. Only about five percent of the respondents who said their schools had adequate facilities and equipment actually taught PE. On the other hand, 14.2% of those who said facilities and equipment were not enough taught the subject. As mentioned earlier, this relationship is not statistically significant (Table 17).

Table 17: **Teaching of PE by Adequacy of Facilities and Equipment**

Adequacy of facilities and equipment	Teaching of PE (n=536)	
	Yes	No
	X^2=2.279; p=0.131	
Yes	5.4	94.6
No	14.2	85.8

Source: Fieldwork, 2019

Table 18: **Logistic Regression on Teaching of PE by Adequacy of Facilities and Equipment**

Variables	Model I	Model II
	OR (95% CI)	AOR (95% CI)
Adequacy of facilities and equipment		
No	Ref	Ref
Yes	0.344 (0.081-1.464)	0.279 (0.062-1.250)
Sex		
Male		Ref
Female		0.266*** (0.142-0.498)
Age		
20-25 years		Ref
26-30 years		1.549 (0.360-6.665)
31-35 years		3.258 (0.545-19.480)
36-40 years		0.898 (0.101-7.954)
Above 40		0.862 (0.072-10.336)
Teaching experience		
0-5years		Ref
6-10 years		0.471 (0.139-1.599)
11-15 years		0.392 (0.088-1.751)
16-20 years		0.822 (0.131-5.138)
21-25 years		0.473 (0.050-4.481)
Above 25 years		0.723 (0.067-7.854)
Academic qualification		
Masters		1.188 (0.237-5.964)
Degree		1.725 (0.804-3.702)
Diploma		Ref
Cert A		2.750 (0.854-8.862)
Major subject studied		
PE		Ref
Social Studies		0.079*** (0.025-0.250)
Science/Maths/Tech		0.066*** (0.021-0.202)
General programmes		0.173*** (0.048-0.630)
Languages		0.055*** (0.009-0.352)

Source: Fieldwork, 2019
Ref = reference; *** p<0.001

A logistic regression analysis was conducted to assess the association between adequacy of facilities and equipment and the teaching of PE. The results, presented in Table 18, revealed that adequacy of facilities and

equipment was not significantly associated with the teaching of PE. After introducing respondents' background characteristics to the model, it was realised that adequacy of facilities and equipment was still not significantly associated with the teaching of PE. Sex and major subject studied were however found to have statistically significant association with the teaching of PE ($p<0.001$ in each case).

Discussion

The findings of the study revealed a statistically significant association between attitudes of teachers and the teaching of PE. This finding contradicts some past studies which found no statistically significant association between attitude of teachers and the teaching of PE. For instance, Jenkinson and Benson (2010) in their study on the barriers to providing physical education and physical activity found that attitude of teachers was not a significant factor explaining whether teachers would teach PE or not.

Nevertheless, this finding is similar to results obtained from other previous studies. For instance, Yildizer Ozboke, Tascioglu and Yilmaz (2017) found that teachers' attitude affects teaching. According to these authors, when teachers have negative attitudes towards a certain subject, they are very likely not to teach it effectively compared to when they have a positive attitude towards the subject. In another study on pre-service teachers' beliefs about teaching physical education, Matanin and Collier (2003) found similar results. According to Matanin and Collier, attitude of teachers is among the major reasons explaining why teachers would teach PE or not. Matanin and colleagues stated that aside availability of facilities and equipment, attitude of teachers

concerning PE was the most prominent factor determining whether or not teachers will teach PE.

In a very recent Polish study, Muszkieta et al. (2019) also found a statistically significant association between attitude of teachers and the teaching of PE. Muszkieta and colleagues found that only a minimal proportion of PE teachers had a negative attitude towards the teaching of PE. Just like this study, the authors reported that PE teachers who had positive attitude towards the subject were more likely to teach it compared with their counterparts who had negative attitude towards the subject.

This finding by this study (i.e., teachers with negative attitude towards PE being less likely to teach the subject) is not really surprising. This is because, whenever people have negative attitudes towards something, they tend to be lackadaisical towards it. Nobody with a negative attitude towards something, will be willing to commit resources towards its success. This perhaps explains why teachers with negative attitudes towards PE were found to have lesser likelihood to teach the subject.

The findings of past studies on the association between training and abilities of teachers and the teaching of PE are ambivalent. While some studies found training and ability of teachers to have significant association with the teaching of PE, others found contrary results. Matanin and Collier (2003) for instance found no relationship between training of teachers and the teaching of PE. According to these authors, training of teachers in PE is important to effectively teach the subject but the evidence gathered by their study revealed no statistically significant association between training of teachers and teaching of PE.

A more recent study by Chakraborty, Nandy and Adhikari (2012) found results similar to that of Matanin and Collier (2003). Just as Matanin and Collier reported, Chakraborty and colleagues also found that training of teachers was not significantly related with the teaching of PE. Chakraborty and colleagues reported that it was the availability and adequacy of PE facilities and equipment, rather than the training of teachers, that significantly determined the teaching of PE in basic schools.

The studies which report a significant association between training of teachers and the teaching of PE include Sather (2011), Petrie and Hunter (2011) and Castelli and Ward (2012). They all found that training and abilities of teachers was among the significant factors which determine whether teachers would teach any subject (including PE) or not. The findings of this study agree with these ones which found a significant association between training of teachers and the teaching of PE. Training is very important because it boosts individuals' perception of their own self-efficacy. Therefore, an association between training of teachers and the teaching of PE is expected. The intriguing part of this finding was that teachers who rated higher on the training scale were less likely to teach PE compared with their colleagues who rated low. Perhaps, teachers who rated higher on the training scale were more into the teaching of other subjects explaining why they were found to be less likely to teach PE.

According to the findings of the present study, the nature of school curriculum is another factor which is significantly associated with the teaching of PE by basic school teachers. This finding agrees with that of Biddle and Mutrie (2008) and other past researchers. According to Biddle and Mutrie, whenever teachers find the school curriculum to be congested, they sacrifice the

teaching of PE for other things they consider more important. Kullinna, Brusseau, Ferry and Cothran (2010) also find similar results concerning the nature of school curriculum and the teaching of PE. Most teachers consider some subjects (for example, Mathematics, English Language and Integrated Science) as more important than PE. Hence, when they feel that the curriculum is overcrowded or too demanding, they tend to concentrate on those subjects they consider more important at the neglect of teaching PE.

According to the findings of the present study, only a few teachers indicated that the facilities and equipment in their schools were sufficient to support the teaching of PE. This clearly reveals the insufficiency or inadequacy of facilities and equipment for effective teaching of PE in schools. This problem is not a new discovery; past researchers, for instance, Gabriel (2013) reported same. According to Gabriel, PE is commonly faced with the challenge of inadequate facilities, equipment and supplies and poor maintenance of teaching sites. The problem of inadequate PE facilities and equipment is, more or less, an African problem (Benson, 2013) which denies pupils the opportunity to have good PE lessons. In Namibia for instance, Mbumba (2011) reported that majority of children, especially those in rural areas, have either not had the opportunity to attend PE classes or were in schools where PE was neglected or totally omitted because of lack of facilities or qualified teachers. Orunaboka and Nwachukwu in a 2012 Nigerian study also reported similar findings.

Hardman in a 2014 study also reported the inadequacy of facilities and equipment for teaching PE. Hardman (2014) observed that the quality of facilities for physical education in most countries was below average and was limited in quantity, particularly in developing countries. The author also

revealed that quality of facilities was rated as average or inadequate in all Central and Latin American countries.

This study found no statistically significant relationship between availability of facilities and equipment and the teaching of PE. This finding is contradictory to that of some past studies including Matanin and Collier (2003) and Bibik and Orsega-Smith (2008). Bibik and colleague, for example, in their Nigerian study reported that a relationship existed between the availability of school facilities and teaching of PE. Similarly, according to Matanin and Collier (2003), availability of facilities and equipment is the most important factor which determines whether teachers would teach PE or not.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to investigate the perceptions of basic school teachers on why physical education as a subject is not taught in primary schools in the Twifo Atti-Morkwa (TAM) district. This chapter provides the summary of the main findings of the study, conclusions and recommendations which are based on the findings of the study. In this chapter also, suggestions are made for future studies.

Summary

The study investigated the perception of basic school teachers on why physical education as a subject is not taught in primary schools in the Twifo Atti-Morkwa (TAM) District. Specifically, the study sought to investigate whether attitude of teachers, training and abilities of teachers, nature of school curriculum and availability of facilities and equipment are factors which affect the teaching of PE. To this end, research questions were answered to determine the associations between the teaching of PE and these four sets of determinants in the basic schools in the TAM district.

The conceptual framework which underpinned this study was adapted from the Self-Efficacy Model developed by Bandura (2002). The framework explains that attitude of teachers, training and abilities of teachers, nature of school curriculum and availability of facilities and equipment interplay to affect the teaching of PE with teachers' self-efficacy being a proximate determinant of the teaching of PE. The study, which was premised on the positivist philosophy of research, utilised primary data collected from basic

school teachers in the TAM district. Questionnaires were used to gather data from a total of 536 basic school teachers in the district. Chi squared and logistic regression analyses were the statistical tools employed to analyse the data.

Key Findings

1. Evidence from the findings of the study shows that, teachers who had positive attitude towards PE are more likely to teach PE compared with their colleagues who had negative attitude towards the subject. Actually, teachers who had positive attitude towards PE were found to be more than twice likely to teach the subject compared with those teachers who had negative attitude towards the subject. It is noteworthy that the association between attitude of teachers and the teaching of PE is statistically significant.
2. The findings of the study also revealed that more teachers who rated low on the training scale engage in the teaching of PE than their counterparts who rated average or high. A statistically significant association was found between training and abilities of teachers and the teaching of PE. Against expectations, teachers who rated average or high were found to be less likely to teach PE compared with their colleagues who rated low on the scale. The least likelihood was observed among respondents who rated high. They were actually found to be about 100% less likely to teach PE compared with those who rated low on the training and ability scale.
3. Again, the study found that the nature of school curriculum affects the teaching of PE in basic schools. Statistically significant relationship was found between overcrowding nature of the curriculum and the teaching

of PE. Teachers who found the school curriculum as overcrowded were less likely compared with their colleagues who taught otherwise to teach PE. Similarly, teachers who said the curriculum was demanding were less likely to teach PE compared with those teachers who said it was not demanding. Even though, on its own, the demanding nature of the curriculum is significantly associated with the teaching of PE, after adjusting for the effects of possible confounders, the association was found not to be statistically significant. In addition to these findings, it was also found that teachers' perception on time allotted to PE had a statistically significant association with the teaching of the subject.

4. On the facilities and equipment available for the teaching of PE, the study found that the schools in the district generally lacked adequate facilities and equipment to support the effective teaching of PE. Only a handful of the teachers attested to the adequacy of facilities and equipment available to teach PE effectively. The teachers who said facilities and equipment were enough for the teaching of the subject were found to be less likely to teach PE compared with those who said facilities were not sufficient. However, this association was not statistically significant.

Conclusions

Based on the findings, the following conclusions were drawn from the study:

1. Teachers' attitude and training significantly affects the teaching of PE in the TAM district.
2. Curriculum content, and time allocation for PE influence its teaching

3. Adequacy or inadequacy of facilities and equipment does not influence a teacher's decision to teach PE.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. The district directorate of education must embark on or strengthen sensitization for teachers to develop positive attitudes towards the teaching of PE.
2. Only few respondents in this study indicated that their schools have adequate facilities and equipment to support the effective teaching of PE. In light of this, the district education directorate must work at providing schools with the basic facilities and equipment they need to effectively teach PE.
3. The Curriculum Research and Development Division (CRDD) should embark on amendment of the basic school PE curriculum with emphasis on content and time allocation.

Suggestions for Future Studies

1. The present study found that teachers who rated higher on the training scale were less likely to teach PE compared with their colleagues who rated low. An in-depth, qualitative research will be necessary to explore the plausible reasons.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

QUESTIONNAIRE

Dear respondent,

This questionnaire has been designed to solicit your contribution towards gathering data for a research on the topic ***'Perceptions of Basic School Teachers on why Physical Education as a subject is not taught in the Twifo Atti-Morkwa (TAM) district of the Central Region'.*** The project is in partial fulfilment of the requirements for the award of a master of philosophy degree in Physical Education. Your thoughtful and truthful responses will be greatly appreciated. Please answer each question to the best of your knowledge. Your name is not required. You are not obliged to continue with the answering of the questionnaire if you feel like discontinuing. All data included in this questionnaire will be used only for academic research and will be strictly confidential. After all questionnaires are collected and analyzed, interested participants of this study will be given feedback on the overall research results Please you may call the following phone numbers if you need any clarification on the questionnaire.

Nancy Nora Hayford (Student Researcher) -: 0244978524

Dr. C. Domfeh/Dr. Daniel Apaak (Supervisors) -: 0544756528, 0266176876

Thank you

Yours Faithfully,

Nancy Nora Hayford

Instruction: Please tick [√] answers or options where appropriate and write answers where applicable.

SECTION A: Background Characteristics of Respondents

1. **Sex**:
   a. Male [ ]
   b. b. Female [ ]
2. **Age**:
   a. 20-25 [ ]
   b. 26-30 [ ]
   c. 31-35 [ ]
   d. 36-40 [ ]
   e. above 40 [ ]
3. **Teaching Experience:**
   a. Less than 1 year [ ]
   b. 1-5yrs [ ]
   c. 6-10yrs [ ]
   d. 11-15yrs [ ]
   e. 16-20yrs [ ]
   f. 21-25yrs [ ]
   g. 26-30yrs [ ]
   h. Above 30yrs [ ]
4. **Academic Qualification:**
   a. Masters [ ]
   b. Degree [ ]
   c. Diploma [ ]
   d. Cert 'A' [ ]
   e. SHS/WASSCE Cert [ ]

5. **Major subject studied in College of Education:**

   a. Social Studies [ ]

   b. PE [ ]

   c. Agricultural Science [ ]

   d. Technical [ ]

   e. RME [ ]

   f. f. Other Specify.....

6. **Do you, as a teacher, teach PE?**

   a. Yes [ ]

   b. No [ ]

SECTION B: Attitude of basic school teachers towards teaching PE

No	Statement	SA	A	D	SD
7.	If for any reason a few subjects have to be dropped from the school programme, physical education should be one of the subjects dropped.				
8.	Physical education is one of the less important subjects in helping to establish and maintain desirable social standards.				
9.	Physical education classes do not provide situations for the formation of attitudes which will make one a better citizen.				

10.	There is not enough value coming from physical education to justify the time consumed.				
11.	Physical education makes no valuable contribution toward building up an adequate reserve of strength and endurance for everyday living.				
12.	Physical education tears down sociability by encouraging people to attempt to surpass each other in many of the activities.				
13.	Physical education adds nothing to the improvement of social behavior.				
14.	Physical education activities do not help to relieve and relax physical tensions.				
15.	Physical education does not provide situations for developing desirable character qualities.				

SECTION C: Training and ability of basic school teachers to teach PE

Indicate the extent to which you agree with the following statements regarding your ability to teach PE.

Note: SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree

	Statement	SD	D	A	SA
16.	I lack the training and knowledge regarding the teaching of PE				
17.	There is limited avenue for teachers from TAM to professionally develop themselves to teach PE				
18.	There is no supervision and feedback from supervisors in the teaching of PE				
19.	There are no resources (books) for the planning of structured lessons for PE				
20.	I am never ready to do practical work involving physical activity				
21.	I do not have the skill to teach PE				
22.	I do not have the confidence to teach PE				
23.	I do not have the skill to teach some topics/ aspects of PE				

SECTION D: Nature of school curriculum

24. What is the time (in periods) allocated for PE on your teaching time table in a week?

    a. a. None [ ] b. 1 period [ ] c. 2 periods [ ] d. 3 periods [ ] 4 or more periods [ ]

25. How long does a period last (in minutes)? …….

26. What do you make of the time allocated to the teaching of PE

    a. It is insufficient, must be increased [ ]
    b. It is adequate [ ]
    c. It is too much, must be reduced [ ]

Please indicate the extent to which you agree with the following statements regarding the nature of PE curriculum.

Note: SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree

	Statement	SD	D	A	SA
27.	The curriculum is overcrowded and I cannot give the mandated time to physical education each week				
28.	The PE curriculum is too demanding				
29.	A curriculum which does not include physical education does not offer a complete education				

SECTION E: Facilities and equipment for the teaching and learning of PE

Please tick the facilities and equipment you have in your school and indicate their condition.

	Facilities and equipment	**Availability**	**Condition**	
	Facilities		In good shape	In bad shape
30.	Football Field			
31.	Volleyball Court			
32.	Netball Court			
33.	Handball Court			
34.	Athletic Oval			
	Others:			
	Equipment		Sufficient	Insufficient
35.	Footballs			
36.	Handballs			
37.	Basketballs			
38.	Netballs			
39.	Netball Upright			
40.	Volleyballs			
41.	Volleyball Net			
42.	Table Tennis Set			
43.	Shot put missile			

44.	Javelin			
45.	Others:			

46. Overall, do you think there are enough facilities and equipment to support the teaching of PE? Yes [ ] No [ ]

THANKS FOR YOUR PARTICIPATION

APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
CAPE COAST, GHANA
COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
Department of Health, Physical Education & Recreation

TELEPHONE: +233 -0206610931/0543021384/0268392819 Email:hper@edu.gh
TELEX: 2552, UCC, GH. Cables & Telegrams:
UNIVERSITY, CAPE COAST

Ref. No. **ED/MPE/15/0003/3**

3rd May, 2019.

TO WHOM IT MAY CONCERN

INTRODUCTORY LETTER: NANCY NORA HAYFORD

The bearer of this letter is an MPhil (Physical Education) student of the above department. In partial fulfilment of the requirements for the programme, she is to collect data on the topic"**Perception of Basic School Teachers on why Physical Education as aSubject is not Taught in the TwifoAtti-Morkwa District of the Central Region"** and would need assistance from your outfit. The information collected will be used for academic purposes only and its confidentiality is assured.

We would therefore be most grateful if assistance could be offered to her to carry out the research.

We count on your co-operation.

Thank you.

Dr. Daniel Apaak
HEAD

APPENDIX C

INFORMED CONSENT FORM

Title: Perception of Basic School Teachers on why Physical Education as a Subject is not taught in The Twifo Atti-Morkwa District of the Central Region
Principal Investigator: Nancy Nora Hayford
Address: Twifo Praso Senior High School, P.O.BOX 82, Twifo Praso

General Information about Research

I am an M.Phil. Student at Physical Education at the Department of Health Physical Education and Recreation in University of Cape Coast. I am conducting a study on the perception of basic school teachers on why physical education as a subject is not taught in the Twifo Atti-Morkwa district of the Central Region. The study seeks to investigate whether attitude of teachers affect the teaching and learning of PE, training of teachers affects the teaching and learning of the subject, nature of school curriculum affects the teaching and learning of the subject, as well as facilities and equipment has effect on the teaching and learning of the subject.

Procedures

Answering of this questionnaire will last for 30 minutes. The questionnaire and pens will be distributed and collected after completion by the research team. You are being invited to take part in this survey because your experience as a classroom teacher can help me solicit information on your perception on why physical education as a subject is not taught at the basic schools. If you do not wish to answer any of the questions in the questionnaire, you may skip them and move on to the next question without being penalized. After all questionnaires are collected and analyzed, interested participants of this study will be given feedback on the overall research results

Possible Risks and Discomforts

There are no foreseeable risks or discomfort associated with this study.

Possible Benefits

The result of the study will help educators to understand the need to teach physical education at the basic school, especially at the primary level. It will also bring to bear the challenges classroom teachers face in teaching pupils'

physical education. These can help stakeholders to find lasting solutions to those problems.

Confidentiality:

Apart from the researcher, principal supervisor, co-supervisor and the five field assistants, no other person or persons will have access to the data collected. We will protect information about you to the best of our ability. You will not be named in any reports.

Compensation:

There is no financial compensation to be given to you as a participant in the study but your participation will be highly appreciated and also the pens that you will use will not be taken back.

Voluntary Participation and Right to Leave the Research:

Participation in this study is voluntary and you may withdraw from it at any point. You may also refuse to answer any question that makes you feel uncomfortable.

Notification of Significant New Findings

Respondents deserve the right to know what happens at any stage of the activities.

Contacts for Additional Information:

You can kindly contact Dr. Charles Domfeh (on mobile 0544756528\ 0504595527), Dr. Daniel Apaak (on mobile 0266176876\0208587866) and Nancy Nora Hayford (Student Researcher-0244978524)

Your rights as a Participant

This research has been reviewed and approved by the Institutional Review Board of University of Cape Coast (UCCIRB). If you have any questions about your rights as a research participant you can contact the Administrator at the IRB Office between the hours of 8:00 am and 4:30 p.m. through the phones lines 0558093143/0508878309/0244207814 or email address: irb@ucc.edu.gh.

VOLUNTEER AGREEMENT

The above document describing the benefits, risks and procedures for the research title "**Perception of Basic school Teachers on why Physical Education as a Subject is not taught in the Twifo Atti-Morkwa District of Central Region"** has been read and explained to me. I have been given an opportunity to have any questions about the research answered to my satisfaction. I agree to participate as a volunteer.

_____ _____

Date Name and signature or mark of volunteer

If volunteers cannot read the form themselves, a witness must sign here:

I was present while the benefits, risks and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

_____ _____

Date Name and signature of witness

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.

_____ _____

Date Name Signature of Person Who Obtained Consent

I, along with the Researcher, agree to sign and date this informed consent form.

_____ _____

Date Name and signature of Participant

_____ _____

Date Name and signature of Researcher

APPENDIX D

APPLICATION FOR ETHICAL CLEARANCE

TWIFO PRASO SENIOR HIGH SCHOOL
POST OFFICE BOX 82
TWIFO PRASO
6TH MAY, 2019

THE DIRECTOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

Dear Sir,

APPLICATION FOR ETHICAL CLEARANCE

I wish to apply for ethical clearance to enable me collect data on my thesis. My research topic is

"Perception of Basic School Teachers on Why Physical Education as a Subject is not Taught in the Twifo Atti-Morkwa District of the Central Region".

Attached are all the necessary documents for your perusal.

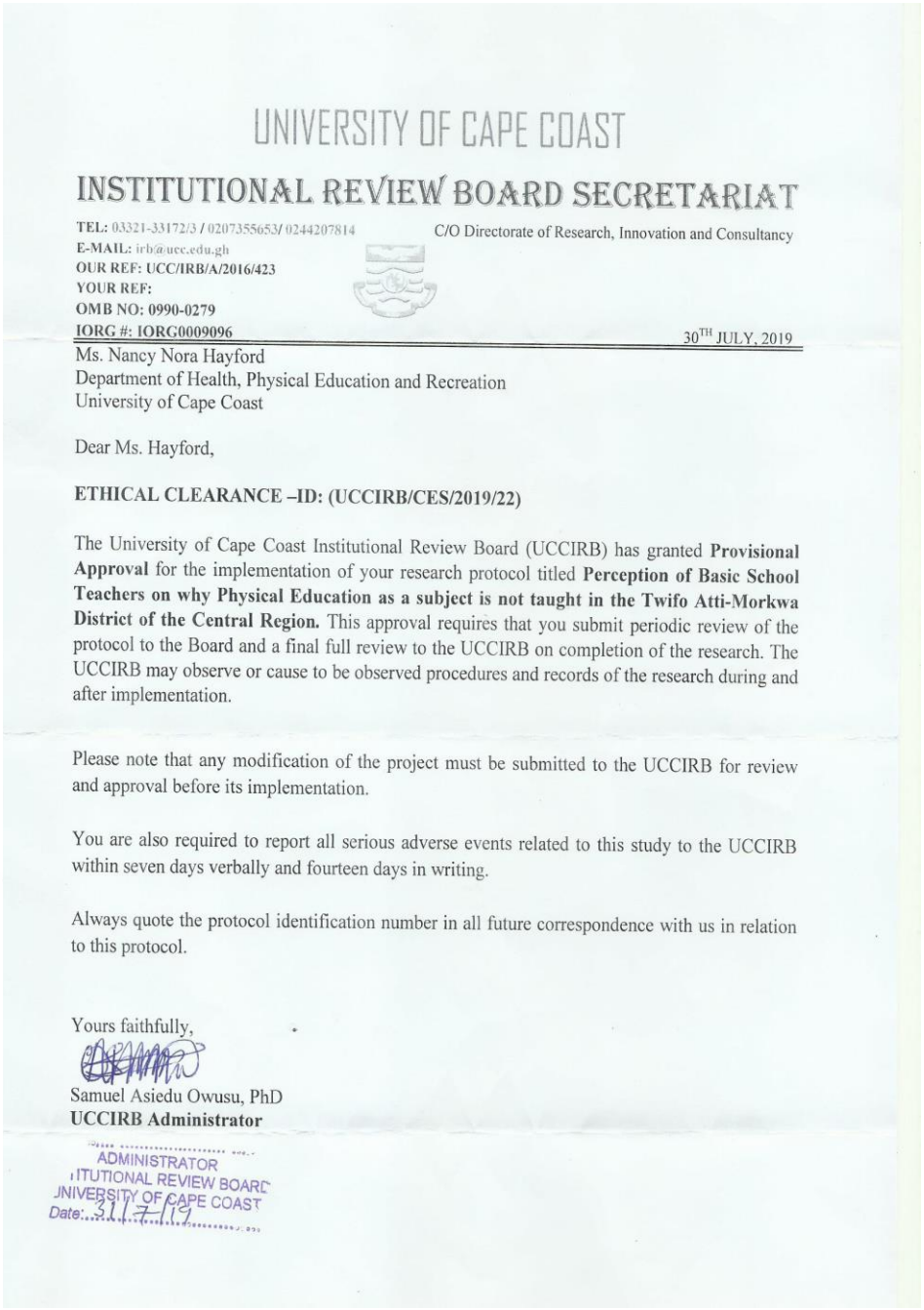
Thank you.

Yours faithfully

Nancy Nora Hayford

APPENDIX E

ETHICAL CLEARANCE



UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 03321-33172/3 / 0207355653/ 0244207814
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/423
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

C/O Directorate of Research, Innovation and Consultancy

30TH JULY, 2019

Ms. Nancy Nora Hayford
Department of Health, Physical Education and Recreation
University of Cape Coast

Dear Ms. Hayford,

ETHICAL CLEARANCE –ID: (UCCIRB/CES/2019/22)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol titled **Perception of Basic School Teachers on why Physical Education as a subject is not taught in the Twifo Atti-Morkwa District of the Central Region.** This approval requires that you submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

Please note that any modification of the project must be submitted to the UCCIRB for review and approval before its implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST
Date: 31/7/19