

**TRAINING OF PHYSICAL EDUCATION TEACHERS AT KYAMBOGO UNIVERSITY
AND THEIR COMPETENCE AT SCHOOL**

BY

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DECLARATION

I, Balungi Erinah, do declare that this thesis is my original work and that it has never been presented for any award of a degree in any university.

Signature.....

Date.....

APPROVAL

We hereby certify that this research thesis entitled *Training of Physical Education Teachers at Kyambogo University and Their Competence at School* is an original work by **Balungi Erinah**. It has been under our supervision and is now ready for submission to Kyambogo University Graduate School.

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DEDICATION

To my parents, Miriam Nakazzi and Ikoona Edward, my husband Julius and our children
Stephane and Elaine, the most beautiful of all life's gifts.

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This Master's Thesis is the result of the collaborative endeavour of a number of people whose efforts cannot go unrecognised. I am greatly indebted to all the persons whose contribution has been vital for this piece of work. It has been a pleasure working with each one of you and I am proud of what we have accomplished together.

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LIST OF ACRONYMS

BED:	Bachelor of Education
BSc ED:	Bachelor of Science with Education
BTE:	Bachelor of Teacher Education
CVI:	Content Validity Index
ICHPER.SD:	International Council for Health, Physical Education, Recreation, Sport, and Dance
ICSSPE:	International Council for Sports Science and Physical Education
IGCSE:	International General Certificate of Secondary Education
MoES:	Ministry of Education and Sports
NASPE:	National Association of Sport and Physical Education
PE:	Physical Education
PES:	Physical Education and Sports
UNESCO:	United Nations Educational, Scientific and Cultural Organisation

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ABSTRACT

The study examined the training of secondary school PE teachers at Kyambogo University so as to determine the quality of training using the PE teacher profile designed by the MoES. It was guided by three objectives: To examine the curriculum used to train PE teachers; to determine the factors that affected the training of PE teachers; and to compare the curriculum used to train PE teachers with the suggested profile of a PE teacher. A descriptive study design based on a sample of 24 respondents was selected using purposive, stratified and snowball sampling techniques. Data was collected using in-depth interviews, observation and documentary analysis. The findings showed that, though training involved theory and practical lessons and that tools and materials were available, many of the available facilities needed improvement. Factors such as delays in reviewing the curriculum, putting greater emphasis on theoretical than practical assessment, and the allocation of inadequate time for practical lessons, among others, affected the training. The study concluded that the curriculum of the PE training programmes was relevant to the activities the PE teachers conducted in schools; that though assessment was both theoretical and practical, there was greater emphasis on the theoretical aspect of the training yet PE is a practical subject; and that only part of the PE profile was considered in the PE teacher training curriculum since it was a recent development from the MoES. The study recommends a review of the curriculum and benchmarking with aspects of the PE teacher profile. It also recommends that the assessment criteria should be made more practical since PE is a practical teaching subject.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents information in relation to the following aspects of the study: Background of the study; Statement of the problem; Purpose; Objectives; Research questions; Scope; Significance of the study; and Definition of key operational terms.

1.2.0 Background to the Study

1.2.1 Personal background

I am a professional teacher holding a bachelor's degree in Science with Education of Kyambogo University, and have Mathematics and Physical Education (PE) as my teaching subjects. I obtained this qualification in 2008. In addition, I am an athletics trainer with a diploma in athletics training from Johanness Gutenberg Universitat, Mainz, acquired in 2009. After successful completion of my first degree at Kyambogo University I was retained on a part-time basis to lecture in the Sports Science department and that is where I have been working ever since. My work with the university students has not been hard because of the skills, knowledge and experience I have in Sports Science.

Since Sports Science is a practical subject, I have been involved in many practical sessions with my students so that they can get to learn by doing most of the sports activities. However, owing to financial difficulties, there were times when I was forced to teach theoretically yet practical work would have been more beneficial; a case in point is swimming as an event. On one hand, I have been able to use the skills and knowledge acquired from school in my daily work as a

lecturer and, on the other hand, I have continued to learn from my students and workmates during the teaching and learning process in the past years.

1.2.2 Study background

According to the International Council for Sports Science and Physical Education (ICSSPE) (1998), PE in schools is a subject under threat. Since the 1980s the subject is in apparent decline, which is a concern for physical educationists (Kadoodooba, 2008). As reported by Hardman (1998; 1996; 1993), regular international documentation has also shown a continued decline of PE in schools worldwide. The Berlin Physical Education¹ World Summit in November 1999 also confirmed the decline of PE in schools in many countries of the world, with perceived deficiencies in curriculum, time allocation, subject status, material, human and financial resources, gender and disability issues and the quality of programme delivery (Hardman & Marshall, 2000).

Physical Education comprises various physical exercises that are taught during school time and are timetabled. The decline of PE explains the low standards of sports and games in the world, especially in Africa. Today sports is sluggishly picking up in the developing countries, with most of the countries engaging in some activities competitively (MoES, 2009). However, in Uganda the standards of sports and games are still very low. In this connection, the Minister of State for

¹ Physical Education is a field of learning which aims at the development of skills, knowledge, understanding and positive social behaviour and attitudes through sport and human gross body movements, and their applications to the acquisition and maintenance of physical health and fitness for all-round citizenship.

sports at a press conference noted that it is not funding but indiscipline on the part of all sports stakeholders which had caused the standards of sports and games to plunge in Uganda (Katende, 2005). PE involves sports and games such as chess, athletics, football, volleyball, among other activities, and these are usually practised during co-curricular time after classes and organised by the sports teachers (MoES, 2009).

Although the status of Physical Education and Sports (PES) in Ugandan schools is very low (MoES, 2009), the government took initiatives to develop PES to create a healthy, united, democratic and productive nation through physical activity and sports (MoES, 2004). In 2009, PE was added to the core subjects at secondary school level, which led to the demand for more qualified and competent PE teachers. Anecdotal data indicate that PE as a teaching subject is mostly taken as a last resort and it appears as if the PE teachers were forced to take up the subject because they could not be offered other teaching combinations. The enrolment of PE teacher trainees at various universities is still low (anecdotal data). In addition, many teachers are incompetent and have not had the opportunity to appreciate fully the value of PE in national development (MoES, 2009). They are not motivated to engage themselves and the pupils in PE and, therefore, PE has ended up being marginalised, just like other practical subjects, e.g the visual arts, music, dance and drama. Many teachers neither prepare lessons nor dress appropriately for the practical lessons and some go ahead to watch students play instead of getting involved in the lessons themselves (MoES, 2009).

The quality of PE encompasses not only curriculum content but also delivery. There is a lack of commitment to teaching as well as pedagogical and didactical inadequacies among teachers in some countries; furthermore, the majority of PE teachers are not qualified (Hardman & Marshall,

2000). Very often teachers take children outdoors and leave them to their own devices. Some teachers will take the students out, play a game with some of them and leave the rest unsupervised. Many sessions are done haphazardly (Hardman & Marshall, 2000). For children to reach their full potential in the performance of physical activities learned during PE, it is essential that teachers use effective teaching practices (Hickson & Fishburne, 2001). Therefore, PE should be taught by physically educated teachers.²

In May 2011 the PES department of MoES organised a workshop for PES specialists in Uganda to collectively develop an actual profile for a modern PE teacher in the country. The participants categorised the required competences of a PE teacher under various domains, namely: the cognitive³ (knowledge), affective⁴ (attitude) and the psychomotor⁵ (skills) domains (MoES, 2012). The profile developed indicates that 20 per cent of the competences of a secondary school PE teacher should relate to the affective domain, 40 per cent to the cognitive domain and 40 per cent to the psychomotor domain. It is expected that integrating the guidelines within this profile into the training of PE teachers will improve the production of competent and highly productive

² A physically educated teacher has learnt the skills necessary to perform a variety of physical activities; is physically fit; does participate regularly in physical activity; knows the implications of and benefits from involvement in physical activities; and values physical activity as well as its contributions to a healthful lifestyle (National Association for Sport and Physical Education AAHPERD, 1992).

³ The cognitive domain includes knowledge on the part of the teacher about PE; ability to interpret the curriculum; being able to explain the concepts in PE; having the capacity to plan and organise PES lessons; ability to impart knowledge; creativity and being innovative; having the capacity to assess the performance of learners as well as taking interest in learners with special needs.

⁴ The affective domain of a PE teacher includes interest in PE; confidence; professional appearance; care about equipment/facility; being honest, sincere and empathetic to all learners.

⁵ The psychomotor domain basically involves physical skills and requires the PE teacher to plan, organise and manage PE activities in addition to the ability to demonstrate the skills, communicate and also assess the learners' performance in PE.

PE teachers (MoES, 2012).

1.2.3 Motivation

Since PE is a compulsory subject in secondary school, one would declare that the teachers who were trained to teach PE were given an opportunity to practice what they study at university. However, comments that were made about the PE teachers showed that something was lacking. As a trained and qualified PE teacher, my professional and academic interests in PE teaching motivated me to find out ways of improving the training of PE teachers and, as a starting point, I looked at Kyambogo University, where I was trained.

1.3 Statement of the Problem

Secondary school PE teacher trainees at universities are exposed to various activities, research work, and assessment by lecturers of both practical and theory courses. On completing the course these teachers are expected to have the competence of teaching the various practical PE activities in school. My experience includes training secondary school PE teachers nationwide in the MoES kick start programme that was intended to re-equip teachers (qualified PE teachers inclusive). However, I identified inadequate skills and knowledge as well as competence among some of the PE teachers. Secondly, during the implementation of enhanced training of PE teachers for the secondary schools symposium on 7 March 2012, the German PES expert mentioned incompetence among PE teachers as one of the challenges faced not only in Uganda but also globally. He cited the example of one of the Ugandan PE teachers who totally failed to catch and dribble a ball. This raises concern about the quality of training secondary school PE teachers in at university. The MoES designed a profile that could be used to determine a competent PE teacher. Is the training programme used to train PE teachers related to the PE

teacher profile designed by the MoES? Or could it be that this is a result of the training that PE teachers receive in institutions? In this study, therefore, I intended to examine the training of secondary school PE teachers at Kyambogo University.

1.4 Purpose of the Study

The purpose of the study was to examine the training of secondary school PE teachers at Kyambogo University so as to determine the quality of training secondary school PE teachers using the PE teacher profile designed by the MoES.

1.5 Objectives of the Study

The objectives of this study were:

1. To examine the curriculum used at Kyambogo University to train secondary school PE teachers;
2. To determine the factors that affect the training of secondary school PE teachers at Kyambogo University;
3. To compare the curriculum used at Kyambogo University to train PE teachers with the suggested profile of a secondary school PE teacher designed by the MoES.

1.6 Research Questions

This study was guided by the following research questions:

1. What is stipulated in the secondary school PE teacher training curriculum used at Kyambogo University?

2. What are the factors that affect the training of secondary school PE teachers at Kyambogo University?
4. How does the secondary school PE teacher training curriculum used at Kyambogo University compare with the profile of a secondary school PE teacher designed by the MoES?

1.7 Scope of the Study

1.7.1 Geographical scope

The study was carried out at Kyambogo University, the second largest public university in Uganda, located on Banda hill, 8 km east of Kampala city. Focus was put at the Sports Science Department, which is under the Faculty of Science, where PE teachers are trained.

1.7.2 Content scope

The study focused on: the examination of the curriculum used to train secondary school PE teachers; the factors that affect the training of secondary school PE teachers at Kyambogo University; and the comparison of the curriculum used to train secondary school PE teachers with the suggested profile of a secondary school PE teacher designed by the MoES.

1.8 Justification of the Study

Physical Education is a subject studied right from primary through secondary school to university level. The subject introduces and develops individuals in the different sports and games. In Uganda the Education Policy Review Commission Report (1989) and the Government White Paper on Education for National Integration and Development (1992) stress PE as an important component of the total education that should be provided to each learner in Uganda's

education system. In 2009, the Minister of Education and Sports issued policy instructions granting PE a core curriculum subject status in secondary schools in Uganda (MoES, 2009). To-date, PE is taught at all education levels.

The teaching of PE should be done by qualified PE teachers with the appropriate skills, knowledge, attitude and competence. The performance of a PE teacher should, therefore, be to a level that ensures proper teaching and learning of the subject. The performance of PE teachers greatly depends on the training they received while at the teacher training institutions. It is, therefore, important to determine the training process in the institutions to ensure that the graduates are competent enough to teach PE.

1.9 Significance of the Study

The findings of the study may enable Kyambogo University lecturers to identify and address the weak areas in the curriculum. Secondly, the lecturers may also recognise the strong areas, thereby improving on the training of secondary school PE teachers. The policy-makers, curriculum developers from various universities and MoES officials in charge of PE may use the data obtained to plan better strategies for training PE teachers. Finally, other researchers in the field of PE may use the information obtained from the study as a reference point in the area of PE teacher training.

1.10 Limitations of the Study

This study was limited by inadequate, old and limited literature on the status of PE in Uganda in most university libraries.

1.11 Conceptual Framework

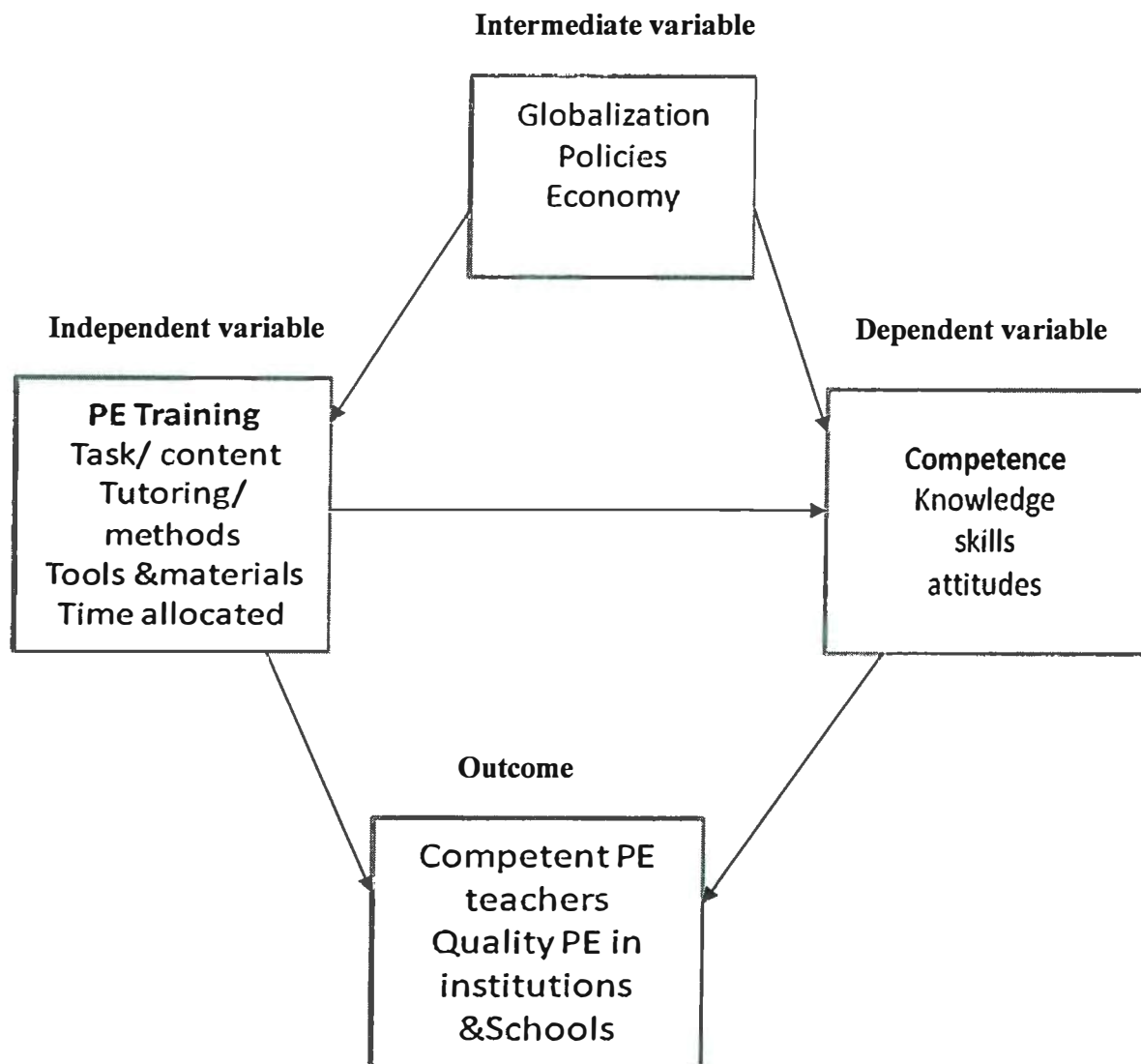


Figure 1.1: Conceptual framework (modified from Digel, 2005)

The competence of PE teacher may be as a result of many factors interacting together (Digel 2005). In this case, the competence of a PE teacher, which includes knowledge, skills, and the right attitude towards PE, depends on the kind of training provided. The training includes aspects such as content, tutoring, the methods of teaching used, the availability of tools and materials,

time allocation and assessment. If the training is of a high quality then the competence aspects are developed.

On the other hand, competence may be influenced by intermediate variables such as globalisation; rapid technological changes; policies from the MoES, the university and the economy; and the scarcity of funds. Because of these factors competence may not be achieved. This may create a mismatch between training and the actual occupational competence requirements of a PE teacher. Therefore, training institutions, through research and collaboration with stakeholders, should design appropriate programmes that meet the demands of the school.

As reflected in Figure 1.1 above, the competence of a PE teacher could be affected by the type of training as well as other factors, such as globalisation, policies, and the economy. However, if all the factors were constant and the quality of training at the teacher training institutions high, competent teachers would be produced, hence the quality of PE in schools would be enhanced.

1.12 Definition of Key Operational Terms

In this study, the following terms were used in specific contexts, which are shown:

Competence: The quality of being adequately qualified physically and intellectually with skills and knowledge about the teaching of PE at secondary school

Curriculum: A programme of study being followed by the secondary school PE teacher trainees at Kyambogo University

Evaluate: To place value on the secondary school teacher curriculum being used in the Sports Science Department at Kyambogo University

Incompetence: The lack of physical or intellectual ability to teach PE at secondary school

Profile: An account of a series of competences designed by the MoES that a contemporary secondary school PE teacher should have

Quality: A degree or grade of excellence in the training of PE teachers

Trainee: A student being trained to become a PE teacher

School: The secondary school workplace where a PE teacher teaches learners

1.13 Organisation of the Report

This report was organised in a structured format with five chapters: Chapter One is the introduction of the study; Chapter Two comprises the review of related literature; Chapter Three presents the methodology; Chapter Four the presents and discusses the findings; and Chapter Five which presents the conclusion, recommendations and way forward.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examined other scholars' views about the curricula used to train PE teachers, and the factors that affect their training. It also presented literature on the profile of a secondary school PE teacher in relation to the PE teacher training curricula.

2.1 Curricula Used to Train Physical Education Teachers

The realisation of quality for all depends, to a great extent, on the quality of teachers injected into the education system and the quality of teachers, in turn, depends on the general and professional education they receive before entering the profession and the extent to which they develop on the job (Jangira, 1992, p.1). The training of teachers, therefore, has an effect on their professional performance in schools. However, the Berlin Physical Education World Summit in November 1999 reported a decline and/or marginalisation of PE in many countries of the world, with perceived deficiencies in curriculum, time allocation, subject status, material, human and financial resources, gender and disability issues and the quality of programme delivery (Hardman & Marshall, 2000). Therefore the curriculum, being the core area in the training of teachers, should be carefully designed.

The basic components of a curriculum, according to NASPE (2012, p.98) include the outcomes, activities and resources. Outcomes are the 'what' of the curriculum. They are the intentions or purposes that provide focus, direction and guidelines for the experiences that learners encounter as they interact in and with the curriculum. Activities are the 'how' of the curriculum. They are

what teachers and students are supposed to be doing in order to achieve curriculum outcomes. These activities or tasks include teaching and learning strategies. Resources are the 'with what' of the curriculum. They constitute resource persons, situations and equipment, for example bats, balls, mats, music, video, textbooks and space. Resource materials for specific grades and courses are authorised and recommended by the Sports Science Department.

According to the International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER.SD) and the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) (2001), the curriculum for professional preparation programme for PE teachers includes three components: the disciplinary aspect of PE (including aspects of foundational disciplines), the professional aspect of PE and pedagogy. These three aspects, if addressed appropriately in the training institutions, would develop competence – knowledge, skills and the attitude of PE teachers

2.1.1 The curriculum content methods of teaching and modes of assessment

In order to produce an effective teacher, the curriculum used in the training must be appropriate in terms of content, methods of teaching, modes of assessment as well as time allocation.

Content at university tends to have a high degree of specialisation and fragmentation (Michaela, 1999, p.46). However, according to Jorgensen (2008, p. 187), to take problems from the workplace and make them into teaching themes is a fruitful way of creating connections in relation to the content. In this way the teaching content is not derived from the academic curriculum, but from genuine problems that the teachers experience as urgent and which they

bring with them into the educational programme. In view of this, Kyambogo University, and the Sports Science Department in particular, needs to adopt similar approach in order to ensure the development of a relevant curriculum. Is the content used at Kyambogo University addressing the needs of society? Are the teachers able to deliver the curriculum relevantly once they go to the schools to teach? The content covered in the institution, therefore, matters a lot.

Michaela (1999, p.46) also notes that educational theory without any direct linkage to practice is irrelevant for the professional development of teachers. This is in agreement with Gimeno (1992, p.31) who states that a teacher must have an in-depth knowledge of his teaching subject, attain a far higher level of knowledge than that represented by the relevant school curriculum and keep abreast of the continuous flow of new contribution to his subject from the four corners of the globe. Therefore, a PE teacher should follow the curriculum and also have the hands-on training in how to teach the different skills in school.

With respect to the methodology of teaching, Okello (2009, p. 26) observes that the nature of the Ugandan education system is generally theoretical, and that even the courses that should be practical are taught theoretically. The reasons for this are probably limited technology; inadequate facilitation in terms of tools and materials; lack of practice among the teachers; the teachers having gone through the same system of training and, therefore, not being able to change; or the poor attitude towards the profession. He cites the Chinese philosopher who once said: “If you tell me, I will listen. If you show me, I will see. But if you let me experience, I will learn” (Okello, 2009, p. 26).

Are training institutions such as Kyambogo University letting the students experience during the training process? Or is it simply offering the theory of PE to the students? Is there actual practical learning taking place? This study aimed at attempting to address these questions.

In addition to the methodology of training is the kind of assessment done in training institutions. According to NASPE (2012, p.85), assessment in PE should be in the following categories: student performance where students share in the assessment process; identification of the needs of individual students for the purpose of planning instruction; assessment of students for the purpose of selection and grouping; and informing parents/guardians about student progress. The other category is teacher self-assessment where teachers self-appraise their efficacy⁶ in planning and conducting lessons within the PE, school and community contexts.

Lastly is curriculum improvement where the suitability of the instructional material and teaching methods are appraised to decide whether changes are needed. Inherent in curriculum improvement is an ongoing assessment of the curriculum improvement criteria. This would definitely allow whole assessment to enhance the development of quality training of PE. The assessment should, therefore, focus on the knowledge skills and attitude of the trainees so as to check for competence among them (MoES, 2012; ICHPER•SD & UNESCO, 2001).

Institutions thus need to carry out assessment in such a way that a PE teacher trainee's competence is the main competence. But is this the case at Kyambogo University?

⁶ The extent to which teachers have sufficient power to bring about physical, cognitive and social learning that empowers the learners in their charge.

2.2 Factors Affecting the Training of Physical Education Teachers

The challenge in teacher education relates to the development of competence and commitment in prospective teachers (Jangira, 1992, p.1). Personnel who have received PE training must be given a status in keeping with the duties they perform UNESCO (1978). Equipping the teachers with the competences required of them in the workplaces is not an easy task and it requires a lot of planning, preparation and commitment.

In a survey carried out by Hardman and Marshal (2000) in a number of countries, it was noted that in Montenegro, Serbia the quality of facilities was below average and the equipment was limited in quantity and that, in England, the quantity and quality of equipment and facilities were very poor and damaged equipment was frequently used; furthermore, the facilities were inadequate or poorly maintained.

Appropriate structures must be established for the training of personnel for PES. Adequate and sufficient facilities and equipment must be provided to meet the needs of intensive and safe participation in both in-school and out-of-school programmes concerning PE and sport (UNESCO, 1978). It has also been realised that some of the challenges that PE training in Uganda has to contend with include: lack of facilities and equipment; limited availability of space for playgrounds; and negative attitude of teachers and head teachers towards PE (MoES, 2009). Could this be the case with Kyambogo University too? This study, therefore, intended to determine the factors affecting the teaching of PE at Kyambogo University.

Krishnamurthy (1990, p.8) points out that, owing to the negative attitude of society in general and the physical educators in particular, this field has not been able to emerge as an independent

discipline on a par with other disciplines. In the case of Kyambogo University there was need to find out whether attitude is one of the factors affecting the training of PE teachers.

Physical Education lessons are expected to take into account the needs and characteristics of the learners, such as sex, age and ability or disability (UNESCO, 1985, as cited in Kadoodooba, 2008). Therefore, the quality of teaching a PE class is affected by the size of the class and its composition. Teacher effectiveness is inversely proportional to the number of students in the class (Bennet, 1993, as cited in Kadoodooba, 2008). Although teacher effectiveness is inversely proportional to the number of students in the class, this may not be the case, especially when it comes to the study of some games. For example, in a football class one would need to have two complete teams (22 students) so as to practice the game situation.

Galligan (2000, p.224) states that sport has to some extent ousted PE in terms of provision, funding and staffing. Once there is no money then the institutions would be understaffed and this has been a common occurrence with regard to PE in developing countries. Could this be the case at Kyambogo University?

2.3 Profile of a Physical Education Teacher

According to Michaela (1999, p.19), when taking stock of the contribution of a university to initial teacher education, it is necessary to draw on research evidence regarding the knowledge and skills required of teachers to perform their roles effectively. There should be a linkage between teacher education, teacher effectiveness and student learning. The teacher is, therefore, expected to meet certain requirements so as to effectively perform in school. Jangira (1992, p.5) points out that competence brings confidence, which can lead to commitment to the teaching profession and the related code of ethics. Therefore, a PE teacher needs to acquire competence in the course of his or her formal training.

On the contrary, incompetence, lack of preparation, a poor dress code, and lack of commitment to teaching, pedagogical and didactical inadequacies as well as impracticability have clearly been identified among PE teachers (Hardman & Marshall, 2000; MoES, 2009). The big question in this case is whether the training institutions are equipping the teacher trainees with the competences required of them. There is need for this to be established through the training programme undertaken by them.

The Global Standards for Professional Preparation in Physical Education can be characterised by: essential knowledge and skills for entry-level PE teachers, the core all PE teacher preparation programmes and encompassing disciplinary, professional, and pedagogical aspects of PE; a competency-based standard of content; a standard for achievement based on clock hours; having an accompanying self-assessment form; and having a companion registry for self-reporting (ICHPER•SD & UNESCO, 2001).

In addition, according to ICHPER•SD (1997, as cited in ICHPER•SD & UNESCO, 2001) the standards are categorised into disciplinary knowledge, professional knowledge and skills and pedagogical knowledge and skills. This is dealt with below.

2.3.1 Disciplinary knowledge

This component includes the body of knowledge of the science and art of human movement. Emphasis is on the anatomical, biomechanical, physiological, psychological, sociological, motor development, and motor learning aspects of motor performance. Graduates of programmes preparing PE teachers should exhibit competences in knowledge of: the philosophical (including ethical) dimensions of PE as a discipline and profession; the historical perspective of PE; human anatomy, structurally and functionally; the kinesiological aspects and physical.....of human performance; human physiology and the effects of exercise on human performances; the psychological aspects of human performance, including motivation and drive, anxiety and stress, and self-perception; the sociological aspects of human performance, including social dynamics; ethical and moral behaviours; and cultural, ethnic, and gender differences, motor development, including maturation and fundamental movements; motor learning, including fundamental and complex motor skills; and interrelationships among cognitive, affective, and psychomotor domains.

2.3.2 Professional knowledge and skills

This component includes the humanistic and behavioural aspects of professional studies. Emphasis is on: the nature of a profession; the nature of teaching PE as a profession; commitment to scholarship, research and service; and individual and cultural contexts for teaching and learning human movement. Graduates of programmes preparing PE teachers should

exhibit competences in knowledge of: what constitutes a profession, and nature of PE as a profession; the effects of PE on individuals and society (including special needs populations), relative to quality of life, individually and globally; and the cultural aspects of physical activities and sport and the roles of PE in schools, including the historical perspective and socio-political forces.

Physical Education teachers should as well exhibit knowledge and skill in: developing a personal philosophy of PE; designing comprehensive, developmentally appropriate curricula, for various populations (including special needs populations), based on curriculum theory and the subject matter of PE; developing aspects of a PE programme (in addition to the curriculum), including equipment maintenance and storage, budgeting, programme evaluation, the legal aspects, safety aspects, and leadership; and sustaining scholarship, research (as consumer and researcher), and service, for example consumer advocacy, programme advocacy, service to school-community, and service to profession.

2.3.3 Pedagogical knowledge and skills

This component includes teaching and learning theory and the professional applications of the body of knowledge. Emphasis is on designing a curriculum, evaluating learning, and evaluating the programme. Graduates of programmes preparing PE teachers should exhibit competences (including laboratory and clinical/experiences) in: the knowledge of educational learning theory; the knowledge and application of the theory of effective teaching; the knowledge of and skills in translating the curriculum into teaching and learning activities; designing systematic unit and lesson sequencing (including sequential learning); analysing movement; assessing and evaluating

motor performance; evaluating the teaching-learning process; and managing classes...

According to both ICHPER•SD and NASPE (2008), the above standards, are not so different. They are categorised as follows:

Standard 1: Scientific and Theoretical Knowledge where PE teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Standard 2: Skill-Based and Fitness-Based Competence where PE teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE Standards. Standard 3: Planning and Implementation where PE teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students. Standard 4: Instructional Delivery and Management where PE teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Standard 5: Impact on Student Learning where PE teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction. Lastly, Standard 6: Professionalism where PE teacher candidates demonstrate the dispositions essential to becoming effective professionals.

The close relationship between the above standards is also seen in Uganda's profile of a Physical Education and Sports (PES) teacher that was developed by PE specialists from various training institutions, government bodies and other sports-affiliated bodies. According to MoES (2012), the profile of a PE teacher is categorised into three domains: the affective domain which

includes interest in PES; the cognitive domain which includes knowledge by the teacher about PES; and the psychomotor domain that basically involves the physical skills required by the PES teacher.

The stakeholders classified the competences for a competent PE teacher under each domain in descending order of importance as shown in the figure below:

TEACHER'S CORE COMPETENCES TAXONOMY (IMPORTANCE)

RANK (POINTS)	Knowledge / Cognitive	RANK (POINTS)	Attitude/Affective Domain	RANK (POINTS)	Skills/Psychomotor
1 (93%)	Knowledge of subject content	1 (92%)	Interest in P.E		
2 (90%)	Curriculum interpretation	2 (73%)	Self-esteem/ confidence		
3 (61.1%)	Explain basic concepts	3 (71%)	Effective communication		
4 (60.6%)	Ability to plan and organize P.E programs	4 (59%)	Professional appearance		
5 (56%)	Ability to impart knowledge	5 (37%)	Caring about equipment and facilities		
6 (35%)	Creativity and innovativeness of the teacher	5 (37%)	Honest/sincere		
7 (30%)	Ability to assess performance	7 (29%)	Empathy		
8 (24%)	Ability to handle learners with special learning needs				

Figure 2.1: Teacher's core competences taxonomy (importance) (MoES, 2012)

As stated above, the profile is in place. However is there a relationship between the PE curriculum used in Kyambogo University and this profile? It is important that the training of PE teachers lead to the acquisition of the competences stated in the profile.

2.4 Related Studies

In their study on physical educators' perceptions about PE, Morgan, Bourke and Thompson (2002) state that the existence of quality PE programmes depends largely on the way PE is perceived and valued by those with responsibility for its teaching.

In the study on teaching large class sizes, NASPE (2007) recommended, in the section on PE guidelines and strategies, that the size of a PE class be consistent with those of other subject areas, for example 1:25, 1:30, and 1:35, for safe and effective instruction. Methods such as small group work, cooperative teaching, peer teaching, station work, small-sided games, individualised instruction, and class projects were mentioned as strategies that could help in teaching large classes (NASPE, 2006). Is it possible that the training at Kyambogo University is equipping the trainees with such methods, especially given the large classes in Uganda which are the norm rather than the exception?

2.5 Summary of the Literature

The curriculum used in teacher training should have a composition of clear outcomes, activities to be done and resources to be used, and it must have appropriate content, method of teaching (practical emphasis), and assessment for the students, teacher and the content. It has also been noted that there are a number of factors that may hinder the training of PE teachers, among which are funding; staffing; the teacher-student ratio; attitude; equipping teachers with the required competences; and inadequate tools, materials, equipment and facilities, among others. However, is it possible that this is the case in the training of PE teachers at Kyambogo University? A profile that describes the competences required of PE teachers after training exists; this profile should guide the curriculum so as to produce competent teachers.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter provides information on the following aspects that were used to obtain the results of the study: research design; research methods; research instruments; study area; sample population; sampling technique; sample size; validity and reliability of the instruments; procedure of data collection; and data analysis procedure.

3.2 Research Design

The descriptive research design was used in this study following the qualitative approach because it enabled me to carry out an in-depth interview with the participants. Daly (2011)⁷ states that the purpose of qualitative research is to describe and understand social phenomena in terms of the meaning people brought to them. This is in agreement with Amin's explanation that qualitative research as a method provides an understanding of a social setting or activity as viewed from the perspective of the research participants (Amin, 2005, p.43).

3.3 Research Tools and Instruments

Data was obtained from primary sources. I obtained the primary data directly from the population of study, the PE curriculum at the Sports Science Department, and the suggested

⁷ Dr Richard Daly was a facilitator and this quote is from one of his papers presented to the students of MVP 2011.

profile of a secondary school PE teacher from the PES department in the MoES. Borge (2011)⁸ defines a research instrument as a tool which a researcher uses to conduct and collect data. In this study the following methods and instruments were used:

3.3.1 Interview method

The interview method was used in this study so that I could directly communicate with the participants and obtain views and ideas about the study. I conducted interviews with 15 secondary school PE teacher trainees from the three PE programmes, four PE lecturers, one PE curriculum coordinator and five secondary school PE graduate teachers from Kyambogo University. The face-to-face interviews were designed not only to help me obtain non-verbal cues from the respondents, but also to give me an in-depth understanding of the situation. In addition, as Sekaran (2003, p. 232) points out, I was able to adapt the questions as necessary, clarify doubts to the respondents and ensure that the responses were properly understood, by repeating or rephrasing the questions.

The interviews that I conducted with the above respondents helped me to collect data on the relationship of the curriculum with the suggested profile of a secondary school PE teacher and the factors affecting the training of secondary school PE teachers at Kyambogo University. This is supported by Kvale and Brinkmann (2009, p.3), who define an interview as a conversation that has a structure and purpose and involves a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge. Sidhu (2007, p.147) also point out that

⁸ Borge was one of the facilitators and this was a quote from one of his presentations to the MVP students 2011.

interview stimulates the respondent to give an increasingly complete and valid set of responses that gives a broader foundation for the discussion.

3.3.1.1 Focus group discussions

I used focus group discussions (FGDs) in combination with the interview method to collect data on the PE teacher trainees from the BED and BSc ED programmes. This enabled me to hold in-depth discussions with the respondents, collect various views and ideas from them as well as save time instead of meeting each trainee independently. Using the FDGs I gathered data on the factors affecting the training of PE teachers from the trainees.

3.3.1.2 Interview guides

Interview guides with unstructured questions were used during the interviews. The questions were presented in such a way that they allowed the respondents to freely express themselves in detail. However, I made use of the guide to ensure that the respondents kept within the scope of the study. Wenden (1982) affirms that a general interview guide allows for in-depth probing while permitting the interviewer to keep the interview within the parameters traced out by the aim of the study.

3.3.2 Observation method

The observation method was also used during the study and field notes taken by the researcher as an observer. I observed the lecturers and teacher trainees during both practical and theory training sessions so as to have a clear view of the situation during the training process and identify some of the factors that affect the training of the teachers. From my observations I gathered data on the methods of teaching practical units, the use of facilities and equipment, the duration of training and the practice of skills. This was to help me verify some of the factors that were to be expressed by the lecturers and trainees during the interviews. Mikkelsen (2005, p.347) defines observation as watching carefully, attentively and systematically the objects, events, processes, relationships or people's behaviour and recording these observations.

The observation method was also to enable me to observe other aspects related to the study that I would otherwise overlook while using other methods, as pointed out by Sekaran (2003, p.253). I made use of a camera to take photos and a notebook to record some events such that the data collected would be accurately presented. Charles (1998, p.171) points out that accuracy requires that the observer be astute in grasping the overall picture while noting significant details and that often video or audio recordings are used instead of pencil-and-paper notes in order to obtain a more detailed and accurate picture.

3.3.2.1 Observation checklist

An observation checklist was used to guide my observation of the training sessions conducted. To aid recording of the information gained through observation, devices such as checklists provide systematic means of summarising or quantifying data collected by observation or examination (Best, 1970).

3.3.3 Document analysis

Creswell (1994, pp.150-1) explains that documents are any written information or physical objects that are analysed for study to obtain data such as manuals, books, journals, registers, newspapers, letters and minutes. In this study I analysed documents such as the PE curriculum used in the Sports Science Department, and the suggested profile of a secondary school PE teacher from the PES department in the MoES using a document analysis guide. The document analysis method was to enable me to analyse the PE curriculum and the profile of a secondary school teacher.

3.4 Study Area

The study was carried out at Kyambogo, the second largest public university in Uganda located on Banda hill, 8 km east of Kampala city. Focus was put on the Sports Science Department which is under the Faculty of Science.

3.5 Target Population

I targeted three population categories for this study: 15 PE lecturers, 27 PE teacher trainees in the programmes of Bachelor of Science with education (BSc ED) and Bachelor of Education (BED) and the secondary school PE teachers who graduated from Kyambogo University.

3.6 Sampling Technique and Sample size

In this study, I used non-probability sampling procedures. I used the purposive sampling, stratified sampling and snowball sampling techniques.

3.6.1 Purposive sampling

I used the purposive sampling technique to select all the respondents. Decisions concerning the individuals to be included in the sample were made by me, based upon their specialist knowledge of the research issue, their capacity and their willingness to participate in the study. By means of this sampling technique I was able to focus on only those people whom I believed possessed the information and could provide it, as advocated by Wangusa (2007, p.40). According to Amin (2005), purposive sampling is a process where the researcher usually selects a sample based on his/her experience of knowledge of the group to be sampled and has in mind that these respondents have information he/she requires. I also used the purposive sampling technique to select the experienced secondary school PE teacher trainees from Kyambogo University since they had information about teaching PE in secondary school.

3.6.2 Stratified random sampling

Stratified random sampling was used to select the secondary school PE teacher trainees from the various programmes and the PE lecturers according to their gender. I intended to sample two male lecturers, two female lecturers, nine male trainees and five female trainees. This was because there was a total of five females in both the BED and BSc ED programmes. Robson (1993, p. 138) states that stratified random sampling involves dividing the population into a number of strata, where members of the group share a particular characteristic(s). Hart,(2005) notes that this technique is useful to avoid bias towards one group.

3.6.3 Snowball technique

I used this technique to identify the Kyambogo University graduate secondary school PE teachers for my interviews and after the interviews. I first identified one, whom I then used as an

informant to identify other PE teachers. Robson (1993) states that snowball sampling is a useful approach when there is difficulty in identifying members of the population.

3.6.4 Sample size

The total sample size of my study was 25 as indicated in the table below.

Target Population	Sample Size	Sampling Technique
PE curriculum coordinator	1	Purposive
PE lecturers	4	Purposive & stratified
Secondary school PE teacher trainees	14	Purposive & stratified
Kyambogo University graduate secondary school PE teachers	5	Purposive & snowball
Total	24	

Table 3.1: Summary of the sample size and sampling techniques

3.7 Data Quality Management

3.7.1 Validity of the instruments

To ensure validity of the instruments, I took the instruments to PES specialists for review for content validity using their judgement. Using the Content Validity Index (CVI), which was 0.8, I validated the instruments and made changes according to the suggestions made by the PES specialists.

3.7.2 Reliability of instruments

I pilot-tested the instruments (interview guides) on some of the students and PE lecturers in the Sports Science Department, who were not part of the sample. This was to ensure that the information in the instruments was consistent with the data I intended to collect.

3.7.3 Triangulation of data

Triangulation of data was used in order to ensure the validity and reliability of the data collected (Odiya, 2009, p.200). In this case I observed the practical lessons to compare the data on tools and materials, the methodology and time allocation with the responses obtained from respondents on the aspects mentioned above. The observations made and the data gathered from respondents through interviews were compared with the written data in the curriculum and profile documents. This was to crosscheck information gathered from different categories of respondents as well as literature from the different scholars, and involved the use of different methods of data collection, such as in-depth interview, observation and document analysis. Odiya (2009, p.201) states that triangulation contributes to the reliability of data through checking the consistency of the findings generated and data sources, and enhances validity by improving on the credibility of data by identifying lies and omitted information.

3.8 Procedure of Data Collection

I obtained an introductory letter from the Postgraduate School, Kyambogo University, which formally introduced me to the Sports Science Department at the same university. I then sought permission to collect data from the different respondents. I made appointments with my respondents so that I could have adequate time with them during their free time and ensure that I

met them in a comfortable and relaxing venue during the interviews. The purpose of fixing appointments, according to Mugenda and Mugenda (1999, p. 83), is to create maximum co-operation and rapport with the respondents prior to the interviews.

I carried out interviews with the lecturers, curriculum coordinator, graduate PE teachers, and teacher trainees with whom I used FGDs in which each group comprised seven trainees. I also observed the practical lessons to verify the responses from the interviewees on the aspects of tools, materials, methodology and time allocation for the lessons. Document analysis was another method I used to examine the PE curriculum programmes of BSc ED and BED as well as to compare them with the PE teacher profile

3.9 Data Analysis

The unstructured data was qualitatively analysed using a systematic procedure of analysis that involved: the identification of themes; clustering those themes into categories; forming the categories into patterns; and making explanations from what the patterns suggest (Charles 1998, p.171). This approach to analysis is supported by Creswell (1994, p.166), who argues that qualitative data analysis primarily entails classifying things, persons, events and the properties which characterise them. The recorded data was to be replayed, transcribed and written to fit in the themes formed.

Literature on the qualitative approach to data analysis showed that although there were diverse approaches, they recurred. According to Kane (1995, p. 245), analysis of qualitative data involves getting the information, reducing it, organising it in various ways to help the researcher observe patterns and relationships, drawing conclusions, and satisfying yourself and others with the conclusions made. Finally, the data was then sorted in relation to other literature and

analysed according to the objectives of the study, which helped me to get the different viewpoints of the respondents about the topic of study. I then presented the interpreted data following each objective.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter comprises the presentation and discussion of information on the findings collected in the course of the study conducted at Kyambogo University on the topic: ‘Training of PE Teachers at Kyambogo University and Their Competence at the Workplace’. The findings were presented in accordance with the research objectives. The objectives were: to examine the curriculum used at Kyambogo University to train secondary school PE teachers; to determine the factors that affect the training of secondary school PE teachers at Kyambogo University; and to compare the curriculum used at Kyambogo University to train PE teachers with the suggested profile of a secondary school PE teacher.

4.2 The Curriculum Used to Train Secondary School PE Teachers at Kyambogo University

The curriculum used at Kyambogo University to train PE teachers was examined in relation to the lecturers, content taught, methods of teaching, time or duration of the training, the tools, materials and facilities, as well as the assessment used during the training of the PE teachers. Programme documents were examined and observations were made with regard to methods of teaching, time allocation, tools, materials and facilities.

According to the curriculum coordinator, the curriculum was meant to be reviewed every five years. In the case of Kyambogo University he remarked that the BED and BSc ED programmes were last reviewed more than five years earlier. This was a long time lag; in fact the curriculum should have been reviewed after every programme circle, i.e. after every two years for the BED

and every three years for the BSc ED programme. The coordinator, however, noted that both programmes were in the process of review and added that during review the following were to be taken into considerations: the institutional framework (curriculum framework); the structure of the programme (subject combinations); time allocation (university timetable and examination timetable); the lecturers to teach, the facilities available; secondary school requirements and the Ministry of Education and Sports policy.

The lecturers were involved in the process of curriculum review. However, they pointed out that reviews were not done after every five years. This was pointed out as one of the weaknesses in the Sports Science Department. Regular curriculum reviews at five-year intervals would be of help to ensure that what was taught was up-to-date and also that what mistakes were made would not be repeated. This finding enforces the view that curriculum, being the core area in the training of teachers, should be reviewed in time so as to avoid a decline and/or marginalisation of PE, as happens in many countries of the world, owing to deficiencies in the curriculum (Hardman and Marshall, 2000). Reviews would also help to address the changing needs in society.

When asked whether they had been involved in the process of curriculum development to ascertain their involvement in the planning of their learning, the graduate PE teachers reported they had never been consulted at all; whereas the lecturers had taken part in the review of the curriculum. It was asserted that, much as lecturers took part in the curriculum review, the exercise was marred by limited time for consultation with all the stakeholders, such as employing agencies, senior students and specialist facilitators (Kyambogo University, 2010).

This related to the experiences undergone by the lecturers in the Sports Science Department during the curriculum review process, something that is crucial for the development of an up-to-date curriculum.

4.2.1 Content

The syllabus used in the Sports Science Department was with the goal of training an all-round graduate PE teacher of PE. The department offered two training programmes for PE teachers, BED and BSc ED, which take two and three years respectively. The BED trainees are those upgrading from a diploma and in most cases were already teachers in school, while the BSc ED students are those fresh from Senior Six.

The objectives of the PE programmes offered in the Sports Science Department included enabling teacher trainees to: perform a wide range of sports activities related to the teaching of PE and sport in the education system of Uganda; demonstrate the practical capacity to plan and implement PES programmes for a wide selection of PE, sports and recreation activities; and demonstrate performance ability in selected sport and PE activities which are taught in schools and colleges in Uganda. All three objectives pointed to a competent PE teacher who could plan, perform and demonstrate PE activities (NASPE, 2012).

Other objectives were to enable teacher trainees to: demonstrate scientific understanding and practical application of science to teaching of PE; demonstrate the capacity to design, plan, improvise, construct, care for and maintain sports facilities and equipment; demonstrate the capacity to generate and use local resources and materials for PE; and demonstrate professional and managerial skills, and the values and attitudes desirable for organising school programmes.

These objectives were broken down into various course units that ensured that the objectives were achieved and these were distributed throughout the years of study. The students, therefore, were equipped with knowledge and skills to enable them to teach PE in schools.

The BED PE syllabus was intended to equip Grade V teachers to become competent graduate teachers of PE and specifically develop competence in four interrelated areas of PE, namely: teaching competence, sportive competence, scientific competence and socio-political competence. As seen above, the objectives focused on training qualified PE teachers, and if they were all achieved our schools would have qualified and physically fit PE teachers to develop sports right from the grass roots (ICHPER•SD, 1997).

From the programme documents I analysed, I observed that the Sports Science Department offered both theory and practical course units for both the BSc ED and BED students and these were distributed throughout the semesters. The PE teacher trainees studied both practical and theory courses.

The course units for the BED trainees included: athletics, soccer, netball, swimming, gymnastics, games in lower secondary school, handball, basketball, volleyball, cricket, hockey, badminton, aerobics, tennis and sports psychology, sports coaching, administration, skill acquisition, measurement and evaluation in PE, growth and development, training theory and the design of programmes, exercise physiology and sport biomechanics, sports injuries, curriculum design, socio-political and economic influences of PE, introduction to sport psychology and sociology, foundations of PE, and the history of PE.

The BSc.ED trainees also studied practical and theory, in the following areas: athletics, basketball, football, volleyball, netball, primary games, gymnastics, tennis, weight training, swimming, cricket, and introduction to PE, anatomy and physiology, concepts of physical fitness and training, safety, care and prevention of sports injuries, the philosophy of PE, administration of sports in clubs and associations, growth development and motor skill acquisition, measurement and evaluation in PE, sports coaching, administration of PES, the history of PES, introduction to the sociology of sport, introduction to sport psychology, methods of teaching PES, exercise physiology, sport biomechanics, economic and socio-political issues in PES, curriculum design and development in PES, and adapted PE.

According to the International ICHPER.SD and UNESCO (2001), the curriculum of a professional preparation programme for PE teachers includes three components: the disciplinary aspect of PE (including aspects of foundational disciplines); the professional aspect of PE; and pedagogy. The aspects highlighted are catered for in all the listed course units that make up the PE teacher training programmes. This clearly reflects the richness of the training programme provided by the Sports Science Department of Kyambogo University.

The PE teachers who were interviewed also acknowledged that the experience they acquired while training at the university was relevant to their work at school. One of the graduate PE teachers pointed out that one required commitment and determination to improve and learn the various skills.

In some cases a theory unit was linked to a number of practical units, such as measurement and evaluation of PE. Practical units of PE involved aspects of measurement and evaluation. This

linkage gave the teacher trainees a good picture and enabled professional preparation for work in schools, since educational theory without direct linkage to practice is irrelevant for the professional development of teachers (Michaela, 1999, p.46). The BSc ED trainees also had school practice as one way to put what they had studied into practice.

Much as content was relevant for the trainees, I realised that the BED trainees had 14 theory units and 14 practical units while the BSc ED teacher trainees had 20 theory units and 11 practical units. The BED programme, which took two years, struck a balance between theory and practice while in the BSc ED programme there was an imbalance between theory and practice, with 20 out of 31 units being theoretical. The BSc ED programme had more course units because it ran for three years, compared to the two-year BED programme, and the content of most of the course units covered was also reflected in the learning content of many of the secondary schools. Michaela (1999) states that at university content tended to have a high degree of specialisation and fragmentation.

The teacher trainees would prepare themselves better for teaching if they studied the content of what is done in secondary schools in the course of their training. Jorgensen (2008, p. 187) also states that to take problems from the workplace and make them into teaching themes is a fruitful way of creating connections with the content. In this way the teaching content is not derived from the academic curriculum, but from genuine problems that the teachers experience as urgent and which they bring with them into the educational programme. This was not, however, the case in the Sports Science Department.

4.2.2 Lecturers

The PE teacher trainees were taught by lecturers with various qualifications – doctorates, master’s degrees and bachelor’s degrees – from various institutions. This signifies that the department employed qualified lecturers to teach. This is very important in the transmission of quality knowledge. As Jangira (1992, p.1) states, the realisation of quality for all to a great extent depends on the quality of teachers injected into the education system.

In his interview with me, the curriculum coordinator acknowledged that the Sports Science Department had more part-time staff than permanent staff yet there was need for commitment and continuity in the department. My experience at NOMA House showed that mentorship is a very useful method; it was used during my study there and was made possible through the full-time availability of lecturers in the House for consultations. It would, therefore, be of great benefit to the trainees if more of the staff in the Sports Science Department were full-time, which would ensure that they were available for consultation by trainees since the part-time staff turned up only to teach.

4.2.3 Methods of teaching

The methods of teaching were not indicated in the programme documents that I analysed. However, I observed that the lecturers used student-centred methods such as team teaching and discussion, and that the trainees worked individually, in pairs and in groups. The lecturers also used demonstrations and explanations while they taught. Since the lecturers were qualified they were able to use a variety of methods while teaching. Nevertheless, for purposes of uniformity it would be good to also indicate the variety of methods that could be used. With the use of the methods mentioned above the trainees were equipped with knowledge and skills, and were able to see and practice the various sports activities (Okello, 2009).



Figure 4.1: PE teacher trainees training in groups

As seen in the figure above, the trainees were working in groups and were able to interact, give feedback to one another and had contact with the ball a number of times, which made practice much more frequent. NASPE (2006) mentions group work as one of the methods that can be used to teach PE, especially to large classes. In the context of the large classes that characterise the schools in Uganda, the trainees at Kyambogo University are equipped with methods that could enable them to effectively handle such classes.



Figure 4.2: One of the teacher trainees training his colleagues (peer teaching)

I observed one of the classes where team teaching was used as a method. As shown above, one of the trainees was training the others, which provided the trainees with a more practical experience of what to expect while teaching, a way of preparing them professionally. NASPE (2006) points out peer teaching as one of the methods that could be used with large classes. The trainees at Kyambogo University were able to exhibit leadership skills and the knowledge to help one another learn by completing peer assessments.



Figure 4.3: One of the lecturers explaining to the trainees before practice

Explanations were also one of the methods used by the lecturers. This was used to introduce what was to be practiced and also provide details of the skill to be practiced. When interviewed, the lecturers mentioned explanation as one of the methods they used while teaching. I observed one of the lessons where the lecturer first gave an explanation to the trainees (Figure 4.3). This enabled the trainees to understand the task for the day and what was expected of them in the different activities that they were to perform.



Figure 4.4: Trainees working in pairs

Okello (2009) states that the nature of the Ugandan education system was generally theoretical, adding that even the courses that should be practical were taught theoretically. This was not, however, the case with the Sports Science Department. As seen in Figure 4.4, the practical course units were taught practically.

The lecturers were advocating a more practical approach to teaching PE as one way to improve on the PE teacher training in the Sports Science Department. One of the graduate PE teachers suggested that the methodology of teaching PE should have involved teaching practical activities first, followed by the presentation of the relevant theory, and that methods such as the resource-based method should be used while handling the theoretical parts of the curriculum.

One of the graduate PE teachers interviewed argued that there was need to borrow a leaf from the International General Certificate of Secondary Education (IGCSE) curriculum and include performance analysis in the teacher training curriculum so that the teacher trainees could learn how to assess learner's performance in schools. The theory units covered included measurement and evaluation, which should have covered performance analysis.

4.2.4 Duration

I found out that the BSc Ed programme took three years while the BED course took two years, and that each of the practical units was taught for two hours every week. The BED trainees were upgrading from diploma level, which justified their programme taking two years, while the BSc ED trainees were students fresh from secondary school, hence the three-year duration. I observed eight practical lessons, many of which started on time; however, the teacher trainees reported late for one of the lessons. Such laxity leads to loss of time, yet, according to many of the lecturers, even the time allocated is not enough.

The lecturers who were interviewed confirmed that the content they delivered to the trainees was relevant and in line with what was expected in the secondary schools. However, they all agreed that the time allocated for the practical courses in the training programme was not enough since many of the trainees left university without fully covering some of the activities, such as swimming.

4.2.5 Tools and materials

The trainees stated that the tools and materials were available and adequate for them. They were able to access and use the tools and materials for practice in order to improve on their skills,

fitness and health. The trainees also stated that in cases where original materials were not available, replacements were improvised that helped them during the learning process. Examples of such improvised replicas included hurdles, hammers and discuses. In the case of swimming, the trainees stated that they had to use facilities at recreation centres outside the university to carry out practical swimming lessons. Such improvisation enabled the trainees to have practical experience in many of the sports taught. However, it would be more convenient if the university had its own facilities and the trainees did not, therefore, have to get out of the university for practical lessons. This would enable them to have ample time for practice even outside the normal lessons.

All in all, the trainees remarked that they were motivated to learn by the availability of the requisite tools and materials. They were, thus, able to relate the practical experience to what was expected of them as PE teachers. I observed that in all lessons the tools and materials were adequate for the trainees, which gave them the opportunity to adequately practice in some of the lessons witnessed. This is shown in Figure 4.5 below.

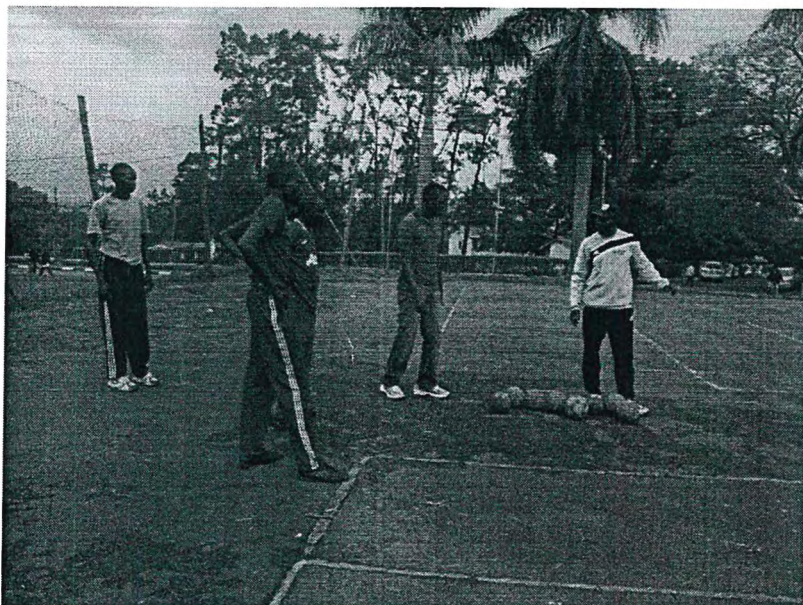


Figure 4.5: A handball lesson involving five trainees using eight hand balls

As seen above, the trainees had enough equipment to use during their practical lessons, which gave them the chance to practice adequately during the time allocated for the lessons. The playground on which the lesson was conducted was a tennis court, which the lecturer converted into a handball court by marking it out appropriately. It had rained and the ground was slippery. This brings into sharp focus the need for the university to have an indoor stadium where training could take place irrespective of adverse weather changes. The option would be for each court to be constructed with materials appropriate for the sporting activity it is intended for.

4.2.6 Assessment

I found out that emphasis was put more on the assessment of the knowledge acquired from the various units studied instead of the skills learned from the units studied. The teacher trainees sat for examinations based on course units that take three hours each. Of the total mark achieved in a unit, coursework accounted for 40% and a theory examination for 60%. The coursework mark

was a combination of assignment marks, practical marks and test marks from a particular course unit. The teacher trainees interviewed confirmed that they were assessed on both the theory and practical units studied: they were assessed on the skills in the various sports, individually and as groups.

I realised from the comments made by the lecturers and the trainees that the assessment conducted in the Sports Science Department was too theoretical, since only a fraction of the 40% contributed to the practical mark and yet PE is a practical subject. NASPE (2012) mentions student performance as one of the assessment aspects of PE. However, making the assessment more theoretical than practical, as is the case in the Sports Science Department, would not accurately reflect the performance of the trainees. The practical elements of PE needed to be given equal weight. One of the lecturers said that a serious gap still existed in the assessment of the trainees since it was still largely theoretical yet PE is a practical subject. He remarked that as long as the nature of the assessment was not changed the Sports Science Department would continue to produce theoretical PE teachers.

The trainees also stated that on admission, they were not subjected to any kind of assessment and that some of them had never been involved in sports activities prior to their admission for the PE teaching course. This implies that on admission the trainees were all not at the same level of knowledge, skills and fitness, which would ensure that, for each of them, the training started at a levels that were not uniform. It would be helpful if some kind of assessment was done to establish the fitness of the trainees and, thus, address each and every one's peculiar needs.

4.3 Factors That Affect the Training of Secondary School PE Teachers at Kyambogo University

On rating the curriculum used in the Sports Science Department to train PE teachers, the curriculum coordinator stated that quantitatively⁹ the trainees, especially those pursuing BSc ED, were too few. In this regard, I observed eight practical lessons and the ratios of lecturers to students were: 1:8, 1:6, 1:4, 1:10, 1:5, 1:1, 1:9, and 1:8. In the light of many of the games and sports taught in the Sports Science Department, complete teams were required for the trainees to effectively practice, especially when playing the game situations. For example, volleyball requires 14 players, football 22 players and basketball 10 players. NASPE (2006) recommends that the size of PE classes be consistent with those of other subject areas, for example 1:25, 1:30, and 1:35, for safe and effective instruction. The numbers of trainees in the Sports Science Department were too small to give them a good platform for practice in many of the sports activities.

Qualitatively¹⁰ the curriculum did not meet the required practical demands of PE. The curriculum coordinator remarked that the following deficiency made the curriculum used in the Sports Science Department insufficient: inadequacy of practical time for students whereby content coverage was either too narrow or too shallow due to the curriculum overload, i.e. a wide range covered shallowly or a thin scope covered deeply.

⁹ Quantitatively implies the numbers of students in the Sports Science Department.

¹⁰ Qualitatively implies the amount of what is done in terms of content load and duration.

All the graduate PE teachers interviewed agreed that they were not able to perform some skills, such as diving in swimming or the Fosbury Flop in high jump while at their schools. This was largely attributed to the huge content load that they had to cover at the university so that they ended up missing some important concepts and the little time allocated for the practical courses. One of the PE graduate teachers commented that in some cases content coverage was too shallow, such as that related to swimming, while certain sports were not included in the programme for BED trainees yet they were done in the schools, for instance aerobics, baseball and wood ball. However, through interaction with knowledgeable students and constant research, such missing gaps were covered while already teaching. One of the teachers pointed out that about 70% of the skills were acquired while at university.

When asked whether the trainees from the Sports Science Department would fulfill the required competence levels in schools after graduation, the lecturers pointed out that the teacher trainees would to some extent possess the required competence. This state of affairs was attributed to the following factors: the negative attitude of the trainees; a poor sports background; lack of self-practice which made perfection of skills impossible in the short time available for training while at university; and many trainees taking PE for granted. Krishnamurthy (1990, p.8) points out that owing to lack of a positive attitude, the PE field would not be able to emerge as an independent discipline on a par with other disciplines.



Figure 4.6: One of the trainees dressed in jeans

In the lessons I observed the lecturers were appropriately dressed, and many of the trainees were dressed appropriately too. However, in one of the lessons (Figure 4.6) one of the trainees came to class dressed in jeans. Such laxity typified an inappropriate attitude towards PE. In this scenario the lecturer would have been expected to be strict enough not to allow such a student to practise so that such laxity did not become the norm at the institution. Such an attitude, even on the part of the PE teacher trainees, would make it difficult for the PE field to emerge as an independent discipline on a par with other disciplines (Krishnamurthy, 1990). In this case individuals from other disciplines would not consider and respect PE as a field of study.

Inadequate up-to-date literature and resource materials on PE in the country were identified as another challenge. It was pointed out that most references related to foreign literature and materials. The inadequacy of literature affected the training as well as the research process since

the trainees mostly relied on foreign literature that was outdated. Even with the availability of the internet within the university, not all the trainees were able to successfully search for the recent documents.

The trainees mentioned the lack of mentors in the Sports Science Department as one of the challenges and commented that this had contributed to the wide gap in the relationship between the trainees and the lecturers, thus depriving the interactions between the trainees and the lecturers of the rapport that should characterise them.

The trainees noted that some lecturers combined them with students from other programmes covering the same units. They complained that this made some of them feel inconsequential, making it hard for them to freely ask questions or participate in some of the activities. However, from my own observation, most of the classes were too small to constitute a team, so combining them was one way of increasing the numbers so as to make the teaching effective.

The trainees also stated that the teaching methodology used by most of the lecturers lacked the practical aspects of teaching. Most of the time was thus expended on mastering the skills yet the teacher trainees needed to master the methodology of teaching the various sports activities since they were training to be teachers. In cases where facilities were not available the training of PE teachers was greatly affected.

4.4 Comparison of the Curriculum Used at Kyambogo University to Train PE Teachers with the Suggested Profile of a Secondary School PE Teacher

I compared the PE teacher training curriculum with the PE teacher profile on the basis of three aspects, namely: Knowledge, Skills and Attitude.

4.4.1 Knowledge

The BED and BSc ED programmes had 14 and 20 theory course units respectively, which were intended to equip the PE teacher trainees with knowledge of PE. However, the aspects of knowledge considered in the PE teacher profile were categorised thus: 93% knowledge of subject matter; 90% curriculum interpretation; 61.1% explanation of basic concepts; 60.6% ability to plan and organise PE programmes; 56% ability to impart knowledge; 35% creativity and innovativeness of the teacher; 30% ability to assess performance; and 24% ability to handle students with special needs. These were ranked in descending order of importance. The ranking matched what was expected of the PE teacher who was already teaching. The curriculum programmes, however, did not reflect these hierarchies since the trainees were taught all the theory aspects without any being emphasised more than others.

According to ICHPER•SD (1997, as cited in ICHPER•SD and UNESCO, 2001) the PE standards were categorised into disciplinary knowledge and professional knowledge, which covered almost all the theory units found in the curriculum used in the Sports Science Department. However, the courses taught in the Sports Science Department needed to have some hierarchy of emphasis even in terms of time allocated. This would help to equip the teacher trainees with the expected knowledge to competently teach in secondary schools.

A small relation between the PE teacher training curriculum and the PE teacher profile as far as aspects of content were concerned were identified, however the curriculum lacked consideration for hierarchy. The curriculum coordinator pointed out that the Ugandan PE profile was a recent development yet teachers have been trained since 1960s. The coordinator added that since the formulation of the profile was a recent occurrence it had not yet been incorporated into the PE

teacher training curriculum. This explains the gap noticed between the curriculum and the PE teacher profile.

4.4.2 Skills

The PE teacher training programmes included practical units and various skills were targeted. When compared with the PE teacher profile, the hierarchy of the abilities to plan, demonstrate, communicate and assess were not clearly delineated in the programmes. Although these aspects were mentioned within the curriculum used at Kyambogo University, there is need to clearly indicate the degree to which they should be covered so as to equip the trainees with enough skills to teach in schools and this calls for a review of the curriculum.

The PE teacher trainees mentioned some of the skills they acquired from the training as: teamwork; creativity; improvisation of equipment; various sports skills; teaching skills; communication skills; knowledge of the rules and regulations concerning various sports activities; sportive language; fair play; and coordinative skills. Although these were mentioned by the trainees, I was not able to identify them while examining the curriculum. There is need, therefore, for the Sports Science Department to review the curriculum, clearly indicate the skills offered, and arrange them in a hierarchy in relation to the profile. This would boost the competence of the teachers produced by Kyambogo University.

4.4.3 Attitude

There were some units in the PE teacher training curriculum that emphasised the aspect of attitude and values. However, when compared to the PE teacher profile the hierarchy of interest, confidence, effective communication, professional appearance, care for equipment, honesty and

empathy were not clearly delineated in the curriculum. The units were generally taught without being categorised into percentages. ICHPER•SD (1997, as cited in ICHPER•SD and UNESCO, 2001) also pointed out pedagogical knowledge and skills as constituting one of the standards that were considered in PE which also comprised content similar to the units in the Sports Science Department. Although the PE teacher training profile is a recent development, some of the aspects related to attitude were included in the profile, excluding the need to put them into a hierarchy.

Comparison of the PE teacher profile with the PE teacher training curriculum revealed that the curriculum used to train PE teachers in the Sports Science Department complied with only 40% of the PE teacher profile. Therefore, there was need for a review of the curriculum in relation to the stated PE teacher profile so as to train teachers with the competence to teach PE in Ugandan schools.

CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS AND WAY FORWARD

5.1 Introduction

This chapter presents the conclusions to the study, the suggested recommendations and the way forward with regard to the training of PE teachers in the Sports Science Department of Kyambogo University.

5.2 Conclusions

Examination of the PE teacher training curriculum indicated that the Sports Science Department had a rich content made up of both theory and practical units; and that the department had qualified lecturers handling the PE teacher trainees in the various units. Though the Sports Science Department was equipped with adequate tools and materials, some of the facilities were old and others, such as a swimming pool, were lacking, . The time allocated for practical subjects was not adequate, leading to some of the content not being fully covered. Teacher trainees were taught using a variety of methods which, in turn, equipped them with strategies to use in school.

A number of factors were found to affect the training of PE teachers. First, the number of trainees was small so that some classes had to be combined so as to obtain the numbers required to form teams. Second, the time allocated was not enough for the practice of various activities. Third, there was need to review the curriculum with a view to addressing the changing needs of society. Fourth, no practical pre-entry assessment was conducted for the trainees and this resulted in uneven quality of trainees. This was reflected in the fact that many of the trainees were at different levels of knowledge and fitness in PE activities yet their training had taken the

same amount of time. Fifth, although both theory and practical assessments were done in the Sports Science Department, it was realised that greater emphasis was put on theoretical assessment yet PE was a practical subject. This implies that the practical abilities of the teacher trainees were not fully assessed.

A comparison of the PE teacher training curriculum with the PE teacher profile revealed that the curriculum used to train PE teacher trainees did not fully address some aspects of the PE teacher profile, such as the prioritisation and hierarchy of the various units studied. Only part of the PE profile was considered in the PE teacher training curriculum since it was a recent development by the MoES. For clarity the Sports Science Department needed to review the curriculum and incorporate aspects of hierarchy in the profile so as to address the felt needs of schools. The PE teacher training programmes, therefore, needed a curriculum review so as to address the gaps identified.

5.3 Recommendations

1. In order to meet the requirements of the profile, the Sports Science Department lecturers should review the current PE teacher training curriculum using the PE teacher profile as a benchmark.
2. The limited time for practical units should also be addressed through making changes in the curriculum loading and time allocation. Emphasis should be put on time management so that all the time allocated for practical lessons is used appropriately

3. The Sports Science Department should advocate the renovation of the existing facilities and the construction of missing facilities, such as a swimming pool, within the university. The teacher trainees would thus have adequate opportunities for practice.
4. A practical pre-entry assessment of the trainees should be introduced so as to improve of the quality of the teachers produced. This evaluation would help to establish the level of knowledge and fitness of the trainees and aim towards its improvement.
5. In order to tackle the phenomenon of theoretical PE teachers being sent out to schools, the assessment criteria should be made more practical since PE is a practical teaching subject.
6. The MoES should streamline, monitor, evaluate and assess the training of teachers so as to ensure that PE graduates measure up to the required competence levels in school.

5.4 Way forward

The primary goal of this thesis, based on an empirical study and literature review of the available sources, has been the fulfillment of the requirements for the award of a master's degree in vocational pedagogy. However, the findings of this study should give rise to a set of informed questions to guide empirical research in the field of PE training.

The following could be possible areas for further studies: an analysis of the assessment of PE teacher training; an assessment of the methodology used to train PE teachers; a comparison of the training of PE teachers among universities in Uganda; and the training and employment of teachers of PES in Uganda.

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APPENDIX I
OBSERVATION CHECK LIST

Rationale: To observe the teaching of practical lectures to teacher trainees

Lecture:

Lecturer: Male/ female

Time/ duration:

Lecturer: Student ratio

a) Students' behaviour

- Follow instructions:
- Listen to the lecturer
- Student – student interaction
- Dress code

Comments:

b) Lecturers' behaviour

- Dress code
- Demonstration of skills
- Clear explanation of skills

- Supervision of learners

- Provision of feedback

Comment:

c) Training process

- Method of teaching used

- Practice duration

- Participation in practice

- Teacher- student interaction

- Practice of teaching the skills

Comment:

d) Facilities

- Availability

- Safety: (maintained, tarmac or Maram)

- Demarcations

Comment:

e) Equipment

- Adequacy

- Care for equipment
- Equipment improvisation
- Use of available equipment

Comment:

f) Assessment of theory and practical activities

- Type of assessment done (skill/content/competence based)

APPENDIX II
DOCUMENT ANALYSIS CHECK LIST

Identify:

a) Curriculum

- Subject
- Content
- Time allocation (time table)
- Methods of teaching
- Mode of assessment
- Knowledge, Skills and attitudes focused on

b) Profile

- Identify competences required of a PE teacher
- Aspects of assessment in the profile
- Compare the competences in the curriculum and in the profile

APPENDIX III

INTERVIEW GUIDE WITH THE PE CURRICULUM COORDIDATOR

1. When were the PE curricula reviewed last and what are the considerations during the curriculum review process?
2. Are you informed about the secondary school PE teacher profile? If yes how would you interpret it?
3. Does the PE curriculum meet the requirement in the profile? Please explain
4. How would you rate the existing curriculum used in the Sportscience department? Please explain.
5. What other suggestions would you give about the programmes besides the curriculum?

THANK YOU

APPENDIX IV:

INTERVIEW GUIDE WITH PE LECTURERS

Curriculum

1. What is your view about the content given to the students?
2. Do you take part in curriculum design/review process at the department?

If yes, how often has the curriculum been reviewed? If No, why do you think so?

Competence Gaps

3. Do you think graduates from your department meet the competence (skills, knowledge and attitude) required of them in the secondary schools?
4. From your experience as a lecturer, what do you think are the likely factors that would affect the students while in the field?

Training process

5. Do you think the training done to students in the department is adequate? If yes/no give reasons.
6. Do you follow a common assessment guide for PE teachers? If yes, is it provided for the lecturers
7. What are your suggestions towards improving the training process?

THANK YOU

APPENDIX V

INTERVIEW GUIDE WITH THE SECONDARY SCHOOL PE TEACHER TRAINEES AT KYAMBOGO UNIVERSITY

1. What influence do the tools and materials used have on your training as PE teachers?
2. Kindly describe the kind of assessment done during your training?
3. What are some of the challenges you face during your training that may affect your performance as PE teachers?
4. Explain what would you want to see added to your training programme of PE?
5. What are some of the skills knowledge and attitude that you have acquired since you started training as a PE teacher?

THANK YOU

APPENDIX VI

INTERVIEW GUIDE WITH THE KYAMBOGO UNIVERSITY GRADUATE SECONDARY SCHOOL PE TEACHERS

Competence Gaps

1. Were there any skills that you were not able to do at the time of your recruitment to this job?
Please explain how you coped.
2. How do you relate the experience you got at University to what is expected of you in the field?
3. Have you ever received any form of training related to improvement of skills at the place of work? If yes, what core competences were targeted?

Training process

4. Do you think there should have been a better way of handling the training process in terms of teaching methods? If yes, what do you think should have been a better way?
5. What Challenges have you faced while doing your work in terms of curriculum implementation, methods, improvisation and equipment?

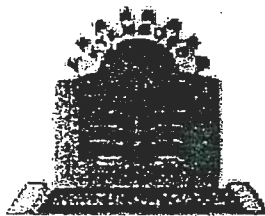
THANK YOU

APPENDIX VII

WORK PLAN

Date and month	Duration/Timeframe	Activity
13 th to 17 th February	One Week	- Chapter One: Introduction
20 th to 25 th February	One Week	- Chapter Two: literature Review
27 th Feb to 2 nd March	One week	- Chapter Three: Methodology - Mock presentation - lit review continued
5 th to 9 th March	One Week	- Lit review continued
		- Fine tuning the research proposal
12 th to 16 th March	One Week	- Correcting research proposal - Developing tools
19 th to 23 rd March	One Week	- Mock viva - Budget - Finalizing with lit review
4 th April	One Day	- Final presentation of research proposals
10 th to 28 th April	Three weeks	- Pilot testing the instruments - Fine tuning of the research tools - Submission of research proposal
30 th April to 30 th June 2012	Nine weeks	- Fieldwork (Data collection)
1 st July to 31 st October	Seventeen weeks	- Writing of the final thesis
November 2012	One Day	- Defense of the thesis
November 2012	One Month	- Time for correction
1 st week of December 2012	One Day	- Submission

KYAMBOGO



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Kyambogo University Graduate School

Date: 27th APRIL 2012

To:

THE HEAD OF DEPARTMENT
SPORTSCIENCE DEPARTMENT
KYAMBOGO UNIVERSITY

RE: LETTER OF INTRODUCTION

This is to introduce BALUNGI ERINAH

Registration No. 2010/U1HD/224/MUP who is a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy.

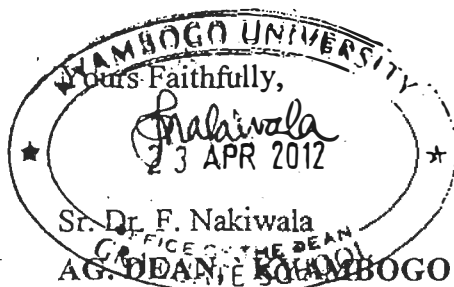
He/She intends to carry out a research on:

TRAINING OF PHYSICAL EDUCATION TEACHERS
AT KYAMBOGO UNIVERSITY AND THEIR
COMPETENCE IN SCHOOL

as partial fulfillment of the requirements for the award of the Degree in Masters of Vocational Pedagogy.

We therefore kindly request you to grant him/her permission to carry out this study in your organisation. Any assistance accorded to him/her shall be highly appreciated.

Thank you.



AG. DEAN, KYAMBOGO UNIVERSITY GRADUATE SCHOOL