IMPLEMENTATION OF INCLUSIVE PHYSICAL EDUCATION IN PRIMARY SCHOOLS IN LIRA CITY, NORTHERN UGANDA

BY

LAMUNU BETTY LORAH

18/U/GMSO/19481/PD

A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER IN SPORTS SCIENCE OF KYAMBOGO UNIVERSITY

FEBRUARY, 2024

DECLARATION

This dissertation was originally written by me, **Lamunu Betty Lorah,** and neither I nor any other author or student has ever submitted it to a higher education institution for consideration for any kind of award.

Signature: …… Date: ……/……/……

APPROVAL

This is to certify that **Lamunu Betty Lorah** completed this dissertation under my supervision with the registration number **18/U/GMSO/19481/PD** and the title **"Implementation of Inclusive Physical Education in Primary Schools in Lira City, Uganda."** It is now ready to be submitted.

Signed…… **Date** ……

Dr. Mukana Roland Shimey, Senior Lecturer,

Department of Sports Science

Signed……**Date** ……

Dr. T. Mikando Makubuya, Senior Lecturer

Department of Sports Science

DEDICATION

This research dissertation is dedicated to everyone who made a significant contribution to the research process, especially my son Rwot-Omiya Byron.

ACKNOWLEDGEMENT

My first desire is to express my gratitude to God for giving me the stamina and endurance to reach this point in my life where I am able to present this dissertation. I want to express my sincere gratitude to Drs. Timothy Mikando Makubuya and Mukana Roland Shimey in particular for taking the time to advise and correct me as I finalized my research paper.

I also want to thank my guardians, siblings, friends and children for their financial and emotional support. They gave me motivation, and I appreciated their interest in my success.

I Additionally, special thanks goes to all of the primary school teachers in Lira City as well as the heads of the following primary schools: VH, Adyel, Lira primary, Lira Modern, Elia Olet, Lira Police, Adwila, Acwikot, Adekokwok, Erute, Burlobo, Ereda, Anai, Ayago, Canon Lawrence demonstration, Lira Central, Ngetta Girls, Ober, Amuca, Railway, Boke, Barapoyo, Milyer and Ngetta primary schools for their support during the data collection phase. Might very well heavenly father abundantly favor you!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

CPD	Continuous Professional Development
DPA	Daily Physical Activity
ESA	Education Standard Agency
IEP	Inclusive Education Programme
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NPES	National Physical Education and Sports
NSIE	National Strategy for Inclusive Education
PA	Physical Activity
PE	Physical Education
PTA	Parent Teacher Association
PWDs	Pupils with Disabilities
SDGs	Sustainable Development Goals
SEN	Special Educational Needs
SMC	School Management committee
SNE	Special Educational Needs
SOPs	Standard Operating Procedures
UECF	Uganda Education Curriculum Framework
UNEB	Uganda National Examination board

ABSTRACT

All pupils are expected to actively participate in PE because it is an essential part of the academic program. As a result, educational institutions like schools have been recognized as places where pupils can learn the benefits of a physical education program. Even though the many advantages of physical activity have drawn much attention, little is understood about the variables that affect the adoption of inclusive PE in primary schools. By employing a cross-sectional survey methodology with 223 participants, the study investigated institutional, teacher, and pupil-related variables that influence the adoption of inclusive PE in primary schools in Lira City. The information was gathered using questionnaires, interview guides, and a documentary review guide. Both descriptive statistics (frequency, percentages, and graphs) and inferential statistics (Pearson product moment coefficient) were used to analyze the data. The results showed that institutional factors, such as large classes, inadequate time allotted for physical activity, and a lack of resources, teacher factors, such as a lack of inclusive PE training and study at all levels of education, teachers' negative attitudes toward inclusive PE, and a lack of preparation on the part of PE teachers, and pupils variables, such as PWDs' low interest in physical activity, disruption of PE lessons, and distaste for inclusive PE activities, were the main contributors. Additionally, institutional related factors had the strongest significant contribution to the prediction of implementation of inclusive PE ($r= 0.614$, $p0<.05$), followed by pupil related factors ($r=0.667$, $p<0.01$), but teacher related factors had a weakly significant positive relationship with implementation of inclusive PE ($r= 0.449$, $p<0.05$). The report suggests that administrators push for PE facilities, that PE curricula be modified to meet the requirements of different learners, and that PE teachers attend in-service courses and seminars to improve their skills in implementing inclusive PE in schools.

Key words: Inclusion, inclusive PE, Equality, Physical Education and Pupils with disabilities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In many nations over the past few years, the idea of including disabled pupils in a general education classroom has gained popularity. At the 48th International Conference on Education in November 2008, it was decided to promote inclusive education (UNESCO, 2008). The agreement stated that "inclusive education is an ongoing process aimed at offering quality education for all, while respecting diversity and the different needs and abilities, characteristics, and learning expectations of the students and communities" (UNESCO, 2008, pp. 18-19). In order to meet the educational needs of all children, it aims to eradicate discrimination in all of its forms, which includes encouraging active participation from every pupil in the classroom (Qi & Ha, 2012). In addition, when inclusive educational practices are put into place, pupils with disabilities who attend neighborhood schools can receive educational services in general education courses alongside peers who do not have disabilities (Hunt & McDonnell, 2007). Concerns about inclusion have become more prominent in national and international education strategies (Richards et al., 2014). As a result, there has been a significant advancement in the general trend and push to include inclusive PE and sports in regular schools (UNESCO, 2008). Many definitions of inclusion can be applied to PE. Consider inclusive PE (Qi & Ha, 2012), which includes pupils with disabilities in regular PE classes as well as pupils with disabilities in general PE Qi and Ha (2012) define inclusive PE or inclusion in PE as the inclusion of pupils with disabilities in PE curricula or contexts as well as their attendance in class with pupils who

do not have disabilities. International educational strategies now prioritize including physical education (Liang et al., 2022). It makes sense that physical education (PE) is taught in both primary and secondary schools to promote the psychomotor, affective, and cognitive learning domains while pupils play or explore movement (UNESCO, 2015).

Globally, PE seems to be carried out in conformity with certain legal guideline expectations in 71% of situations. Furthermore, the regions with the most significance gaps in inclusive PE Implementation of policy are Central and Latin America (50%), Africa (75%), and Asia (67%), all of which are predominantly developing countries. In terms of East Africa, Tanzania's government as a United Nations (UN) member, has been heeding calls from abroad by funding a number of educational initiatives and policy changes to ensure that everyone receives an education equally regardless of their physical or intellectual challenges. 2019 (Kayagula). Inclusion of PWDs in a classroom with children who are not disabled is one of the programs that has been implemented to ensure equitable chances for citizens in access to education (Tungaraza, 2006). Tanzania began implementing inclusive education programs (IEP) in collaboration with UNESCO, with a focus on enrolling PWDs in public primary schools to ensure equality, improving the facilities and infrastructure, and changing the mindset of parents. Tanzania made the decision to create the National Strategy for Inclusive Education (NSIE) in order to implement the IEP effectively (Kayagula, 2019).

The National Society for Inclusive Education (NSIE) promoted inclusion as a critical strategy for achieving high-quality and equal access to education. The main goal of the NSIE was to ensure that all children, youth, and adults in Tanzania had equitable access to a high-quality education in a welcoming

environment by ensuring that educational policies and programs were established on inclusive principles and practices. The environment of instruction and learning should take into consideration the pupils' various needs (Kayagula, 2019). Similarly, Kenya is implementing inclusive PE in a way that requires schools to accept, design, and put into practice plans that support inclusive PE in schools (Ruguru *et al.,* 2020). In order to encourage pupils with disabilities to participate in PE sessions, teachers used a variety of strategies. Examining effective teaching methods that could promote inclusion in PE programs in inclusive classrooms is necessary, nevertheless (Mwaura, 2010).

On the other hand, the Government of Uganda took affirmative action to foster inclusive education as a result of the above determined legal frameworks for inclusive education to develop education for learners with learning challenges, including PWDs since play foster connection with people, relieves tension, promote relaxation, advances cognitive development, increases curiosity, and provides a safe refuge for PWDs, much like other children without disabilities (Emong & Eron, 2016). Despite the worth of counting the subject in their educational systems due to these advantages, there were signs that inclusive PE was frequently discontinued or that utmost, inadequate provision was made for the pupils with disabilities (PWDs) (Hardman and Marshall, 2018). This may be acknowledged to the extent that, like all other subject areas, physical education (PE) faces a number of challenges when addressing the inclusion of pupils with disabilities. However, little was known about how these variables impact the delivery of inclusive PE in primary schools in Uganda. Therefore, the current study set out to close that gap by identifying the factors that affect the successful implementation of inclusive physical education in primary schools in

Lira City. This was done so that educational experts could take the necessary actions, especially if Sustainable Development Goal (SDG) four which focuses on guaranteeing inclusive and equitable quality education is to be achieved by 2030.

1.2 Problem Statement

PE is significant in Uganda's educational system, per the Ministry of Education and Sports (MOES) policy (MOES, 2013). It has been suggested that because there are little or no facilities and equipment available for them, pupils with disabilities are consistently excluded from or disregarded when engaging in PE lessons (MOES, 2013). However, it has been determined (UNESCO, 2015) that PE is essential for all pupils' emotional and mental development, which has resulted in the inclusion of PE in Ugandan school curricula. Pupils without disabilities attend PE lessons in both lower and upper primary classes, but learners with disabilities do not, as required by all education policies and reforms, the Ugandan Education Curriculum Framework (UECF) of 2010 (MOES, 2017 & UECF, 2010), and the National PE and Sports (NPES) policy (National Council of Sports, 2014). However, despite government efforts to implement inclusive PE as indicated in the policies, this has not been the case in Uganda. Inclusive PE has been reported to show benefits among all children, even the disabled pupils (UNESCO, 2015). However, there is little to no literature on the variables affecting the implementation of inclusive PE in Ugandan schools. Based on this context, the objective of this study was to pinpoint the elements that prevent inclusive PE from being implemented successfully in Lira city's primary schools.

1.3 Objectives

1.3.1 General Objective

To establish factors that influence effective implementation of inclusive PE in primary schools in Lira city.

1.3.2 Specific Objectives

1. To determine institutional factors that obstruct effective implementation of inclusive Physical Education in primary schools in Lira city.
2. To assess teacher related factors that obstruct effective implementation of inclusive Physical Education in primary schools in Lira city.
3. To determine pupil related factors that influence effective implementation of inclusive Physical Education in primary schools in Lira city.

1.4 Research Questions

1. What institutional factors obstruct effective implementation of inclusive physical education in primary schools in Lira city?
2. What teacher related factors obstruct effective implementation of inclusive physical education in primary schools in Lira city?
3. What pupil related factors influence effective implementation of inclusive physical education in primary schools in Lira city?

1.5 Significance of the Study

Finding from this study will enlighten stakeholders on the educational equality and equity in PE for the disabled children in primary schools in Lira city.

The MoES of Uganda and other stakeholders will be informed by the study's

findings on how to improve physical education instruction in primary schools in Lira city. This can then be used to create appropriate strategies to lessen difficulties in implementing the inclusive PE curriculum in primary schools.

The parents will be in position to change their attitudes towards PE among pupils with disabilities.

1.6 Scope of the study

The study's scope was broken down into three components: time, content, and geography.

1.6.1 Geographical Range

Regarding its geographic scope, this study was conducted specifically in a number of primary schools in Lira, a city in Northern Uganda.

The study was conducted in a small number of chosen primary schools in Lira City, which is located 110 kilometers (68 miles) southeast of Gulu, the biggest city in the Northern Region, on the road that connects Gulu and Mable. This is located roughly 200 miles (320 km) (by road) north of Kampala, Uganda's capital and biggest city. Northwest of Lira city, 124 kilometers (77 miles) separate it from Soroti, the closest sizable city.

1.6.2 Content Scope

The study's main emphasis was on the elements that affected how inclusive PE was implemented in primary schools. In order to successfully implement inclusive PE in primary schools, the study specifically examines institutional (barriers outside of teachers' control), teacher- and pupil-related variables.

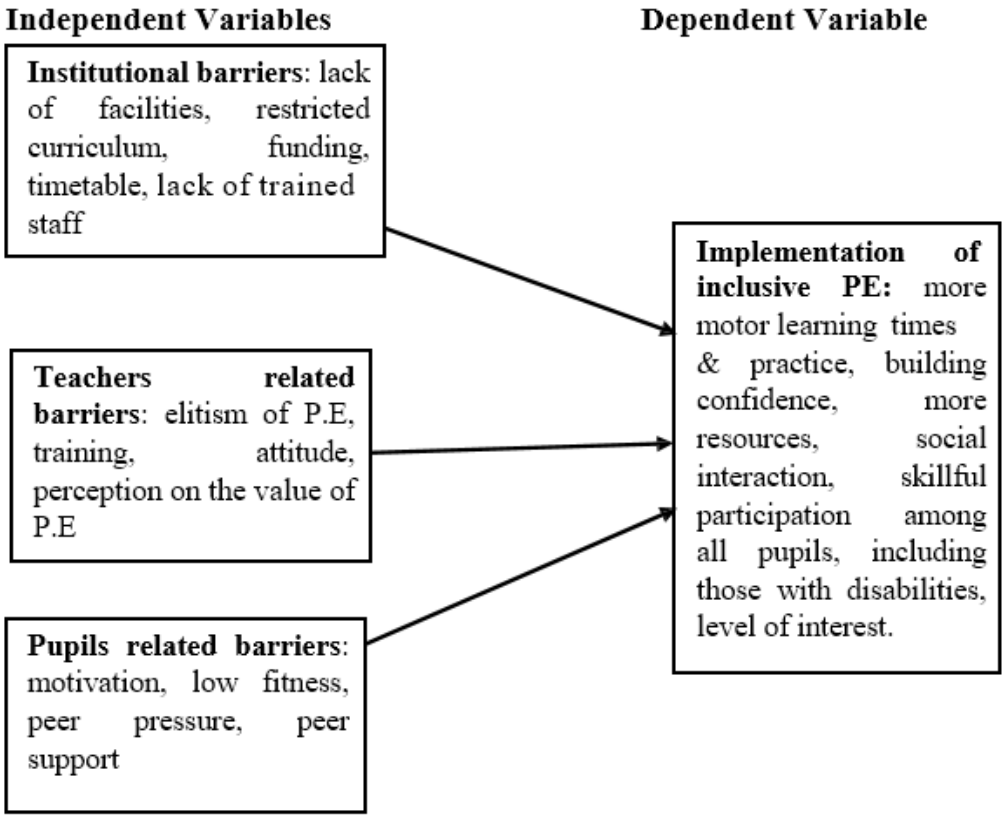
1.6.3 Time Scope

In terms of duration, the study took place between 2019 and 2022, a period

of four years. But from April to November 2021, a 6-month window was used for the actual study. The remaining time was spent on data analysis, evaluation, document analysis, and final thesis drafting.

1.7 Conceptual Framework

The conceptual framework developed by (Kate and Amanda, 2010) demonstrates the connection between independent and dependent variables related to institutional, teacher, and pupil-related variables and the adoption of inclusive PE in primary schools.



Source: *Adopted and modified from (Kate & Amanda, 2010)*

Figure 1. 1: The Conceptual framework demonstrating the connection between the implementation of inclusive PE and the barriers to physical education

This study used a three-dimensional factor framework to analyze the institutional factors, pupils, and teacher factors that affect how inclusive PE is implemented in primary schools (dependent variables). According to Kate and Amanda (2010), obstacles that prevent teachers from offering PE programs can be institutional (beyond the teachers' control), teacher-related (resulting from the teachers' behavior), or pupil-related. These obstacles can occur in both primary and secondary educational settings (Kate & Amanda, 2010). Institutional factors include budget constraints, a lack of resources, fewer curriculum time slots, a lack of professional growth, the program's overcrowding, and a lack of facilities and equipment (Kate & Amanda, 2010).

The teacher's factors include: a lack of training, experience, knowledge, and credentials to teach physical education; a lack of assurance or interest in teaching inclusive PE; an inability to conduct well-organized and structured sessions; and personal negative experiences with PE (Kate & Amanda, 2010). The importance of peer pressure or the desire for peer approval when choosing activities, a lack of understanding of the benefits of PA and a decline in pupils' interest, low pupils’ fitness levels, a dislike of activities, and a refusal to participate in PE activities are the last but not the least of pupils' related factors (Kate & Amanda, 2010). These factors are thought to directly affect how PE is put into practice. The following are signs of implementation: improved pupil relationships, kind and quality of instruction, increased opportunities for learning and participation for pupils with disabilities (PWDs) in physical education and sports (Kate & Amanda, 2010).

1.8 Definition of Terms

Physical Education: Is a school-taught course that emphasizes physical fitness development and the capacity to easily do and enjoy daily PA.

Equity: It means accepting that not everyone starts off on the same footing and that imbalances must be acknowledged and corrected. It also means pursuing fairness and justice for all.

Equity in Education: refers to the idea that no one's ability to pursue their educational potential should be hindered by their gender, ethnicity, or family circumstances, and that everyone should possess at least the most fundamental skills (inclusion).

Persons with Disabilities: These are individuals who, when coupled with other difficulties, may be prevented from fully and equally participating in society. They may have physical, mental, intellectual, or sensory impairments.

1.9 Delimitations of the Study

Lira City has 66 primary schools, 36 private and 30 governments aided primary schools. The study has focused only on government primary schools, although there were many primary schools in Lira City.

1.10 The study's Anticipated Limitations

Variables beyond the researcher's control could hamper the study's progress. It's likely that the participants in this study were reluctant to provide the study questions with socially acceptable answers. Although the researcher strongly advised participants to answer all questions honestly and in good faith, she did not have any control over the participants' opinions throughout the research process.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter provides a review of the literature on the subject being studied. The focus of this study was solely on the literature pertaining to the variables that affect the implementation of inclusive PE due to the extensive research that has already been conducted in this field. The review was based on the study's three specific goals, which were to determine the institutional (barriers beyond the control of teachers), teacher, and pupil-related influences that impede the successful adoption of inclusive PE in primary schools.

2.1 Institutional factors that affect effective implementation of inclusive PE in primary schools

According to school administrators in the United States, the main challenges to providing PE opportunities to pupils with disabilities are budget cuts and inadequate facilities. According to earlier research, institutional factors such as having adequate facilities and equipment were essential for the successful execution of the inclusive PE program in primary schools (Rintaugu et al., 2014). In a similar vein, school administrators play a crucial role in assisting teachers and students by creating a supportive environment and allocating sufficient funding to make it easier to conduct physical education (Nakpodia & Achugbue, 2012).

As stated in the GAO report K-12 Education: School-Based PE and Sports Programs (GAO, 2012; SEM, 2013), this is the situation. Budget cuts have made it more difficult for schools to keep class sizes small, hire PE teachers with

specialized training, and purchase the necessary equipment. For example, according to teachers, a teacher-to-pupil ratio of one to two in a classroom with less than 30 pupils were acceptable (Block, 2016; Liang et al., 2022). The research identified two significant impediments: a dearth of equipment and a barrier to facility access (SEM, 2013). Budget constraints make it difficult for schools to acquire sufficient quantities of the right kinds of physical education (PE) materials to keep every pupil engaged in ever-growing class sizes, and they force PE instructors to forgo effective, evidence-based PE programs in favor of large-group games and "throw out the ball" exercises (SEM, 2013). Because of these methods, pupils who once showed interest may now prefer passive activities to an active way of life. The average national PE program budget for schools in 2009, according to a study by the National Association for Sport and Physical Education (NASPE), was $764 ($460 for basic schools, $900 for middle schools, and $1,370 for high schools) (SEM, 2013). Musumba (2018) investigated the impact of diverse curricula on the operation of inclusive PE in regular primary schools in Kenya's Matungu Sub County. The results of the study show that inclusive physical education requires funding, which should be set aside for the development of facilities and other systems that can accommodate pupils with disabilities (PWDs). The study offered suggestions to the Kenyan government on how to implement SNE, such as creating a comprehensive curriculum for inclusive education and allocating the appropriate number of qualified teachers and material resources.

In Zimbabwe, Majoko (2019) looked into pedagogical strategies for incorporating disabled pupils into regular PE lessons. Participants demonstrated negative attitudes toward PE in spite of interpersonal and institutional concerns,

such as inadequate planning and resources, about PWDs being included in PE in regular classes. According to Liang et al. (2022), the success of any inclusive strategy depends on the administrators' positive outlook. According to Majoko (2019), large class sizes keep obstructing teachers in Zimbabwe from providing every student with individualized, intensive support, making it difficult for students to engage in physical education in typical classroom settings. Because including pupils in PE recognizes, encompasses, and responds to their individuality, these findings highlight the significance of addressing large class sizes (Callcott, 2015). Lack of specialized support for teachers made it more difficult for them to cater to the special necessities of pupils with disabilities, which hampered inclusion in PE. A multidisciplinary team made up of experts is necessary for inclusion in PE (Lieberman, 2017). Each pupil is different, so lesson preparation and conveyance should be centred on their needs as well as input from stakeholders. This will allow for inclusion in physical education. When instructing inclusive PE, teachers must work with all pupils in the regular classroom community and uphold their dignity (Florian & Pantić, 2015). The research on inclusive PE (Black-Hawkins & Florian, 2011), found expanding the range of teaching and learning methods that were accessible to all pupils. Due to their uniqueness, inclusive PE was supported and lesson preparation and delivery were based on the requirements and preferences of the pupils. In the same vein, formative evaluation must be used in inclusive PE to assist learning and teaching (Black-Hawkins & Florian, 2011).

A conducted in Tanzania study examined parents' attitudes toward their pupils with disabilities being included in regular primary schools, as well as the availability of infrastructure and facilities, as well as the level of teacher

readiness, school- based techniques to identify and enroll pupils with incapacities, and teacher readiness. According to the study, none of the public primary schools under consideration had upgraded infrastructure or facilities to accommodate pupils with disabilities in physical education classes (Munajat, Mat & Sabri, 2021). Eighty-one percent of teachers lacked specialized knowledge and weren't capable of meeting the needs of pupils with incapacities (Kayagula, 2019). In Malysia, using six criteria leadership and vision, organizational management, curriculum, co-curricular activities, sports, as well as pupils' welfare, teaching, and learning the Standard Kualiti Pendidikan Malaysia was used in a 2019 study to assess the standard of PE integration in Selangor inclusive classrooms. Significant differences were found in pupils' welfare, curriculum, co-curricular activities, sports, organizational management, leadership and vision, and curriculum after analysis of variance (ANOVA) (Mohamed *et al.*, 2019).

2.2 Teacher related factors that influence effective implementation of inclusive PE in primary schools

The majority of teacher-related variables have been studied in contexts involving elementary schools. Some of the reasons given included a lack of confidence or interest in teaching PE, an incompetence to deliver methodically prearranged and sequenced lessons, individual undesirable experiences with PE, and an inability to deliver meticulously organized lessons (Kate & Amanda, 2010). Other reasons included inadequate training, real understanding, expertise, and academic qualifications to provide inclusive physical education to pupils. Results suggest that one's understanding of inclusion, fairness, and delivery for all, affects how PE is taught and the effectiveness of inclusive programs in PE

(Flintoff & Fitzgerald, 2012; Vickerman & Coates, 2009). Teachers who modify and adapt lessons to accommodate the type and severity of each child's disability promote inclusion in PE (Majoko, 2019; Hong *et al.,* 2020). In spite of some research indicating that teachers have undesirable mindset toward pupils with severe infirmities, inclusive PE was supported by teachers' use of a variety of instructional tactics that are specifically designed to the needs of each pupil (Block, 2007; Grout, 2009; Metzler, 2017). In order to meet the desires of each individual pupil in typical classroom settings, teachers must possess a strong command of instructional strategies, according to another finding (Morgan & Bourke, 2008; Qi & Ha, 2012). In previous studies, it was found that PE teachers in inclusive PE settings lacked the crucial professional support, such as teaching assistants, resource rooms, and experts in adaptive physical activity (Wang, Qi & Wang, 2015; Wang, 2019). Wilsona and Theriot (2020) argued that although teachers thought they were doing everything possible to use inclusive practices, which frequently depended on teamwork to meet the desires of laerners, they identified the integration of pupils with severe disabilities as the most challenging aspect of their work.

A prior study found that due to a lack of funding and support staff, pupils with SEN in inclusive schools in China received insufficient PE services (Li & Sam, 2011). According to Macdonald et al. (2021), it was difficult to offer inclusive PA and sporting since there was shortage of resources (time, money, access to training, teacher attitudes toward physical activity, and lack of confidence). Even though it was a crucial subject in the curriculum, many of the teachers lacked the necessary training to implement the inclusive PE syllabus, according to another study conducted by Zipporah et al. (2016). According to Obrusnikova,

Dillon, and Block (2011), one of the main causes of social isolation among pupils with disabilities in the classroom was teachers' negative attitudes toward inclusive PE. Additionally, Rojo-Ramos et al. (2023) claim that involving pupils with disabilities in sports and physical activity may change their viewpoint on disability because interaction and collaboration in inclusive sports programs can foster more positive mindsets and a deeper understanding of disability. Physical education classes offer a distinctive environment that can assist pupils with disabilities in feeling more a part of their class or school community, in addition to enhancing physical well-being, abilities to move, and overall well-being (de Vera Mouliaá, 2023). Furthermore, in Chibombo District, Zambia, Patricia (2015) also found that teachers thought pupils were drawn to more sedentary activities, which led researchers to imagine that pupils' lower levels of physical fitness and ability may have an effect on how PE and PA were taught and how many pupils actually participate in them. It is challenging to implement inclusive PE in schools because pupils tend to prefer sedentary pursuits. Another study by Patricia (2015) found that pupils dislike physical education and sports, and they don't generally understand the importance of PA and PE.

2.3 Pupil related factors that influence effective implementation of inclusive PE in primary schools.

Previous research on the self-reported factors that affect children and adolescents' participation in inclusive PA and physical education has revealed shifting attitudes toward sports and PE, adolescents' decision-making favoring more sedentary activities that were more comfortable and less active, the significance of peer influence or the need for peer approval when making a choice of activities, the varying levels of pupils' fitness, their absolute refusal to

partake, an abhorrence of activity and a variety of other factors (Kate & Amanda, 2010). The idea of social cognition emphasizes the link between mental, interpersonal, and environmental factors that impact a person's choices, including those explicitly regarding PA conduct (Bandura, 2009; Kate & Amanda, 2010). This theory could shed some light on some of the elements that affect how well pupils learn and engage in physical activity. Even worse, when chosen to participate, pupils of all abilities show little interest. These previously mentioned elements all have an impact on learning of PE and activity decisions under different conditions and were interconnected. Due to the length of time pupils spend in school, a number of elements in the learning environment, such as teachers, peers, programs provided, pupils' participation in classes, extracurricular and co-curricular activities, as well as the programs themselves, have a significant impact on their learning (Kate & Amanda, 2010).

Lewis (2014), examined the views of both pupils and teachers on physical education. Furthermore, significant pupil and teacher research demonstrates that pupils were constantly engaging in physical activity when they feel capable, in charge, and backed by others. The PE activity and the pupils' assessments of their physical prowess were factors in determining whether they felt competent. The ability to select from a variety of activities, regulate one's level of activity, and decide what to wear while engaging in those activities were all related to feeling in control. Wang (2019) examined the attitudes of pupils with special needs toward PA participation and discovered elements that either facilitated or impeded their integration in Shanghai, China. As its underpinning theory, the study used a social relational database model of handicap to identify

personal factors (like deficiencies and consciousness), physical context (like structural barriers and the availability of adapted facilities), and social context (like teacher effectiveness, social supports, and reconfiguration) that fostered or suppressed these pupils' inclusion level. Wilsona and Theriot (2020) looked at inclusive PE practice in the USA and how teachers approach it. The teachers believed their inclusive PE methods, which frequently relied on teamwork to meet pupils' needs, were as effective as they could be. They believed that the biggest challenge was integrating pupils with severe disabilities. Another study by Patricia (2015) found that students had little interest in physical education (PE) and little awareness of the value of physical activity (PA). Similar to this, the primary obstacles to inclusive PE were identified as a hatred of physical activity and exercise, ignorance of its benefits, and a loss in pupils' interest (Martin, 2013).

2.4 Summary of Literature

Given the aforementioned reviews of the literature on the factors influencing the implementation of inclusive PE, it was clear that specific factors affecting the implementation of inclusive PE in Lira City's primary schools should be identified since they cannot be inferred from data from other regions. This led to the categorization of the factors influencing the implementation of inclusive PE into three main areas of focus: institutional-related, teacher-related, and pupil-related factors. Methodologies described in Chapter three were used to evaluate these.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section covers the research design, study area, study population, sample size calculation, sampling techniques, research instruments, validity and reliability of instruments, data collection methods, data management and analysis, ethical considerations, and study limitations.

3.1 Research Design

A cross-sectional research design with both qualitative and quantitative measurements was used in the study. Data from the participants was collected using a cross-sectional approach at a single point in time. The design was deemed most appropriate because it also allows for in-depth qualitative analysis of specific details in the collected data (Munck, 2004), as well as the ability to triangulate between questionnaires, interview guides, and other documents used in document analysis. Furthermore, studies may be carried out very quickly and cheaply using the cross-sectional research design, and many different variables can be compared at the same time (Sekaran, 2000; Sullivan, 2012).

3.2 Study Area

The study was carried out in Lira City, which was once a municipality within the Lira district but was upgraded to a city council on August 7, 2020. It is situated in the Lango sub-region of Northern Uganda. The population of Lira City is 457,805. 219,576 (48%) of them are men, while 238,229 (52%) are women (Ekwan *et al.*, 2023). The city is divided into two parts: Lira City East Division, which includes the former Adekokwok, Ngetta, and Iwal Sub Counties, Lira Central Division, and Railways Division of the former Lira

Municipality, and Lira City West Division, which includes the former Ojwina Division, Adyel Division of the former Lira Municipality, and Lira Sub County. The city is divided into two County Administrative Units, 49 Wards, and 235 Cell Administrative Units. The East Division has 28 Wards and 161 villages, compared to the West Division's 21 Wards and 75 villages (Ekwan *et al.*, 2023). Lira City was chosen because all government primary schools are inclusive schools. Lira city has Private 36 and 30 Government. However, the study's focused was on only government primary schools. These primary schools include; VH, Adyel, Lira primary, Lira Modern, Elia Olet, Lira Police, Adwila, Acwikot, Adekokwok, Erute, Burlobo, Ereda, Anai, Ayago, Canon Lawrence demonstration, Lira Central, Ngetta Girls, Ober, Amuca, Railway, Boke, Barapoyo, Lira Army and Ngetta primary schools. The study only focused on only selected government aided primary schools within Lira city because government through the Ministry of Education and sports gives grands to support all the education programs.

3.3 Study Population

The population of the study included PE teachers, other teachers, and head teachers from selected primary schools in Lira City. The PE teachers should have at least six months of teaching experience at the school.

3.4 Sample Size Determination

Sample size refers to the number of participants in the study whose opinions are intended to be representative of the general population. The sample size of 223 participants was drawn from a population of 350 participants, out of whom a sample population was determined for both quantitative and qualitative phases

(Table 3.1). The sample size of 223 was arrived at using Krejcie & Morgan (1970) table.

Table 3. 1: Showing the population, sample size and sampling techniques

Category	Population	Sample size	Sampling technique
Head teachers	30	24	Purposive sampling
PE teachers	60	44	Purposive sampling
Non-PE teachers	260	155	Simple random sampling
Total	**350**	**223**	

Source: Primary Data

3.5 Sampling Procedures

The study employed purposive and simple random sampling techniques (Table 3.1). Purposive sampling was used to select both head teachers and PE teachers basing on the nature of their position in the schools. The simple random sampling was applied to select schools and other teachers who do not teach PE. Simple random sampling technique was used to select the schools and non- PE teachers because it gives each of the subjects' equal chances of being selected, thereby ensuring a high degree of representativeness. This was done by first listing of all the selected schools and teachers and thereafter, selection of both the schools and teachers was done randomly. First, the names of all schools in Lira City and names of teachers from the twenty-four (24) selected schools were written on papers and then folded into small pieces. This was followed by random picking of 12 teachers per school.

3.6 Data Collection Methods and Instruments

3.6.1 Data collection tools

The data collection methods included questionnaire, face to face interviews and documentary analysis.

3.6.2 Questionnaire

The study used structured questionnaires comprising of questions with a three point like Likert's scale (1=Disagree, 2= neither agree nor disagree, 3=Agree) to collect the data required from the teachers because questionnaires generate information of influence from several participants within a short time. Structured questionnaires were selected because they are much faster to administer, easier to analyze, and more cost- and time-effective (Amin, 2005). Furthermore, the use of questionnaire upholds confidentiality of the participants who in this study are the teachers.

3.6.3 Interview Guide

The interview method primarily concentrates on face-to-face interaction with participants in an effort to directly gather detailed information from them as well as provide additional information that may not be provided by other methods. This technique was utilized to gather information from the head teachers of schools and PE teachers while observing Covid-19 standard operating procedures (SOPs). Face-to-face interviews were used since they let you ask difficult questions and receive in-depth answers. A smartphone recorder was also used in during interviews with prior permission from the informant, to ensure that all information was captured.

3.6.4 Documentary Review

To gather information for the study, documents such as Parents Teachers Association (PTA) and School Management Committee (SMC) proceedings, school enrolment and PE performance records, letters from pupils' suggestion boxes, newspapers, and reports were reviewed.

3.7 Research Procedure

3.7.1 Procedure for using Questionnaire Method

The questionnaire was designed solely to collect data related to the study's questions. After it was developed, the study participants received the tool. Before the participants filled out the questionnaires, the objectives and goal of the study were explained to them. A consent form was also provided to and signed by participants who agreed to participate in the study.

3.7.2 Procedure for using Interview Method

Only head teachers and PE teachers were subjected to interviews, which were done while following the interview guide as a reference. The participants' consent was obtained before the interviews in order to record the interview session. The interview involved setting up and having a discussion or dialogue with the participants, who then gave their ideas and opinions about the topic that was being studied. During the interview process, a smart phone was used to record the conversation. The duration of each interview session was between 25 to 30 minutes.

3.7.3 Procedure for using Documentary Review Method

Using this approach, secondary data on the implementation of inclusive PE in primary schools was gathered by looking through school records. In order to better understand the subject of the investigation, these included reviewing reports from Parents Teachers Association (PTA) and School Management Committee (SMC) proceedings, school enrollment and PE performance records, letters from pupil's suggestion boxes, newspapers, and reports.

3.8 Data Quality Control

Reliability and validity were used to evaluate how well the research instrument consistently produced consistent data and how well the outcomes of the data analysis accurately described the phenomenon under study (Singh, 2014).

3.8.1 Reliability

The reliability of the questionnaire was evaluated utilizing the Cronbach Alpha reliability method (Sullivan, 2012). Ten teachers from ten randomly chosen schools who were not a part of the study sample received the instruments at first as part of a pilot testing procedure. data that have been collected in two similar or equal amounts. Utilizing the Cronbach's Alpha internal consistency method, the reliability was evaluated using the Reliability Scale Analysis. A Cronbach alpha of 0.7 was sufficient, though Pallant (2020) recommended a value of 0.8.

3.8.2 Validity

Increasing transparency and reducing bias in research are the goals of validity (Singh, 2014). This was addressed through the use of content validity, in which the developed questionnaires and interview guides were given to five expert judges and supervisors to assess questions for relevance to the study constructs. Ten teachers who were not a part of the general sample were

chosen at random to receive the questionnaires. A Content Validity Index (CVI) was later calculated using the following formula.

According to Haradhan (2017), a CVI value greater than 0.7 is regarded as satisfactory, which is a dependable generalization.

Pilot test results for the validity and reliability of the instruments showed 76% (0.76) and 72% (0.72), respectively. Theoretically, a Cronbach alpha value of

0.7 is regarded as sufficient, and a CVI value above 0.7 is considered satisfactory, though a value of 0.8 is preferred (Haradhan, 2017; Pallant, 2020).

$$\textbf{CVI} = \frac{\textbf{The total number of items that judges found to be pertinent}}{\textbf{Total number of pieces in the instrument}}$$

3.9 Data management and Analysis

3.9.1 Quantitative Data Analysis

Prior to entering the raw data into the SPSS 20 version to produce descriptive statistics in the form of frequencies, percentages, and figures for decision-making, the data from primary sources was cleaned.

The relationship between the dependent variable (inclusive PE implementation) and independent variables (institutional, teacher, and pupil-factors) was also established using Pearson's product-moment correlation analysis.

3.9.2 Qualitative Data Analysis

The narrative-based qualitative data was gathered, documented, and coded in line with the key themes deduced from the study's objectives. The qualitative data was translated and then subjected to content analysis (Elo, 2014). The researcher's use of content analysis allowed for the quantification and analysis of the frequency, importance, and relationships among particular words or statements, themes, and concepts discussed in documents and interviews. Last but not least, in order to complement quantitative data with qualitative information, content analysis of interview responses and field-gathered documentary evidence were taken into consideration.

3.10 Ethical Consideration

The Department of Sports Science gave its approval for this study. Additionally, ethical clearance was obtained through Kyambogo University as a tool to assess the ethical fulfillment of a research process. Those involved in the study obtained participants' free and informed consent. Since the thesis would eventually be made public, personal privacy and confidentiality were taken very seriously. Private information accessed was handled with confidentiality, and individuals who provided the information would have their privacy respected to the fullest. No participant or respondent names were reproduced, mentioned, or cited in the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This study analyzed the "The status of Inclusive Physical Education in Primary Schools in Lira City, Northern Uganda." The study's conclusions centered on the elements that affect inclusive PE's successful implementation. These results demonstrate how independent variables (factors related to the institution, the teacher, and the pupils) predicted the adoption of inclusive physical education.

4.1 Response Rate

The study used 223 participants as its sample size. Only 145 of the 199 item distributed questionnaires were returned, yielding a response rate of 72.9%. Implies that the study's response rate was adequate. According to Harrison (2020), a response rate of 50% is sufficient for analysis and reporting, a rate of 60% is good, and a rate of 70% or higher is excellent. Below is a summary of the response rates from the participants.

Table 4. 1:Response rate

Category	Number of Administered Questionnaires	Number of Questionnaires Returned	Response Rate (%)
PE teachers	44	27	61.4%
Teachers	155	118	76.1%
Total	199	145	72.9%

Source: Researcher (2022)

4.2 Demographic Characteristics of Participants

Data on the participants' backgrounds were gathered because it was anticipated that they would be useful to the study because they might provide additional explanations that could aid in solving the current research problem. The information includes the following: age, gender, highest qualification, and length of service.

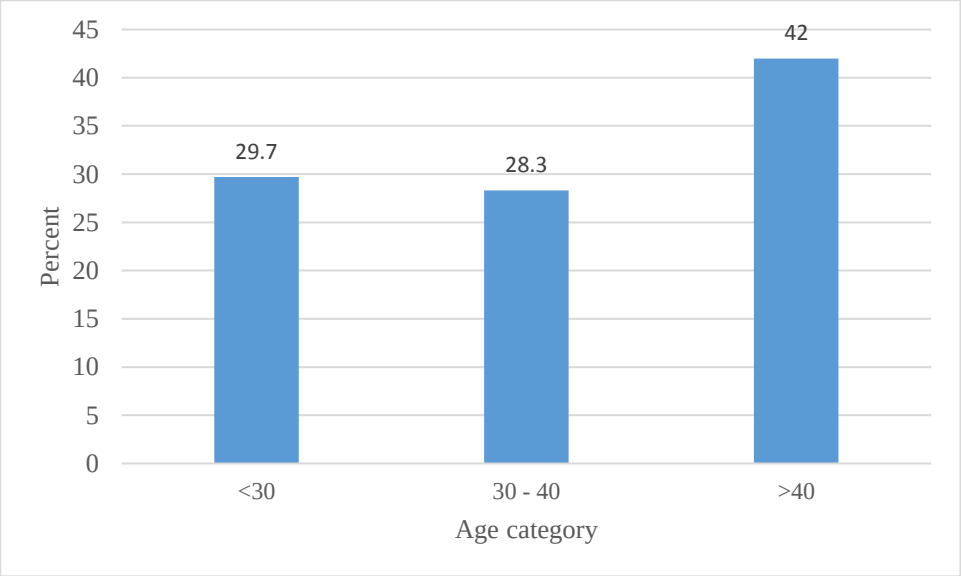


Figure 4. 1: Age of participants

Results in Figure 4.1 above, showed that a significant portion of participants (42%) were over the age of 40, followed by those who were under 30 (29.7%). This suggests that the majority of participants were still in the prime of their careers and thus in a position to provide the school with a variety of services. This also suggests that the majority of participants were knowledgeable about the study's subject.

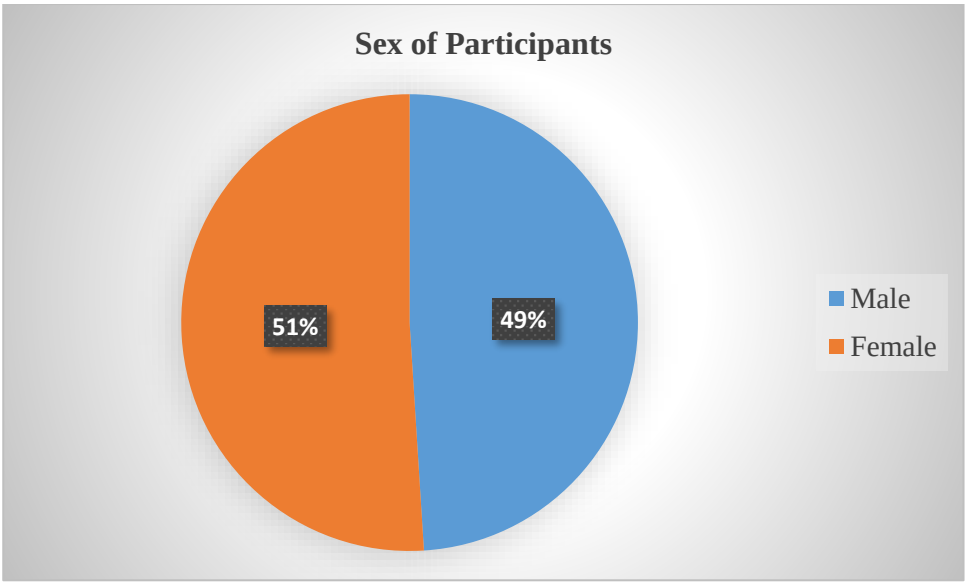


Figure 4. 2: Gender of the participants

According to the aforementioned figure, women made up the majority of participants (51%), while men made up only 49%. This in no way implies that the study was biased against women. In Lira City's primary schools, more female teachers have likely been appointed, resulting in an increase in female staff members' relative to male staff members.

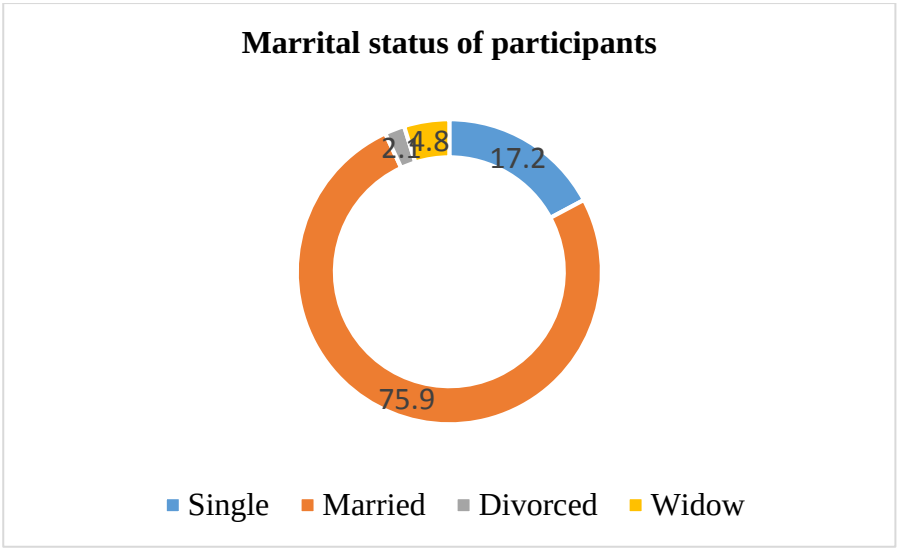


Figure 4. 3: Gender of the participants

Results in Figure 4.3 above, revealed that a high proportion of participants (75.9%) were married, followed by those who were single (17.2%).

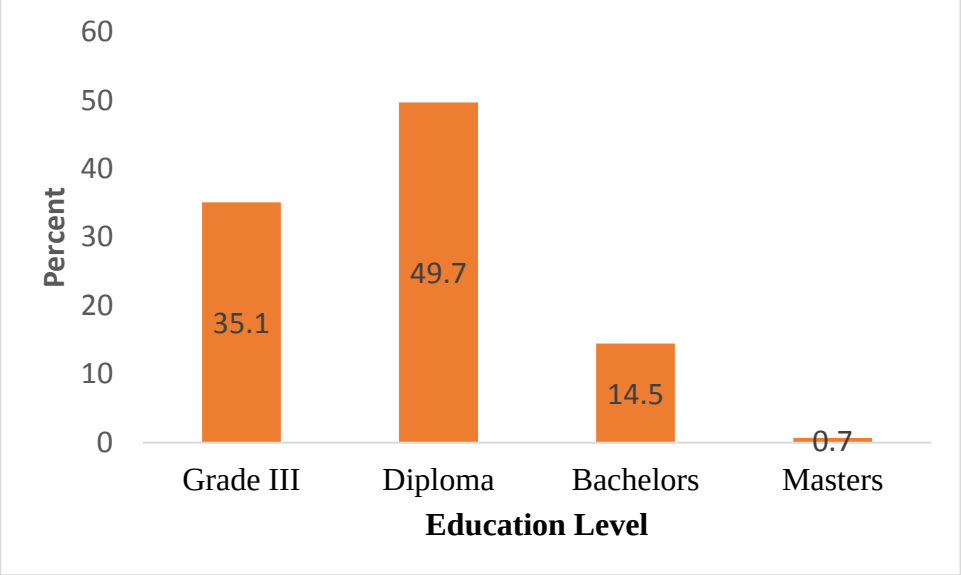


Figure 4. 4: Education level of participants

The results in Figure 4.4 showed that the biggest percentage of the participants had diploma (49.7%) followed by Grade III (35.1%). This indicates that the participants had high levels of literacy given that they were holding at least a diploma sufficient to support the correct interpretation of questions and thus giving relevant information required in the study. The educational backgrounds of the participants were taken into consideration because it is crucial when researching educational aspects to be able to trust the type of responses that come from the study (Basaza, 2016).

4.3 Analysis of the Key Research Objectives

The key research objectives are presented and examined in this section. Based on these research objectives, data were gathered via questionnaires, interview guides, and a review of relevant documents. Descriptive statistics, qualitative content analysis, and Pearson product-moment correlation were used to analyze the data. When responding to items in the questionnaire, participants specified their level of Disagree (Strongly Disagree, Disagree), Neutral (N), Agree

(Strongly Agree, Agree) on a Likert scale for a series of statements as reflected in the following tables for each research objective.

4.3.1 Institutional factors that affect effective implementation of PE in primary schools

The first objective examined the institutional factors that obstructed effective implementation of PE in primary schools in Lira city.

Table 4. 2: Institutional factors that affect effective implementation of PE in primary schools

Institutional factors	Disagree		Not sure		Agree	
	n	%	n	%	n	%
Inadequate facilities and equipment for inclusive PE	46	31.7	34	23.5	65	44.8
Large class	22	15.2	22	15.2	101	69.7
Insufficient time for PE on the timetable	51	45.2	0	0.0	94	64.9
Limited training opportunities to PE teachers	25	17.2	60	41.4	60	41.4
Limited PE and sport's funding/ resources	62	42.7	10	6.9	73	50.4
Lack of support from the administrators towards inclusive PE	57	29.3	31	21.4	57	39.3
Negative attitude towards inclusive PE	41	28.3	35	24.1	69	47.6
No tools to improve educator's knowledge	79	54.5	1	0.7	65	44.8
Lack of detailed curriculum for inclusive PE	77	53.1	31	21.4	37	25.6

Source: Primary Data (2022)

Table 4.2's findings show that a significant portion of participants (69.7%) agreed that possession of large classes affected effective implementation of inclusive PE compared to 15.2% of those who disagreed and 15.2% remained neutral. By implication, large class sizes in schools impede the implementation of inclusive PE as reported in the current study. This is described by the fact that as pupil

populations grow, it becomes more expensive for schools to purchase adequate and suitable physical education equipment, forcing head teachers or administrators and PE teachers to forego high-quality, evidence-based PE programs in favor of large-group games and "throw out the ball" exercises. The findings of this study are in consonance with those of earlier studies (Wang, Wang, and Wen, 2015), which identified large class sizes as a significant challenge for PE teachers when preparing their lessons. No wonder, a related finding emphasizes the significance of addressing large class sizes when conducting inclusive PE lessons as this enables teachers to respect, incorporate, and recognize children's uniqueness (Callcott, 2015). For instance, teachers would consider a teacher-to-pupil ratio of one to two in an inclusive environment with a maximum of 30 pupils to be tolerable (Block, 2016; Liang et al., 2022).

The findings also indicate that a high proportion of the participants (64.9%) agreed that insufficient time for PE on the timetable greatly affected the implementation of inclusive PE compared to 45.2% who disagreed. These findings are contrary to qualitative findings which cited administrative incompetence as a key obstacle in implementing inclusive PE despite the fact that PE was timetabled. For instance, during interview, head teacher 1 (HT1) said:

> *"The teachers do not teach when it comes to its time instead, they go to teach other subjects. One of the weeks I did my supervision for two days while following the general timetable that I had a copy, I found that the PE teachers don't teach the subject especially in upper classes."*

Lack of school support remained one of the major institutional obstructions to inclusive PE involvement. For instance, the results further show that more than half of the participants (50.4%) agreed that the lack of funding/resources for inclusive PE hampered its effective implementation, while only 42.7% disagreed and 6.9% of participants remained neutral. The findings collaborate the data collected from interviews, for instance: In an interview with PE teacher 3 (TR 3), limited funding was identified as a major obstacle to the effective execution of inclusive PE.

A PE teacher 3 said,

> *"When we had a pupil, we had to fight for a white walking stick to help him in PE class.' He was partially blind. We eventually got one, and he began attending PE classes regularly. He loved and admired it. But it took a long time to get there."*

The results also showed that nearly half of the participants (47.6%) agreed that there was a negative attitude toward the effective implementation of inclusive PE, as opposed to the 28.1% and 24.1% of participants who disagreed and remained neutral, respectively. For any inclusive strategy to be implemented successfully, Liang et al. (2022) note that educators' positive attitudes are essential. As a result, it's essential to put in place countermeasures to help PE teachers address their concerns and adopt a more optimistic viewpoint regarding inclusive PE.

Additionally, a high proportion of participants agreed that inadequate facilities and equipment (44.8%), no tools to improve educator's knowledge (44.8%) and limited training opportunities to PE teacher's (41.4%) effected the implementation of inclusive PE. This is consistent with earlier research showing

that PE teachers in inclusive PE settings lacked necessary professional support, including instructional tools, specialists in modified physical activity, resource rooms, and teaching assistants (Wang, Qi & Wang, 2015; Wang, 2019). Furthermore, insufficient facilities and support staff in the Chinese context led to children with SEN receiving improper PE services in inclusive schools, according to a previous review (Li & Sam, 2011). Similar results were also conveyed by Macdonald *et al.* (2021), who discovered that a limited amount of time, access to training, resources, teacher perceptions toward physical activity, and lack of confidence made it difficult to provide inclusive physical activity and sports. The results of the current study also coincide with those of Kayagula (2019), who found that none of the public primary schools under investigation had upgraded their facilities, infrastructure, or equipment to accommodate disabled pupils during physical education classes. Moreover, it has been demonstrated that schools with well-managed facilities have greater pupils' attendance rates, fewer stressful situations for staff and teachers, and higher academic achievement. This is due to better space management and planning, maintenance, and access to services and resources (Munajat, Mat & Sabri, 2021). Thus, educational managers have a critical role in creating favourable conditions for inclusive PE among PWDs as well as other pupils by giving them the knowledge, skills, learning opportunities during PE activities, and not merely focusing on academic success of their institutions.

4.3.2 Teacher related factors that affect effective implementation of inclusive PE in primary schools

The second objective was to investigate the teacher-related factors that impede effective inclusive PE implementation in primary schools. Table 4.3 below shows the teacher related dynamics that hamper effective execution of inclusive PE in primary schools in Lira City.

Table 4. 3: Teacher related factors that influence effective implementation of inclusive PE in primary schools

Teacher factors	Disagree		Not sure		Agree	
	n	%	n	%	n	%
Lack of training and study on inclusive PE at all level of education	22	15.2	22	15.2	101	69.7
Negative attitude towards inclusive PE	51	35.1	0	0.0	94	64.9
Lack of skills and knowledge of inclusive PE	25	17.1	59	40.7	61	42.1
Unpreparedness/planning by PE teachers	62	42.8	12	8.3	71	49.0
Number of experts to teach inclusive PE	50	34.4	39	26.9	56	38.7
Value of inclusive PE by the teachers	74	51.1	12	8.2	59	40.7

Source: Primary Data (2022)

Table 4.3's results show that a significant percentage of participants (69.7%) concurred that inadequate training and study on inclusive PE at all level of education affected the implementation of inclusive PE compared to 15.2% of those who disagreed and 15,2% of the respondents who remained neutral. Related results were made in the study by Zipporah *et al.* (2016) and Kate & Amanda (2010), which demonstrated that the majority of teachers lacked the necessary training to implement the inclusive PE syllabus despite being an important subject in the curriculum. By implication, lack of training prevents PE teachers

from having the necessary knowledge and abilities to teach inclusive PE. Additionally, inadequate training of teachers is frequently linked to lack of certainty or interest in teaching inclusive PE, as well as the inability to deliver inclusive PE lessons that are carefully planned and structured. However, it should be noted that the success quality of any lesson is dependent on specialized training that the teacher underwent. This indicates that specialization ought to give teachers the resources they require to overcome challenges and plan and carry out initiatives more successfully (Majoko, 2019).

Furthermore, a high proportion (64.9%) agreed that negative mindset towards inclusive PE affected the implementation of inclusive PE while 35.1% disagreed with the idea. The results of the current study are not unique as previous studies reported that teachers had negative attitudes toward pupils with disabilities (Block, 2007; Grout, 2009; Majoko, 2019). This may be due to the fact that teachers lacked the necessary hands-on training in inclusive or special education courses required for instructing pupils with SENs in inclusive PE classrooms. By implication, teachers' dislike of inclusive PE leads to the social exclusion of pupils with disabilities in the classroom (Obrusnikova, Dillon, & Block, 2011). Moreover, involving pupils with disabilities in sports and physical activity could help them change their perspectives on disability because interaction and collaboration in inclusive sports programs can promote more positive mindsets and a bigger understanding of disability (Rojo-Ramos et al., 2023). In addition, physical education classes provide a unique environment that can help PWDs feel more a part of their class or school community while also enhancing their physical well-being, abilities to move, and general well-being (de Vera Mouliaá, 2023).

As a result, promotion of social justice and the development of an inclusive learning environment for all pupils depend on inclusion in PE by the teacher.

Additionally, according to the research, nearly half of the participants (49%) agreed that PE teachers' lack of preparation impeded the implementation of inclusive PE, as opposed to 42.8% of participants who disagreed and 8.3% of participants who remained neutral. The results concur with a study by Kayagula (2019) that found that the many of the teachers (88.1%) lacked professional skills and were unprepared to help PWDs during PE lessons. Being well-prepared is crucial for establishing trust with pupils, who unquestionably have faith in the teacher's upcoming lesson plan and are eager to listen and participate to what they have to say and participate actively in the lesson (Hong et al., 2020). Moreover, there is overwhelming evidence also indicates that prior planning by the teacher and use of a variety of teaching tactics that are tailored to the desires of individual pupil promotes inclusion in PE (Metzler, 2017).

Qualitative findings also indicate that vast majority of PE instructors did mention that they would like to take a refresher course on inclusive PE. This indicates that despite the teachers' desire to implement inclusive PE; their level of training in the area was preventing them from doing so. For instance, during an interview, one of the interviews teachers 6 (TR 6), explained,

> *"We PE teachers feel ill-equipped to teach inclusive PE because we lack the knowledge and skills to do so. This is because we haven't received training on inclusive PE. They should begin holding CPDs for the employed teachers if they want us to teach physical education in an inclusive setting, and they can also incorporate a unit on inclusive PE*

into the teacher training program".

Another teacher 4 (TR4), said:

> *"I cannot teach the so call inclusive PE when I have not gotten any training on inclusive PE but if teaching other subjects in an inclusive way, I can. Inclusion of PE involves variety of skills to be learned and these require training to be able to teach it effectively."*

Henceforth, the results of the current study acknowledge the necessity of providing school PE teachers with high-quality inclusive PE teacher training, inclusive PE curriculum modification guidelines, and school resource support.

4.3.3 Pupil related factors that affect the effective implementation of inclusive PE in primary schools

The third objective was to examine pupil related factors that hamper the effective implementation of inclusive PE in primary schools. Table 4.4 shows the descriptive statistics of pupil related factors that hamper the effective execution of inclusive PE in primary schools in Lira City.

Table 4. 4: Pupil related factors that obstruct the effective implementation of inclusive PE in primary schools

Pupil related factors	Disagree		Not sure		Agree	
	n	%	n	%	n	%
Dislike of activity of inclusive PE	46	31.7	26	17.9	73	50.3
Low interest towards PE	22	15.2	22	15.2	101	69.7
Peer influence and stigmatization	51	35.2	25	17.2	69	47.7
PWDs negative perception of participation in inclusive PE	65	44.9	60	41.4	20	13.8
Low confidence and self-esteem of PWDs	62	42.8	11	7.6	72	39.7
Disruption of PE lessons by PWDs	49	33.8	30	20.7	76	52.4

Source: Primary Data (2019)

As far as the pupil-related factors are concerned, the results from Table 4.5 showed that a high percentage (69.7%) of participants agreed that low interest towards PE by PWDs affected the implementation of inclusive PE in schools. The findings of the current study are in line with study conducted by Patricia (2015), which found that pupils had little interest in PE and PA and had little understanding of the importance of both. Similar to this, the main obstacles to inclusive PE were listed as a dislike of physical activity and exercise, ignorance of its benefits, and a decline in pupils' interest (Martin, 2013). This might be explained by the fact that inclusive physical education (PE) is not given more focus for some pupils with Special Educational Needs (SEN). For instance, other studies from different regions and countries discovered that a pupil's ability to participate in inclusive PE depended on the nature and brutality of their disability (Qi & Ha, 2012).

Those who agreed that implementation of inclusive PE in schools was affected by disruption of PE lessons by PWDs were 52.4% whereas 33.8% and 20.7% disagreed and were neutral respectively. The disruption of physical education classes may be primarily attributable to pupils, particularly those with severe disabilities, who struggled socially or emotionally while maintaining focus. These findings support Wilsona & Theriot's (2020) contention that even though teachers believed they were employing inclusive practices, which frequently relied on teamwork to meet the wishes of pupils, to the best that they were capable of, they identified the integration of pupils with severe disabilities as the most difficult aspect of their work. Similar conclusions were reached by Wang (2019), who discovered that the pupil's level of inclusion affects how inclusive

PE is implemented.

The results of the contemporary study are further supported by qualitative findings which indicated that some teachers were prompted to think about the effects of including PWDs in PE on others by conversations about the suitability of mainstream contexts, which frequently occurred. For example, of the interviewee teacher 4 (TR 4) said,

> *"Including PWDs in physical education classes are challenging," I think you should think about what is more necessary and beneficial if doing so would put the rest of the class at risk. In particular, I'm considering a pupil who struggles with severe emotional and social anxiety. We make an effort to involve her, but sometimes it's just too much. She has the power to destabilize the lesson."*

Additionally, those who agreed that dislike of activity of inclusive PE by PWDs affected the implementation of inclusive PE in schools were 50.3%, whereas 31.7% and 17.9% disagreed and remained neutral respectively. These could be caused by declining attitudes toward PE and physical activity among all adolescents regardless of their disability status, which frequently leads adolescents to decision-making that favors more sedentary activities (Makubuya, 2020). This therefore indicates that participation in PE activities by the pupils is influenced by the feeling of being competent and perception of their physical abilities. Similar to this, having a variety of activities to choose from, having control over how much effort is put in, and having control over what to wear while participating are all related to feeling in control (Lewis, 2014). In contrast, during IPE lessons, pupils without SEN report unfavorable views

toward interacting with those without SEN. One of the important elements for adopting the inclusive PE has been identified as peer support (Park, Koh & Block, 2014). Because of this, PE teachers must create intervention programs that emphasize peer support during inclusive PE, encouraging PE participation from all children.

4.4 Correlation between the factors (institutional, teacher and pupil factors) and implementation of inclusive PE

Using Pearson's product-moment correlation analysis, strength of the relationship between variables (institutional, teacher and pupil-related factors) and the adoption of inclusive PE were investigated. The findings of the correlations were deduced under the conjecture that two related variables, which may be positively or negatively correlated.

4.4.1 Relationship between Institutional related-factors and the implementation of inclusive PE

From the table below, the results showed that the adoption of inclusive PE has a strong positive relationship with institutional related-factors. at Pearson correlation coefficient r= 0.614. This implies that institutional related-factors affect the implementation of inclusive PE in Lira City by 61.4% and others factors by 38.6%. According to Table 4.5 findings, institutional related factors significantly and favorably influenced the adoption of inclusive PE (r= 0.614, $p<0.05$). Given that $r^2 = (0.614)^2 = 0.377$, it can be concluded that institutional related factors increased the adoption of inclusive PE by 37.7% while maintaining the influence of other independent variables. This is in line with earlier research that found institutional factors, like having sufficient facilities and equipment, were crucial for the successful implementation of the inclusive PE program in

primary schools (Rintaugu et al., 2014). Similar to this, school administrators, according to Nakpodia and Achugbue (2012), can help both teachers and pupils by fostering a supportive environment and allocating enough funding to support the delivery of inclusive physical education.

Table 4. 5: Relationship between institutional related-factors and the implementation of inclusive PE

Correlations

		Institutional related-factors	Inclusive PE
Institutional related-factors	Pearson Correlation	1	.614**
	Sig. (2-tailed)		.000
	N	145	145
Inclusive PE	Pearson Correlation	.614**	1
	Sig. (2-tailed)	.000	
	N	145	145

*. Correlation is significant at the 0.01 level (2-tailed).

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2022)

4.4.2 Relationship between teacher related-factors and the implementation of inclusive PE

According to the results shown in Table 4.6 below, there is a weak but significant positive relationship between teacher-related factors and the adoption of inclusive PE ($r= 0.449$, $p<0.05$). Given that the implementation of inclusive PE in Lira City was boosted by 20.2% by teacher-related factors, it can be concluded that $r^2 = (0.449)^2 = 0.202$, holding the influence of other independent variables constant. The findings do not support earlier studies' findings that pre-service teachers held a negative view of including pupils with disabilities in inclusive PE classrooms (Liu & Wang, 2018; Liu & Zhang, 2015). This was caused by the fact that only

15% of pre-service teachers had both academic training and practical experience in teaching pupils with disabilities in inclusive PE activities, and 64.5% of them had no background in special or inclusive education courses (Liu & Zhang, 2015). On the other hand, prior research revealed that physical education teachers' experiences were important determinants of their confidence in teaching inclusive PE and the caliber of their PE curriculum (Fletcher, Mandigo, & Kosnik, 2013).

Table 4. 6: Relationship between teacher related-factors and the implementation of inclusive PE

Correlations

		Teacher related-factors	Inclusive PE
Teacher related-factors	Pearson Correlation	1	.449**
	Sig. (2-tailed)		.000
	N	145	145
Inclusive PE	Pearson Correlation	.449**	1
	Sig. (2-tailed)	.000	
	N	145	145

*. Correlation is significant at the 0.01 level (2-tailed)
**. Correlation is significant at the 0.05 level (2-tailed).
Source: Primary Data (2022)

4.4.3 Relationship between pupil related-factors and the implementation of inclusive PE

According to the findings in Table 4.7 below, the adoption of inclusive PE was significantly and strongly positively correlated with pupil-related factors ($r=0.667$, $p<0.01$). Given that $r^2 = (0.667)^2 = 0.445$, it can be concluded that, when controlling for all other independent variables, pupil-related factors increased the adoption of inclusive PE in Lira City by 44.5%. This is in consonance with a recent study which indicated that girls had higher favorable attitudes toward inclusive PE than boys (Wang & Qi, 2020). In contrast, the results do not align

with other research that showed pupils with disabilities were less likely to participate in inclusive PE because of pupils' negative views (Liang *et al.*, 2022). This could be attributed to teachers' lack of formal training in inclusive PE and inappropriate teaching strategies, such as excluding pupils with disabilities from cooperative activities, which ultimately contributes to pupils' unfavorable attitudes (Wang et al., 2015).

Table 4. 7: Relationship between pupil related-factors and the implementation of inclusive PE

Correlations

		Pupil related-factors	Inclusive PE
Pupil related-factors	Pearson Correlation	1	.667*
	Sig. (2-tailed)		.000
	N	145	145
Inclusive PE	Pearson Correlation	.667*	1
	Sig. (2-tailed)	.000	
	N	145	145

*. Correlation is significant at the 0.01 level (2-tailed).

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data (2022)

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

This study was conducted to evaluate the institutional, teacher, and student-related variables that affect the implementation of inclusive physical education in Lira City, Northern Uganda. The following inferences can be made in light of the findings:

1. The majority of the primary schools in Lira City discovered that institutional factors like big classes, a lack of physical education time on the schedule, and scarce resources for inclusive PE were the biggest obstacles to its implementation. However, it was discovered that inclusive PE implementation was successful in schools that had the resources to enhance educators' knowledge and comprehensive inclusive PE curricula. As a result, there was a significant strong positive relationship between institutional factors and the implementation of inclusive PE.
2. In relation to teacher-related factors, lack of training and study on inclusive PE at all level of education, negative attitude towards inclusive PE, and unpreparedness by PE teachers were the greatest obstacle to inclusive PE implementation Primary schools in Lira City.
3. Concerning pupil-related factors, it was discovered that the biggest obstacles to implementing inclusive PE in Lira City's primary schools were low interest in physical activity, disruptions of PE lessons, and dislike for inclusive PE activities. However, PWDs who had a positive outlook, high self-esteem, and levels of confidence actively participated in inclusive PE. As a result, there was a strong, positive relationship between the

implementation of inclusive PE and pupil-related factors.

5.2 Recommendations

5.2.1 Recommendations for policy

The following suggestions can be made based on the findings;

4. To take into account the various needs of pupils, it is advised that school administration plan fun raising events at the school level and lobby government organizations to support the purchase of the necessary facilities and equipment for inclusive PE in classrooms. Additionally, the Ministry of Education and Sports is urged to modify or add more PE lesson periods to the weekly schedule. The pupils will have more time to practice a particular skill that has been thoroughly taught as a result.
5. It is advised that physical education teachers have the creativity to teach inclusive PE lessons using inexpensive materials and be able to select a variety of simple and direct activities that meet the needs of the pupils.
6. To ensure the implementation of inclusive PE is successful, the Ministry of Education and Sports, head teachers, and all other stakeholders are advised to encourage and motivate PWDs by creating PE curricula that are adaptable to accommodate the various needs of pupils and give all pupils an equal opportunity to learn.

5.2.2 Recommendations for Future Research

The following areas were suggested for further study.

1. Future studies could focus on teacher preparation in adoption of inclusive physical education in regular schools.
2. A study could be carried out to investigate the influence of pupils with disabilities home background on their participation in PE lessons in schools.

REFERENCES

Amin, M. E. (2005). *Social Science Research: Conception, Methodology and Analysis.* Kampala: Makerere University Press.

Bandura, A. (2009). Social cognitive theory of mass communication. *In Media effects*, (pp. 110-140). Routledge.

Beamish, W. & Saggers, B. (2014). *Strengthening social and emotional learning in children with special needs. Health and wellbeing in childhood, 303-315.* Sweden: Cambridge University Press.

Bertills, K., Granlund, M., & Augustine, L. (2019). "Inclusive teaching skills and student engagement in physical education." *In Frontiers in education*. Frontiers Media SA. In Frontiers in education, (Vol. 4, p. 74).

Block, M. E. (2007). Inclusion in physical education: A review of the literature from 1995 2005. *Adapted physical activity quarterly*, 24(2), 103.

Block, M. E. (2016). *A teacher's guide to adapted physical education*. Paul H. Brookes Publishing.

Callcott, D. H. (2015). The synergistic effect of teaching a combined explicit movement and phonological awareness program to preschool aged students. Early Childhood Education Journal, 43(3), 201-211. *Early Childhood Education Journal*, 43(3),201 211.

Collier, D. S. (2004). The quest for standards: King, Keohane, and Verba's designing social inquiry. Rethinking social inquiry: Diverse tools, shared standards, 21, 21-26. *Rethinking social inquiry*, 21, 21-26.

Creswell, J. (1994). *Research Design: Qualitative & Quantitative*

Approaches. Thousand Oaks, California: Sage publication, California: Sage publication.

de Vera Mouliaá L. R. (2023). Can Physical Education Improve Attitudes towards Disability? *Curr. Res. Psychol. Behav. Sci. CRPBS.* 4:1–5.

Ekwan, R., Bua, E., Nantale, R., Opito, R., Abingwa, P., Sserwanja, Q., & Mukunya, D. (2023). Uptake of prostate cancer screening and associated factors among men aged 50 years and above in Lira city, Uganda: a cross-sectional study. *BMC Public Health*, *23*(1), 1-8.

Elo S, K. M. (2014). Qualitative Content Analysis: A Focus on Trustworthiness. *Sage Open*, 4: 1-10.

Emong, P., & Eron, L. (2016). Disability inclusion in higher education in Uganda: Status and strategies. *African Journal of Disability*, 2226-9220.

Fletcher, T., Mandigo, J., & Kosnik, C. (2013). Elementary classroom teachers and physical education: Change in teacher-related factors during pre-service teacher education. *Physical Education and Sport Pedagogy*, *18*(2), 169-183.

Flintoff & Fitzgerald. (2012). *Equity and difference in physical education, youth sport and health: A narrative approach (p. 37). London: Routledge.* London: Routledge.

Florian, L. & Pantić, N. (2015). Developing teachers as agents of inclusion and social justice. Education Inquiry, 6(3), 27311. *Education Inquiry*, 6(3),27311.

Florian, L. & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. European Journal of Special Needs

Education, 28(2), 119-135. *European Journal of Special Needs Education,* 28(2), 119-135.

Florian, L. (2012). Teacher education for inclusion. Future directions for inclusive teacher education, 212-220. *Future directions for inclusive teacher education.*

Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British educational research journal*, *37*(5), 813-828.

GAO. (2012). School-Based Physical Education and Sports Programs. *Report to Congressional Requesters. GAO-12-350*, 26.

Garrett, R & Wrench, A., (2012). Identity work: Stories told in learning to teach physical education. Sport, education and society, 17(1), 1-19. *Stories told in learning to teach physical education. Sport, education and society*,17(1), 1-19.

Gregar, J. (1994). *Research design (qualitative, quantitative and mixed methods approaches).* Book published by SAGE Publications.

Grout, H., & Long, G. (2009). EBOOK: Improving Teaching and Learning in Physical Education. McGraw-Hill Education (UK). New York: EBOOK.

Haradhan, M. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. *Munich Personal RePEc Archive.*

Hardman, K., & Marshall, J. (2018). The state and status of physical education in schools in international context. *European Physical Education Review*, 203-229.

Harrison, A. J., McErlain-Naylor, S. A., Bradahaw, E.J., Dal, B., Nunome, H., Hughes, G.T., & Fong, D. T. (2020). Recommendations for

statistical analysis involving null hypothesis significance testing. *Sports biomechanics,* 19(5), 561-568.

Hong, J., Cross Francis, D., Wang, Q., Lewis, L., Parsons, A., Neill, C., & Meek, D. (2020). The role of trust: Teacher capacity during school leadership transition. In *Frontiers in Education* (Vol. 5, p. 108). Frontiers Media SA.

Hunt, P., & McDonnell, J. (2007). Inclusive education. In S. L. Odom, R. H. Horner, M. E. Snell, & J. Blacher (Eds.), *Handbook of developmental disabilities* (pp. 269–291). New York: The Guilford Press. doi:10.1111/j.1468-3148.2007. 00420.x

Jing, Q., & Amy, H. (2012). Inclusion in Physical Education: A review of literature. *International Journal of Disability, Development and Education, 59(3),* 257–281.

Kate, J., & Amanda, C. C. (2010). Barriers to Providing Physical Education and Physical Activity in Victorian State Secondary Schools. *Australian Journal of Teacher Education*. doi:10.14221/ajte.2010v35n8.1

Kayagula, B. (2019). *Implementation of inclusive education programme in public primary schools in Uvinza district council in Tanzania.*

Kayagula, B. (2019). Implementation of Inclusive Education Programme in Public Primary Schools in Uvinza District Council in Tanzania.

Krejcie, R. V. and Morgan, D. W. (1970). *Determining Sample Size for Research Activities.* Mississipi: DARYLE W. MORGAN.

Lewis, K. (2014). Pupils' and teachers' experiences of school-based physical education: A qualitative study. *Nutrition and metabolism*

Research,4(9).

Li, C. X., & Sam, K. L. (2011). Current Situation and Prospect of Inclusive Physical Education in Mainland China: *Asian Journal of Physical Education & Recreation, 17*(1), 31-36.

Liang, X., Li, M., Wu, Y., Wu, X., Hou, X., & Sit, C. H. P. (2022). A socio-ecological approach to inclusive physical education in China: A systematic review. *Frontiers in Public Health*, *10*, 902791.

Lieberman, L. J.-W. (2017). *Strategies for inclusion: Physical education for everyone. Human Kinetics.* New York: Human Kinetics.

Macdonald, K., Milne, N., & Pope, R. (2021). Factors Influencing the Provision of Classroom-based Physical Activity to Students in the Early Years of Primary School: A Survey of Educators. *Early Childhood Education Journal, 49*, 361–373. doi:10.1007/s10643-020-01076-y

Majoko, T. (2019). Inclusion of Children with Disabilities in Physical Education in Zimbabwean Primary Schools. *SAGE Open*, 1–16. doi:10.1177/2158244018820387

Makubuya, T. (2020). Move! Developing Healthy Body and Mind for Children in Uganda: G.W. Publishing Company, Kampala, Uganda. MOES. (2013). *Education Abstract.* Kampala: Uganda publishers.

Martin, J. J. (2013). Benefits and barriers to physical activity for individuals with disabilities: a social-relational model of disability perspective. *Disability and rehabilitation*, *35*(24), 2030-2037.

Metzler, M. (2017). *Instructional models in physical education*. Taylor & Francis.

Mohamed, A., Amri, S., Kok, L.-Y., & Abdullah, B. (2019). Factors Influencing the Implementation Level of Physical Education in Selangor Primary Schools. *International Journal of Academic Research in Business and Social Sciences, 9*(13), 471–479. doi:10.6007/IJARBSS/v9-i13/6898

Morgan, P., & Bourke, S. (2008). Non-specialist teachers' confidence to teach PE: the nature and influence of personal school experiences in PE. Physical Education and Sport Pedagogy, 13(1), 1-29. *Physical Education and Sport Pedagogy*, 13(1), 1-29.

Munck, G. L. (2004). Tools for qualitative research. *Rethinking social inquiry: Diverse tools, shared standards*, 105-121.

Musumba, R. (2018). Institutional factors that influence the implementation of inclusive physical education in primary schools. Retrieved from kerd.ku.ac.ke/123456789/1558.

Mwaura, G. T., (2010). Responding to Challenges of Physical Education in Inclusive. Norway: University of Oslo.

Nakpodia, E. D., & Achugbue, M. D. (2012). Problems encountered in the management of nursery and primary schools in Delta State, Nigeria. *Journal of Public Administration and Policy Research*, *4*(6), 140.

National Council of Sports. (2014). *Physical Education and sports policy.* Kampala: Ministry of Education and Sports.

Obrusnikova, I., Dillon, S. R., & Block, M. E. (2011). Middle school student intentions to play with peers with disabilities in physical education:

Using the theory of planned behavior. *Journal of Developmental and Physical Disabilities, 23,* 113-127.

Odia, J. O. (2009). *Research Techniques, Methods and Implications.* Kampala: Juta and Co. Ltd.

Overton, H. W. (2017). Pedagogies for inclusion of junior primary students with disabilities in PE. *Physical Education and Sport Pedagogy,* 22(4), 414-426.

Pallant, J., (2007). *SPSS survival manual.* London: Open University Press. ISBN 9781742373928.

Park, S. S., Koh, Y., & Block, M. (2014). Contributing factors for successful inclusive physical education. *Palaestra.* 28:42–9.

Patricia, A. M. (2015). *Factors affecting the implementation of Physical Education in the primary school curriculum in government schools in selected primary schools in Chibombo District.* University of Zambia.

Qi, J., & Ha, A. S. (2012). Inclusion in physical education: A review ofb literature. *International Journal of Disability, Development and Education*, *59*(3), 257-281.

Qi, J., & Ha, A. S. C. (2012). Hong Kong physical education teachers' beliefs about teaching students with disabilities: *A qualitative analysis*, 8(8), 3-14.

Richards, J., Foster, C., Townsend, N., & Bauman, A. (2014). Physical fitness and mental health impact of a sport-for-development intervention in a post-conflict setting: randomized controlled trial nested within an observational study of adolescents in Gulu, Uganda.

BMC Public health, 1471-2458.

Rojo-Ramos, J., Gomez-Paniagua, S., Adsuar, J. C., Mendoza-Muñoz, M., Castillo-Paredes, A., Denche-Zamorano, A., & Barrios-Fernandez, S. (2023). Attitudes towards Peers with Disabilities among Schoolchildren in Physical Education Classes. *International Journal of Environmental Research and Public Health*, *20*(5), 3802.

Ruguru, I. B; Madrine, K; Eric, W; Simon, T. (2020). Policy Strategies for Effective Implementation of Inclusive Education in Kenya. International Journal of Educational Administration and Policy Studies, 22-42.

Sekaran, N. C. (2000). Research Methods and Methodology. *American Journal of Industrial and Business Management*, 103.

SEM. (2013). Educating the Student Body: Taking Physical Activity and Physical Education to School. *The National Academies Press*.

Simpson, K., & Mandich, A., (2012). Creating inclusive physical education opportunities in elementary physical education. Physical & Health Education Journal, 77(4), 18. *Physical & Health Education Journal*, 77(4), 18.

Singh, S. (2014). Conducting case study research in non-profit organisations. *Qualitative Market Research*, 77-84.

Spencer-Cavaliere, N., & Watkinson, F. J. (2010). Inclusion understood from the Perspectives of children with disability. *Adapted physical activity quarterly*, 27(4), 275-293.

Strampel, M. (2014). Teacher Perceived Barriers and Potential Solutions to

Implementing Daily Physical Activity in Elementary Schools. Retrieved from https://www.researchgate.net/scientific-contributions/Martin-L-2063839262

Sullivan, J. R. (2012). An appropriate Method of Data Collection for Qualitative Research. *Qualitative Psychology Project*, 438.

Sutherland, S., & Haegele. (2015). Perspectives of Students with Disabilities Toward Physical Education: A Qualitative Inquiry Review. *67(3)*. doi:10.1080/00336297.2015.1050118

Tungaraza, F. D. (2006). Research Report. The Development and History of Special Education in Tanzania, 213-222.

UN. (1978). *Report on the International Year.* London: United Nations, Geneva GE.06.01892 - 3,000 - October 2006 - OIYSP/2006/10.

UNESCO. (2008). Inclusive Education: The Way of the Future. *International Conference Centre, Geneva*. Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48t

UNESCO. (2015). *Handbook of Research on Active Learning and the Flipped Classroom Model in the Digital Age.* LONDON: 10.4018/978-1-4666- 9680- 8.ch017.

UNESCO. (2019). *International Charter of Physical Education, Physical Activity and Sport.* Retrieved from Social and Human Sciences: http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/sport-charter

Vickerman, P., & Coates, J. K. (2009). Trainee and recently qualified physical education teachers' perspectives on including children with

special educational needs. Physical Education and Sport Pedagogy, 14(2),137-153.

Wang, L. (2019). Perspectives of students with special needs on inclusion in general physical education: A social-relational model of disability. *Adapted Physical Activity Quarterly*, *36*(2), 242-263.

Wang, L., & Qi, J. (2020). Effect of student-related factors on their attitudes towards peers with disabilities in physical education: Evidence from elementary schools in China. *Asia Pacific Journal of Education*, *40*(2), 143-153.

Wang, L., Qi, J., & Wang, L. (2015). Beliefs of Chinese physical educators on teaching students with disabilities in general physical education classes. *Adapted PhysicalActivity Quarterly*, *32*(2), 137-155.

Wang, L., Wang, M., & Wen, H. (2015). Teaching practice of physical education teachers for students with special needs: An application of the theory of planned behaviour. *International Journal of Disability, Development and Education*, *62*(6), 590-607.

Wilsona, W., & Theriot, E. (2020). Attempting inclusive practice: perspectives of physical educators and adapted physical educators. *Curriculum Studies in Health and Physical Education*, 187-203. doi:10.1080/25742981.2020.1806721

Zipporah, M., Kadenyi, M., & Maithya, P. (2016). The influence of teacher related factors on the implementation of Physical Education syllabus in primary schools in Manga Sub County, Kenya. *International Journal of Education and Research*, *4*(9).

APPENDICES

APPENDIX I: CONSENT FORM

Research Title; ***Implementation of Inclusive Physical Education in Primary Schools in Lira City, Northern Uganda***

Consent form

I request you to contribute in this study and I kindly request to interview some of you and others will be filling the questionnaires. All the data got from you through this research will be treated with great level of secrecy in accordance with Kyambogo University research guidelines. This means that your name and the position you are holding and your work place will be kept anonymous. Kindly read the consent form below and if you agree sign it.

I am aware of the purpose of the master's project, its advantages, as well as any possible risks, and I am fully willing to participate. I am conscious of the fact that I am under no obligation to continue and that I can leave at any time. Additionally, I am aware that any details I share, including my identity and the names of my faculty or department, will be kept private. Except or this research project, no other uses of the data are planned. I also consent and agree that the questionnaires will be filled and my interview will be digitally recorded and transcribed.

Name……

Phone……

Sign……

Date……

APPENDIX II: QUESTIONNAIRE FOR PE TEACHERS AND OTHER TEACHERS

I am Lmunu Betty Lorah, a Master's of Science in Sports Science student at Kyambogo University. This questionnaire is intended to collect information to assess the factors that influence the implementation of inclusive physical education in primary schools in Lira City.

I kindly request you to answer the questions to the best of your ability. There is no wrong answer. The information given shall be accorded with high level of confidentiality. Indicate your opinion by simply marking with a tick in the space provided and fill in the gaps given accordingly.

SECTION A: SOCIO DEMOGRAPHIC VARIABLES OF TEACHERS

1. Age of respondents (in completed years) ……
2. Sex of respondents 1. Male 2. Female
3. Education level 1. Grade III 2. Diploma 3. Bachelors 4. Masters 5. PhD
4. Marital status 1. Married 2. Single 3. Divorced 4. Widow/widower
5. Work experience (in completed years) …….

Section B: Factors Affecting Effective Implementation of Inclusive PE

Key: 1=Disagree, 2= Not sure, 3=Agree

Institutional factors	**Disagree**	**Not sure**	**Agree**
	3	**2**	**1**
Inadequate facilities and equipment for inclusive PE			
Large class			
Insufficient time for PE on the timetable			
Limited training opportunities to PE teachers			
Limited PE and sport's funding/resources			
Lack of support from the administrators towards inclusive PE			
Negative attitude towards inclusive PE			
No tools to improve educator's knowledge			
Lack of detailed curriculum for inclusive PE			
Teacher Related factors			
Lack of training and study on inclusive PE at all level of education			
Negative attitude towards inclusive PE			
Lack of skills and knowledge of inclusive PE			
Unpreparedness/planning by PE teachers			
Number of experts to teach inclusive PE			
Value of inclusive PE by the teachers			
Pupil Related factors			
Dislike of activity of inclusive PE			
Low interest towards PE			
Peer influence and stigmatization			
PWDs negative perception of participation in inclusive PE			
Low confidence and self-esteem of PWDs			
Disruption of PE lessons by PWDs			

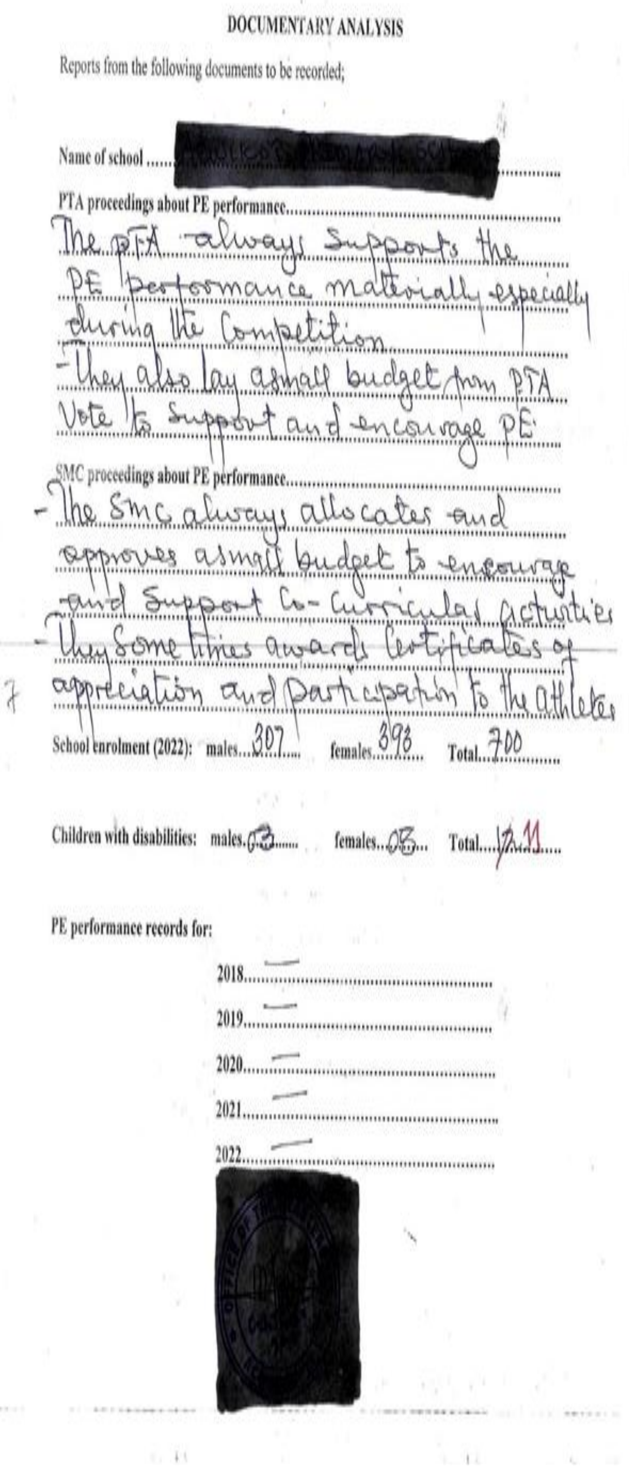
APPENDIX III: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS AND PE TEACHERS

1. How do school/institutional factors hinder effective implementation of inclusive PE in this school?

2. How do teacher factors influence effective implementation of inclusive PE in this school?

3. How do pupil factors hinder effective implementation of inclusive PE in this school?

APPENDIX IV: DOCUMENTARY ANALYSIS



DOCUMENTARY ANALYSIS

Reports from the following documents to be recorded;

Name of school [redacted]

PTA proceedings about PE performance

The PTA always supports the PE performance materially especially during the Competition

- They also lay a small budget from PTA Vote to support and encourage PE.

SMC proceedings about PE performance

- The SMC always allocates and approves a small budget to encourage and support Co-curricular activities
- They sometimes awards Certificates of appreciation and Participation to the athletes

School enrolment (2022): males 307 females 393 Total 700

Children with disabilities: males 03 females 08 Total ~~12~~ 11

PE performance records for:

2018 —

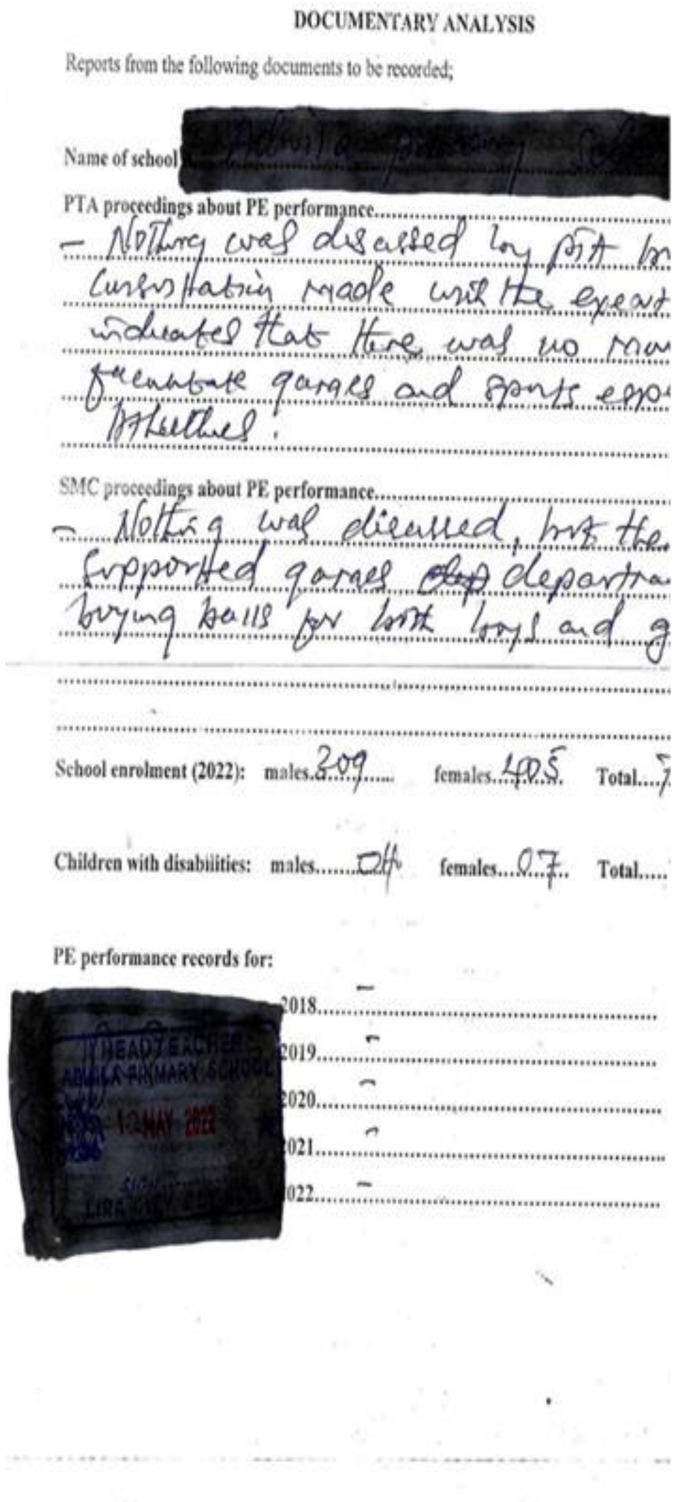
2019 —

2020 —

2021 —

2022 —

[redacted]



DOCUMENTARY ANALYSIS

Reports from the following documents to be recorded;

Name of school [redacted]

PTA proceedings about PE performance

- Nothing was discussed by PTA but consultation made with the expert indicated that there was no [...] adequate games and sports equipment [...] athletics.

SMC proceedings about PE performance

- Nothing was discussed, but the supported games department [...] buying balls for both boys and g[...]

School enrolment (2022): males 209 females 405 Total 7[...]

Children with disabilities: males 04 females 07 Total ....

PE performance records for:

[redacted]

2018 —

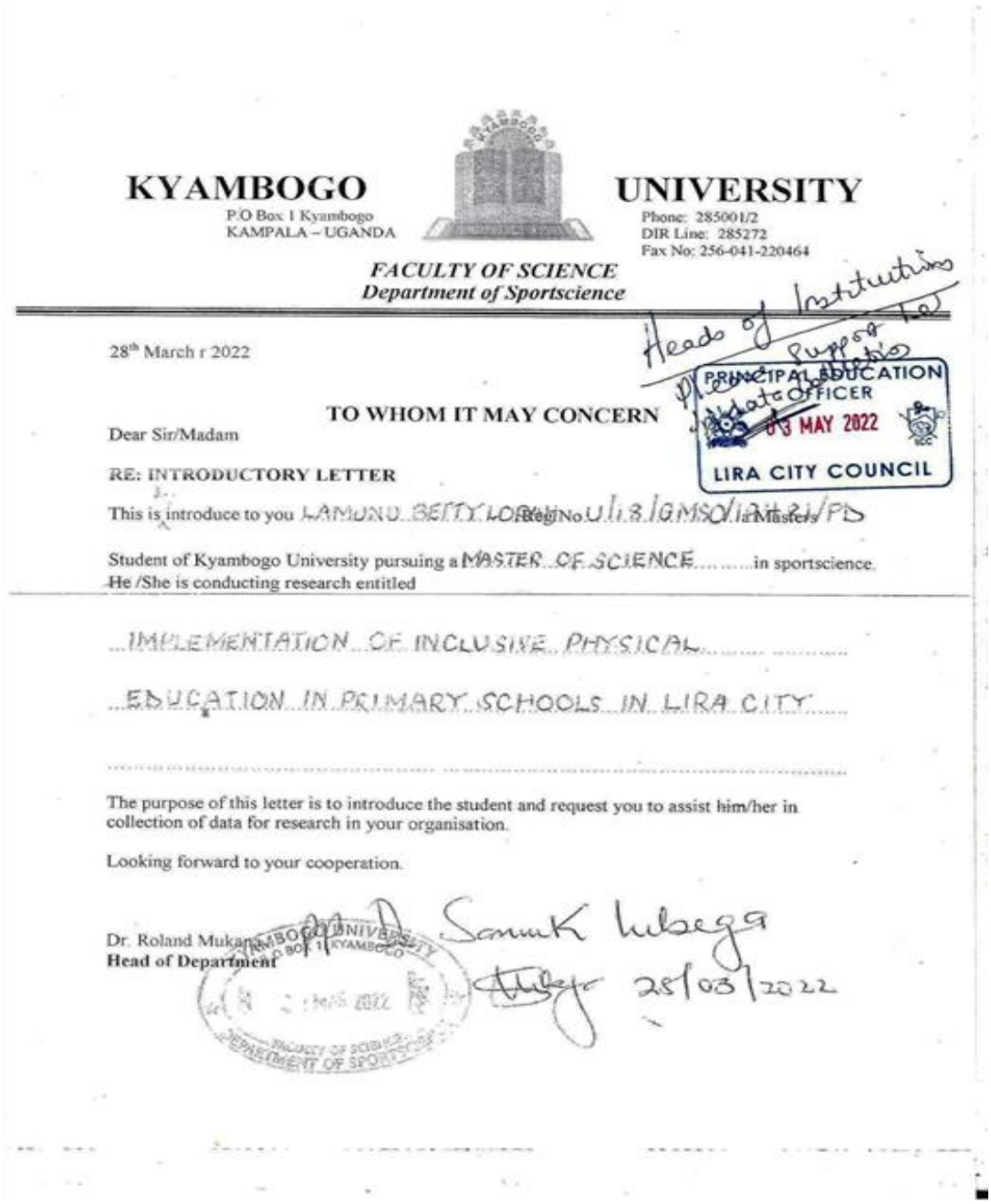
2019 —

2020 —

2021 —

2022 —

APPENDIX V: INTRODUCTORY LETTER



KYAMBOGO UNIVERSITY

P.O Box 1 Kyambogo
KAMPALA – UGANDA

Phone: 28500 1/2
DIR Line: 285272
Fax No: 256-041-220464

FACULTY OF SCIENCE
Department of Sportscience

Please Head of Institutions Support this

28th March r 2022

PRINCIPAL EDUCATION OFFICER
03 MAY 2022
LIRA CITY COUNCIL

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER

This is introduce to you LAMUNU BETTY LORNA Reg No U13/GMSC/23121/PD a Masters

Student of Kyambogo University pursuing a MASTER OF SCIENCE in sportscience.
He /She is conducting research entitled

IMPLEMENTATION OF INCLUSIVE PHYSICAL EDUCATION IN PRIMARY SCHOOLS IN LIRA CITY

The purpose of this letter is to introduce the student and request you to assist him/her in collection of data for research in your organisation.

Looking forward to your cooperation.

Dr. Roland Mukan
Head of Department

KYAMBOGO UNIVERSITY P.O BOX 1 KYAMBOGO
FACULTY OF SCIENCE DEPARTMENT OF SPORTSCIENCE

Samuk kubega
28/03/2022

APPENDIX VI: KREJCIE AND MORGAN 1970 TABLE FOR DETERMINING SAMPLE SIZE

TABLE 1
Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

APPENDIX VII: MAP OF UGANDA SHOWING THE LOCATION OF LIRA CITY

LIRA CITY