

# Investigating The Challenges Facing The Asante Akim Central Municipal Basic School Teachers In The Teaching Of Physical Education

Ishmael Owen Opoku

Department of Physical Education and Sports, Konongo Odumase Senior High School,  
Ghana

*Abstract: The teaching of Physical Education which is part of the educational and teaching processes has many positive effects on the individual. The subject is a discipline that most teachers in basic schools admired but due to the numerous challenges, they have lost interest in the teaching of the subject. This study seeks to ascertain the challenges facing basic school teachers in the Asante Akim Central Municipality in the teaching of Physical Education with the emphasis on professional qualification, class enrolment and the geographical location of the school. It also explains how the said challenges can be overcome. Interview involving ten (10) basic school teachers in the Municipality were conducted. The participants included both male and female teachers with an average of 13 years of teaching experience. Even though the findings show that professional qualification, class enrolment and the geographical location of a school hinder the teaching of Physical Education, other factors such as lack of equipment, teachers' handbook, and textbooks for Physical Education and teachers and pupils' negative perception towards the subject were also unveiled as challenges. Regardless, the government through the Ministry of Education and the Ghana Education Service should help provide adequate materials and resources to basic schools and also mandate officers to strongly monitor the teaching of Physical Education in basic schools. Notwithstanding, the results further revealed that male teachers do well in the teaching of Physical Education as compared to their female counterparts.*

**Keywords:** Challenges, Physical Education, Teachers, Teaching.

## I. INTRODUCTION AND BACKGROUND TO THE STUDY

Teaching is an art in which a teacher based on knowledge and experiences puts the subject matter before the students in a meaningful manner (Mosston&Ashworth, 1986). However, the teaching of Physical Education (PE) which is part of the educational and teaching processes, where high values are set for physical activity and have many positive effects on the individual must not be neglected (Martyniuk & Tucker, 2014). According to Hardman (2008), the subject has been given minimum attention in basic schools in recent times in areas such as Ireland and South Africa, where (PE) is not presented per time allocation as stated in the revised national curriculum statement. Meanwhile, with the general education systems, a

majority of countries (89% primary schools; 87% secondary schools) have legal requirements for PE in schools (Hardman, 2008).

For every child to become an integrated or holistic person, that child needs to go through learning of some subjects in schools of which Physical Education (PE) plays a very key role (Hardman,2008). According to Colquitt, Walker and Longdon et al. (2008), Physical Education helps children acquire knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. However, being physically active in your life is associated with reduced risk of adverse health complications in humans' life including cardiovascular diseases, an increase in stress, depression and obesity (Both, Roberts &Laye, 2012). Besides,

it boosts the immune system; promotes physical and mental health (Basterfield et al., 2014).

Research indicates that teaching and learning PE in schools promotes health and contributes to academic performance (Trudeau & Shepherd, 2008) based on better cognitive functioning (Sibley & Etnier, 2003). Teachers in the educational field in general face many challenges in the teaching of the subject because of the stress (such as preparation of teaching notes and teaching a large class) on them in front of wide responsibilities (Faedi, Jalal & Erak, 2010). The teachers have been assigned to carry out and adopt society's objectives and to transform them into the present and future generations through schooling with multiple activities that help the child to become a citizen who has a sense of belonging, adjustment and integrated personality (Qutami, 2005).

Consequently, teaching and learning in schools rely on the teacher who prepares the generations to achieve future goals. There is no doubt that the physical education programme carries a primary significance among the entire student body with all their differences, status and experience. Thus, the teacher is the foundation stone in learning and teaching, and the most important factor in the education process (Abedalhafiz, 2012).

Kempermann (2008) noted that participating in physical activity and PE lessons in early life optimize brain functions that involve memory and influences an individual's learning capability throughout the life span. Similarly, Zo'ubi (1992) also pointed out the influencing factors that inhibit the teaching of the subject. Zo'ubi mentioned that the educational system; physical education general objectives, teachers, students, parents, teaching approaches, and physical education capabilities affect the teaching processes. Relating the two, there is a belief that, when you teach (PE), it positively affects the life of an individual but some factors are undermining the teaching of the subject in schools. Therefore, this requires the availability of effective and influential measures that will help in the easy delivery of the subject.

Abedalhafiz (2009), sees the most serious problem facing school's physical education to be unavailability of physical education specialized schools and the least serious problem is soliciting assistance from other teachers' experience who are not qualified in managing internal and external physical education activities. On the other hand, Nyakweba (2005) sees it from a different angle. The researcher asserted that decreasing in the teaching time and curriculum, shortage of equipment, negative view of other teachers as well as students and guardians about physical education affects the teaching of PE. Meanwhile, there are no specialized (PE) basic schools in Ghana as proposed by Abedalhafiz; therefore, there is the need to get competent and knowledgeable teachers in the field of (PE) to handle the subject in basic schools.

Some scholars and researchers have lamented that the early years are important for developing fundamental motor skills that, in turn, contribute to the optimal development of physical capacities, yet only 60% of African countries implemented PE programs following policy (Hardman, 2008). Consequently, The Ministry of Education in Ghana (MOE) (2019), has come out with a National plan of physical education and recreation expressing that physical education

aims to make every child physically, mentally and emotionally fit and to develop personal and social qualities that promote a cordial relationship with others and to build a good citizen. In addition, the American College of Sports Medicine (2016) maintained that sports and PE contexts provide children with experiences that allow them to cope with lifespan challenges. These groups suggest that PE should be significantly taught in schools with or without challenges to have an impact on the lives of the students.

Notwithstanding the MOE's aim, Sofo and Asola (2016) asserted that lack of qualified personnel, lack of time, lack of support from other teachers, and inadequate facilities/equipment are the major barriers to teaching primary physical education in Ghana. On the other hand, other researchers were of the view that most of the teachers lack the confidence and the knowledge to explain and demonstrate activities for pupils to perform (Kinnunen & Lewis, 2013). The researchers emphasized that most teachers are not competent enough to handle the subject and this has been a challenge in the teaching of the subject in schools. Therefore, the present study will investigate the challenges in the teaching of (PE) in basic schools emphasizing the class enrolment, the geographical location of the school and the professional qualification of the teachers.

The actual situation of physical education in the Asante Akim Central Municipality (AACM) reveals the dire and urgent need for the study of the challenges that basic school teachers face when teaching the subject. The researcher noticed this problem through his work as a PE tutor at a Senior High School (SHS) and a coach in the Municipality, through scouting for prospective athletes for his school and club during midterm holidays. Through the knowledge, technical and experience, the researcher observed the challenges teachers in AACM face in teaching PE. Some of them include; class enrolment, accessibility of playing area by some schools and inadequate knowledge of the subject matter by the teachers. Consequently, this reality has encouraged the researcher to study such challenges according to their priorities and to suggest possible measures to curb the situation.

Sofo and Asola emphasized the perceived barriers to PE in Ghana primary schools only as lack of resources, lack of time, lack of support from other teachers and lack of adequate training. Most teachers are not competent enough to handle the (PE) in schools as a major challenge was said by Kinnunen and Lewis. Moreover, Sofo and Asola hypothesized that further studies are needed to find other barriers to the quality of (PE) in primary schools and finally made a recommendation of using a qualitative survey for further researches.

Despite this, the present study intends to top up the knowledge by investigating the challenges facing the teaching of (PE) in Asante Akim Central Municipal basic schools and look out for possible measures to curb the situation. Sofo and Asola used a quantitative method in their study, therefore, a qualitative survey would be employed in this present study for participants to be probed, interviewed and bring out more information about a question.

As a result, the study will add to the body of knowledge on how teachers and school authorities should treat PE in the schools' curriculum and value it as other academic subjects

like Mathematics, Science, and English. In addition, it will also help policy-makers, implementers, educators, non-governmental organizations, health authorities to help educate communities, families and parents on the effects and significance of exercise and physical activity on the health of every individual. Moreover, the researcher also hopes that this study would stimulate further research studies in other communities and institutions and to know the effects of the teaching of physical education on the individual.

## II. CHALLENGES IN THE TEACHING OF PHYSICAL EDUCATION IN BASIC SCHOOLS

Educational planners do not attach due importance to the subject of physical education. Compared with other curriculum subjects such as Mathematics, Science and English, PE has a relatively low status (Yao & Jin, 2005). The general misconception is that (PE) is not as important as other academic subjects and also it is for low-minded or academically weak people. This was noticed when the researcher went for the scouting of the prospective athletes in the AACM. In Ghana, the fact that (PE) is not an examinable further demeans the subject in the eyes of students and staff (Ammah & Kwaw, 2005).

Although enough training is given to basic school teachers in their various colleges, there are still numerous challenges that teachers face when they teach (PE) in the schools they have been posted to. However, while research on the consequences in teaching PE reveal that most of the teachers lack the confidence and the knowledge to explain and demonstrate activities for pupils to perform (Kinnunen & Lewis, 2013), Jenkinson and Benson (2010), also maintained that lack of training and confidence are some teacher-related barriers to teaching PE and lack of student interest and motivation are student-related factors that often impede the teaching of (PE).

Nonetheless, Hardman (2009) contends that barriers like lack of qualified personnel, lack of time, marginalization of the subject, and inadequate facilities/equipment affect the teaching of the subject. On the other hand, Albedalhafiz (2012), points out that viewing the physical education class dimension is the most serious obstacle, while the psychological and incentive dimension is the least severe obstacle. Besides, experience, educational qualification and education type variables influence the teaching while other school's physical education obstacles are not affected by the school location variable. This however determines the extent at which (PE) suffers as a curriculum subject in schools.

Hardman (2008) discovered that the status of (PE) was low and the subject was in grave danger of been sidelined. This is due to curriculum time and lack of adequately prepared teachers, the poor state of facilities and negative perception from teachers, students and parents. On the other hand, Shehu (2009) contends that inadequate funding and deficiency of essential resources coupled with the perception of (PE) as a non-intellectual subject have seriously devalued its status. While Hardman and Shehu were talking about the obstacles undermining the teaching of (PE), Wanyama (2011) illuminated how the said challenges can be overcome. He

maintained that knowledge and understanding of these experiences may be of great help to education officials, curriculum planners and school boards. It may help them to devise better ways of supporting PE teachers and to provide professional development opportunities that would assist them to improve their professional practice as well as to make PE an enjoyable subject to students.

The provision of quality Physical education is greatly hampered by the lack of adequate qualified teaching personnel for (PE) classes (Wanyama, 2011). Ammah and Kwaw(2005) contend that the status of teachers in basic school teachers particularly in the villages lacks professionalism in the way they go through their jobs. In this regard, many teachers suffer from a crisis of confidence when teaching the subject (PE) (Cook, 2005). Some teachers are of low quality and may not be adequately trained to provide (PE) content that is relevant to student's lifestyles (Ammah & Kwaw, 2005).

Similarly, class size is an important issue for teaching (PE) (Wanyama, 2011). Research indicates that students learn conveniently and benefit from small class experiences because a small class is superior in terms of students' reactions, teachers' morale and quality of the teaching environment (Hickey, 2003). Due to the introduction of the free education system in Ghana, schools in the AACM have large classes. Basic schools contain students from 40-50 per class (AACM Education Directorate, 2019). In this situation, teachers face the challenge of teaching these large classes with minimal facilities and equipment. Besides, a class of 40-50 students could need considerable investment in balls, bibs, nets and other facilities to ensure that (PE) is taught adequately. Despite this class size should be reduced to 20 students (Myton, 2003).

Nonetheless, some schools have a very big student population but a small area of land so limited facilities pose a very big challenge. Some schools have sloppy lands while others are situated on mountains, hills and waterlogged. Due to the nature of their lands, they do not have playing fields and building other facilities to improve (PE) teaching. So these schools tend to book facilities outside the school for (PE) programmes (Wanyama, 2011). Notwithstanding that, more researches should be done to eradicate these challenges to improve (PE) teaching in basic schools in Ghana.

In Ghana, successive governments have either covertly or overtly neglected the subject or relegated it to the background. The government does not show full commitment to the subject area, so budgetary allocation to the sector, is woefully inadequate (Ammah & Kwaw, 2005), while the subject is compulsory in the Ghana Education Service (GES). The subject (PE) forms an integral part of learning activities that go on in schools and for that matter, it should not be neglected despite the challenges teachers face when teaching it.

Regardless, this present study will rely mostly on the inadequate knowledge of the subject matter by the teachers, class enrolment (class size) and also test if the geographical location of schools in AACM hinders the teaching of PE in the municipality.

## RESEARCH QUESTIONS

- ✓ What Challenges do basic school teachers in Asante Akim Central Municipality face in the teaching of Physical Education?
- ✓ How do gender and age of teachers influence the teaching of Physical Education in the basic schools in the Asante Akim Central Municipality?
- ✓ How do professional qualifications, class enrolment and geographical location of a school affect the teaching of PE in basic schools in the Asante Akim Central Municipality?
- ✓ What possible measures can be taken to eradicate the challenges in the teaching of PE in basic schools?

## III. METHOD

### RESEARCH DESIGN

This current study is designed to investigate the challenges Asante Akim Central Municipality (AACM) basic school teachers face in the teaching of Physical Education, emphasizing professional qualification, class enrolment and schools' geographical location. The study employed a qualitative approach with semi-structured interviews which helped in gathering detailed information on the research questions; general factors affecting the teaching of (PE), how gender and age affect the teaching, how professional qualification, class enrolment and school's geographical location affect the teaching of (PE) and the possible measures to be taken to eradicate the challenges in teaching (PE).

### SAMPLING AND PARTICIPANTS

A purposeful sampling technique was employed for the current study. This enables the researcher to get a piece of reliable information from the participants. This also aided in the selection of information-rich individuals whose experiences amply illuminated the questions being studied (Patton, 2002; Nolan Jr. & Meister, 2000). In the study, an interview involving ten (10) public basic school teachers in AACM was employed. The study included both male and female teachers to ensure gender balance. According to Patton (2002), information-rich, informants produce insights and in-depth understanding and not empirical generalizations. Also, Gall et al., (2007) emphasized that purposeful sampling doesn't aim to achieve population validity besides; participants in purposive sampling can manipulate the data being collected. Moreover, purposive sampling is highly prone to researchers' biases no matter what type of method being used to collect the data (Creswell, 2013).

Despite this, teachers in the public basic schools in the AACM who availed themselves were chosen. Participation was limited to public basic school teachers in the AACM only. Ethical issues were explained to the participants before the interview. Issues of anonymity and voluntary participation were observed.

Semi-structured interview involving ten(10) public basic school teachers in AACM were conducted to examine the

challenges the teachers face in the teaching of (PE), how age and gender affect the teaching of (PE), how professional qualification, class enrolment and school's geographical location affect the teaching of (PE) and possible measures needed to eradicate the challenges of teaching (PE). Opie (2004) supports the use of semi-structured interviews because they have an overall shape, which helps to avoid aimless ramblings. In this regard, telephone interviews were used since they have the advantage of reaching a wider audience especially when the sample is geographically dispersed and this enriches the study without the necessity of travelling (Gall et al, 2007). Apart from enabling data to be gathered very fast, telephone interviews also allow coding and analysis of interview data to begin almost immediately (Merriam, 2002). Though telephone calls were costly, their advantages and convenience tend to outweigh the costs. Travelling through the towns and villages in the AACM to conduct face-to-face interviews was most ideal; however, cost implications made it impossible to do. All the interviews were carefully recorded, transcribed verbatim into themes and then analyzed.

### INTERVIEW GUIDE

A semi-structured interview was adopted for the present study. Probes and prompts were included and deviations from the main probes were allowed. This assisted the teachers to explain particular points in detail and shared their experiences. The questions asked and the justifications for each of the questions are explained in table 1 below.

Question	Justification
How did you get into the teaching profession? What are some of your enjoyable moments in the teaching career? What subject do you enjoy teaching?	These questions were asked to know from the participants the background of their profession, whether they enjoy the teaching profession or not and the subject they enjoy teaching. This helped to usher the participants into the interview and create an expectation for the questions that followed.
What makes you enjoy teaching?	To identify reasons why participants like teaching (PE).
How do you assess the teaching of Physical Education?	To find out whether participants have background knowledge about the subject or not.

Table 1: Questions used and Justifications during the data collection

Do you encounter any challenges in teaching (PE)?	To find out if the participants have difficulties in teaching (PE).
What are the challenges in teaching (PE)?	To know from the participants the factors undermining the teaching of (PE).
Could you explain how the challenges mentioned affect or undermine the teaching of (PE)?	To let the participant elucidate how the factors mentioned hindering the teaching of (PE).

How can professional qualification, class enrolment and the geographical location of a school hinder the teaching of (PE) in schools?	To let participants explain the extent to which professional qualification, class enrolment and geographical location of a school affect the teaching of (PE).
What can be done to eliminate the challenges undermining the teaching to ensure proper teaching of (PE)?	To let participants examine some of the possible measures that can be used to eradicate the challenges.
How can age and gender affect the teaching of (PE)?	To let the participants explain how the teacher's age and gender affect (PE) teaching To find out the profile of the participants as well as teaching experience in the profession
What is your age? May I know your gender? How many years have you been in the teaching profession? Do you have any issues to say concerning the teaching of (PE)?	To provide an opportunity for the researcher and the participants to share any other information on the teaching of (PE).

data but paved the way for verbatim information to be maintained.

Considering the thematic themes which were grouped into two. The first was the challenges in teaching (PE) in basic schools while the second was the possible measures that can be used to curtail the challenges. The first theme consisting of six (6) categories and the second theme consisting of two categories are shown in table 2 below.

Theme	Category	Responses	
1. Challenges facing teachers	Lack of teaching and learning materials	No teachers' guide	4x
	Lack of resources	No textbooks	6x
	Geographical location	No playing fields	8x
		No qualified personnel	7x
	Class enrolment	To construct good fields for PE programmes	8x
		Makes class control difficult	6x
Professional qualification	Teachers do not have adequate knowledge on the subject.	6x	
2. Measures to curtail the challenges	PTA, Municipal Assembly, and NGO's Government	Should help provide equipment and facilities for schools	6x
		Should implement the 9 <sup>th</sup> principle of Guggisberg to ensure more playing fields.	5x

Table 2: Thematic themes` categories and responses

#### DATA COLLECTION PROCEDURE

Interviews were conducted by the lead researcher through phone calls. Before the interviews started, participants were made known of the purpose of the study, the nature of data collection procedures, how the data will be handled and stored. Permission to record the interviews was sought from the participants before the interviews started. Pseudonyms were used to represent an individual's names for privacy sake with each transcript named, 1 to 10. The interviews lasted between 30 to 40 minutes after which participants were thanked for their cooperation. After the transcription, the transcripts were sent back to the participants to confirm if they represented what they said during the interview as a form of validity. However, anonymity and assurance of confidentiality from the researchers enabled the participants to freely express their views. This helped removed biases associated with the study.

#### DATA ANALYSIS

The recorded phone call interviews were transcribed verbatim immediately after the interview. Following Ritchie, Spencer and O'Connor's (2003) Analysis Method Framework, an initial theme based on the two main themes of the interview guide was identified. Thereafter, an index with subthemes based on the two headings (knowledge on the challenges in teaching (PE) and appropriate measures needed to be taken to eradicate the challenges) was generated. Later on, they were sorted through thematic charting, a process that reduces the

#### IV. RESULTS AND FINDINGS

##### DEMOGRAPHIC RESULTS

The teachers in the study were from 25 years to 50 years. There were 4 (40%) females and 6 (60%) males. Out of these, 7 (70%) had been in the profession for more than ten (10) years while 3 (30%) had been in the profession for less than ten (10) years. The participants had an average of 13 years of teaching experience. All of the respondents were professional teachers. Thus, they attended a teacher training college to acquire a teaching certificate.

##### INADEQUATE TEACHERS' GUIDE AND OTHER RESOURCES

The majority (80%) of the participants said the teaching of physical education is something they admired but due to the numerous challenges, they have lost interest in the subject. To all the ten (10) participants, the schools do not have teachers' guides, textbooks and other resources for teaching (PE). A participant asserted that when he needed some resources required imparting knowledge and he is not getting them and as a result, the children are not getting the required knowledge of what is being taught, it becomes a challenge to him. Notwithstanding, 1/3 of the participants maintained that the subject is not on the school time table, hence, they do not teach at all in the school. The other 2/3 said they have it on the timetable but most of the time uses it for other academic subjects like Mathematics and Science. One participant pointed out that, the (PE) periods are normally used for grounds work and debate competitions in the school.

Again, the respondents contend that the headteachers and some other staff members have negative perceptions on the subject and discourage teachers who teach it. Two teachers asserted that the heads and the teachers will tell you to rather concentrate on other academic subjects because it is not examinable at the end of basic education.

Furthermore, all the participants responded that professional qualification does affect the teaching of (PE) in basic schools. They maintained that most teachers do not have adequate knowledge of the subject matter; they, therefore, find it difficult to teach it. One participant pointed out that, what he acquired from college was mainly theoretical so when he came out he had *the privileged of being attached to a qualified (PE) person whose name was Mr. Eshong. This man took him through more practical drills in both volleyball and handball games so now he is perfect in these areas.*

On the other hand, 80% of the participants were of the view that facilities play a key role in the teaching of the subject but they lack them which do not allow them to teach the subject. Four participants maintained that they do not have playing field to do (PE) programmes due to the hilly nature of the school land. Two also asserted that their school fields are undulating and others saying their schools are sited at the waterlogged areas which do not encourage (PE) teaching during rainy seasons. In this regard, 100% of the participants agreed that the geographical location of the school affects the teaching of (PE). Nevertheless, a participant responded that his school does not have a playing field. As a result, they travel a distance to other schools to have (PE) lessons. According to the participant, this creates lots of inconveniences because the students walk by the roadside where vehicles pass, and sometimes too you get to the school where the owners are also using their field for other activities.

Also, the participants responded that class enrolment hinders (PE) teaching. Two participants responded that teaching a sizable (smaller) class size may enable a teacher to reach all students with small or few numbers of teaching-learning materials. Also, class control becomes very easy as compared to the large class size. For instance, if you will need 10 balls for a class of 20 when teaching a class of 40-45, you may need about 20-22 balls, a participant maintained. This may affect the teacher's output and does not make learning effective. Regardless, two participants suggested that, if class enrolment will be 20-25, it will make the teaching of (PE) lively and class control will also be easier to enhance effective teaching of the subject. A participant stated clearly that, *(PE) involves a lot of movement that teacher needs to be alert always to ensure students or pupils are safe and concentrate on the lesson.*

More so, 2/3 of the respondents agreed that the age of a teacher does affect the teaching of (PE) while 1/3 said it does not undermine (PE) teaching. 66% of the respondents supported that; a teacher needs to demonstrate some activities for children to perform. Thus, a teacher needs to bend, do astride jumping and some vigorous physical activities in (PE) lessons. But when a teacher is above 50 years or getting to the retirement age, the teacher may find it difficult to go through a lot of vigorous physical activities that affect the lesson. The 2/3 maintained that children become more lively and happily in class when they see their teacher taking an active and full

part in the lesson. When the teacher is old, he will go and pockets during (PE) lessons and just issues instructions without taking an active part in the lesson. On the other hand, 33% argued that age does not matter when teaching (PE). A participant supported that her *(PE) tutor in college was about 55 years but was active and healthy to do vigorous physical activities when teaching (PE). So if someone is interested in teaching the subject, age cannot be a barrier.*

On gender, 2/3 of the respondents agreed that gender hinders (PE) teaching. The respondents pointed out that male teachers do well as compared to female teachers during the teaching of (PE). A participant asserted that because of lack of interest on the part of the women and misconceptions that (PE) makes women develop masculine features; do not encourage them to teach the subject. Most women after getting married and given birth put on weight and some also become fat which discourages them from wearing (PE) kits. These personalities feel shy to put on (PE) kits thinking that their body parts will be exposed. Since society frowns against these behaviours, it put them away from teaching the subject.

#### V. MEASURES THAT CAN BE TAKEN TO ERADICATE THE CHALLENGES IN TEACHING (PE) IN BASIC SCHOOLS

There is evidence that some schools do not have the subject on their timetable and those who have also sacrificed the periods for other subjects and sometimes too for grounds works (Ammah & Kwaw, 2005). Consequently, 90% of the participants asserted that there should be serious monitoring on the teaching of the subject by the Ghana Education Officers to see whether basic school teachers teach it or not. On the part of the Government, all respondents contend that the Government should do well to provide schools with teaching learning materials such as teachers' guide, (PE) textbooks, balls, jerseys and other resources to make teaching of the subject effective in schools. Again, all respondents pointed that; there should be in-service training on (PE) for basic school teachers on regular basis. Teachers should be taught how to teach practical (PE) lessons in order to get adequate knowledge of the subject matter so that they can teach it effectively. A respondent lamented that, *five years ago, there was an in-service training on cricket game in the AAC Municipality and it really benefited her a lot.* This aided her to teach the game without difficulty. The respondent maintained that if such training happens on regular basis, a lot of teachers will be interested in teaching the subject.

Additionally, the participant suggested the implementation of the 9<sup>th</sup> principle of the Sir Gordon Guggisberg's sixteen principles which states that "*Organised games should form part of the school life, therefore all schools should have playing fields*". To elucidate, Sir Gordon Guggisberg's principles were the foundation for education ordinance of 1925 in the Gold Coast, now Ghana (McWilliam & Kwamena- Poh, 2005). Guggisburg's education policies in Gold Coast (Ghana) stressed the need for every school should include special preference to the health, welfare and industries on the locality and organize games should form part of school life' (Goodball, 1998). However most of his education policies

such as special preference to the health, welfare and industries on the locality was not fully implemented before he left the Gold Coast in 1927 (Goodball, 1998). In spite of this, two participants supported that, before a school is built, there should be an inspection from the Municipal Assembly to see that there is an availability of flat land surface to construct school fields and other facilities. Again, the Municipal Assembly, PTA and Philanthropists should help renovate school fields and provide (PE) equipment and materials to schools to enhance the teaching of the subject.

To end the interview questions, participants were given the mandate to inform the lead researcher or discuss anything concerning the teaching of (PE) in basic schools. This was to assist the researchers to get additional information about teaching of (PE) in basic schools that was not captured in the interview guide. A participant pointed that; the PTA and head teachers should be aware that through (PE) the children can learn a sport skill and later used it as a future career. The participant cited Sulley Muntari as one person who migrated from the municipality through (PE) programmes. *The participant maintained that after Sulley Muntari going through School (PE) programmes, thus, learning football skills during (PE), playing for his school team, developed his skills and now using it as a career.* In spite of this, the subject should be giving maximum attention and be treated equally as the other academic subjects like Mathematics and English Language.

## VI. DISCUSSION

The current study was geared towards the challenges facing AACM basic school teachers in the teaching of physical educational with the emphasis on professional qualification, class enrolment and the geographical location of a school. The main areas of concern were the challenges of teaching (PE) and the possible measures that can be taken to eradicate the challenges. The teachers were further allowed to discuss any other information about teaching of (PE).

To all the ten (10) participants, the schools do not have teachers' guide, text books and other resources for teaching (PE). This finding is consistent with previous studies on barriers to teaching PE in Africa (Hardman, 2008) and Ghana (Sofa & Asola, 2015; Ammah & Kwaw, 2005). Basic school teachers are not (PE) professionals they need resources such as teachers' guides, text books and manuals on how to deliver PE lesson to their students. These resources, in addition to regular in-service training, would help classroom teachers develop confidence, effective instructional strategies and practices for teaching (PE).

Additionally, Professional qualification was found to be a challenge by all the ten (10) participants. The main reason to support this assertion is that, basic school teachers are not professional (PE) personnel; they lack knowledge of the subject matter and therefore find it difficult to teach the subject. This finding is consistent with the research that PE is a marginalized subject (Hardman, 2008) and quality of (PE) is greatly hampered by lack of adequate personnel for (PE) classes (Wanyama, 2011). Understandably, professional and experienced (PE) personnel would be confident to teach the

subject effectively. A participant with the privilege of being attached to qualified (PE) person in a school was able to teach the subject well as compared to those who did not.

With the class enrolment, 90% of the respondents accepted as a challenge. This is somewhat in line with the assertion that teachers face the challenge of teaching large class size with minimal facilities and equipment (Wanyama, 2011). Notwithstanding, Myton (2003) recommended that class size should be reduced to 20 students. This however supported by Hickey (2003) who asserted that smaller classes benefit student's reactions, teacher morale and the quality of teaching environment. The reason being that (PE) involves a lot of movement that teacher needs to be alert always to ensure students or pupils are safe and concentrate on the lesson as was described by a participant.

Nonetheless, all the participants agreed that geographical location of a school undermine the teaching of (PE). This hinders the construction of playing fields and other sports facilities. This finding is inconsistent with a previous study by Abedalhafiz (2012) that found out that the school's geographical location does not influence the teaching of (PE).

Again, 70% of the respondents pointed that male teachers do well as compared to female teachers during teaching of (PE). This is consistent with a previous study by Sofa and Asola (2016) that found a significant gender differences in barriers to providing quality physical education in primary schools in Ghana.

Lastly, to eradicate these challenges, there should be workshop for both teachers and head teachers on the need to teach the subject in schools and how to teach specific skills of the subject. A participant suggested for (JHS) teachers that, when the teacher responsible for the (PE) is absent, other teachers should stand in and teach it. Also, class size should be reduced to 20-25. This is consistent with the previous study by Myton (2003) who contend that for a lesson to be attractive and effective, class size should be reduced to 20 students. On the other hand, the municipal sports coordinators and circuit supervisors should monitor the teaching of the subject in schools as well as the safety of the (PE) equipment and facilities. On the part of the Government, there should be the implementation of the Guggisberg's 9<sup>th</sup> principle 16 of education in 1925 to pave way for more field construction in schools. To add to this, the Government should help provide teaching learning materials, resources and facilities to assist in the teaching of the subject. This is somewhat in line with the previous study by Wanyama (2011) who maintained that Knowledge and understanding of these experiences may be of great help to education officials, curriculum planners and teachers to impart knowledge.

In conclusion, the findings of this study revealed the challenges basic schools teachers face in the teaching of (PE) in the Asante Akim Central Municipality. Although teaching of physical education is something teachers in basic schools admired but due to the numerous challenges they have lost interest in the teaching of the subject. The findings also revealed professional qualification, class enrolment and school's geographical location as the main challenges in teaching (PE) in the municipality. Besides, lacks of teaching learning materials, equipment, negative perception on the subject by heads, teachers and students, and withdrawal of the

subject from the school time table were also captured as challenges. Therefore, teachers are expected to develop interest in the subject to know the physical, social, intellectual and the general health importance about the subject and teach it. The government through the Ministry of Education and the Ghana Education Service (GES) should help provide adequate materials and resource to basic schools and mandate officers to strongly monitor the teaching of the subject in basic schools. Finally, the Government should implement the 9<sup>th</sup> principle of Sir Gordon Guggisburg's sixteen education principles to get more playing grounds to organize more games for schools and also help organize more in-service training for basic school teachers to acquire adequate knowledge of the subject.

The current study is a qualitative survey which used interviews in the data collection. Therefore, further research studies in other communities and institutions can be done to know the effects that the teaching of physical education will have on the individual using both qualitative and quantitative approaches. The mixed methods will help reduce the deficiencies bounded when using a single research approach.

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