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CHAPTER ONE

INTRODUCTION

Physical Education is that part of the Education Programme that
Contributes through movement experiences, to the total growth and
development of each child.

According to Dauer and Pangraze (1983) , it is through Physical
Education that a child will mature and increase his knowledge on how to
gain and maintain fitness.

Although Curriculum guide in Physical Education is available in
Belize teachers rarely use these guidelines.

As with other disciplines, teachers should undergo proper training in
the teaching of Physical Education so that this discipline may be effectively
taught to our children.

Physical Education is an integral part of a child's education and when
taught properly, contributes to the holistic development of the child.

BACKGROUND

Children in Toledo, and in the country of Belize, are physically active. Their life styles and the availability of playing space allows them to participated in various physical activities during their childhood. This has lead to the myth that Physical education is not an important aspect of their formal education programme.

As one colleague put it “My child carries a bucket of water a mile a day that is his Physical Education .” This attitude along with ignorance about and structured formal physical educational programme for kids have lead teachers to ignore this very important aspect of the child’s education. In the primary schools the subject is given little importance in comparison to other subjects.

Physical Education was once regarded as games such as football, softball, and volleyball . In 1984, a Physical Education curriculum guide for primary school teachers was published and introduced into the schools . Educators believed that this would help teachers acquire some knowledge of difficult skills children can develop through Physical Education. The researcher observed that Physical Education is one of the lower prioritized subject in the school . Physical Education is taught only once a week , this researcher believes this is due to a lack of knowledge concerning the benefits of Physical Education to the child.

Children perceive teachers as role models and observe the negative attitude towards Physical Education that many teachers display. Children grow with the idea that physical education is a time to go outdoors to have fun, while others choose to stay inside the classroom . Teachers, therefore should project positive attitudes towards Physical Education.

PROBLEM IDENTIFICATION

The researcher observed that there is a neglect of Physical Education on the part of some teachers . The researcher noticed that teachers implement Physical Education and this affects their overall growth.

The researcher has spoken to some teachers and has obtained the following information which seems to be the problems encountered with the Physical Education program.

- a.) teachers are not trained to implement physical education in or outside the classroom.
- b.) physical education is a waste of time.
- c.) Preparing children for Belize National Selection Examination is considered most important and hence little or no time is left for Physical education.
- d.) There is no space, material or equipment for Physical Education. The program is adequately financed.

PURPOSE

Through this survey the researcher find out if Physical Education is implemented by teachers in Toledo schools, namely, Little Flower Roman Catholic, Forest Home Methodist and Saint Peter Claver Primary.

She also hopes to find out problems encountered by teachers who teaches Physical Education.

This survey will also offer suggestions to solve the problems found and describe how the situation may be improved.

The researcher also hopes that teachers will be encouraged to deal with the problems they encounter, by trying to apply solutions given as a result of the research.

This research will try to influence the attitudes of teachers towards physical education.

SIGNIFICANCE

A study of this type can be very useful.

- a.) Principals can use the research to encourage their staff to develop interest in Physical Education.
- b.) Teachers whom it may help to understand the importance of Physical Education and to develop a positive attitude towards the subject.
- c.) Future researchers who can use the study as research material.
- d.) teachers can become aware that physical education can be conducted indoors and outdoors.
- e.) Parents can use the study to learn about the benefits of a formal physical education programme.
- f.) School managers can use it to encourage the implementation of Physical Education in all schools under their management.

DEFINITION OF TERMS

PHYSICAL EDUCATION : - is that part of education which has been designated as a responsible educational problem (subject 0 in a school curriculum.

CHAPTER TWO

LITERATURE REVIEW

PROBLEMS ENCOUNTERED WHEN TEACHING PHYSICAL EDUCATION

ATTITUDES / TRADITIONS / WAY OF LIFE AT PRIMARY SCHOOLS.

C. Thompson (1983) states that “ The effectiveness of any school depends upon its organisational environment, competencies of teaching , staff and instructional resources. “ Lack of knowledge and involvement of a particular programme contributes to the negative attitudes often displayed towards a particular subject”.

This may contribute to the negative attitude towards Physical education as displayed by the teachers.

Teachers low interest in the subject is due to their ignorance of the value of Physical education in the education of the children.

THE IMPORTANCE OF PHYSICAL EDUCATION

According to Bucher and Thaxton (1981), all people should develop to the optimum level of ability physically, mentally , emotionally and socially.

UK (1997) stated that Physical education plays an important part in the development of healthy children. It focuses in helping children to be creative and solve movement problems. Many teachers do not understand the contribution that physical education can make to the overall development of the child. The researcher agrees with UK (1997) who mentioned that Physical education is one of the most important facets of the teachers profession. Physical Education gives the practical opportunity especially to deal with daily life situations encountered in and out of the classroom.

Many educators including the researcher agree with the statement which Colin, Dowell Lindsey Talson (1978) stated “ the need for a sound

Physical Education is mental health and physical fitness which result from regular exercise is quite still necessary for every individual.”

“ It is through Physical education that children gain complete development in all aspect of their growth.”

Zetina (1996) stated that getting children involved in health related fitness early in life will definitely have a positive impact in the total development of the child . They should feel better, look better and have energy.

The researcher agrees with Dauer and Pargrazi (1983) who stated that Physical Education is the phase of general education and contributes to the total growth and development of the child. This can be achieved primarily through selected movement, experiences and physical activities. Physical Education helps a child to clarify their basic values and learn to appreciate and use these values.

EDUCATING TEACHERS PARENTS AND COMMUNITY

AT LARGE

Zetina (1996) states that one of the main problems that teachers encounter in Physical Education is their negative attitudes towards the teaching of Physical Education.

Some other problems are:

- i.) teachers lack of competency
- ii.) lack of equipment
- iii.) lack of finance
- iv.) and lack of planning lessons.

According to UK (1997) teachers of young children we should be be aware of the components of physical fitness and the major areas of importance such as muscular strength and flexibility so we can contribute to the development of healthy children. It is our own responsibility to provide opportunities for them to achieve well.

C. Thompson (1983) states that “ the effectiveness of any school depends upon its organizational environment competencies of teaching staff and instructional resources.

“ Lack of knowledge and involvement of a particular programme contributes to the negative attitudes often displayed towards a particular subject.” This may contribute to the negative attitude towards Physical Education as displayed by the teachers.

Teachers low interest in the subject is due to their ignorance of the value of physical education in the education of children.

According to Arnold (1979) he stated that physical Education consists of three dimensions in movement.

1. Education in movement
2. Education through movement
3. Education about movement

Education in movement occurs through experience and is concerned with all physical skills.

Education through movement children begin to develop their body and fundamental skills.

Education about movement is concerned with experience for developing physical fitness in learning of specialized sports, skills and patterns.

PHYSICAL EDUCATION PROGRAM IN RELATION TO **OUR WHOLE SYSTEM OF EDUCATION**

The Physical Education curriculum guide for Belizean Primary School (1985) states that “ Physical Education is a means by which children can learn about their bodies and minds and here to use both”.

Each time a child is involved in Physical Education social , mental , physical and emotional development occur.

CHAPTER THREE
RESEARCH DESIGN
METHOD

This survey will determine “ The Problems Teachers encounter in the teaching of Physical Education .” The schools to be involved will be Saint Peter Claver, Forest Home Methodist and Little Flower R.C.. A questionnaire containing twenty opinion statements (Likent Type Scale) were given out to the teachers . A cover letter along with the questionnaire has been given in order for teachers to understand why there is a need to complete the forms.

Teachers were given one week to complete the questionnaire. The researcher will assign a teacher to be in charge of distributing the questionnaire and collecting them.

The data will be analyzed to determine frequency , percentage and crops tabulation.

SAMPLE

The population for the study included teachers from Toledo schools namely Little Flower RC , Forest Home Methodist and Saint Peter Claver.

Twenty teachers received questionnaires to be completed.

Of the twenty teachers two are males and eighteen are females. These teachers ages range from sixteen to fifty years.

Of the respondents involved two were between the ages sixteen to twenty years, eight between the ages twenty one and thirty years, five between the ages thirty one and forty and five between the ages forty one and fifty.

The respondents teaching experiences are as follows: one to five years nine teachers, six to ten years two teachers, eleven to fifteen years two teachers, sixteen to twenty years three teachers, twenty one to twenty five years two teachers and twenty six and over years two teachers.

Respondents qualifications include one high school diploma, two sixth form, level one four teachers, level two four teachers, first class one teacher, second class one teacher, teacher trained five teachers and others two teachers.

INSTRUMENT

A questionnaire of twenty statements has been used in the survey containing Likent Type Scale with responses ranging from strongly agree, agree, disagree. The questionnaire measures teachers attitude towards Physical Education and problems encountered in physical education. A copy of the instrument is included as appendix.

DATA COLLECTION

A questionnaire was delivered to the teachers containing a cover letter requesting teachers cooperation in filling out the questionnaire.

A set of twenty questionnaires were mailed to the researchers friend who then distributed them.

These questionnaires were collected by the researcher's friend and mailed to the researcher.

The researcher received twenty out of twenty five questionnaires.

ANALYSIS PROCEDURE

The data will be analyzed in the form of a table showing the number of respondents for each item. The table ranges from strongly agree, agree, disagree. From one to twenty five points the statement is considered positive and twenty six and above points indicates a negative opinion. The closer the average is to zero, the more positive the result is and this reflects a higher degree of agreement.

A calculator was used to find the percentage for each statement. A summary of comments was written up following each statement. Each section of the questionnaire will be displayed using a frequency chart.

CHAPTER FOUR**BIOGRAPHICAL****DATA****Number of respondents:****20 respondents****Age range:****16 - 20 = 2 respondents****21 - 30 = 8 respondents****31 - 40 = 5 respondents****41 - 50 = 5 respondents****Sex :****Male = 2****Female = 18****Teaching Experience:****1 - 5 = 9****6 - 10 = 2****11-15 = 2****16-20 = 3****21-25 = 2****26 & over= 2****Qualification:****High School 1****Sixth Form 2****Level 1 4****Level 2 4****First class 1****Second class 1****Trained 5****Other 2**

DATA ANALYSIS**1. P.E. should be taught at least twice a week.**

%	55%					
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	4	7	8	1		
POINTS	1	2	3	4		
TOTAL POINTS	4	14	2 4	4		
AVERAGE	2.3				✓	

An average of 2.3 indicates a positive result and hence it may be stated that the teachers believe that P.E. should be taught at least twice each week. Of all respondents, however, only 11 or 55% agreed with the statement. This indicates that the majority of teachers in agreement with statement # one is not overwhelming. Hence careful study has to be carried out to determine the cause of such an opinion.

2. It is important for children to participate in P.E. activities.

%	100%					
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	8	12	0	0		
POINTS	1	2	3	4		
TOTAL POINTS	8	24	0	0		
AVERAGE	1.6				✓	

An average of 1.6 clearly indicates that the respondents agree with statement #2. Each respondents agreed to some extent with statement #2. It is important to note however, that of 100% only 8, or 40% strongly agree with the idea that P.E. is important for children to participate in.

3. P.E. is a time to have fun.

%	55%			45%		
	SD	A	D	SD	POS	NEG
# OF RESPONDENTS	1	10	4	5		
POINTS	1	2	3	4		
TOTAL POINTS	1	20	12	20		
AVERAGE	2.7					✓

An average of 2.7 indicates that the respondents provided a negative response to item #3. 55% of the respondents agreed that P.E. with this statement.

4. P.E. is less important than other subjects.

%	0%			100%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	0	0	10	10		
POINTS	1	2	3	4		
TOTAL POINTS	0	0	30	40		
AVERAGE	3.5					✓

The data indicates that everyone surveyed surveyed disagreed with the view the P.E. is less important than the other subjects. 100% disagreed and 0% agreed. An average of 3.5 indicates a negative response to the item.

5. P.E. is a waste of time.

%	0%			100%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	0	0	7	13		
POINTS	1	2	3	4		
TOTAL POINTS	0	0	21	52		
AVERAGE	3.6					✓

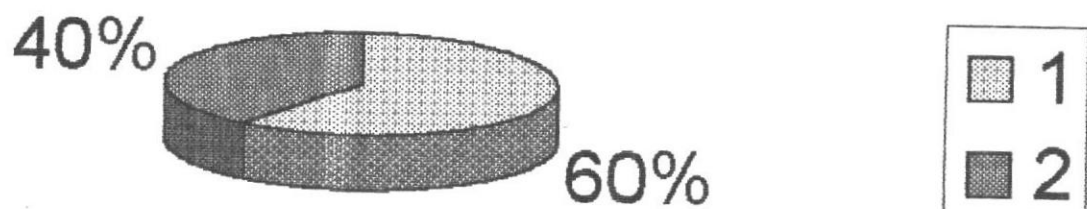
100% of the respondents disagreed with the statement. It is interesting to note , however that only 13 or 65 % strongly disagreed with the statement.

6. Teachers need to attend workshops to assist in the teaching of P.E..

%	100%			0%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	12	8	0	0		
POINTS	1	2	3	4		
TOTAL POINTS	0	0	21	52		
AVERAGE	1.4				✓	

The respondents agreed with the statement. 100% of the respondents agreed with statement #6. Only 60% of those who agreed, did so by agreeing strongly.

RESPONDENTS TO QUESTION 6



60% of total respondents strongly agreed that workshops in P.E. training is necessary.

7. P.E. Should be encouraged in all schools.

%	100%			0%		
	S A	A	D	SD	POS	NEG
# OF RESPONDENTS	14	6	0	0		
POINTS	1	2	3	4		
TOTAL POINTS	14	12	0	0		
AVERAGE	1.3				✓	

All respondents agreed with the statement . The result shows a positive response to the statement. (Aug. 1.3) 70 % strongly agreed while 30% simple agreed.

8. P.E. Should be taught like any other subject.

%	95%			5%		
	S A	A	D	SD	POS	NEG
# OF RESPONDENTS	10	9	1	0		
POINTS	1	2	3	4		
TOTAL POINTS	10	18	3	0		
AVERAGE	1.55				✓	

Nearly (95%) of the respondents agreed with the statement. Nearly half of those who agreed, however, did not strongly agree.

9. The Ministry of Education should provide teachers with equipment for teaching of P.E..

%	100%			0%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	17	3	0	0		
POINTS	1	2	3	4		
TOTAL POINTS	17	6	0	0		
AVERAGE	1.15				✓	

All of the respondents (100%) agreed with the statement . Only 3 out of 20 or 15% did not strongly agree with the statement.

10. P.E. Contributes to the health of our children.

%	100%			0%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	19	1	0	0		
POINTS	1	2	3	4		
TOTAL POINTS	19	2	0	0		
AVERAGE	1.05				✓	

100% of the respondents agreed with the statement. 95% of them strongly agreed.

11. I am concerned about my health and I am willing to teach P.E.

%	80%			20%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	12	4	1	3		
POINTS	1	2	3	4		
TOTAL POINTS	12	8	3	12		
AVERAGE	1.75				✓	

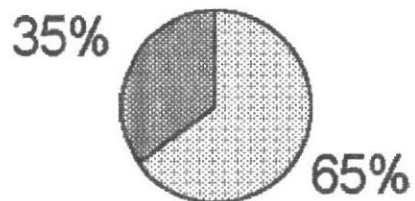
80% of the respondents agree, 20% disagree. 15% of the respondents strongly disagree with the statement.

12. As a teacher I feel adequately trained to teach P.E..

%	35%			65%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	5	2	10	3		
POINTS	1	2	3	4		
TOTAL POINTS	5	4	30	12		
AVERAGE	2.55				✓	

65% of the respondents do not feel that they are adequately trained to teach P.E. . Only 35% felt adequately trained to teach P.E.. This piece of information is very important if P.E. should be properly introduced into the curriculum.

**% OF TEACHERS FEEL
ADEQUATELY TRAINED TO
TEACH P.E.**



The pie chart on the previous page clearly illustrates the need to properly train teachers so that they can effectively teach Physical Education at the primary school level.

The graph on the previous page indicates that the respondents disagree with the above statement. This may lend insight into the reasons why PE is not taught in many primary schools.

13. Due to health problems I cannot teach P.E..

%	10%			90%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	0	2	13	5		
POINTS	1	2	3	4		
TOTAL POINTS	0	4	39	20		
AVERAGE	3.15					✓

This response indicates that only 10% would not be able to participate in the physical demonstration that would accompany the teaching of P.E..

14. The P.T.A. does not support P.E..

%	20%			80%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	1	3	8	8		
POINTS	1	2	3	4		
TOTAL POINTS	1	6	24	32		
AVERAGE	3.15					✓

80% of the respondents disagreed with the above statement . Only 20% thought that the PTA does not support P.E. programs.

15. At our school there is limited space for P.E..

%	15%			85%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	0	3	9	8		
POINTS	1	2	3	4		
TOTAL POINTS	0	6	27	32		
AVERAGE	3.25					✓

Only 15% of the respondents agree with this statement. The majority (85%) believe that there is adequately space for P.E. to be practiced.

16. The school administration does not consider P.E. as an important part of the school curriculum.

%	25%			75%		
	SA	A	D	S D	POS	NEG
# OF RESPONDENTS	1	4	5	10		
POINTS	1	2	3	4		
TOTAL POINTS	1	8	15	40		
AVERAGE	3.2					✓

1/4 of the respondents thought that the school administration does not consider P.E. as important part of the school curriculum. Their leadership roles will influence the attitudes of their teams.

17. I am not skilled in P.E. activities and feel incompetent teaching it.

%	40%			60%		
	SA	A	D	S D	POS	NEG
# OF RESPONDENTS	2	6	7	5		
POINTS	1	2	3	4		
TOTAL POINTS	2	12	21	20		
AVERAGE	2.75					✓

40% of the respondents thinks they are not skilled enough to teach P.E..

18. Children have interest in P.E..

%	100%			0%		
	SA	A	D	SD	POS	NEG
# OF RESPONDENTS	18	2	0	0		
POINTS	1	2	3	4		
TOTAL POINTS	18	4	0	0		
AVERAGE	1.1				✓	

100% of the respondents agreed that the children have interest in P.E..

19. P.E. Is not appreciated by the community.

%	15%			85%		
	SA	A	D	S D	POS	NEG
# OF RESPONDENTS	3	0	9	8		
POINTS	1	2	3	4		
TOTAL POINTS	3	0	27	32		
AVERAGE	3.1					✓

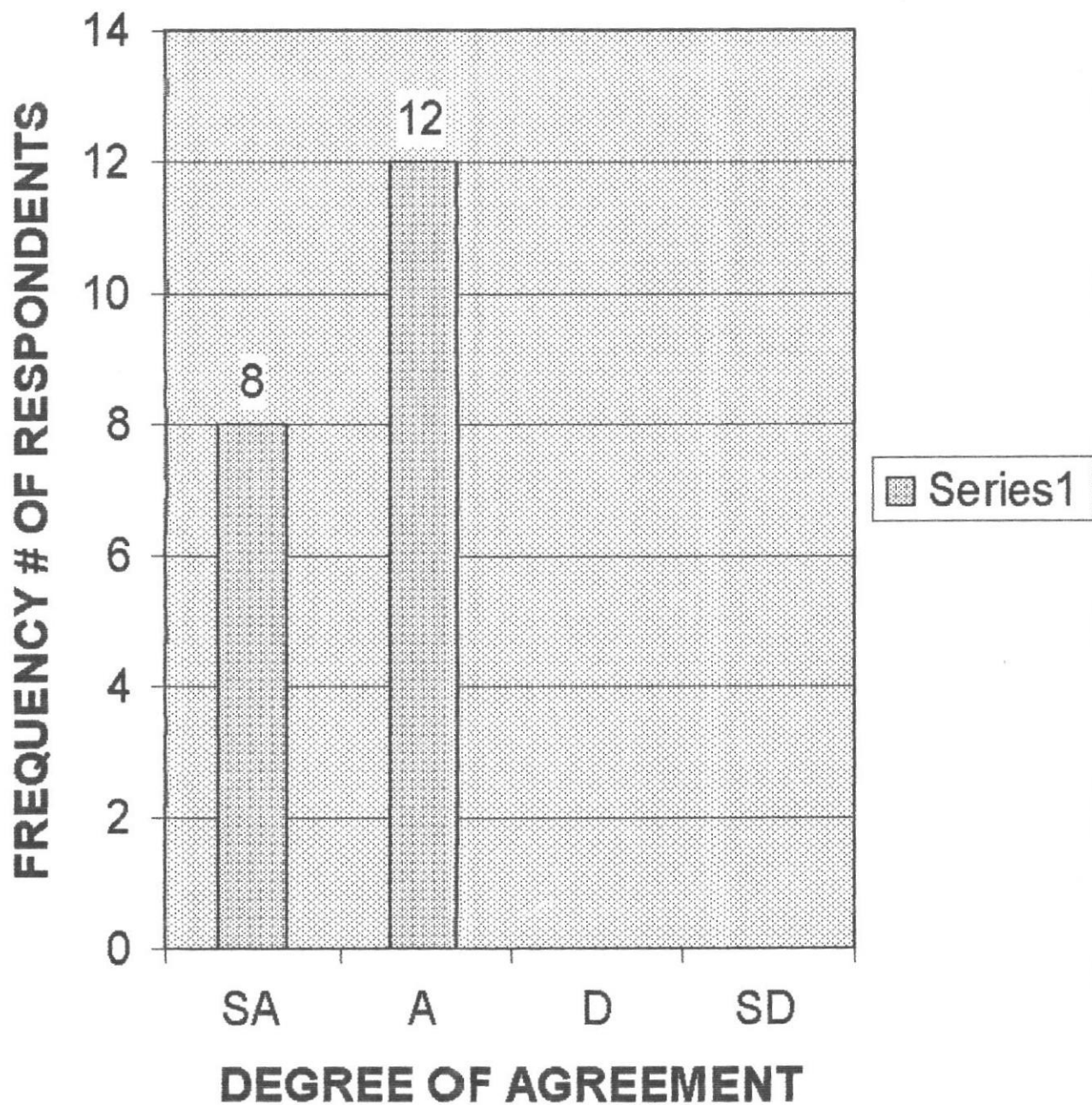
15% of the respondents feel that P.E. is not appreciated by the community.

20. I believe that P.E. is not important because children have fun during recess time.

%	0%			100%		
	SA	A	D	S D	POS	NEG
# OF RESPONDENTS	0	0	6	14		
POINTS	1	2	3	4		
TOTAL POINTS	0	0	18	56		
AVERAGE	3.6					✓

All respondents agree with the above statement. Of these 70% strongly disagree.

IS IT IMPORTANT FOR CHILDREN TO PARTICIPATE IN P.E.?



The graph on the previous page clearly illustrates that teachers believe that children should be given the opportunity to participate in PE activities. Only 40% (8 of 20) however, strongly agree with this idea.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

Various subjects are taught in primary schools in hope that each one contributes positively to the holistic development of the child. Physical education is no exception as the literature review clearly indicates.

The researcher had hypothesized with regards to the problems affecting the teaching of Physical education at some primary schools. A survey was carried out and the data was collected and analyzed.

The first observation of the researcher makes is that the teachers overwhelmingly believe that physical education should be taught and encouraged in primary schools. The teachers believed that it is an integral part of the students health and overall well being. Many respondents have even managed to see the “fun” in Physical Education and they admits that going out for recess hardly replaces, if any at all, the need for a structured formal Physical Education Programme.

Having acknowledged the need for the P.E. program, the teachers feel that they themselves, the community, the administration, and even the ministry of education should be a part of the team responsible for the proper implementation of the areas of the curriculum which provides the guidelines for teaching P. E. . The teachers surveyed have made it clear that the ministry of education must play a role in the allocation of funds needed to run a well structured Physical Education program at the primary schools.

The researcher found out that the P. T. A. must become active participants in policy formations which will aid the implementation of the program in the primary schools. They can also become active in seeking funds so that proper equipment and much needed materials may be purchased.

The researcher found out that the teachers surveyed did not all think that the administration of the school was doing all they could to promote this program. This piece of information is very important since the teacher often "looks up to" the administration for direction. The interest must stem from the top, to the teachers and then to the students. It is important that the administration helps to locate funds for such a program and that the administration for direction. The interest must stem from the top, to the teachers and then to the students.

It is very important that the administration helps to locate funds for such a program and that the administration see that such a program can have numerous benefits to the children.

The respondents clearly indicated that they do not feel that they are adequately trained to teach P.E. . Even though some of the respondents are trained teachers and all have had some interest in the discipline, it would seem that somehow , the teaching of P.E. was not properly dealt with. They have , however , expressed much interest in attending workshops geared towards teaching physical education . Not only can they attend the workshops but they can suggest topics , subtopics and areas of interest which would help them to teach P.E. more effectively. Interestingly the researcher found out that some of the respondents believe that they must pass a certain level of "skill" for them to effectively teach P.E. . It reflects the lack of knowledge that some teachers have with regards to the prerequisites to teach a formal P.E. program.

The myth that physical education activity is physical education must be erased from our minds. Through the acquisition of knowledge the teacher can effectively teach the children, the parents and even the community at large about the nature of physical education and its

importance. Due to the logistics and tight schedule of the primary school teachers, people from the education department in the Ministry

Of Education, and possibly people from sports council of Belize can visit the primary schools and teach P.E. on site. The administrations of the school can even learn a few things from these workshops.

The space and places for Physical Education activities is unlimited as indicated by the majority of the respondents . Equipment and materials, on the other hand are scarce. To effectively run a program, some monetary help can come from the parents, the community, the school via fund raising, the private sector, and other interested local and national companies.

The researcher set out to find the problems associated with the teaching of physical education . the surface of the issue has been scratched and other researchers can now use this very important survey to further the study on the need to have a proper physical education program on each primary school. The future researcher can look at the data obtained in the report and add to it so that a national standardized curriculum on the physical education program in the primary schools can be implemented.

Some problems teachers may encounter in teaching of Physical Education are attitude of administration, attitude of parents, The Parent Teacher's Association and the training of teachers in the teaching of Physical Education . it is only through spiritual mental and last but not least, Physical Education that will be able to prepare our children for the 21st century and beyond.

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Appendix 1

Cover Letter

May 29, 1998

Dear teacher,

In partial fulfillment of the program and as a requirement for a Trained teacher's Certificate from Belize Teacher's College, I am conducting a survey to determine the problem teachers encounter in the Physical Education Program.

I am asking your kind cooperation in filling out the following questionnaire.

The information provided will be very much appreciated and kept confidential.

Thanks in advance for your kind cooperation.

Sincerely Yours,

Mrs. Cynthia Ranguy Palma

APPENDIX 2PART ONEPERSONAL DATA

Please indicate a tick () to the appropriate response to each of the following.

1. Sex: Male () Female ()

2. Age Range :

16 – 20 ()

21 – 30 ()

31 – 40 ()

41 – 50 ()

51 – 60 ()

3. Qualifications:

High School ()

Sixth Form ()

Level I ()

Level II ()

First Class ()

Second Class ()

Trained ()

Other ()

4. Teaching Experience:

- | | |
|---------------|-----|
| 1 – 5 years | () |
| 6 – 10 years | () |
| 11 – 15 years | () |
| 16 – 20 years | () |
| 21 – 25 years | () |
| 26 and over | () |

Part II : Teacher's attitudes towards Physical Education**Instruction:**

Circle the letter which indicates your attitudes towards the following statements:

Strongly Disagree (SD)
Agree (A)

Disagree (D)
Strongly Agree(SA)

1. P. E. should be taught twice a week.

SD D A SA

2. It is important for children to participate in P.E. activities.

SD D A SA

3. P.E. is a time to have fun.

SD D A SA

4. P.E. is less important than other subjects.

SD D A SA

5. P.E. is a waste of time.

SD D A SA

6. Teachers need to attend workshops to assist in the teaching of P.E.

SD D A SA

7. P.E. should be encouraged in all schools.

SD D A SA

8. P.E. should be taught like any other subject.

SD D A SA

9. The ministry of Education should provide teachers with equipment for the teaching of P.E.

SD D A SA

10. P.E. contributes to the health of our children.

SD D A SA

11. I am concerned about my health and am willing to teach P.E.

SD D A SA

Part III: Problems encountered in P.E.

Instructions : Please respond to all statements by placing a tick () at the response given:

Strongly Disagree (SD)
Agree (A)

Disagree (D)
Strongly Agree (SA)

12. As a teacher I feel adequately trained to teach P.E.

SD D A SA

13. Due to health problems I cannot teach P.E.

SD D A SA

14. The PTA does not support P.E.

SD D A SA

15. At our school there is limited space for P.E.

SD D A SA

16. The school administration does not consider P.E. as an important part of the curriculum.

SD D A SA

17. I am not skilled in P.E. activities and feel incompetent teaching it.

SD D A SA

18. Children have interest in P.E.

SD D A SA

19. P.E. is not appreciated by the community.

SD D A SA

20. I believe that P.E. is not important because children have fun during recess time.

SD D A SA