

Challenges Affecting Physical Education Delivery in a Guyanese Secondary School

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Abstract: This study explored the challenges affecting the effective delivery of physical education (PE) in a secondary school in Region Four, Guyana. An interpretivist qualitative case study design was used to examine the experiences of staff responsible for PE provision and school administration. Data were collected through semi-structured interviews with six participants: four PE teachers, one senior administrator, and one timetable officer. Interviews lasted approximately 30–45 minutes and were audio-recorded with consent. Thematic analysis combined deductive categories informed by the literature with inductive coding of participants' accounts. Five interconnected themes were identified: curriculum time allocation, facilities and equipment, teacher competence and professional development, leadership and administrative support, and student engagement. Participants reported that competing academic priorities displaced PE lessons, equipment shortages and inadequate indoor facilities disrupted provision, and limited professional development constrained pedagogical variety. Leadership support was perceived as uneven, while staff accounts suggested that a narrow emphasis on football and cricket limited inclusive participation. Student engagement findings reflected staff perceptions rather than direct student testimony. The findings suggest a need to protect curriculum time, improve access to facilities and equipment, strengthen continuing professional development, and diversify activities through practical leadership support. As a single-school study with a small staff sample, the research offers context-specific insights rather than findings generalisable to all Guyanese schools.

Keywords: Physical Education, Secondary Education, Educational Leadership, Qualitative Case Study, Guyana.

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I. INTRODUCTION

Physical education (PE) can support physical, social, emotional, and cognitive development, although its benefits depend on the conditions and quality of provision (Bailey et al., 2009). International evidence identifies constraints involving resources, curriculum time, and teacher preparation (Hardman et al., 2014). These concerns make school-level implementation an important focus of inquiry. The present study examines staff perceptions of the challenges affecting PE delivery in one Guyanese secondary school.

In Guyana, the Ministry of Education's Expressive Arts Policy includes PE and sports within the Allied Arts curriculum and recognises barriers involving facilities, teaching personnel, and equipment (Ministry of Education, 2008). The Education Sector Plan 2021–2025 places educational improvement within a broader commitment to quality and equity (Ministry of Education, 2021). These policy commitments provide a national context for examining how PE is implemented at the school level.

The study was conducted in a public secondary school in Administrative Region Four, Guyana. The school serves adolescent students from varied backgrounds, and PE is delivered through its Allied Arts Department. Identifying profile details have been omitted from this publication draft to reduce the risk of recognising the institution and its staff. The case was selected to explore a workplace concern: how curriculum pressures, resources, teacher development, and leadership shape PE delivery.

The motivation for this study arises from both professional and institutional concerns. As an educator within the Guyanese system, I have observed that although PE is embedded in the curriculum, it is often undervalued in practice compared with core academic subjects such as Mathematics, English, and Science. This reflects broader international debates about the marginalisation of PE, which highlight the need for stronger advocacy and leadership to ensure the subject receives the recognition it deserves (Bailey et al., 2009; Leithwood et al., 2020). Exploring PE delivery at the case-study school, therefore, not only sheds light on local challenges but also contributes to wider discussions about educational leadership in resource-constrained contexts.

With this in mind, the central research question guiding the study is: “What are the challenges affecting the effective delivery of Physical Education at the case-study school, Guyana?”

This question is both timely and relevant, as it addresses a real workplace issue and connects to national and international priorities in education. By examining how leadership, resources, and teacher capacity intersect in practice, the research aims to generate insights that can inform both local improvement efforts and broader policy implementation.

II. LITERATURE REVIEW

PE can contribute to pupils’ physical, social, emotional, and cognitive development, but benefits depend on the quality and conditions of provision rather than participation alone (Bailey et al., 2009). International evidence identifies recurring constraints involving curriculum time, resources, and teacher preparation (Hardman et al., 2014). In Guyana, the Expressive Arts Policy recognises implementation barriers affecting the provision of Allied Arts (Ministry of Education, 2008).

This review examines five interconnected themes that shape PE delivery: curriculum time allocation, facilities and equipment, teacher competence and professional development, leadership and administrative support, and student engagement. These themes are considered through two key frameworks: UNESCO’s Quality Physical Education (QPE) model (McLennan & Thompson, 2015), which sets global standards for equitable provision, and research on successful school leadership (Leithwood et al., 2020), which highlights the influence of leadership in shaping school priorities and practice.

➤ Curriculum Time Allocation

Insufficient or disrupted curriculum time limits continuity in PE. The international survey by Hardman et al. (2014) documents concerns about the subject’s status and implementation. At the school level, competing academic demands can affect whether planned lessons take place. The present study examines how staff experience this issue within one Guyanese secondary school, rather than assuming that the same pattern occurs in every school.

➤ Facilities and Equipment

Facilities and equipment affect the activities that teachers can offer and whether lessons can proceed safely. Hardman et al. (2014) identify resource limitations as an international concern. Guyana’s Expressive Arts Policy also acknowledges the inadequacy of facilities and instructional materials (Ministry of Education, 2008). For schools that depend on outdoor spaces, adverse weather can compound these constraints; the present study investigates this issue through staff accounts.

➤ Teacher Competence and Professional Development

Teacher preparation and continuing professional development are important to the quality of PE. Kirk (2010)

questions the sustainability of narrowly defined, traditional forms of provision, while McLennan and Thompson (2015) identify teacher capacity as a practical condition for improvement. Guyana’s Expressive Arts Policy proposes continuing training for Allied Arts personnel (Ministry of Education, 2008). The study examines whether staff experience sufficient opportunities to develop their practice.

➤ Leadership and Administrative Support

School leadership influences priorities, staff development, and the organisational conditions for teaching. Leithwood et al. (2020) examine how successful leaders build direction, develop people, and improve school conditions in ways responsive to context. Applied here, this perspective raises a practical question: how does stated support for PE translate into timetable protection and resource decisions? The study explores this relationship through teacher and administrator accounts.

➤ Student Engagement and Participation

Participation and engagement depend partly on whether activities are accessible, varied, and responsive to learners. UNESCO’s (2015) International Charter of Physical Education, Physical Activity and Sport establishes inclusive access as a guiding principle. The present study explores staff perceptions of participation and activity choice. Because students were not interviewed, these perceptions cannot conclusively establish students’ preferences or explain differences in engagement.

➤ Conceptual Framework

The analysis combines a policy framework for PE quality with research on successful school leadership. The QPE guidelines provide benchmarks for provision (McLennan & Thompson, 2015), while Leithwood et al. (2020) explain how leadership practices shape school conditions. These perspectives are used as interpretive lenses rather than as theories tested by this small qualitative study.

➤ Synthesis and Gap

The literature identifies interconnected constraints involving time, resources, staff capacity, leadership, and participation. National policy recognises related implementation difficulties, but policy documents do not establish how these are experienced in an individual school. This study addresses that contextual question through staff accounts from a secondary school in Region Four. It offers local evidence without claiming to provide a comprehensive review of all Guyana-specific PE research.

III. METHOD

➤ Research Paradigm

This research is located within an interpretivist paradigm, which recognises that social reality is shaped by individual perceptions and experiences rather than existing as an objective truth (Creswell & Poth, 2018). The aim of the study is not to test a hypothesis or measure outcomes quantitatively, but rather to explore the challenges that teachers and leaders face in delivering Physical Education

(PE) at the case-study school. An interpretivist stance, therefore, allows the study to capture the subjective meanings attached to these challenges and to situate them within the broader cultural and institutional context of Guyana.

Cohen et al. (2018) explain that interpretivism values participants' voices and acknowledges that knowledge is co-constructed by the researcher and those being studied. This is important for the present research because teachers and leaders have first-hand insights into how issues such as limited curriculum time, inadequate resources, and leadership support are experienced in practice. By using an interpretivist approach, the study acknowledges that these perspectives are central to understanding PE delivery in a real-world setting.

The paradigm also aligns with the case study design of this research. Case studies are well-suited to interpretivist inquiry because they allow researchers to explore phenomena in depth and within their natural context (Yin, 2018). In this study, the focus on a single school enables a detailed examination of the leadership- and resource-related factors shaping PE provision. While the findings are not intended to be generalizable to all schools in Guyana, they aim to offer rich, contextualised insights that can inform both local practice and broader debates about PE delivery in resource-constrained systems (Robson & McCartan, 2016).

Finally, the interpretivist paradigm positions the researcher as an active participant in the knowledge creation process. As an educator working within the same national system, my background inevitably shapes the way I interpret and present the data. Reflexivity is therefore important, and throughout the research process, I remained conscious of the need to minimise bias by focusing on participants' voices and grounding interpretations in their accounts (Berger, 2015).

➤ *Research Instrument*

The study employed a semi-structured interview as its sole research instrument. Semi-structured interviews were selected because they strike a balance between providing consistency across participants and allowing flexibility for probing deeper into individual experiences (Cohen et al., 2018). This format was particularly well-suited to exploring the challenges of Physical Education (PE) delivery, as it enabled teachers and school leaders to speak in their own words while still addressing the themes identified in the literature review.

The interview schedule was designed around the five key themes shaping PE delivery: curriculum time allocation, facilities and equipment, teacher competence and professional development, leadership and administrative support, and student engagement. Using these themes as a guide ensured that the instrument was directly aligned with the study's research question and theoretical frameworks (McLennan & Thompson, 2015; Leithwood et al., 2020). At the same time, open-ended questions allowed participants to highlight issues not anticipated by the researcher, such as

gender-specific challenges or the impact of weather on PE provision.

Semi-structured interviews are well established in educational research for capturing rich, detailed accounts of practice (Brinkmann & Kvale, 2015). In this study, they provided a way to understand not only what challenges existed but also how participants interpreted and navigated them. This interpretive depth was particularly important given the study's paradigm, which values participants' subjective experiences as the foundation of knowledge creation (Creswell & Poth, 2018).

The instrument was informally piloted with one colleague outside the study to check the clarity and flow of the questions. Minor adjustments were made to ensure that the wording was accessible to participants and that the questions encouraged reflection rather than short answers. This process enhanced the instrument's credibility while keeping it practical for use in the busy context of a secondary school.

➤ *Data Collection*

Data were collected through semi-structured interviews conducted with six participants: four PE teachers, one senior administrator, and one timetable officer. The interviews were scheduled at times convenient for participants, minimising disruption to teaching duties and respecting the demands of the school timetable. Each session lasted approximately 30–45 minutes, allowing sufficient time to explore the five themes identified in the literature while accommodating participants' availability.

The researcher developed an interview guide to ensure consistency across participants, with open-ended questions linked directly to the study's focus: curriculum time allocation, facilities and equipment, teacher competence and professional development, leadership and administrative support, and student engagement. At the same time, the semi-structured format provided space for follow-up questions and unanticipated issues to emerge, in line with Robson and McCartan's (2016) view that qualitative data collection should remain flexible and responsive.

Interviews with teachers and leaders were conducted in a private setting at the school to ensure confidentiality and create an environment in which participants felt comfortable speaking openly.

All interviews were audio-recorded with participants' consent to ensure accuracy and completeness of the data. Field notes were also taken during and immediately after each session to record observations about tone, non-verbal cues, and contextual factors that might not have been captured in the recordings (Cohen et al., 2018). These notes added depth to the interpretation of participants' accounts.

By using these procedures, the data collection process balanced structure and flexibility, ensuring coverage of the research themes while capturing the lived experiences and

perspectives of those most directly involved in PE delivery at the case-study school.

➤ *Data Analysis*

The data were analysed using thematic analysis, a widely applied method for identifying and interpreting patterns within qualitative data (Braun & Clarke, 2006). This approach was chosen because it provides flexibility, allowing both anticipated themes from the literature and new insights from the data to be captured.

The analysis followed Braun and Clarke's (2006) six-step process. First, the researcher engaged in familiarisation by repeatedly listening to the audio recordings and reading through transcripts to gain an overall sense of the participants' perspectives. Second, initial coding was carried out, assigning labels to meaningful segments of text that related to the research themes, such as "curriculum time pressures" or "gender differences in engagement." These codes were both deductive, reflecting the categories drawn from the literature review, and inductive, arising directly from participants' responses.

In the third stage, the codes were reviewed and grouped into broader themes, aligned with the five focus areas of the research: curriculum time allocation, facilities and equipment, teacher competence and professional development, leadership and administrative support, and student engagement. Fourth, the researcher conducted a process of reviewing themes, ensuring they accurately reflected the data set and were distinct from one another.

Fifth, the themes were clearly defined and named, drawing on both participants' words and the researcher's interpretation to ensure transparency. Finally, the sixth stage involved writing up the findings, integrating extracts from participants' accounts to illustrate key points and connecting these with existing literature.

Throughout this process, the researcher employed manual coding supported by field notes, rather than relying solely on software, to remain closely engaged with the data and its context. However, the systematic structure of thematic analysis enhanced the trustworthiness of the findings by making the analytic process transparent and open to scrutiny (Nowell et al., 2017).

By using thematic analysis, the research highlighted both the expected and unexpected dimensions of PE delivery at the case-study school, ensuring that the voices of teachers and leaders were captured coherently and meaningfully.

➤ *Ethics*

Ethical considerations were integral to the design and implementation of this study. Approval was first sought through the university's ethics review procedures, followed by permission from Guyana's Ministry of Education to conduct research at the case-study school. The study was also informed by the British Educational Research

Association (2018) guidelines, which emphasise respect, fairness, and the safeguarding of participants.

Informed consent was obtained from all participants prior to the interviews. Each participant was given an information sheet outlining the purpose of the research, what participation would involve, and how the findings would be reported. Written consent was obtained to confirm their willingness to participate, and participants were reminded of their right to withdraw at any stage without providing a reason.

Participant codes were used in place of personal names, and identifying details were removed from transcripts and reporting. The institution is described in this manuscript as a secondary school in Region Four, Guyana. This reduces direct identification, although complete anonymity cannot be guaranteed in a small case study where readers familiar with the setting may recognise participants from their roles or accounts.

The principle of non-maleficence was upheld by ensuring that no harm came to participants. The interview questions were carefully designed to avoid sensitive or intrusive areas, and participation was voluntary. Teachers and leaders were assured that their involvement, or decision not to participate, would have no bearing on their professional standing.

Finally, all data were securely stored in password-protected files accessible only to the researcher. Audio recordings and transcripts will be destroyed following the completion of the research, in line with ethical and data protection standards (British Educational Research Association, 2018).

By embedding these ethical safeguards throughout the process, the research ensured participants' rights and well-being were protected while also strengthening the trustworthiness of the findings.

IV. FINDINGS

The findings are organised around the five themes identified in the literature review: curriculum time allocation, facilities and equipment, teacher competence and professional development, leadership and administrative support, and student engagement. Data were collected through interviews with four Physical Education (PE) teachers in the Allied Arts Department, one senior administrator, and one timetable officer. The analysis highlights the barriers to effective PE delivery at the case-study school and suggests areas for improvement.

➤ *Curriculum Time Allocation*

All participants highlighted the limited time devoted to PE. Participants described PE periods being reduced or replaced by other academic subjects. Teacher A commented that PE was "the first to go" when the timetable was adjusted. At the same time, the Timetable Officer admitted that the constant pressure to prioritise Mathematics and

English “inevitably squeezes PE.” These accounts were coded under “curriculum displacement” and “low priority status.”

Participants associated timetable disruption with difficulties in planning progressive lessons. This finding is consistent with international concerns about implementation and curriculum time (Hardman et al., 2014), although the study did not independently analyse timetable records.

➤ *Facilities and Equipment*

Inadequate facilities and resources were a recurring issue. Teacher C explained that “when it rains, there is nowhere to go, lessons are just cancelled,” while Teacher B described having to improvise with limited equipment: “Sometimes one football had to be shared between several classes.” These responses were coded as “resource shortages” and “weather-related disruption.”

The administrator added that although the school attempted to make use of nearby community fields, “the arrangements are not always reliable.” These challenges echo Hardman et al.’s (2014) findings that inequitable access to facilities and resources undermines quality and participation in PE.

➤ *Teacher Competence and Professional Development*

While all four PE teachers were formally trained, the lack of regular professional development was seen as a major challenge. Teacher D admitted, “Most of us teach the way we were taught years ago,” highlighting reliance on traditional approaches. Teacher B reinforced this, explaining that lessons risk becoming repetitive without exposure to new methods. These insights were coded under “outdated pedagogy” and “limited CPD opportunities.”

The administrator acknowledged this gap, noting that “there are very few refresher courses for PE compared to other subjects.” These findings support McLennan and Thompson’s (2015) argument that ongoing professional development is essential to sustaining effective and engaging PE practice.

➤ *Leadership and Administrative Support*

Perceptions of leadership support were mixed. Teacher A reflected, “The Head supports us in words, but when push comes to shove, PE still loses time to other subjects.” Teacher C, however, acknowledged some efforts by the leadership team, such as securing community partnerships to access external facilities. The administrator explained that while PE was valued, “the timetable has to balance competing priorities.” These perspectives were coded as “symbolic support” and “practical advocacy.”

The contrast between stated support and everyday decisions can be interpreted through Leithwood et al.’s (2020) account of how leadership shapes school conditions. In this case, staff accounts suggest that support for PE needs to be reflected in timetabling and resource allocation.

➤ *Student Engagement and Participation*

Although students were not interviewed directly, teachers and the timetable officer reflected on patterns of engagement. Teacher B observed that “the boys are generally more active because the activities are always football or cricket.” At the same time, Teacher D added that “some of the girls lose interest because there is not much variety.” The Timetable Officer suggested that “introducing dance or fitness could make lessons more inclusive.” These reflections were coded under “gender imbalance” and “limited variety.”

These staff accounts suggest a need to examine the range of activities offered and to seek students’ own views. An inclusive curriculum is consistent with UNESCO’s (2015) charter, but the reported gender patterns should not be treated as fixed differences in boys’ and girls’ interests.

V. DISCUSSION AND REFLECTION

➤ *Reflections on the Research Process*

Carrying out this small-scale study at the case-study school provided valuable insights into the realities of Physical Education (PE) delivery in Guyana. Also, it highlighted the practical complexities of conducting research in a school setting. A particular strength of the process was the use of semi-structured interviews with teachers and school leaders. This approach allowed participants to articulate their experiences in their own words rather than being restricted to rigid, pre-determined questions. Such flexibility helped uncover nuanced perspectives on curriculum pressures, facilities, and leadership practices that might otherwise have been missed. As Robson and McCartan (2016) emphasise, qualitative methods such as these enable researchers to explore meanings and experiences in depth, often revealing unanticipated themes.

The richness of the accounts collected demonstrated the value of this approach. Teachers shared candid examples of how Mathematics and English often displaced PE periods, while leaders described the constant balancing act between maintaining academic performance and supporting broader developmental subjects. This level of detail, rooted in personal reflection, gave the findings an authenticity that aligned well with the study’s interpretivist paradigm.

Despite these strengths, the research process was not without its challenges. Securing interview times with busy teaching staff proved difficult, as timetables were already crowded and additional commitments, such as exam preparation, limited availability. This caused delays and occasionally required rescheduling, reflecting Robson and McCartan’s (2016) view that access and scheduling barriers are typical in school-based research. Another practical issue was ensuring that the interview setting allowed participants to speak freely. Care was taken to conduct interviews in a quiet, private environment, but it remained possible that the school context influenced how openly participants felt they could critique institutional practices. Nevertheless, the data

collected were sufficiently rich to answer the research question and generate meaningful themes.

➤ *Linking Findings to the Literature*

The timetable findings connect local staff accounts with international concerns about PE implementation (Hardman et al., 2014). They suggest that the subject's status is expressed through everyday scheduling decisions. However, interview evidence alone cannot determine how frequently lessons were displaced or whether the same pattern occurs elsewhere in Guyana.

Resource constraints emerged strongly from the interviews, with teachers citing poor facilities, limited equipment, and the absence of indoor spaces. These accounts echoed Hardman et al.'s (2014) finding that infrastructure deficits are a persistent barrier to the delivery of quality PE, particularly in low- and middle-income contexts. While this issue is global, its impact in Guyana is particularly pronounced due to the tropical climate, which makes reliance on outdoor spaces highly vulnerable to disruption during the rainy season. This contextual detail adds depth to the global literature by showing how climate interacts with infrastructure deficits to shape PE provision.

Staff accounts of limited refresher training indicate a perceived gap between professional development needs and available opportunities. This concern is relevant to the capacity-building emphasis of Guyana's Expressive Arts Policy (Ministry of Education, 2008). The interviews identify a need for support, but they do not measure teacher competence or demonstrate that particular teaching approaches caused disengagement.

Leadership also played a central role in shaping PE delivery. While leaders at the case-study school expressed support for the subject, staff felt that resource allocation and timetabling often undermined this commitment. This reflected Leithwood et al.'s (2020) research on successful school leadership, which stresses that leadership effectiveness lies not only in vision but in balancing competing pressures and ensuring consistency between words and actions.

➤ *Methodological Reflection*

The choice of an interpretivist paradigm proved highly appropriate, as it enabled exploration of participants' lived experiences within their specific school contexts. This approach aligns with Stake's (1995) emphasis on case study research as a means of capturing the complexity of social phenomena. By prioritising meaning-making, the study provided a holistic account of the barriers to PE delivery.

Semi-structured interviews proved to be an effective instrument, offering both structure and flexibility. While core questions were prepared, participants were free to elaborate and discuss issues most salient to them, producing richer data. This supported Braun and Clarke's (2006) thematic analysis, which offered a systematic yet flexible framework for coding and identifying patterns across interviews. The combination of inductive theme

development and deductive links to the literature supported relevance while requiring careful reflexive review.

Nonetheless, limitations must be acknowledged. The small sample size, restricted to four PE teachers and selected members of the school leadership, means findings cannot be generalised across all Guyanese schools. Including additional perspectives, such as parents or Ministry officials, could have broadened the understanding of how PE is valued and supported at different levels of the system. Lincoln and Guba (1985) argue that credibility and transferability in qualitative research are strengthened by triangulating multiple perspectives. While triangulation was attempted through collecting both teacher and leadership views, the exclusion of parents and policymakers remains a limitation.

Time constraints also curtailed the number and depth of interviews. More prolonged engagement, such as follow-up interviews or classroom observations, might have provided richer insights into how stated challenges play out in daily practice. Despite these limitations, the study remains valuable as a small-scale case study offering context-specific findings.

The available study documentation does not specify the recruitment strategy, dates of fieldwork, or whether all eligible staff were invited. These omissions limit the assessment of selection bias and the study's temporal context. No claim of data saturation is made. Staff, rather than students, reported student engagement, and the absence of observations or document analysis means the findings should be understood as perceived barriers rather than as independently measured conditions.

➤ *Reflexivity and Ethical Reflection*

My role as an educator within Guyana's education system inevitably influenced this research. While my familiarity with the context allowed me to build rapport with participants and frame relevant questions, it also carried a risk of bias. To minimise this, I consistently prioritised participants' voices during analysis and relied on verbatim quotes to ground interpretations. Berger (2015) notes that reflexivity is essential for ensuring that a researcher's position does not overshadow the authenticity of participants' perspectives.

The research process was guided by the British Educational Research Association (2018) principles of informed consent, voluntary participation, confidentiality, and minimising harm. Participant codes and the omission of the school's name reduce direct identification in this manuscript. Nevertheless, distinctive staff roles and a small participant group create a risk of indirect recognition. Ethical reporting, therefore, requires restraint in describing the setting and caution when interpreting quotations that could affect participants' professional relationships.

➤ *What went well and what could be Improved*

One of the strongest aspects of the study was the coherence between the literature review and the themes that

emerged from the data. By structuring the interviews around issues highlighted in prior research, such as curriculum time, facilities, and professional development, the study ensured that data collection was relevant and theoretically grounded. This alignment increased the study's credibility and allowed for meaningful comparisons between global debates and local realities.

Another success was the candid nature of the responses. Participants spoke openly about both the systemic challenges and the practical constraints they faced, suggesting that the interview format created a safe environment for honest discussion. This provided insights that went beyond surface-level description and engaged directly with the complexities of practice.

Areas for improvement are also evident. Interview questions could have been refined to probe more deeply into leadership practices, particularly how school leaders balanced competing demands or advocated for PE within wider institutional planning. Greater attention to student engagement and motivation, perhaps by including student perspectives in future studies, would also have enriched the findings.

Importantly, the findings also carry direct implications for professional practice in Guyana. By highlighting how leadership, resources, and teacher development shape the quality of PE, the study can inform practical strategies for school administrators and policymakers seeking to strengthen provision. This ensures that the research does not remain only an academic exercise but contributes to real-world improvement within Guyana's education system.

VI. FUTURE RESEARCH

Future research could compare PE delivery across urban and rural secondary schools in Guyana to examine how facilities, staffing, timetabling, and leadership vary between settings. A comparative case study would provide a stronger basis for assessing the transferability of the present findings without assuming that one school represents the national system.

A mixed-methods study could combine staff interviews and classroom observations with student surveys of participation, enjoyment, and perceived inclusion. Timetable records and lesson cancellation logs could help distinguish planned provision from actual delivery. Direct student testimony would be particularly important for examining gender-related patterns, since the present study relied on staff perceptions.

Further work could also examine how principals and department heads protect PE time and allocate resources under competing academic demands. Including parents, community partners, and education officials would broaden the analysis of support beyond the school. Any proposed intervention should be evaluated by changes in lesson delivery and participation rather than assumed effective simply because it was introduced.

VII. RECOMMENDATIONS FOR PRACTICE

School leaders should review planned and delivered PE periods and document cancellations and substitutions. This would help identify recurring scheduling conflicts and support decisions to protect teaching time. The recommendation follows from participants' reports of curriculum displacement; its effectiveness should be evaluated rather than assumed.

The school should audit usable equipment and teaching spaces, prioritise essential shared resources, and prepare safe alternatives for wet-weather lessons. Community facilities should specify access and responsibilities so that lessons do not depend solely on informal availability. These actions address the reported equipment shortages and weather disruptions.

Professional development should focus on practical lesson planning, inclusive participation, and ways to teach a variety of activities with limited resources. Peer lesson observation and collaborative planning could provide accessible support between formal training opportunities. Students should be consulted about barriers and activity choices, and feedback should be used to broaden participation without relying on gender stereotypes.

Leadership support should be reflected in specific responsibilities, timetable decisions, and resource planning. A periodic departmental review could use records of delivered lessons, resource availability, and student feedback to identify progress and ongoing needs. These proposals arise from the case findings and require adaptation to the school's capacity.

VIII. CONCLUSION

This qualitative case study identified perceived barriers to PE delivery involving curriculum time, facilities and equipment, professional development, leadership support, and participation. Staff accounts suggest that these challenges interact: competing priorities and resource constraints restrict opportunities for varied, consistent teaching. The findings support practical attention to timetable protection, usable resources, teacher learning, and student consultation. Because the study involved six staff participants in one school and did not include direct student evidence or independent observations, its contribution is contextual rather than nationally representative. Further research should test the transferability of these insights and evaluate whether proposed improvements strengthen provision.

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