

**THE ROLE OF PHYSICAL EDUCATION IN PROMOTING LEARNER
ACADEMIC PERFORMANCE: A CASE STUDY OF KOMBANIYA PRIMARY
SCHOOL OF MANSA DISTRICT, LUAPULA PROVINCE, ZAMBIA**

BY

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DECLARATION

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Signature: _____

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APPROVAL

The University of Zambia approves this dissertation for Shimishi Grace in partial fulfillment for the requirements of the award of the degree of Master of Education degree in Primary Education.

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Abstract

Physical Education (PE) was introduced in Zambian Schools as one of the academic subjects to be taught in Primary Schools during the colonial period. To this effect the subject is taught as a compulsory subject in all primary schools though not as a standalone subject but integrated under a learning area called Creative and Technology Studies (CTS). This study was undertaken to establish the role PE plays in promoting learner academic performance at Kombaniya primary school, Mansa District, Luapula Province, Zambia.

The objectives of the study were to: establish the role that PE plays in promoting academic performance of learners in primary schools, ascertain teachers' perception of P.E. as an academic subject in primary schools, ascertain pupils' perception of P.E. as an academic subject in primary schools and to explore the challenges that teachers face when teaching P.E in primary schools. The study used a case study design adopting a qualitative approach. Data was gathered through focus group discussions (for the learners), semi-structured interviews (for teachers and administrators) and lesson observations. Document review was also used. Data was analysed thematically.

The findings of the study revealed that PE plays a role in promoting learner academic performance. It helps the body to be flexible, learners become physically fit and healthy, helps to reduce boredom that may occur because of sitting too much in class, helps to relax and refresh the brain and that it enhances the attention and concentration levels of the pupils there by affecting learning and improving pupil attendance in school. Observations made during the study for a period of 13 weeks from a specialised PE teacher were that, the learners had improved in their performance in Mathematics, Science and English subjects as compared to their performance in the previous grade. With Regard to teachers' and learners' perception towards PE as a subject was negative. Teachers, administrators and learners saw the subject as play or sport that took time away from academic subjects and not an important subject. Teachers teaching PE faced numerous challenges which ranged from negative attitude by teachers and administrators, inadequate teaching/learning materials, poor state of infrastructure, large class sizes, lack of monitoring in the subject to PE not being time-tabled.

In conclusion, PE plays a role in promoting learner academic performance. The perceptions of teachers and learners towards PE as a subject was negative as PE was seen as play or sport which took away time for academic subjects. Teachers teaching PE faced a lot of challenges which included inadequate teaching materials, poor infrastructure and large class sizes. Based on the study findings, the study recommended that, since PE plays a role in promoting academic performance of learners, school administrators should time-table it. School administrators should encourage Continuing Professional Development (CPD) in PE among teachers. The Ministry In charge of Education should monitor and ensure that practical subjects are taught in schools. In order to address the challenges of inadequate teaching materials and poor infrastructure, school administrators should collaborate with sports Organisations and Companies to sponsor and help improve sports facilities in schools.

Dedication

This work is dedicated with respect and gratitude to my children: **Nswana Hastings, Nkisu and Chileshe** who I am deeply indebted to for their patience, support and endurance during my pursuit of this course. I will always cherish them.

May the almighty God be with you.

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List of Acronyms

AHA	American Heart Association
AHK	Action for Healthy Kids
CDC	Curriculum Development Centre
CTS	Creative and Development Studies
DEBS	District Education Board Secretary
DEECD	Department of Education and Early Childhood Development
DSE	Directorate of School Education
ESO	Education Standard Officer
FGD	Focus Group Discussions
IYSPE	International Year of Sport and Physical Education
KIE	Kenya Institute of Education
KLA	Key Learning Area
MCEECDYA	Ministerial Council of Education, Early Childhood Development and Youth Affairs
MDEGYA	Melbourne Declaration on Educational Goals for Young Australians
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MOE	Ministry of Education
MOESVTEE	Ministry of Education Science, Vocational Training and Early Education
NAPHER	Nigerian Association of Physical, Health Education and Recreation
NASPE	National Association for Sport and Physical Education
NCLB	No Child Left Behind Elementary Secondary School
NECLS	National Early Childhood Longitudinal Study
ODL	Open and Distance Learning
PE	Physical Education
PESS	Physical Education and Sports Schools

SESO	Senior Education Standard Officer
TGfU	Teaching Games for Understanding
UK	United Kingdom
UN	United Nations
USA	United States of America
VPESEP	Victorian Physical Education and Sport Education Policy

CHAPTER ONE: INTRODUCTION

1.1. Overview

This chapter gives an overview of the study which includes background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study and operational definitions of the terms used in the study.

1.2. Background of the study

Education is the key to the future. It is an important tool in the development of any country. The right to education is enshrined in Article 26 of the Universal Declaration of Human Rights to which Zambia has been as a signatory since her independence in 1964. The Zambian education system originates from the colonial government education system. Professor Goma the then Minister of Education stated the need to create an education system that was to meet the needs and aspirations of the nation (MoE, 1977). Mwanakatwe (1965) states that PE was introduced in Zambian schools as one of the academic disciplines taught in Primary Schools during the colonial period. The study of the history of education reveals that Physical education has always been present but regarded with varying degrees of importance. Mwanakatwe adds that PE was an old subject in Zambia embodied in the traditional education. Thus traditional education was essentially practical training, which was designed to provide good upbringing of the individual member of a given group to live a useful and happy life in society. The description of P.E. by Mwanakatwe is similar to that of Butcher (1964), Mufalali, (1974) and Curriculum Development Centre (CDC) (1988). These four sources also point out that PE is aimed at the development of the physical, emotional, social and intellectual capabilities of citizens.

Physical Education (PE) as a science of human movement dates back to the origin of mankind. Physical activities from time immemorial and until today form an element of life. PE recognizes the physical, mental, emotional, and social dimensions of human movement and emphasizes the contribution of physical activity to the promotion of individual and

group wellbeing, (Mac Henry, 1993). Learning in Physical Education involves acquisition of knowledge, concepts, skills and attitudes central to PE together with recognition of its potential for integration with other curriculum areas. It is well established that adequate physical activity conducted during Physical Education lessons is not only essential for a child's health, but is also critical for the child's ability to learn. He further continues that compared to less active children, physically active children perform better academically, they have better classroom behaviour and attendance, have better psychological well-being, make fewer risky choices, and are at a decreased risk for a host of chronic diseases including diabetes and obesity. It is no accident that the relevance of physical activities to the human body was recognized many centuries ago by the Romans when they said: "Men's Sana In Corpore Sano" to mean "healthy mind in a healthy body". Physical education has been defined variously as "an essential subject matter dedicated to learning in the psychomotor domain and committed to developing lifetime physical activity patterns, (Rink, 1998)

Action for Healthy Kids (AHK), (2005) postulates that, physical education and other structured physical activity programs provide additional benefits such as conflict resolution, goal setting, improved self-esteem, and team building that can contribute to learners' overall well-being and academic performance. Given the strong link between physical activity, a pupil's emotional and physical health, and the ability to learn, it is imperative that schools support a robust physical education program and provide opportunities for physical activity throughout the school day. Galloway (2007) also reports that, today's learners are the least fit and the fattest of any generation on record, pointing out that longevity experts predict that these youngsters may not live as long as their parents. Consequently, Hardman (2008) reveals that there is an increase in cases of obesity and heart disease, and a general lack of fitness among young people because of lack of physical activity which consequently affects learning of such children.

Jenkinson & Benson (2010) reports that PE and sport have immense benefits for learners including improved academic performance, good health, and positive social skills among others.

Adams (2012) explains that P.E. is one of the most important thing teachers can give to their children. PE plays an important role in the physical growth and development of learners. Through PE, learners acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for learners to express themselves through movement and physical activity. In line with the above, the Curriculum for Primary Education according to the policy document of education, Educating our future of the Ministry of Education (MOE) (1996) and the Zambia Educational Curriculum Framework (MOESVTEE, 2013) is concerned with the pupil's complete needs, that is those of the body, those of the mind, affective, social needs, moral as well as spiritual needs. The National Policy also mentions that, education provision is aimed at promoting the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners so that each can develop into a complete person for his or her own fulfillment and for the good of society.

Looking at the importance of PE, the Ministry of Youth and Sport policy of (2012:13) advocated for the “teaching of Physical Education in learning institutions to be mandatory” and other stakeholders had advocated for PE to be practically re-implemented in schools in line with MOE`s approved National curriculum that recognizes PE to be a full time taught subject in all primary schools. It is against such a background that the Ministry of Education Science Vocational Training and Early Education (2013) has developed the Zambia Education Curriculum Framework (ZECF) to provide further guidance on the preferred type of education for the nation.

Because of the importance attached to practical subjects, the Ministry of Education emphasizes that, all primary schools teach practical subjects compulsory. Despite all the effort the Ministry of Education has put in place of ensuring that PE is taught in primary schools, little is known on how the subject promotes learner academic performance. It is against such a background that the researcher sought to establish the role PE plays to promote learner academic performance in primary schools.

1.3. Statement of the Problem

The recognition of practical subjects as important subjects in the Zambian Primary School Curriculum by the Government has made all primary schools to offer PE compulsory as a pillar to foster educational, health and personal development of learners, (MOESVTEE, 2013). Despite the Government's directive of ensuring that the teaching of PE in Zambian primary schools is made mandatory, the subject has not been recognized as one of the core subject (Mutiti, 2011), because it is not clear how PE promotes learner academic performance in primary schools. Therefore, this study sought to establish the role that PE plays in promoting learner academic performance in primary schools.

1.4. Purpose of the Study

The purpose of the study was to establish the role that Physical Education plays in promoting the academic performance of learners in primary schools.

1.5. Objectives of the Study

- (a).To establish the role of PE in promoting academic performance of learners in Primary Schools.
- (b).To ascertain teachers' perception of P.E. as an academic subject in primary schools.
- (c).To ascertain learners' perception of P.E. as an academic subject in primary schools.
- (d).To explore the challenges that teachers face when teaching P.E in primary schools.

1.6. Research Questions

- (a).What role does P.E. play in promoting academic performance of learners in primary schools?
- (b).What perceptions do teachers have regarding P.E as an academic subject in primary schools?

(c).What perceptions do learners have regarding P.E as an academic subject in primary schools?

(d).What challenges do teachers face when teaching PE in primary schools?

1.7. Significance of the Study

It was hoped that this research could generate information that may help determine the role of PE in promoting academic performance of learners in primary schools. The study may also contribute to the body of knowledge by bringing out the role of PE in promoting learner academic performance in primary schools. The findings of the study may also help stimulate further research in the field. In addition, the results of this study may inform policy makers about the role of PE in promoting learner academic performance.

1.8. Study Site

The study was conducted at Kombaniya Primary school. This being a case study one site was adequate. The site was chosen because it has specialised PE teachers who handle a primary grade in the subject under study hence making it more suitable for this study.

1.9. Limitations of the Study

Being a case study, the research was limited to one school in the district. It implies that its results may not be generalized. Therefore, caution must be exercised when using the results in other situations.

1.10. Definitions of Terms

For the purpose of this study, key terms used are as follows;

Physical Education: Education involving the teaching and learning of Sport and Physical Exercise.

Role: A part of something.

Learner: Any person subjected to new content in a process of acquiring knowledge.

Academic performance:	Being able to demonstrate desired academic outcomes.
Primary School:	Schools that have grades one to seven.
Expressive Arts:	Physical Education, Art and Design and Music integrated.
Sport:	An athletic activity requiring skill or physical ability.
Physical activity:	Is any bodily movement produced by skeletal muscles
Physical Fitness:	Set of attributes that persons have or achieve that relates to the ability to perform physical activity.
Perceptions:	The way in which something is regarded or understood.
Games:	A form of competitive activity or sport played according to rules.

1.11. Organization of the Dissertation

The dissertation is organized in six chapters. The first chapter covers the introduction, Chapter two consists of literature review while chapter three contains the methodology. The research findings are presented in chapter four. Chapter five discusses the findings of the study and chapter six presents conclusion and recommendations.

1.12. Summary

This chapter has covered the introduction to the study. The background to this study emanated from the need to establish the role of PE in promoting learner academic performance in Primary Schools. In addition, the chapter covered the research problem under investigation, purpose, objectives and research questions. The chapter also presented the significance of the study, study limitations, reliability of the instruments used and validity of the findings. The chapter further presented the definitions of terms used and organization of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview

Literature review has been presented according to the following themes, concept of Physical Education, historical perspective of Physical Education, the role of P.E. in promoting learner academic performance, Teachers and learner's perception regarding the subject PE and challenges teachers face when teaching the subjects.

2.2. The meaning of Physical Education

The term physical education is according to Siedentop (1991) said to have evolved from the more restrictive phrase, 'physical training' which has been in use in North America since the turn of the twentieth century. Physical education denotes that the subject is a bona fide field of study in the public school system. Kirchner and Fishburne (1995) outlines that, Physical Education is the part of the educational process that contributes to the physical, emotional, social and mental development of children through the medium of physical activity. Physical Education is that part of the educational experience which provides learners with the opportunity to become aware of and engage in physical activity that is whole bodied, intrinsically valuable and personally meaningful within the context of the learners' social and environmental setting.

Physical Education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. It recognises the physical, mental, emotional, and social dimensions of human movement, and emphasizes the contribution of physical activity to the promotion of individual and group wellbeing. Physical education is a springboard for involvement in sport and physical activities throughout life. It is a source of communication with others and in addition, can involve an appreciation of the natural environment as well as contributing to moral education and development (Department of Education and Science, 2003).

Literature by Hardman (2007:30) reveals that, “a physically educated person is one who is physically literate and has acquired cultural normative skills that enable him/her engage in a variety of physical activities”. The above quotation entails that the physical literacy acquired may help such learners to maintain their health and well-being throughout their lives. In an attempt to describe Physical education, Pangrazi (2007) states that it is a learning process that focuses on increasing knowledge and affecting attitudes and behaviours related to physical activities including exercise, sports, games, dance, aquatic games and outdoor activities. However, Mutiti (2011) reports that the amount of Physical Education taught is dwindling in many Zambian Primary schools as its time is given to other academic subjects. This is due to the fact that little is known on the role PE plays in promoting learner academic performance. In realising the significance of PE in the school, a study was set to establish the role that Physical Education plays in promoting learner academic performance at a selected Primary school in Mansa District.

2.3. Perspectives of Physical Education as a Teaching Subject

Arnold (1985) highlights that Physical Education started in 1820 when schools in the United States of America focused on gymnastics, hygiene training and care and development of the human body. The Young Men's Christian Association launched its very first chapter in 1851 and focused on physical activities. By the year 1950, over 400 institutes had introduced majors in Physical Education.

Hardman, (2008) states that the perceived role of Physical Education has expanded to achieving broader educational objectives such as whole school improvement, community development, personal behavioural and attitudinal change. Apparently as a school subject, with such broad scope and potential, Physical Education is in a relatively unique and indispensable position in addressing many school related contemporary issues. A contradiction here is the perception of Physical Education by Hardman as a ‘non-cognitive’ subject, inferior in status to other so-called academic subjects and by association.

Ferguson (2009) states that, early years are important in developing fundamental motor skills and providing opportunities for optimal development of physical capacities during

the crucial years of growth and maturation. The significance of school finishing age centres on tracking physical activity engagement from adolescence to adulthood.

When access to physical education programmes ends at an earlier age, learners are vulnerable to disengaging from physical activity with a consequence that they do not continue with it in later life and there may be insufficient time to embed either the skills or the habits for regular engagement in physical activity throughout the full lifespan. The international surveys undertaken by Hardman and Marshal in (2000) infer that, almost 79% of countries in Europe, 89% in Asia and 33% in North America adhere to implementation regulations and delivery of PE. However, there is evidence that the level of development of Physical Education and Sports in Schools (PESS) varied from country to country. In this literature we review how PE was and is conducted in various countries. But Adams (2012) points out that Physical Education became a formal requirement following the civil war when many states opted to pass laws that required schools to incorporate a substantial Physical Education component into their curriculum.

2.3.1. Physical Education in USA

Grunbaum, (2002) states that, despite the recognition of the positive impact sport and physical education has on education and child development, physical education is being increasingly challenged within education systems across the world. Perhaps more than anything, parents would wish for good health for their children and their loved ones. This was no doubt one reason why support for physical education should be strong. However, this support was not always reflected when critical decisions about children's education were made. Physical education programmes, like many other programmes like music and art, faced increased scrutiny and the potential for elimination when budgets were tight.

Dwyer (2003) reports that there has been a decrease in the number of schools teaching PE in the USA because many public school educators struggled with large class sizes, insufficient equipment, and limited facilities. Physical educators endured the additional stress of continually defending the importance of their subject. Whilst physical education systems were vastly different across the world, studies indicated that the marginalization of physical education was near universal.

The key areas of concern in school physical education provision around the world, regardless of geography or socioeconomic status were legal requirements for physical education, subject status of physical education, curriculum time allocation, teacher training and resources.

Keyes (2004) indicates that schools across the United States have substantially reduced physical education and in some cases completely eliminated in response to budget concerns and pressures to improve academic performance. Yet the research conducted by Trost in 2007 showed that children who were physically active and fit tended to perform better in the classroom, and that daily physical education did not adversely affect academic performance. The educational environment in the USA stressed accountability and achievement in so-called, academic subjects. The education policy declared by President Bush according to Grissom (2005) emphasised on No Child Left behind Elementary and Secondary Education (NCLB) Act which neglected some subjects such as physical education and resulted in substantially reducing the allocation of time and in some cases completely eliminated in response to budget concerns and pressures to improve academic test scores. The Act created unintended negative consequences by contributing to increased marginalisation of physical education in many states with mandated time not being met.

Lee, Burgeson, Fulton & Spain (2007) reported that the majority of school systems have responded to these apparently conflicting pressures by reducing school time devoted to physical education. Currently only about 3.8% of schools in USA require daily physical education classes in the States. In Canada for instance, Rivard and Beaudoin, (2005:154-155) reported that, Schools have “autonomy to adapt to the needs of their setting but some use it to limit PE time to the minimum and act against the efforts to legitimize PE programmes on the curriculum.” A similar situation applies to Schools in Zambia with regards to PE teaching as most schools replaced PE time with academic subjects such as Mathematics and Science.

2.3.2. Physical Education in UK.

Hardman and Marshall (2000) indicate that, England witnessed unprecedented central government policy commitment to investment in physical education and sport.

In some schools, there appeared to be an over-emphasis on elite level sport at the expense of basic physical education programmes. The focus, mainly upon health and fitness, was quite evident in many countries, where physical education emphasized on physical fitness and activities such as free play as essential for a healthy body. For example, PE specialists in many countries were involved in training athletes only outside the main school Programme.

Hatten, (2001) reports that although there was a realisation that physical education was required every day, school administrators did not believe the learners needed to take Physical Education because of the low value that schools attached to PE, funding was being disproportionately cut. The result was a loss in both the quantity and quality of PE programmes. Both the provision of facilities and their maintenance were inadequate in many schools. In the majority of schools funding cuts led to reductions in PE programmes, time, resources and qualified teaching personnel. Decreased funding also resulted in the reduction number of hours for physical education and practically non-existent or grossly inadequate facilities.

Crichton (2004) reports that in Scotland, primary school physical education was included in the Expressive Arts (art, drama, music and physical education) that made up 15% of the curriculum. But exactly how this was organized was left up to head teachers with the consequence that the quality of PE in primary schools varied drastically from school to school. Depending on the schools' priority in a crowded curriculum and provision of materials PE in most cases suffered.

2.3.3. Physical Education in India and Pakistan.

In many Indian and Pakistan schools, lack of qualified teachers and facilities, inadequate inspection, perception of physical education as a non-educational fun activity and its perceived inferiority to academic subjects, collectively contributed to minimal provision

and absence from the curriculum. Saidhu's (1997) presentation on the status of physical education in India was summed up as insufficient trained personnel, dearth of playground, equipment, limited activities and games, and conflict with the academic work.

In many Indian schools, PE and yoga were combined as one subject. Although the number of studies concerned with Yoga and Physical Education were very few, the available studies threw some light on the status of Physical Education. As far as Physical Education was concerned, the available studies indicated that this area did not get the importance that it deserved. This was attributed to a negative attitude on the part of the teachers and head teachers of schools towards PE as a subject. Sudarshan and Balakrishnaiah (2003) report that as far as the curriculum and syllabus were concerned, the aims and objectives of PE was not clearly stated and its syllabus did not contain minimum levels of learning and the activities prescribed were found to be inappropriate.

2.3.4. Physical Education in Korea

A study by Kim (2003) indicated that in Korea, teachers experienced what he termed as the loss of class for PE in primary schools, where teachers of Physical education typically gave their learners little or no instruction while allowing them to have free play or other non-physical activities during the time allocated to physical education. Although teachers of other subjects did not experience the loss of the class to the same extent, primary school teachers of PE faced the loss on a frequent basis. They struggled to engage learners with developmentally appropriate activities, and as a result students failed to achieve key Physical Education outcomes. The lack of engagement of learners in Physical Education implied a subject with marginal status. Research by Kim (2003) also confirmed that in Korean primary schools, physical education was replaced by break time, school event preparation, and by other subjects seen as more important.

Physical Education was thus rarely taught in primary schools because teachers did not appear to take Physical Education seriously, they did not value its potential contribution to a child's development, and they expressed limited instructional focus, when it came to teaching PE and teachers did not teach classes based on the content presented by the

prescribed textbook. Some teachers regarded physical education as time for free play, others did not even come to the classroom or playground.

The study by Kim and Taggart (2004) revealed that, the national curriculum in Korea mandated three lessons per week for a total of 51 hours per 17 week semester. Kim (2001) found that teachers in Korea taught Physical Education less than half the mandated time. While most teachers taught little physical education, some still ignored the importance of the subject. They also had a view that physical education could only be performed in the playground in the traditional form of games or fitness activities. This reflected a perception that physical education was simply education of the physical. Physical Education was not seen as an important part of holistic growth of learners; as a result teachers frequently replaced it with other subjects. Because of the little importance attached to the subject, administrators from time to time also coerced teachers to replace Physical Education with other subjects.

2.3.5. Physical Education in New Zealand.

Hollard (2005) reports that in New Zealand, the concern was more on deficiencies in quality of teaching and learning than on image and curriculum time. Hollard identified both institutional and teacher-related barriers to the delivery of quality Physical Education. While the institutional barriers were outside the teachers' control, the teacher-related barriers arose from the teachers' behaviour. Teachers ranked the institutional barriers in order of importance from the most important to the least important. These barriers were: access to facilities, access to suitable teaching spaces, access to equipment, timetabling, support from other staff, funding for the subject, support from management and administration, leadership from heads of department, and access to appropriate professional development. Teacher related barriers included colleagues looking down at the subject and elitism of PE department or school as a whole.

2.3.6. Physical Education in Australia.

According to Tinning (2005) and Dinan (2006) provision of Physical Education is influenced by the existence of the eight Key Learning Areas (KLA), which are: English,

Studies of Society and the Environment, the Arts, Mathematics, Science, Technology, Languages other than English, and Health and Physical Education (Dinan-Thompson, 2006; Tinning, 2005).

These eight KLAs are most recently contained in a statement made by all Australian Education Ministers known as the Melbourne Declaration on Educational Goals for Young Australians (MDEGYA) (Ministerial Council on Education, Employment, Training and Youth Affairs, MCEETYA, 2008),

The key learning areas are outlined in the Victorian Education and Training Reform Act called the Department of Education and Early Childhood Development, (DEECD, 2006). Physical Education, being part of the Health and Physical Education KLA, is also supported by the Victorian Physical Education and Sport Education Policy (VPESEP), which was instigated by a review of PE and Sport in schools conducted in 1993. What was found was that at this time there was a decline of physical skills and fitness of learners and recommend appropriate solutions to reverse the trend. The committee produced the Moneghetti Report, which made 19 key recommendations. Included amongst these were that regular PE should be made available from the day a learner entered school to the day they left school. It recommended PE that would produce physically educated students with the knowledge, skills, understanding and motivation to seek health and an active physical life, it also recommended minimum allocations of time for PE and Sport (combined): 20-30 minutes per day at primary 1 and 2; 3 hours per week at primary 3-6; 100 minutes of PE and 100 minutes of Sport at Years 7-10. These time allocations were taken up by the Victorian government and mandated (Directorate of School Education, DSE, 1993).

2.3.7. Physical Education in Nigeria

While the government encouraged the development of PE as far back as the early 1960s, many school authorities still despise the subject due to an over-emphasis on academic subjects (Salokun, 2005). The growth of PE has been hit by a steady loss of interest and commitment among teachers coupled with a dearth of relevant up-to-date texts, journals and magazines. But despite all the shortcomings, departments of physical and health education still prepare teachers for schools and the Nigerian Association of Physical Health

Education and Recreation (NAPHER) continues to work hard to make PE a legitimate field of academic endeavor.

Inadequate funding and deficiency of essential resources coupled with the perception of PE as a non-academic subject have seriously devalued its status, (Shehu, 2009). Additionally, school cultures have isolated PE teachers and deprived them of meaningful support systems necessary for their professional development.

The National Policy on Education (Federal Republic of Nigeria 1977 and 1981) adopted by Nigeria's federal government emphasized on providing PE at all levels of the educational system. PE is part of the core curriculum (Wolman, 2001). These policy provisions tremendously helped the Education system to grow, develop and made physical education a core subject in Nigeria's primary and secondary school educational systems. However, the initial interest that followed the passage of this governmental regulation faded away. Michael (2006) argued that Physical Education did not have the same prominence it once had and in fact, the Subject was not taught in most Nigerian schools. Facilities and equipment were not available, time was not allocated in the instructional day, and teachers were either unavailable or unsupervised. This situation explained why Hardman and Marshall claimed that in terms of implementing Physical Education policies, there was great concern about Nigeria's shortfalls.

2.3.8. Physical Education in Ghana

In Ghana, while PE is assessed in schools internally, not much academic importance is attached to it. According to Ammah and Kwaw (2005), PE is an integral part of the school curriculum with about 70% of Ghanaians acknowledging its importance. Unfortunately, school heads are very prejudiced against the subject and most PE periods are instead used for other activities. But professional PE teachers endeavor to build the image of PE through campaigns via mass media, (Michael, 2006)

2.3.9. Physical Education in Tanzania

Kilimbai (1991) conducted a study and the findings were that PE and Sports as a field of inquiry in Tanzania were characterized more by neglect than by attention.

Physical Education was for so long perceived by many societies as restricted in sports, and that its importance was to satisfy the play and recreational drives of man. It appeared that the popular opinion about PE in Tanzania evolved from this context and it was regularly referred to as michezo which means sports and often reduced to mchaka-mchaka meaning jogging. Therefore, the history of Physical Education curriculum in Tanzania shows that PE was not a new subject; rather, it was one of the oldest disciplines of study in Tanzania settings.

Nkongo (1993) states that during the colonial period, Physical Education was introduced in schools as one of academic disciplines taught from primary, through middle to secondary education. In this era, various physical activities were employed to train African soldiers and lower rank civil servants, particularly at Mpwapwa military school (Ndee, 1997). Physical education was used as a means by which other skills and values would be enforced and as an education package by itself. Later after independence, with the colonial mentality, most of the western sports and games were taken to form a part of Physical Education curriculum for Tanzania schools.

Mfulu (2004) reports that although the Physical Education curriculum in Tanzania is as old as any other subject's curriculum with specifically stated aims, it was not fully implemented up to year 2000 acute shortage of PE facilities and equipment, PE textbooks as well as reference books, and lack of a new PE syllabus stood as limiting factors.

2.3.10. Physical Education in South Africa

Describing the situation regarding PE in South African schools, Katzenellenbogen (1994) states that provision for PE in private and public schools were widely varied in terms of staffing, facilities, programme and time tabling. Many of the teachers were not qualified to teach the subject where it was included on the time table and it was poorly resourced. In many schools, this was mainly attributed to the negative impact of television and computer games. However, the South African Physical Education Policy, whose theme was getting the nation to play, emphasised the need to promote sports (Department of Sports and Recreation 1995).

The policy provided a broad framework for sports promotion and development in the country. However, the government sports development plan, paid lip -service to the issue of PE in schools. Principals, parents and even Department of Education saw provision of PE and sport in schools as a waste of resources.

2.3.11. Physical Education in Egypt

Mina, (1981) found that too often unqualified teachers constituted a major problem especially in primary education for the subject. In some cases classroom teachers who usually had little or no training in physical education conducted physical education lessons as supervised play. There were more trained physical education teachers, but many Physical Education classes were still given to untrained teachers because of the low status given to the subject.

2.3.12. Physical Education in Kenya

Following the country's showing on the international sporting stage during the 1954 Commonwealth Games and the Olympics in Melbourne in 1956, the country came to realize the full value of sport and PE to nationhood. Immediately thereafter, in 1967 the Ministry of Education drafted the first PE syllabus. The national inspector of PE, who was a music specialist, approved some general guidelines on what was to be taught in schools. Wamukoya & Hardman, (1992) indicate that Kenya initially adopted the British style of physical training based on the 1933 syllabus, which mostly included physical drills. In 1980, after a Presidential directive making PE compulsory, the Kenya Institute of Education (KIE) formed a subject panel. The Directorate of School Education (DSE) is a prior incarnation of the Department of Education and Early Childhood Development (DEECD) which produced a new school syllabus for PE.

Schools were directed to schedule PE twice a week, separate from after class games and sports, although some head teachers timetabled it only for inspection purposes. Since there were only two inspectors to oversee PE in the whole country, PE lessons were largely ignored. In addition the syllabus did not clearly show which activities were to be taught and engaged in at each level.

Though Krotee and Wamukoya (1986) laud the 8-4-4 curriculum for recognizing PE's importance and especially the child's psychomotor domain, PE is not implemented in many of Kenya's primary schools, neither is it reinforced by the Ministry of Education.

Marshall and Hardman, (2000), reports that PE was taught depending on the attitudes and interests of the Head teachers, who often regarded it as an insignificant subject. Van Deventer, (2002) reports that PE in Kenya faces many problems, chief is failure of policy implementation. Since academic subjects are seen as key to a bright future, PE is regarded as a non-productive educational activity, a view that is shared by some teachers too. In fact while PE is compulsory in the curriculum, there is a big disparity between policy and implementation because head teachers timetable it only to satisfy school inspectors. There remains a vast difference between official policy and actual delivery of PE. According to Mwaka, Wambua, Kadenyi & Kegode, (2009), greater emphasis was instead placed on imported sports like squash, swimming, rugby, cricket and outdoor pursuits, which were the preserve of former European schools. The introduction of the 8-4-4 system of education in 1985 did nothing to upset the status quo regarding PE in all public primary and secondary schools. Learners still receive only forty minutes of PE instruction per week.

2.3.13. Physical Education in Zambia

Mweene (1971) conducted a study to determine the teaching of PE in Zambian Primary Schools, his findings were that in some schools due to the pressure that community put on the academic performance of learners, they had excluded the subject from their curriculum. During this period PE was perceived as a subject which lacked measurement since it was not examined and standards could not be easily set to determine the results. Lack of technical knowledge, skills and lack of understanding of the importance of PE contributed to its low status. However, at the time of this study, physical education in Zambia was a case of extremes.

Nyawali (2003) indicated that the contrast was crystal clear in our Zambian education system. It was noted that well established private schools were relatively problem free, whereas government owned schools were adversely affected.

Some schools had well developed facilities, while majority had next to nothing. PE teachers were qualified in some cases and completely unqualified in many cases. PE programmes in private schools offered content with a wide and balanced variety of activities while others were limited to a few kinds of free play.

According to Kakuwa (2005), PE in Zambia included activities such as hunting, gathering food and dancing. However, there was evidence that the level of development of PE varied from school to school. Physical education in the 1970's carried low status in majority of the schools. In most schools it was popularly known as "ifyakutoloka toloka" which meant jumping about with children on dusty grounds behind class buildings, and often reduced to "vo taba taba" meaning jogging. In November 2003, the United Nations (UN) General Assembly declared the year 2005 as the International Year of Sports and Physical Education (IYSPE, 2005) where the then President of the Republic of Zambia (the late Mr. Mwanawasa) announced the re-introduction of physical education into the mandatory school curriculum as a pillar to foster education, health and personal development. Physical Education as a school subject has not been recognised as one of the core subjects as it is neglected, misunderstood, seen as of little importance and regarded as inferior when compared to other subjects in the school curriculum. The review about the status of PE in Zambia has necessitated the researcher to conduct a study to establish the role PE plays in promoting learner academic performance.

2.3.14. The general impression.

The overall impression on PE in many regions of the world is that it is perceived as less important to a successful future than academic subjects. It is not seen as a priority and the subject is under severe attack and faced competition for time within the school curriculum. Connell (1985) reports that society tended to place great pressure on learners to achieve academically, leading to an emphasis on what was regarded as the "more important" subjects.

Anderson (1994) highlights that Physical education being a legally required subject in the education system is not implemented to statutory requirements. The implementation of PE in schools has gone into political chorus, a sound without meaning.

The literature above shows that, despite the educational significance of Physical Education and Sports in the human development, it is neglected. Some national governments have either removed physical education from the curriculum, or reduced curriculum time allocation. It was from this point that Stroot (1995) observed that the legitimacy of physical education as a subject area was questionable in many countries.

From the literature cited above, it can be concluded that less importance is attached to PE as a subject in schools. The literature still left knowledge gap on the role that physical education plays in promoting learner academic performance in Zambian primary schools.

2.4. The Role of P.E. in promoting child development and academic achievement.

We are living in times when many people in the world appreciate the value of physical activity. Lifelong involvement in physical activity is considered as not only valuable, but also necessary for health and wellbeing. However, for schools to provide a well-rounded education they must have active sports and PE programmes, for instance, Dwyer (1983) conducted studies in USA on the effect of quality PE on academic achievement and found that adding physical education to school curricula has previously been correlated with modest improvements in academic performance. A study done also by Almond (1989) in London entitled the place of PE in schools asserts that, learners' education would be incomplete if physical education was neglected, which often happens in our Zambian Primary Schools.

Sage (1993) had shown that physical education was the most effective and inclusive means of providing all children whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for life long participation in physical activity and sport. He further argued that physical education helped to ensure integrated and rounded development of mind, body and spirit and was the only school subject whose primary focus was on the body, physical activity, physical development and health.

It helped children to develop the patterns of and interest in physical activity, which were essential for healthy development.

McNaughten & Gabbard (1993) have demonstrated that even short bouts of physical activity (e.g. 30-minute physical education periods) can affect cognitive functioning in children and bouts of 20 minutes in college students increased cognitive performance. Longer bouts of 50 minutes during the school day led to significant improvements in math performance. Essentially, all studies examining physical education, physical activity, and cognitive performance have shown either a positive or neutral effect. Even neutral effects document that taking time for physical education does not diminish academic learning in other areas such as math, reading, and science.

Shephard (1997) revealed the cross sectional and longitudinal studies to determine the impact of physical education on the academic performance of learners at primary school level. His findings were that when 14 to 26 percent of the curricular time is allocated for physical activity including daily PE learning occurs more rapidly. Light (2002, 2003) recommends that PE teachers should use the Teaching Games for Understanding (TGfU) approach because its holistic and whole-body learning enhances a sense of joy related to achievement and profound learning. Therefore, movement should be equally healthful and joyous, possibly with one facilitating the other because the crucial point is not to choose between health and meaning but to strike a healthy balance between them.

Strong (2005) further states that Physical Education can help learners improve their concentration, memory and classroom behavior and that given competent providers, physical education can be added to the school curriculum by taking time from other subjects without the risk of hindering pupil academic performance. On the other hand, adding time to academic or curricular subjects by taking time from physical education programmes does not enhance grades in these subjects and may be detrimental to health. Trudeau and Shephard (2005) have demonstrated that quality physical education produces important physical education benefits like increased activity and fitness while having no ill effect on academic learning. In a recent large-scale study looking at the relationship between physical fitness and academic achievement i.e. performance on standardized academic tests conducted in California found that, higher achievement on standardized tests was associated with higher levels of physical fitness.

Shepherd and Trudeau (2005) identified the lessons learned from the 1977 Trois-Rivières physical education study conducted in Quebec, Canada. The purpose of the study was to examine the effect of daily PE on the growth and development of primary school learners as they matriculated from first through sixth grades.

The results of the study revealed that, initially the control group exhibited better academic performance than the experimental group.

However, after the experimental learners were exposed to daily PE, their academic performance became significantly better than that of the learners in the control group who were not exposed to daily PE.

Furthermore, a study conducted by the California Department of Education (2005) evaluated the performance of over one million children on standardized tests of physical fitness, including variables such as aerobic fitness, body composition, muscular strength and muscular flexibility to the California Standards Test, which includes indices of language arts and mathematics proficiency. Physical fitness scores of children in fifth, seventh and ninth grade were positively correlated with measures of academic achievement. This correlation was stronger in girls and students with higher socio-economic status. However, a significant positive relationship was also demonstrated between physical fitness and academic performance in male learners too. Other Cross-sectional studies conducted have demonstrated a positive relationship between physical education and academic performance. The National Association for Sport and Physical Education and the American Heart Association (NASPE and AHA, 2006) revealed that, a limited number of studies conducted have examined the relation between physical education and academic performance. Despite limitations involved in the control of many extraneous variables a literature review identified a few studies that examined PE and academic performance.

Many schools in America according to NASPE and AHA (2006) had downsized or eliminated PE under the assumption that more classroom time will improve academic performance and increase standardized test scores.

The available evidence from several controlled experimental studies conducted by Sallis, McKenzie and Kolody in 1999 in the United States, Canada and Australia contradicts this view. All of these studies evaluated how additional instructional time for PE impacts academic performance, and clearly demonstrated that physical education need not be sacrificed for academic excellence. Coe, et al. (2006) suggested that the reason learners improve academically as a result of physical activity may be a product of reduced boredom and therefore increased concentration and attention span. Schools should care about Physical Education because physically active learners are better able to learn.

Furthermore, quality physical education has the potential to confer other benefits, such as conflict resolution, goal setting, and team building that can also contribute to improved academic performance. For example one study conducted by Castelli, Hillman, Buck & Erwin (2007) demonstrated that learners who passed all components of the Fitness gram had higher academic performance measured by the standardized Illinois State Achievement Test. This relationship was demonstrated in third and fifth grade learners.

A study by Carlson et al. (2008) demonstrated that when a physical education class was incorporated into the academic curriculum there was not a reduction in academic performance in traditional academic programs even though class time devoted to these areas was taken away because of the introduction of the physical education class. In line with the study above, in 2008, Ahamed, MacDonald and Reed conducted a study in British Columbia where 287 fourth and fifth grade learners were evaluated to determine if introducing daily classroom physical education sessions affected their academic performance. Learners in the intervention group participated in daily 10 minute classroom activity sessions in addition to having 80 minutes of PE per week. Despite increasing in-school physical activity time by approximately 50 minutes per week, learners receiving the extra physical activity time had better standardized test scores for mathematics, reading and language arts as did students in the control group.

Research studies also conducted by Tomporowski, Davis, Miller & Naglieri, (2008) and Chomitz, et al., (2009), have demonstrated that, physical inactivity adversely influences academic performance. Learners who are physically active perform better academically than inactive ones.

The relationship between physical activity and academic performance may be explained by both physiological and psychological mechanisms. Their findings suggested that physical fitness was positively associated with neuro electric indices of attention and working memory.

According to the National Early Childhood Longitudinal Study (NECLS) conducted by Carlson, Fulton and Lee in USA in 2008, results from this national longitudinal study and observational data from two studies that compared test scores of learners who were exposed to different amounts of PE instructional time have shown that more time in PE does not adversely affect academic performance.

In fact girls who were enrolled in PE for 70 or more minutes per week had significantly higher achievement scores in mathematics and reading than did girls who were enrolled in PE for 35 or fewer minutes per week. In view of the above there was need to increase PE time in Primary Schools unlike the situation is now where PE instructional time was given only one period in a week.

One quasi experimental study conducted by Trudeau and Shephard (2008) on the impact of time spent on PE and academic performance recently found that allocating up to an additional hour per day of curricular time to physical education programs, even when that time is taken away from academic classes does not affect the academic performance of learners. In fact, such an increase in time spent physically active resulted in grade point average gains and suggests an increase in performance per unit of academic teaching time.

Researchers such as Carlson et al (2008) and Active Living Research, (2009) found that time devoted to physical education and other physical activities do not negatively impact academic performance. There is no evidence to show that increasing learners' time in physical education negatively affects performance in other subjects, despite concerns by school administrators, teachers and parents on the contrary. Trudeau and Shephard (2008), highlight that physical activity has been shown to increase concentration and mental cognition and facilitate executive function thereby improving learner performance in academic subjects, even when time for PE reduces class time for academics.

This is confirmed by Morgan and Hansen (2008) who states that a lack of Physical Education in the day can also cause an increase in behavioural problems in the classroom. Another reason for changes in learner behaviour is that physical activity conducted through PE has a relaxing effect on children which allows them to concentrate for a greater period of time. Physical Education also provides more active learners with the opportunity to release energy. These explanations provide evidence as to why learners are able to perform better academically after completing Physical Education. This evidence could provide the vital link as to why physical education changes the way learners learn.

A study conducted by Trost, (2009) showed that grade four learners increased their concentration levels following a 15 minute physical activity session.

The study also showed that learners' behaviour improves when there is a higher level of physical activity during a school day. Research conducted by Rosewater (2009) and Active Living Research (2009) in California indicates that Schools can positively impact learners' academic performance through PE in that Physical activity coupled with quality physical education, can have a profound effect on the various aspects of learner well-being that contribute to improved academic performance. Physical Education Research for Kids (PERK, 2010) states that, given the strong link between physical Education and the ability to learn, it is imperative that all schools support a robust PE Programme and provide opportunities for physical activity throughout the school day. Learners who are given such opportunities are not only better able to concentrate, focus and learn while in school, but they can also be provided with the skills, self-confidence, and enjoyment of physical activity to foster a physically active lifestyle throughout their lives.

The study conducted by Stead & Neville (2010) on the impact of physical education and sport on education outcomes in the united states shows that Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school; the aspirations of young people; the extent to which positive social behaviours exist within school and the development of leadership and citizenship skills. Another research conducted by WHO (2011) indicates that PE assist learners social development by providing opportunities for self-expression and building self-confidence. Both of which are important for the developing learner.

A study conducted by Chaddock, Hillman, Pontifex, Johnson, Raine, and Kramer, (2012) in UK in their Journal entitled ‘Learner aerobic fitness predicts cognitive performance’ indicates that, more physically fit children have improved brain function, higher academic achievement scores and superior cognitive performance than less fit learners. Taking time from physical education does not result in more learning in other areas, but it does reduce from accomplishing important physical education goals while another research conducted by same group Chaddock et al (2012) on cognitive benefits of PE have demonstrated that physical inactivity adversely influences academic performance and that learners who are physically active perform better academically than inactive ones.

2.4.1. Physical Education and learners’ Cognitive development

Shephard (1997) indicates that there are two main study methods that have been used to examine the effect Physical Education has on academic performance and these are cross-sectional and longitudinal studies. One cross-sectional study undertaken by Trost (2009) from 2004 to 2005 showed that learners who passed more fitness tests during Physical Education also outperformed their classmates in Mathematics and English tests while Trudeau and Shephard (2008) also states that in the findings of most cross-sectional studies, a positive relationship between physical activity and academic achievement is identified. Research has been completed by Dwyer, et al., (2001) in this area that indicates that blood flow to the brain increases during a spell of physical activity. More recent neuroimaging technology has shown that exercise can lead to an alteration in brain structure and function that can be beneficial to learning (Hillman, et al., 2008). Jensen (2008) agrees that Physical activity can increase the blood flow to the brain as by causing an increase in blood circulation within the body. This could lead to an increase in thinking ability which could benefit the performance of learners in the classroom.

2.4.2. Health Benefits of Physical Education

Physical activity and exercise are known to aid overall health in learners. Morgan & Hansen, (2008) reports that Physical Education is a method used for improving fitness which can help counter current trends towards obesity and inactive behaviours in learners.

Emmel & Penney, (2010:37) states that “Obesity is just one of many health issues that a comprehensive Health and Physical Education (HPE) curriculum will engage with from an educational perspective.” Although the research by Emmel and Penney (2010) was completed in an Australian context, it is also applicable to the Zambian system. The health benefits associated with Physical Education are a major reason why teachers believe this subject should be taught in schools (Morgan & Hansen, 2008).

2.4.3. Obesity Problems

Issues with learners who are overweight and obese are major concerns within society. The percentage of learners who are deemed overweight has increased (Ogden, et al., 2002). Ogden et al. (2002) explain that lack of both physical exercise and a healthy diet are contributing to this increase. Therefore, it would be fair to reason that an increase in learners’ physical activity could lead to a decrease in obesity. Teachers play an important role in helping learners be healthy by providing them with opportunities to be physically active by participating in Physical Education sessions (Mahar, et al., 2006). What learners currently think about Physical Education must be considered to determine how this subject is influencing learner obesity levels.

One of the easiest ways to make sure that every learner at least has the chance to exercise regularly is for schools to provide a range of opportunities for their learners to exercise and therefore stay healthy (Kahan, 2008). Schools therefore have an important role to play in helping learners develop healthy fitness habits.

2.4.4. Attention Span and On-task Behaviour

A significant amount of research has been conducted (Bates, 2006; Coe, et al., 2006; Dwyer, et al., 2001; Morgan & Hansen, 2008; Shephard, 1997; Trudeau & Shephard, 2008) that examines the effect Physical Education and physical activity have on learners; however there is less literature available regarding the effect Physical Education has on learners behaviour (Mahar, et al., 2006). There are certain connections between how learners behave and the rate at which they learn.

Coe et al. (2006) suggest that the reason learners improve academically as a result of physical activity may be a product of reduced boredom and therefore increased concentration and attention span. Another reason for changes in learner behaviour could be that physical activity has a relaxing effect on them which allows them to concentrate for a greater period of time (Dwyer, et al., 2001). Physical Education also provides more active learners with the opportunity to release energy (Morgan & Hansen, 2008).

These explanations provide evidence as to why learners are able to perform better academically after completing Physical Education (Dwyer, et al., 2001). This evidence could provide the vital link as to why physical education changes the way learners learn.

Physical activity may have different effects on learners' concentration depending on the year level being evaluated. One study showed that grade four learners increased their concentration levels following a 15 minute physical activity session (Troost, 2009). Learner behaviour improves when there is a higher level of physical activity during a school day (Mahar, et al., 2006). This is confirmed by Morgan and Hansen (2008) who say that a lack of Physical Education in the day can also cause an increase in behavioural problems in the classroom. The anticipation of Physical Education may induce hyperactivity in learners and therefore negate the positive changes in behaviour at the conclusion of the Physical Education lesson. However, this is not always the case. A study by Mahar et al. (2006) discovered that on-task behaviour did not differ prior to a physical activity session. This finding is reinforced by another study which found that learners' behaviour did not differ before recess (a short break from classes) even if they were unsure if they would be having recess on that particular day. This suggests that the anticipation of physical activity does not necessarily distract learners from their work.

All of these reasons provide a link between Physical Education and attention span. This also may explain why Physical Education has an effect on learners' academic learning. Not only are learners more likely to be on-task after completing a Physical Education lesson but they are also more likely to be able to recall information learnt during following lessons (Morgan & Hansen, 2008). Furthermore, learners' and teachers perceptions of Physical Education and how it impacts on behaviour and attention span also requires investigation.

2.4.5. Brain Breaks

The research that has been examined above connects Physical Education to attention span. These benefits can be increased by integrating movement into teaching sessions. Learners who are showing signs of drowsiness or tiredness can move about by stretching or marching; this can help the students refocus on the current learning task (Jensen, 2008). This in-class movement could be implemented either as a learning activity (integration) or as a brain break. Studies have shown that when learners are given the opportunity to move about during a break in classes, they tend to show a higher level of on-task behaviour (Troost, 2007). Therefore, to increase Learner attention, breaks in learning could be used as a convenient alternative to a full Physical Education lesson.

It was suggested by Mahar et, al, (2006) that more research was needed that analyses the effect Physical Education has on the way learners learn since there is only a small amount of research connecting to cognitive performance and still there is less research that examines the role PE plays in promoting learner academic performance. Most of the previously completed research appeared to be quantitative and were conducted in European countries and one qualitative study in South Africa hence completing a more qualitative study in our own Zambian setting will provide a greater understanding of the role that Physical Education plays in promoting learner academic performance in Primary schools. As a result the researcher did a qualitative research to establish the role PE plays in promoting learner academic performance in primary schools in Luapula Province of Zambia.

2.5. Teachers' and learner' views of Physical Education as an Academic Subject.

It is important not only to consider what is being taught and realized in PE, but also the perceptions teachers and learners have towards this subject. The reason it is so important to consider the perceptions teachers and learners have towards the subject is that the perceptions especially learners have for PE may influence their participation in the subject at school and outside school. Teachers play a pivotal role in influencing learners' perception towards PE.

The characteristic of a teacher determines the learners' attitudes towards the subject. The way the teacher interprets the curriculum has an impact on learners. Teachers can make learners like or dislike PE and that the perceptions a person has on a topic can influence what they do.

Groves and Welsh (2010) stated that traditionally the opinions learners have about learning have been overlooked. Some learners have the perception that replacing cognitive learning with physical learning can have a detrimental effect on a child's cognitive development, and Green (2003) reveals that, making PE another academic subject creates problems of another kind, as it must retain its aspect of enjoyment. From the above explanation it can be deduced that PE is perceived as a subject that is for fun and enjoyment only, as a result this research intends to establish the role that Physical Education plays in promoting learner academic performance in primary schools.

Evidence shown by Mahar, (2006) indicated that the way Physical Education is timetabled could affect pupil learning. Previous literature has shown that Physical Education is easily overlooked in many schools due to time constraints and the desire for extra teaching time in other subjects. This problem is negated in schools because they adhere to a rigid timetable where the subject is expected to be taught by a specialist teacher. According to Tinning (2009), many learners no longer view PE as a relevant school subject because of its traditional content and that of sports activities. Therefore, a PE curriculum that places a strong emphasis on sport may be less relevant to them. Learners need to be taught issues related to personal development and health as well.

While PE and sports are acclaimed as having immense benefits for young people as well as adults, Kilimbi (1991) shows that, despite the cultural and educational significance of Physical Education and Sports as a field of inquiry in schools, is characterized more by neglect than by attention and Shehu (2001) adds that Physical Education has for so long been perceived by many societies as restricted in sports, and that its importance is to satisfy the play and recreational drives of man. It appears that the popular opinion about PE according to Kakuwa (2005) evolved from this context and it is regularly referred to as "ifyakutoloka toloka" which means 'sports', and often reduced to 'votaba-tabab' meaning 'jogging.'

Hardman (2008) reports that, PE continues to be a marginalized subject in school curricula worldwide. In an international survey, which investigated other African nations he discovered that, the status of PE was low and the subject was in grave danger of being sidelined.

Mutiti (2011) states that in many Zambian schools PE class time is used as a time to take a break from serious class work. Therefore, PE teachers feel they have to continually provide justification for the existence of their subject and to plead for actual control of the time they are allocated to.

Additionally, Physical education was marginalized to the extent that the perception about its status in schools was negative. PE as a school subject has not been recognized as one of the core subject. It has been neglected, misunderstood, seen as of little importance and regarded as inferior when compared to other subjects in the school curriculum.

This was also affirmed by the then District Commissioner Rebecca Mukuka's speech (<http://ww.lusakatimes.com> where she urged schools in Zambia to incorporate physical education in the school curriculum like any other subject. Despite the negative perception attached to PE in most schools, the subject still exists in the school curriculum and so it is against such a background that the study was established in order to find out the role PE plays in promoting learner academic performance in primary schools.

2.6. Challenges Teachers face when teaching Physical Education

The principal reasons for the reductions in physical education programs over the past 20 years include scarcity of resources and lack of time. When budget constraints become problematic in schools, physical education programs and physical education teachers are often among the first to go. With recent efforts to improve scores on tests in areas such as reading, English, math and science, competition for time during the school day has become intense. Again, time for physical education is often reduced based on the notion that learners will do better on academic tests if time is diverted from physical education recess to other areas, (Hardman, 2008).

A research conducted by Morgan & Hansen (2008) reported that physical educators at Primary school level showed a lack of knowledge, skill and concern for physical education and that Poor facilities and equipment is a realistic limit. Thus, it is likely that the potential academic benefit of daily, quality physical education has been underestimated. DiFiore (2010) found that problems with PE as a school subject ranged from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers and learners. Although many school administrators and teachers appear to understand the importance of PE, they are also aware of the immense pressure for learners to perform well in National examinations.

Though PE is made mandatory in Zambian primary schools less effort is seen in its implementation because of numerous challenge teachers face in schools. Thus, it is likely that the potential academic benefit of PE has been consumed by these challenges.

2.7. Summary of literature review and identified gap

This chapter presented a review of literature considered relevant to the study on the role PE plays in promoting learner academic performance in primary schools. It firstly reviews the general concept of PE. It also reflects a global picture about Physical Education as a subject according to countries. It reveals the role PE plays in promoting learner academic performance in school. It brings out teachers' and learners' perception of PE as an academic subject and lastly challenges teachers face in teaching PE have been outlined. From the reviewed literature it was concluded that the quality of PE is vitally important to cognitive and academic outcomes. This suggests that the evidence relating physical education to academic outcomes has been limited by the quality of the programme offered. It was under this background that the researcher sought to establish the role PE plays in promoting learner academic performance in Zambia's primary school in Luapula Province, Mansa District.

CHAPTER THREE: METHODOLOGY OF THE STUDY

3.1. Overview

This chapter presents methodology of the study according to the following themes; research design, population of the study, sample size, sampling procedures, instruments for data collection, procedure for data collection, data analysis and ethical considerations.

3.2. Research Design

According to Kombo and Tromp (2013) a research design is defined as the structure of research. In order to provide an accurate account as regards the role of Physical Education in promoting academic performance for learners in primary schools, the qualitative research method chosen for this research was a case study. Gosh (2003) defines a case study as a method of collecting information about an individual, a family and an institution or a group of persons that can know precisely the factors and causes of a practical phenomenon.

A Case study provides an opportunity to study a topic in depth and to gain understanding from the perspective of sampled people. In addition, because the study relied on a qualitative research method, a case study design was ideal.

3.3. Study Population

Kasonde (2013:35) points out that, “A population is a group of individuals, objects or items from which samples are taken for measurement.” This study therefore comprised of the head teacher, Education standards officers from District Education office, senior teachers, teachers and all pupils at Kombaniya Primary school of Mansa District.

3.4. Sample Size

Kothari (2011) explains that, a sample size refers to the number of items to be selected from the universe.

The most important thing in sampling is to identify an appropriate sample from which to acquire data. For the purpose of this study, the sample size was 49 altogether; 4 administrators, 5 teachers and 40 pupils. (Refer to table 1).

TABLE 1: DEMOGRAPHIC CHARACTERISTICS OF THE PARTICIPANTS

No	Categories	Male	Female	Total	%
1.	Pupils	20	20	40	81.6
2.	Teachers	2	3	5	10.2
3	Administrators	3	1	4	8.2
Total		25	24	49	100

The study comprised of forty(40) pupils who were categorised as twenty (20) girls and twenty (20) boys respectively, while teachers were five (5) in total categorised as two(2) males and three (3) females and four administrators comprising of three (3) males and one (1) female. In total we had forty nine (49) respondents.

3.5. Sampling Procedure

In this study, both probability and non-probability sampling procedure were selected because interest was in the representativeness of the concepts and that all pupils had an equal chance of being part of the study. Thus purposive sampling technique was used to select a school for the study, PE specialised teachers, a class teacher for a grade seven and administrators because this group of people were believed to be reliable for the study. Purposive sampling enabled the selection of information-rich individuals whose experiences amply illuminated the questions being studied. According to Patton (2002), information rich informants produce insights and in-depth understanding and not empirical generalisations.

It is further emphasised that purposive sampling does not aim to achieve population validity but a deep understanding of views of selected participants. Simple random sampling was used to select learners.

3.6. Instruments for data collection

Due to the nature of the study, three instruments were used to collect data. These included semi-structured interviews, observations and focus group discussion and Documents were reviewed in order to verify truth of the data collected. The use of both observations and document review were helpful to verify information collected from in-depth interviews hence it was easier to access the validity of the respondent's answers.

3.7. Data Collection Procedure

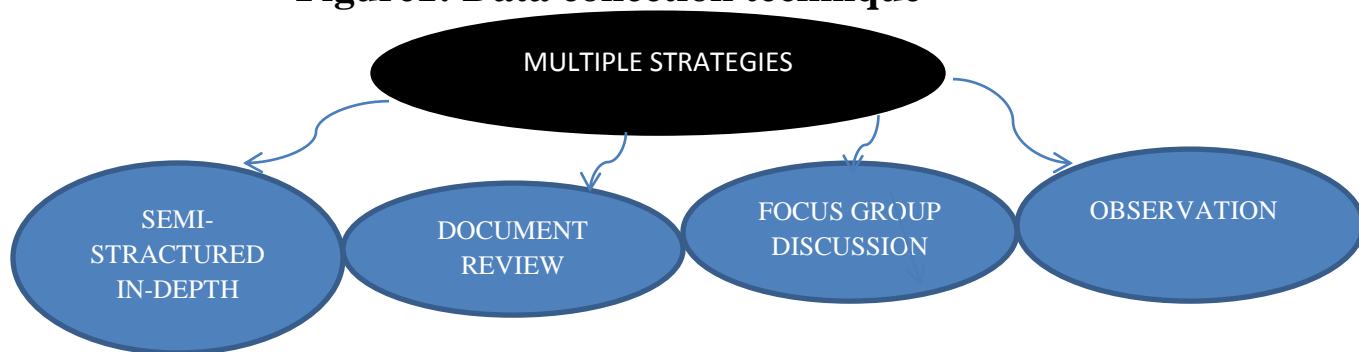
An introductory letter was obtained from the Directorate of Research and Graduate Studies of the University of Zambia and it was presented to the District Education Board Secretary in Mansa District in order to get permission to conduct research at Kombaniya Primary school. Then the researcher visited the school and got again permission from the Head teacher before making appointments with the teachers on the days to be meeting the selected pupils for PE lessons and to collect data from the administrators, teachers and pupils. Interviews and focus group discussions involving ten pupils per group were also held on the agreed days at the school. Lastly observations of lessons were conducted throughout the term at the school. The process took three months. Voice recorder was used to record the interviews and focus group discussions.

The teachers and Administrators were subjected to interviews while pupils were subjected to focus group discussions where each group comprised of ten (10) pupils per discussion. Although this technique was time consuming, it was effective in that it helped to obtain in-depth descriptive information. The researcher made sure that only one specialised teacher, the same pupils and teaching and learning materials were used throughout PE lessons while other lessons were conducted by a generalist teacher.

The study also used documents such as lesson plans, schemes of work, class time-table, mark schedules and the class registers in order to gather more insight on the topic under investigation. Besides being a rich source of data, Patton (2005) considers such documents to be useful in triangulation, and helping counter check interview data. Merriam (2002) argues that, the strength of documents as a data source lies with the fact that they already exist in the situation and that they do not intrude upon or alter the setting in ways that the presence of the investigator might. This range of methods provided the opportunity to gain a multifaceted role of Physical Education and to understand how it promotes academic performance in learners.

The data for this study was collected using multiple strategy technique. The use of this strategy allowed for the collaboration of data obtained from each of the various different methods. The study used semi structured in-depth interviews, document review, focus group discussions and observations to confirm the findings.

Figure1: Data collection technique



Source: Researchers' data collection approach.

3.7.1. Primary Data

Semi structured in-depth interviews, document review, focus group discussions and observations were used to collect primary data.

3.7.1.1. Interviews

A few guiding questions were prepared although not asked in a direct pattern because of different ways participants chose to respond.

3.7.1.2. Document Review

Document review was used to support the data collected from other instruments like interviews in order to analyse the content of these documents.

Triangulation was used in order to verify the responses given during the study. This study so it worthy to use other documents to verify responses and among the documents used were:

- Class Attendance Register
- Scheme of work
- Lesson plans
- Mark schedules
- Class time-table

3.7.1.3. Observations

The observation method was used to observe PE and CTS lessons and this helped to establish the role of PE in school. Observations of lessons provide a way to gain extra data that may differ from what is found in the interviews. Lichtman (2010:245) states that observation is “a technique of data collection in which the researcher observes the interaction of individuals in natural settings.” Observations therefore give the researcher the chance to grasp the context of a situation, to discover ideas from participants that they may not feel like sharing in an interview and they provide a fresh, raw set of data not found using other methods.

3.7.1.4. Focus Group Discussions

The justification for the use of focus group discussion schedules was based on the fact that it was one of the best methods to use in data collecting when the researcher intends to bring out respondents immediate reactions and ideas, making it possible to observe some group dynamics and organizational issues.

3.7.2. Secondary Data

The bulk of secondary data was obtained from the University of Zambia (UNZA) Library and the internet too.

TABLE 2: DATA COLLECTION OUTLINE

Date	Data Collection period
1 st week of February 2015	First Round of Teacher /pupil Interviews
2 nd week of February 2015	First Round of Administrator Interviews
2 nd week of February 2015	Second Round of Teacher/ pupil Interviews
3 rd week of February 2015	Second Round of Administrator Interviews
4 th week of February 2015	Third Round of pupil interviews
Throughout February and March 2015	Observations and assessments
4 th week of March/1 st week of April 2015	Assessments

3.8. Reliability and Validity

Neuman (2000) asserts that the validity of an instrument is a determination of how well the instruments reflect the abstract concept being examined. Validity refers to truthfulness. The validity of an instrument is a determination of how well the instruments reflect the abstract concept being examined. Reliability refers to how consistent a measuring device is. A measurement is said to be reliable or consistent if the measurement can produce similar results if used again in similar circumstances. Ndhlovu (2010) indicates that, reliability focuses on the degree to which empirical indicators or measures of a theoretical concept are stable or consistent across two or more attempts to measure the same concept. Reliability on the other hand refers to how consistent a measuring device is.

A measurement is said to be reliable or consistent if the measurement can produce similar results if used again in similar circumstances. In order to enhance reliability of the findings, data collected were verified by using triangulation and respondent validation.

Triangulation was done by comparing different kinds of data from different instruments to see whether they collaborated. Respondent validation was done by verifying the results with respondent and by relating the findings with the evidence from the available literature. In order to ensure that the findings were valid, the researcher cross-checked the respondents' responses with those of other respondents that were obtained by different instruments. For instance, data collected by interviews from administrators were cross-checked with data collected from observations.

3.9. Data Analysis

Themes categorization and narrations were used to analyse qualitative data. Major themes were drawn from interviews with respondents. Description of each theme was done, analysed and interpreted critically and objectively. Qualitative data analysis is an inductive and iterative process that transforms data into findings (Patton, 2002). While there are several approaches to analysing phenomenological data, the researcher elected to use Moustaka's modification of the Stevick Collaizzi-Keen method as explained by Creswell (2007).

The first step was to bracket the researchers' experiences although this cannot be achieved entirely because qualitative research cannot be bias free. Moustaka (1994) advises that the researcher must be completely open and receptive in order to listen to the informants describe their experiences. Listening to and rereading each interview several times helped the researcher to get a sense of the whole interview and its context. The next step was to develop a list of significant statements from the interviews and other data. These are statements concerning how the informants are experiencing their teaching and addressing the challenges. Every statement was considered as having significant value although later, the researcher deleted irrelevant or repeated statements, leaving only those statements that were valuable.

Participant responses were deeply examined so as to understand the expressed and implied meanings that were expressed in more direct language. In order to produce articulate meanings, the researcher constantly alternated from data to meanings while testing to ensure the meanings were backed by the raw interview data. Then the researcher wrote a description of the experiences that the teacher in the study had. This description explains what happened and included direct quotations of the administrators, teachers and learners' statements. Creswell (2007) terms it a textural description of the experiences.

3.10. Ethical Considerations

Participants were informed about the nature and purpose of the study and informed consent was sought before interviewing them. Respondents were also assured of high levels of confidentiality. The names of respondents were not included in the study. Therefore, all respondents in the study remained anonymous. In addition, the respondents were informed that the information gathered was purely for academic purposes and no names would be reviewed or used. Consent for using a recording device was sought as well and respondents were made to be aware of the presence of a recording device.

3.11. Summary

This chapter presented the methodology that was used in the study. A qualitative research design was used to establish the role of PE in promoting learner academic performance at a selected primary school in Mansa District of Luapula Province. Instruments for data collection included, interview schedules, focus group discussion and observation guide. The study employed qualitative methods. Data was analysed thematically. Ethical issues were also taken into consideration.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1. Overview

This chapter presents the findings of the study according to the research questions on the role of PE in promoting learner academic performance at Kombaniya Primary School. The study questions were:

- What the role does PE play in promoting academic performance of learners in primary schools?
- What perceptions do teachers have on PE as an academic subject in primary schools
- What perceptions do learners have regarding PE as an academic subject in primary Schools?
- What challenges do teachers face when teaching PE in primary schools?

The findings from the learners are presented first, followed by those from teachers, then those from administrators and lastly observations made by the researcher.

4.3. The role of PE in promoting learner academic performance in primary schools

The presentation of findings therefore, begins with the views of learners followed by those of teachers then administrators and lastly, observations made by the researcher.

4.3.1. Views of learners on the role PE plays to promote learner academic performance

Four questions were asked to find out learners' views on the role PE plays to promote their academic performance.

4.3.1.1. What subjects do you learn at this School?

Asked on the subjects learnt at their school, all the forty learners in the four focus group discussions stated that, they were taught the following subjects: English, Mathematics, Social and Development Studies (SDS), Integrated Science, Creative and Technology Studies (CTS) and icibemba. Others also stated that they learnt Special Paper one while yet others still mentioned they also were taught Literacy.

4.3.1.2. Is PE one of the subjects taught at the school?

When asked to find out if PE was taught, the entire forty learner respondents in all the four focus group discussions said yes.

A follow-up question was asked to find out how PE was learnt since it was not mentioned on the list of subjects mentioned in the previous question. All the forty learners in all the four FGDs said PE was covered in the learning area called CTS.

4.3.1.3. Does PE play a role in promoting your academic performance in school?

Learners were asked to tell if at all PE played any role in fostering their academic performance.

Most learners stated that PE could help them perform well academically because the body was subjected to different exercises. To this effect, one learner had this to say: *“PE ilafwilishako ukupwisha icitendwe inga mwaikala mu class Inshita iyitali and brain ilacita relax (PE helps to reduce boredom that may occur due to staying in class for a long time and helps to relax the brain.)* The other learner had this to say: “PE helps to get my brain working because sitting too much in class is boring, PE is good because it is good exercise.”

Other responses were that PE helped them to regularly attend school as it acted as an attraction to school.

4.3.1.4. PE and other subjects

The study revealed that all the forty learners from all the four focus group discussions reported that PE helped them improve in other subjects. For example, one pupil in FGD1 stated that, *“Ee, inga ninshita ya Mathematics, ba teacher ba bomfya ama games kulaba ukumfwa sana teti fikose pantu lilya muleyangala game uku mulesanga mathematics.”* (During Mathematics lessons if the teacher uses games the concepts become easy to understand because as you play you are as well solving mathematics.)

Other learners too agreed by saying Physical Education activities could also be integrated into other learning areas.

One girl for instance, stated that she enjoyed it when movement, games and songs were incorporated into other subjects like Mathematics, the way it was done when they were in grade one and two. She said that this made the class enjoyable and exciting and made her focus more in class and therefore learning became easier.

4.3.1.5. Other benefits expected from learning PE

This part sought to find out the benefits learners get from doing PE.

During the focus group discussions, it was revealed that learners benefited a lot from doing PE. The following were responses from the pupils:

- *“PE ilalenga umubili ukwanguka,”* (PE helps the body to be flexible.)
- *“PE ilafwilisha ukukana lwalalwala,”* (PE helps a person from being sickly.)
- *“PE ilafwilisha ukwishiba ama skills”* (PE helps to learn skills.)
- *“PE helps to have fun with friends”*

4.3.2. Views of teachers on role PE plays to promote learner academic performance

Four aspects were posed in trying to find out the role PE plays in promoting pupil academic performance.

4.3.2.1. The teaching of PE in school.

The responses from all the five teacher respondents were that PE was taught although it did not stand alone as a subject but integrated in a learning area called CTS.

A follow up question was asked as to how effectively the component was taught since it was integrated. The class teacher stated that the scheme of work for the term dictated what was to be taught under CTS.

4.3.2.2. Role of PE in promoting learner academic performance.

Asked to find out if PE promotes learner academic performance in school, all teachers responded by saying,

“Yes, PE does play an important role in promoting learner academic performance in school.”

4.3.2.3. How PE promotes academic performance in pupils.

A follow-up question was asked as to how PE promotes academic performance; the responses from the teachers were that, *“Physical Education is a useful tool for learning. When you look at learners involved in PE, they have experienced physical, mental, emotional and social development. Yes, the mental faculty is normally refreshed and thereby enabling them to do academic activities effectively.”*

The PE specialised teacher further stated that, *“The more our pupils are fit and healthy the more time they spend in school learning thereby improving their self-esteem and generally their behaviour in class is also improved. In addition, Physical Education helps to capture the attention levels of pupils because it creates a break from other academic learning and helps to improve concentration.”*

The class teacher also added, *“What learners want the most from Physical Education is fun. The fact that pupils are looking for enjoyment and fun is not only relevant to Physical Education lessons, pupils also want other subjects to be enjoyable too.”*

He also added that the more learners do quality practical PE the more they are frequent in attending classes hence absenteeism is lessened.

When asked what teachers believed to be the other benefits of Physical Education, this is what was said by the specialised PE teachers,

Yes, benefits are there. When they complete school some learners get employed as sports men and women. We can also talk about health, yes, learners really do benefit. Learners do need more physical education in their lives, not only to promote healthier bodies but also healthier minds and social skills. The programme of PE in school gives learners an opportunity to distress and feel more motivated to learn. You do not need a large space and a lot of time to incorporate more physical activity into the school day. Activities can be creatively modified, connected to content areas and used daily in the classroom. Learners are able to exercise, have fun and at the same time without realising they are learning.

The other teachers also said, healthy learners who are physically fit and active perform well academically. The other benefit stated is that PE helps learners to develop self-discipline and respect for others; I mean that through PE learners are helped to be cooperative and develop a spirit of team work.

4.3.3. Views of administrators on the role PE plays to promote learner academic performance.

Three aspects were posed in trying to find out the role PE plays in promoting pupil academic performance.

4.3.3.1. The role of PE in promoting academic performance of learners

Asked if PE had a role in promoting learner academic performance, all the four administrators said it does promote academic performance of learners greatly.

4.3.3.2. How PE promotes academic performance for learners.

Since the response was yes from all four administrators, they were further asked to state how PE did promote academic performance of learners. Their response was;

“When the learners exercise and run around, their brains are activated. They even concentrate more in lessons after some PE activities. Absenteeism is also reduced because PE ‘kakonkelelo’ (an attraction) hence all the time pupils are in school.”

The teacher strongly emphasised that participation in PE helps to build confidence and that there is an association with such participation in the learners’ development of a positive attitude towards school work.

One of the administrators had this to say,

“PE helps learners to be active in class, as a result, boredom is reduced. The other thing worth noting also is that there is improved behaviour among such learners.”

The other administrator said,

“Pupils like exercising, as a result, their bodies become free from sickness thereby improving attendance in school. They are kept busy in school and their knowledge retention levels become good. PE madam helps learners love school. It also makes learners enjoy being in school as a result they concentrate in their class work and do well.”

4.3.3.3. Benefits of PE to learners

On whether PE did benefit learners, all the four administrators responded in the affirmative. One of them said, PE was beneficial to learners. The prominent aspects that came out were that PE brought physical, social, emotional and mental benefits on learners. Elaborating more on the points, it was stated that physical participation in PE helped learners to be physically fit and healthy which helped them to succeed in school. On the social benefit, one of the Education Standard Officer (ESO) stated that, *“Social benefits of participating in PE include; making friends, good mood, increased involvement in class activities, increased self-esteem, acquiring team work skills and ability to cooperate with other people. Physical benefits include; improved physical fitness and health.”*

**TABLE 3: A SUMMARY OF THE DATA COLLECTED FROM THE FIELD
ON OBJECTIVE ONE.
PRESENTATION OF RESEARCH FINDINGS**

Questions	Theme	FGDs A	FGDs B	FGDs C	FGDs D	In-depth interviews	
						Teacher	Admin
Role of PE in school							
Subjects learnt	Eng, Math, Int. Sci, Z/L, CTS, SDS,	X	X	X	X	X	X
	Literacy, Special Paper One	-	X	X	-	-	-
Teaching of PE	Taught in CTS but Theoretically	X	X	X	X	X	X
Role of PE	Yes it does through pupil active participation in exercises conducted	X	-	X	-	X	X
Role of PE	Improving physical fitness and health aspect of pupils,	X	X	X	X	X	X
	Body becoming flexible	X	X	X	X	X	X
	Reduction of boredom	X	X	X	X	X	X
	Improves school attendance	-	-	X	-	X	X
	School attraction	X	X	X	-	X	X
	Reduces absenteeism	-	-	-	-	X	X
	To have fun with friends	X	X	X	X	-	-
Other PE benefits	Learn skills	X	X	X	X	X	X
	Improves concentration	-	-	-	-	X	X
	Motivates pupils	-	-	-	-	X	X
	Helps pupils to develop a good relationship with school	-	-	-	-	X	X
	Improves confidence in pupils	-	-	-	-	X	X
	Develops pupil character	-	-	-	-	X	X
	Improves pupil cognitive function	-	-	-	-	X	X
	Pupils are able to work as teams	-	-	-	-	X	X
	Cooperation is enhanced among pupils	-	-	-	-	X	X
	Pupils emotional well-being during PE	-	-	-	-	X	X

4.3.4. Observations made by the researcher

Five aspects were asked during the observations of lessons in trying to find out the role PE plays in promoting pupil academic performance.

4.3.4.1. PE periods allocated per week

The question sought to find out the number of periods allocated for PE. The observation made by the researcher were that Physical Education did not stand alone as a subject and so it was not separately timetabled, instead it was integrated under Creative and Technology Studies (CTS) which was given four periods as indicated in table 1 below. The teacher had the task to allocate components that constituted CTS accordingly.

Table 4: Grade seven class Timetable.

Time	07:00	07:40	08:20	09:00	09:40	10:30	11:10	
	07:40	08:20	09:00	09:40	09:50	10:30	11:10	
Monday	Math	Math	Int.sci	Int.sci	B	SDS	Z/L	English
Tuesday	Eng	Eng	Literac	Literacy	R	Math	CTS	CTS
Wednesday	Z/L	Eng	CTS	CTS	E	Math	Int.Sci	SDS
Thursday	Int.Sc	Math	Englis	English	A	SDS	Math	Math
Friday	SDS	Z/L	Math	Math	K	Int.Sc	Eng	Eng

Source: Field work data, 2015

Table 5: Revised Grade Seven Time-table with added periods for P.E

Time	06:40 06:55	07:00: 07:40	07:40 08:20	08:20 09:00	09:00 09:40	09:40 09:50	09:50 10:30	10:30 11:10	11:10 11:50	11:50 12:30	12:30 13:10
Mon	Assembly	Math	Math	Int.scie	Int.sci	B	SDS	Z/L	English	P.E	P.E
Tues	P.E	Eng	Eng	Literacy	Literac	R	Math	CTS	CTS	P.E	P.E
Wed	P.E	Z/L	Eng	CTS	CTS	E	Math	Int.Sci	SDS	P.E	P.E
Thur	P.E	Int.Sc	Math	Eng	Eng	A	SDS	Math	Math	P.E	P.E
Fri	P.E	SDS	Z/L	Math	Math	K	Int.Sc	Eng	Eng	P.E	P.E

4.3.4.2. Pupil participation in PE

It was observed that there was active participation by all learners but one thing noted was that most girls refused to be paired with boys in certain activities as can be seen in the figure above. During one particular Physical Education lesson, pupils were observed having fun with friends and were able to be actively involved. The teacher created an opportunity for all pupils to be actively involved and participate in the lesson. All pupils had an opportunity to be able to socially interact with their classmates.

4.3.4.3. Learner academic performance before PE was introduced.

The question sought to find out how academic performance for the forty pupils engaged in PE was before PE was introduced.

The Grade six assessment results for Term 3 shown in table 3, indicate that the academic performance for the selected forty learners, was as follows; 12 girls and 11 boys out of seventy eight (78) learners were below average in Mathematics, while 11 girls and 5 boys were below average in Science and 12 boys and 10 girls were below average in English. Table 3 below illustrates in detail what has been discussed.

Table. 6. Grade Six term three December, 2014 assessment results for the forty selected pupils.

SUBJECT	TOTAL NO OF PUPILS	GENDER	NO. OF PUPILS THAT PASSED	NO. OF PUPILS THAT FAILED	PERCENTAGE (%)
English	40	20 Girls	10	10	50% and 50%
		20 Boys	08	12	40% and 60%
Mathematics	40	20 Girls	08	12	40% and 60
		20 Boys	09	11	45% and 55%
Integrated Science	40	20 Girls	07	13	35% and 65%
		20 Boys	05	15	25% and 75%

Source: Field work data, 2015

Table 7: Grade seven end of Term One, April, 2015 Results for the Forty Learners engaged in PE for Thirteen Weeks.

SUBJECTS	TOTAL NO OF PUPILS	GENDER	NO. OF PUPILS THAT PASSED	NO. OF PUPILS THAT FAILED	PERCENTAGE (%)
English	40	Girls	16	04	80% and 20%
		Boys	15	05	75% and 25%
Mathematics	40	Girls	12	08	60% and 40%
		Boys	15	05	75% and 25%
Integrated Science	40	Girls	20	-	100%
		Boys	19	01	95% and 5%

Source: Field work data, 2015

Note: Learners who recorded a fail still had improved in scores.

This shows that the more learners attend classes the more they are able to learn hence academic performance is improves. The other observation was that when these forty learners received daily PE for 95 minutes their rate of learning increased. There are however, enough positive benefits that are being attributed to PE, to justify an extended PE time-table in school during the period of study. In conclusion it can be stated that, school administrators should allocate adequate time for PE because when learners engage in physical activities during PE their academic performance significantly improves.

4.4. Views on PE as an academic subject in primary schools

This section presents the views of learners, teachers and administrators on the perceptions they have about PE as an academic subject in primary schools.

4.4.1 Views of learners on their perception of PE as a subject in school.

Two questions were posed in trying to find out the perception of PE by learners.

4.4.1.1. Is PE taught in school?

The study revealed that all the 40 learners indicated that they did learn PE in school under CTS. One of the learners said, we learn PE but it is just within class. We do not do practical PE.

4.4.1.2. Description of PE

Responses from learners during focus group discussions were many, For example, one learner pointed out that, “*PE ni nshita ya ma sports.*” (*PE is time for sports*)

Other responses given by some learners were that, “*PE ni nshita ya kwangala,*” *PE is time to play,*” “*PE is time when there is a lot of fun,*” and “*PE is time to play around in the ground.*”

A follow up question was asked to find out if there was a difference between PE and Sports. All the forty learners showed inability to differentiate between physical education and sports. Most of them had no understanding about PE. To them, the importance of PE was realized in sports.

4.4.1.3. Do you enjoy learning PE?

Learners were asked if they enjoyed learning PE. In response, all the forty learners said they enjoyed learning PE, especially when they were involved. One boy added that he enjoyed the cheering that was there when he came out first in an activity like running. Another learner narrated that she felt good and enjoyed it when her team members were winning.

4.4.2. Views of teachers on PE as an academic subject.

Three questions were posed in trying to find out the views of teachers on PE as a subject.

4.4.2.1. Teaching of PE at your school.

As regards whether PE was taught at the school the class teacher said PE was taught under a learning area called Creative and Technology Studies (CTS) and all learners in the Primary school were expected to take this learning area. As a result CTS is a compulsory subject. As regards the number of periods allocated to PE, the teacher explained that PE was not time-tabled as a subject but it was integrated in CTS as a component and so CTS had two double periods per week. The class teacher had this to say on the time-tabling of CTS,

Time allocated for CTS is not enough as it consists of so many subjects as a result a subject like PE suffers as it may be taught theoretically or not taught at all. I have said this because there is only one book used for CTS with all subjects and as a teacher, I follow how a book is written like Home Economics is on first pages, I teach it first and once i finish I go to sports activities under PE. So certain school terms do not have certain subjects to be taught in all the three school terms because content finishes in one school term. So, for subjects like PE and music once you have finished with them, you don't go back but just continue.

4.4.2.2. Do you enjoy teaching PE?

The teachers expressed that they did enjoy teaching PE although they faced many challenges.

4.4.2.3. View of PE by teachers as a subject at the school

The teachers were asked to state their view of PE as a subject at the school. They indicated that PE was looked down upon. One of them said, the subject was neglected as it was seen to be restricted to sports. The class teacher had this to say: *“Compacting PE with so many other subjects to make one learning area says it all madam.*

The subject is seen as occupying a low position as compared to other subjects that stand alone, no wonder it is not fully taught as most teachers shun teaching CTS because of the number of subjects integrated as it proves difficult to prepare.”

The specialised PE teacher intruded and said:

The problem that I see is that most of the teachers regard PE as play because frankly speaking, someone told me to say how can you be doing ‘Waida’ at your level. This implies that PE is not regarded as an important subject hence madam once teachers know the role PE plays to foster academic performance in learners the subject will regain its importance. In fact to me PE did not mean sport or recess but properly taught and supervised.

4.4.3. Views of administrators on the perception of PE as a subject in school

Four questions were asked as regards their perception of PE as a subject in their school.

4.4.3.1. Teaching of PE in your school

All the four administrators indicated that PE as a subject was taught as a compulsory subject under a learning area called CTS from grades one up to grade seven. As regards the number of periods the administrators said it was up to the teachers to see how best all subjects under CTS were distributed looking at the fact that CTS was given four periods per week. The administrators said CTS was taught but not much was put in as most teachers were usually allocated just a period for PE.

4.4.3.2. The teaching of PE in school

The question sought to find out if teachers were seen teaching PE in school by the administrators.

One senior teacher had this to say; *“Teachers do teach the theory part of PE in CTS but not practical PE.”*

This is what the other administrator said; *“Most teachers in schools find it difficult to plan CTS lessons as they express that it is too involving because they lack that interest so only a few teachers teach the subject appropriately.*

The other reason is that although CTS and the subject of PE are taught theoretically and time-tabled the number of periods is less for the learning area as it has many subjects integrated into it.”

4.4.3.3. The perception of PE by administrators as a subject in school

The question sought to find out the perception of PE by administrators in school.

The study revealed that all the four administrator respondents reported that PE was viewed differently at the school. For example the senior teacher said, *“PE is given a blind eye; it is not viewed as an important subject.”*

The head teacher said, *“PE is not seen as an important subject hence the apathy seen in teachers, PE is regarded as a non-essential subject that does not in any way impact a learner’s academic prospects.”*

The Education Standard officer said, *“From my own perspective, PE is looked down upon negatively as a subject why? Most teachers do not understand the importance of PE as it is just regarded as play where pupils are given balls or told to go outside and play for some time when teachers are busy doing something else.”*

4.4.3.4. School administrators’ understanding about Physical Education

The two (2) senior teachers had the view of physical education as sport only, while the head teacher and the education standard officer showed that physical education was more than sports.

4.5. Challenges faced when teaching/learning PE

Under this subject, two questions were posed to find out the challenges faced by learners during PE lessons in schools.

4.5.1. Views of learners on challenges faced when learning PE.

The question sought to find out the main challenges commonly faced by learners during PE lessons.

Asked on the main challenges they faced when learning PE, all the forty learners during focus group discussions reported that they faced numerous challenges that included;

lack of balls to use as the school only had three balls for use during sports and the other challenge stated was the poor state of the ground for use during PE.

4.5.1.1. Type of equipment used during PE lessons.

The question sought to find out the type of equipment learners use during PE lessons in CTS.

Findings of the study were that, the type of apparatus used during sports was a ball, which was also brought to the class to them. In fact one learner narrated, *“when it is time for CTS and we are learning sports activities like volleyball a ball for volleyball is brought to show us that this is a ball used when playing volleyball, but if it is basketball since the school does not have the teacher asks anyone who has seen a basketball before to explain to the class how it looks like.”*

4.5.2. Views of teachers on challenges they face when teaching PE.

Under this subject, three questions were posed to find out the challenges faced by teachers when teaching PE.

4.5.2.1. Challenges faced when teaching PE

The study revealed that teachers faced numerous challenges that demanded immediate attention from administrators. Areas of concern included insufficient time allocation, lack of competent qualified and/or inadequately trained PE teachers, poor state of facilities like the playground, lack of teaching and learning materials and large class sizes. For example, the class teacher said,

Classes are too large so and overcrowded and so teaching a class of over seventy learners in PE especially the practical part is a very big challenge in as far as the teaching and learning aids were concerned. Available resources could not be given to the whole class. The other challenge was that the playground was not conducive, because passersby have made it as a road and so even cars pass through. The other problem was lack of attention given to the subject by administrators.

The specialised PE teachers had this to say, *“The challenge that is there is that the school generally has an acute shortage of PE facilities and equipment. The other challenge I have seen is on gender, girls feel certain activities are for boys while boys also feel certain activities are for girls for example doing headstand by girls was a challenge.”*

4.5.3 Views of administrators on challenges teachers face when teaching PE.

Two questions were asked in order for administrators to give responses.

4.5.3.1 Challenges teachers face when teaching PE

In response all the four administrators gave varied responses and this is what was said by the senior teachers, *“teaching and learning aids are not available in school and most teachers at primary school level lack interest in teaching PE which I think is as a result of lack of skill.”*

The head teacher said, *“Over enrolment of classes is a big challenge that’s why these teachers cannot teach PE practically because controlling a big class outside is a challenge and lack of equipment for PE is a problem we have.”*

The other administrator said; *“The first challenge is teachers themselves, most of them have no skill for PE, and interest is not in them. The other big thing is infrastructure like water and sanitation. Most schools if not all have no provision for showers to use after a vigorous PE activity so teachers shun teaching the subject because after an activity there is need to clean themselves.”*

4.5.3.2. Observations made during the study on challenges teachers face when teaching PE/CTS.

The observation made during the study was that the school had challenges which were as outlined below. Challenges teachers faced when teaching CTS (PE) lessons:

1. Poor state of Infrastructure.

The school had close to nothing that could be called a playground because the so called ground was also used by motorists and pedestrians.

2. Lack of teaching and learning aids.

Teachers faced a lot of problems when it came to teaching sports games like Basketball and other activities that needed a real Basketball to use.

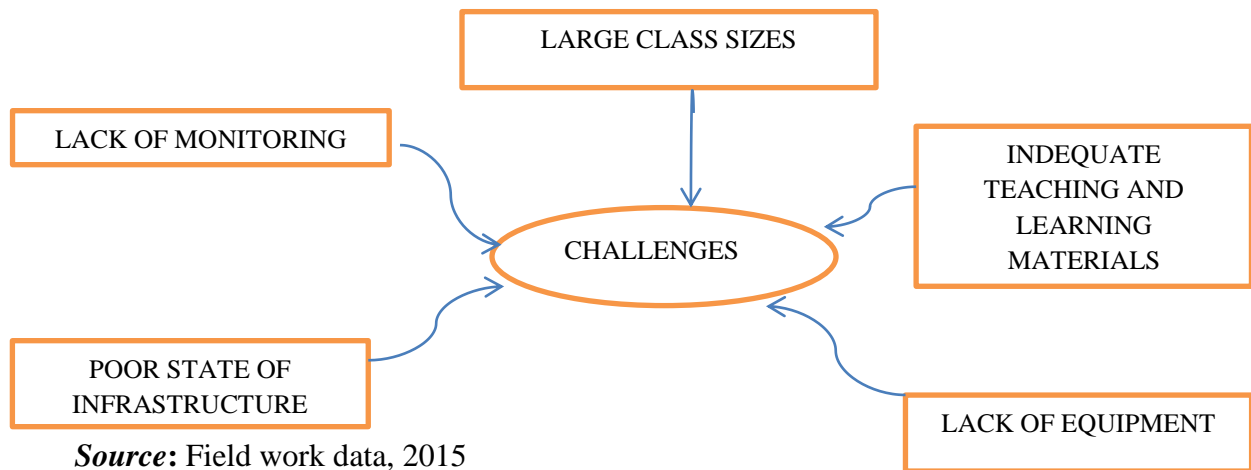
3. Large class size.

The class that was picked had seventy eight learners meaning the teaching of practical PE was a big challenge especially when it came to issues to do with class management and control.

4. Lack of Monitoring.

With regards to monitoring, an observation made was that for the whole term of study no single monitor was seen monitoring the teaching of either PE by the specialised PE teacher or CTS lessons taught by the class teacher.

Figure 2: Summary of Challenges faced by Teachers when teaching PE.



Source: Field work data, 2015

4.6. Summary

This chapter has presented the findings of the study in line with the research questions. The study found out that PE plays an important role in promoting learner academic performance. It helps in mental development of learners through participation in physical activities. PE helps learners to be physically fit and healthy and they spend more time in school. PE attracts learners to school by offering them an opportunity to play and actively participate in class activities. In addition, as learners get attached to school, absenteeism is reduced. Therefore, PE helps to increase learners' level of concentration in lessons.

As regards the perception of PE as an academic subject by teachers and administrators, PE was looked down upon, it was not fully taught as a subject and it was not regarded as an important subject but part of sports.

The challenges faced when teaching PE included inadequate teaching and learning aids, poor state of infrastructure, overcrowded classes, lack of skill and interest in most teachers and inadequate attention by administrators.

CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS

5.1. Introduction

This chapter discusses the findings of the study in line with the objectives which were; to establish the role that PE plays in promoting academic performance of learners in primary schools, to ascertain teachers' and pupils' perception of P.E. as an academic subject in primary schools and to explore the challenges that teachers face when teaching P.E in primary schools.

5.2. The role of PE in promoting learner academic performance

The first objective of the study endeavoured to establish the role PE plays in promoting learner academic performance at Kombaniya Primary School.

The study found that all the 49 respondents who included 40 learners, 5 teachers and 4 administrators indicated that PE played a role in promoting learner academic performance. The roles PE played included the following; helping to reduce boredom due to staying long class, helping to relax and refresh the brain and that it enhances the attention and concentration levels of the learners. The study also found the physical benefits gained from PE through exercises. Exercises generate health benefits in the learners. Similarly, Morgan & Hansen, (2008) found that PE played a role in the health of learners. As a result, learners become active participants in class activities. They further, indicated that, PE helped to enhance class attention levels as it gave learners the opportunity to participate in class activities.

These findings are in line with Coe *et al.* (2006) who state that learners improved academically as a result of participating in physical activity. The revelations by the study also confirm the works of several other scholars, for example, Dwyer, *et al.* (2001) show that physical activity allows learners to concentrate in class for a longer period of time. Morgan and Hansen (2008) also indicate that PE help to enhance class attention levels as it gives learners the opportunity to participate in class activities.

Furthermore, revelations of the study on PE helping to relax and refresh the brain are consistent with Dwyer, *et al.* (2001) and Hillman, *et al.* (2008) who indicates that exercises increase blood flow to the brain which enhances learner class performance.

The observation made was that the learners who received daily exercises from a specialised PE teacher for thirteen weeks had improved their academic performance. This observation is in line with Shepherd (1997) who concluded that when 14 to 26 per cent of the curricular time is allocated to PE, learning occurs more rapidly. Contrary to head teachers or school administrators' views that allocating time for PE may negatively influence academic achievement. PE played a role to improve academic performance of learners. Similarly, Carlson *et. al.* (2008), Robert Wood Johnson Foundation (2007), Taras (2005), Ahmed et al (2007) and Active Living Research (2009) found that time devoted to PE and other physical activities did not negatively impact academic performance.

The scholars argued that there was no evidence to show that increasing learners' time in PE negatively affected their performance in other subjects. To the contrary, learners' interest in school increased their participation in class work and overall academic performance improved. In line with these arguments, observations made in this study showed that learners who were engaged in PE had steadily improved their performance in class especially in Mathematics and Science subjects. The finding is in line with several studies like that of Tomporowski (2003) on quantity of physical activity which found that learner academic performance improved after bouts of physical activity. He further goes on to say that learners accuracy on a Mathematics test significantly improved after 50 minutes of exercise. Tomporowski (2003) argued that scheduling time for PE and allowing learners to participate in bouts of vigorous physical activity actually improved their academic performance.

On the social and emotional benefit of participating in PE, all the three categories alluded to the fact that PE helped learners to make friends, develop good mood, have increased involvement in class activities, increased self-esteem, acquire team work skills and competitive skills which were transferable to academic activities resulting into improved academic performance. These findings are consistent with a study conducted by Dwyer *et. al.* (2001) who found that there was a significant link between PE and self-esteem in

learners. Literature shows that PE creates an environment in which co-operative learning occurs. The team work skills that are learnt in PE can be carried over to other areas of schooling.

Similarly, Taras (2005) complements Dwyer *et al.*'s work by stating that many of the physical and social benefits of physical activity gained during PE were associated with success in school. He further adds that, one concept that draws together the idea of teamwork in Physical Education and its influence on self-esteem was the idea of making friends. In the same way that Physical Education boosted learners' self-esteem, it helped learners to make friends. PE provides opportunities for individuals to interact with their friends and also develop new relationships. Physical Education provides learners with the opportunity to interact with their class-mates in a different environment and that it allowed them to understand another side of their peers. By allowing learners to work in groups with peers outside the classroom environment, they get a chance to learn new things about each other that they otherwise could not have known.

5.3. Perception or view of PE as a subject in Primary schools

The study revealed that all the three respondents that is (learners, teachers and administrators) acknowledged that the subject PE was taught theoretically. It was a as a component under a learning area called CTS, as a result it did not stand alone as a PE subject on the time-table. Furthermore, it was found that despite having CTS as a compulsory subject, the time allocated to the learning area is less looking at the fact that the learning area was not adequate compared to the fact that the learning area had five components integrated. To this effect one teacher said;

Time allocated for CTS is not enough as it has so many components to be taught. As a result, the component of PE suffers most as it is not taught at all. I have said this because there is only one book used for CTS with all components and so as a teacher i follow how learning areas are arranged. Home Economics comes first and I teach it first, I go to sports activities under PE. So certain terms do not have PE topics to be taught because content can finish in one school term. Once it is finished I continue with other components in learning area.

These findings are consistent with Mutiti (2011) who noted that Physical Education was one of the subjects that was substituted more often for other activities. In certain cases some teachers did not teach it at all and the ministry in charge of education did not seem to care whether it was taught or not.

In addition the findings are in line with a study conducted by Ogundare (2000) on the role of Physical Education in the total development of the child which revealed that time was a scarce resource in many schools, and teachers of different subjects competed for the resources. In such competition, unless monitoring was done, subjects that suffer marginalisation like PE were given the least consideration.

In line with the findings of this study, the research established that the majority of primary school teachers viewed Physical Education as only involving the physical and not the intellectual development of the child and this resulted in negative teacher perceptions. It was also revealed in the findings that the fixed preoccupation of Physical Education among teachers is that it is recreational in nature and in turn prevents the actualization of its educative value. Thus the findings seem to imply that when teachers fail to understand the value and benefits of a subject, negative attitudes which may hamper its teaching may develop. Another key issue revealed in the findings of this study was that Physical Education was still not given its true identity in the primary school curriculum and was still looked down upon; hence this contributed to negative teacher attitudes resulting in its unsuccessful implementation.

The study findings further revealed that teacher attitudes towards Physical Education as an academic discipline was negative. PE time was time to relax for both teachers and pupils and was nothing more than recess and play time. PE had no base for the future because it was not examined. Teachers regarded PE as a worthless subject which should be replaced by core subjects like Mathematics and English. Similarly, the interview data showed that teachers had a low opinion of Physical Education and regarded it as a waste of time for academic subjects. The above position is further reinforced by Rathedi (1997) who asserts that in some African primary schools, the status of Physical Education remains questionable due to the fact that the subject is non-examinable. Musangeya et al (2000) further adds that in schools where Physical Education was rated lowly and still at its infant

stage, teachers had negative attitudes towards teaching it. Negative attitudes arose when teachers were unaware of subject matter, pedagogical knowledge and responsibilities of implementing the subject.

Furthermore, the data from interviews and focus group discussions revealed that the low status of Physical Education among other primary school subjects negatively influenced teacher perceptions towards its teaching. The data indicated that many respondents associated Physical Education with play and leisure in school. Similarly, the majority of the interviewees remarked that the teaching of Physical Education was worthless. The above findings which perceived Physical Education as worthless are consistent with Amusa et al, (1999) who pointed out that such remarks came from teachers with negative attitudes who felt the need for Physical Education to be replaced by core subjects like Science, Mathematics and English that were evidently productive.

From this study, it was revealed that despite teachers seeing the importance for learners to participate in physical education for their mental and physical health, as discussed before, physical education to them meant sport, which they took as a mere recreation programme for leisure. This perception of PE as a recreational programme for leisure clearly reveals a significant gap between the intended and the implemented curriculum as perceived by its potential users. As a consequence this leads to an ineffective implementation of PE curriculum in Zambia. Though most of the teachers had their mind stuck in sports to mean physical education, at least they understood one part of the importance of PE as education for the physical, the recreative function of physical education. In line with this, the Department of Education (1995) asserted that physical education helped to prepare a learner for classroom instruction. Chan (1998) maintained that physical activities (PA) employed in PE made learners healthier mentally and socially. The classification of PE as oriented to the physical well-being had blinded eyes of most educational stakeholders in seeing what exactly was inside PE curriculum and what was expected to be the outcomes. Such subject classification in society has marginalized some subjects to the extent that there are missing professionals to meet societal needs.

In line with the findings of this study, the research established that the majority of primary school teachers viewed Physical Education as only involving the physical and

not the intellectual development of the child and this resulted in negative teacher perceptions. It was also revealed in the findings that the fixed preoccupation of Physical Education among teachers is that it is recreational in nature and in turn prevents the actualization of its educative value. Thus the findings seem to imply that when teachers fail to understand the value and benefits of a subject, negative attitudes which may hamper its teaching may develop. Another key issue revealed in the findings of this study was that Physical Education was still not given its true identity in the primary school curriculum and was still looked down upon; hence this contributed to negative teacher attitudes resulting in its unsuccessful implementation. In general, teachers had more negatives than positive perceptions on PE compared to other subjects.

The study also examined how far PE teachers and the school administrators could make a difference between PE and Sports. In general, the majority of the respondents showed inability to differentiate between physical education and sports. This corroborate with Talbot (1997) who maintained that PE was inevitably a struggle, a contest of and for competing definitions about what was to count as worthwhile knowledge, what the body, the individual, school and society are and ought to be.

5.4. Challenges faced by teachers when teaching PE

Several challenges were identified. These included: Inadequate teaching and learning resources, poor state of infrastructure for PE activities, overcrowded classrooms that made it difficult to conduct class demonstrations in PE and school administrators did not have interest in having PE on the time-table. The challenges do not potray chance for teaching PE adequately in school. To the contrary, we are living in times when World-wide PE is gaining appreciation.

This is probably why Almond (1989) argued that young people's education would not be complete if PE was neglected. By not having interest to include PE on the school time-table, school administrators were working against the government directive which directed that it was mandatory to teach practical subjects like PE (MOESVTEE, 2013).

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Overview

This chapter concludes the study and also makes some recommendations based on the findings of the study. The study was conducted to establish the role of Physical Education in promoting learner academic performance in Primary Schools.

6.2. Conclusion

Based on the study findings, the study concludes that PE plays a role in promoting learner academic performance. The perception of teachers and learners towards PE as a subject was negative. Teachers and school administrators saw PE as sports and a subject that took time away from learners' academic subjects. Teaching of PE faced a lot of challenges ranging from negative attitude by teachers, administrators, inadequate teaching materials, poor infrastructure to PE not being time-tabled.

6.3. Recommendations

In line with the study objectives and on the basis of the findings, the study recommended that; Since PE plays a role in promoting academic performance of learners, school administrators should time-table it. School administrators should encourage continuing professional development in PE among teachers. In order to address the challenges of inadequate materials and poor infrastructure, school administrators should collaborate with sports organisations and companies to sponsor and help improve sports facilities in school. The Ministry in charge of Education should monitor and ensure that practical subjects are taught in schools.

6.4. Recommendation for Further Research

This study took a qualitative methodology as a result, experimental designs were not the main thrust of the study. In future, a study that may take a quantitative methodology and using experimental design may be needed to find out significance levels of how PE contributes to academic performance of learners. In addition, a study that will correlate contribution of different subjects to learners' academic performance may be required.

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APPENDICES

Appendix A: Teachers Interview Schedule

A. THE ROLE OF PHYSICAL EDUCATION IN PROMOTING LEARNER ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS.

1. Does PE play a role in promoting academic performance in pupils?
2. If yes, how does it promote academic performance for pupils?
3. If no, why do you say so?
4. Does PE benefit pupils?
 - (a) If the answer to question one (1) is yes, which areas do pupils benefit in?
 - (b) If the answer to question one (1) is no, explain your response.

B. TEACHERS PERCEPTION OF PE AS AN ACADEMIC SUBJECT IN PRIMARY SCHOOLS.

5. What is your perception or view of PE as a subject in school?
6. (a). Is PE taught in your school?
 - (b). If yes, is PE a compulsory subject in School?
 - (c). If yes, how many periods per week are allocated to PE per class?
7. (a). If PE is not taught, what are the reasons for such?
8. (a). Do you as a teacher enjoy teaching PE?
 - (b). If yes what interests you most?
 - (c). If no, what factors make you not enjoy teaching PE?
9. How is PE viewed in comparison with other school subjects?
(E.g. languages/Mathematics).

C. CHALLENGES TEACHERS FACE WHEN TEACHING PE.

10. What challenges do you face in teaching PE?

THANK YOU FOR PARTICIPATING

Appendix B: Interview Guide for Administrators.

A. THE ROLE OF PHYSICAL EDUCATION IN PROMOTING LEARNER ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS.

1. Does PE play a role in promoting academic performance in pupils?
2. If yes, how does it promote academic performance for pupils?
3. If no, why do you say so?
4. Does PE benefit pupils?
 - (a) If the answer to question four (4) is yes, which areas do pupils benefit in?
 - (b) If the answer to question four (4) is no, explain your response.

B. TEACHERS PERCEPTION OF PE.

5. What is your perception or view of PE as a subject in school?
6. (a). Is PE taught in your school?
 - (b) If yes, is PE a compulsory subject in School?
 - (c). If yes, how many periods per week are allocated to PE per class?
7. (a). If PE is not taught, are there reasons for such?
8. Do your teachers teach PE?
9. If yes how often do you monitor PE?
10. What is your view of physical education compared with other school Curricula Subjects (such as languages, Mathematics)?

D. CHALLENGES IN TEACHING PE.

11. What challenges do your teachers face when teaching PE?
12. Suggest ways of addressing these challenges.

THANK YOU FOR PARTICIPATING

Appendix C: Focus Group Discussion Guide for Pupils

A. THE ROLE OF PHYSICAL EDUCATION IN PROMOTING LEARNER ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS

1. What subjects do you learn at this school?
2. Is P.E. one of the subjects taught at this school?
3. Are you as pupils involved in Physical Education activities at this School?
4. Do you enjoy learning PE?
5. What effect does PE have on your academic performance?
6. Do you think that P.E. should be combined with other subjects?
7. Do you think that doing P.E. helps you improve in other academic subjects?

B. PUPILS PERCEPTION OF PE AS AN ACADEMIC SUBJECT IN PRIMARY SCHOOLS.

1. (a). Is PE supposed to be learnt in school?
(b). If yes, what is your view?
(c). If no, what is your view?
(d). If yes, how many periods per week do you learn PE?
2. If PE is not taught, are there reasons for not teaching you?
3. Do you enjoy learning PE? Why/why not?
4. If yes, what makes you enjoy learning PE?
5. If no, what factors make you do so?
6. What are the benefits of learning PE?
7. What activities does your teacher use to teach you PE?
8. What could you do to make PE more fun to you?
9. Do you look forward to the days when PE is taught? Why/why not?

C. CHALLENGES TEACHERS FACE WHEN TEACHING PE.

1. What challenges do you face when learning PE?
2. What type of equipment do you use during PE lessons?
3. What activities do your teachers give you during PE time?

THANK YOU FOR PARTICIPATING

Appendix D: Observation Checklist

District : Mansa **School:** Kombaniya primary school.

Class: 7c. **Total number of pupils:** 78. **Boys:** 29. **Girls:** 49.

Selected pupils. boys: 20. **Girls:** 20

Class teacher's Gender: M. **Age:** 35

A teacher was observed teaching PE. Prior permission and consent was sought. This is was an important activity as it helped to understand the type of methods and materials used in the teaching of P.E. It also helped in understanding relationships between teachers' input and pupils' output in P.E. Essentially; data was triangulated from both pupils and teachers.

S/NO	ASPECTS TO BE OBSERVED	COMMENTS
1	ROLE OF PE IN PROMOTING ACADEMIC PERFORMANCE OF PUPILS	
(a)	Learning Environment	The class was fairly okay but the playing field was not conducive
(b)	Lesson procedure	The teacher planned his lessons well and steps were coherently followed
(c)	Teaching resources	Few T/L Aids like a ball were used
(d)	Number of periods per week for PE	PE does not stand alone but integrated so CTS has two double periods(4 Periods)
(e)	Pupil participation in PE	There was active participation
(f)	How pupil academic performance was before PE was introduced	For the forty pupils performance was not so good that's why they were targeted
(g)	Did pupil academic performance start to improve after PE was introduced	After PE was introduced there was steady improvement recorded because pupils were in school always

(h)	Does PE promote academic performance	It does
2.	PERCEPTION OF TEACHERS/ PUPILS ON PE	
(a)	How do teachers and pupils view the teaching and learning of PE in school?	PE viewed as a waste of time by some teachers. Not seriously taken but to be used as need arose.
(b)	Do teachers perceive PE to promote academic performance of pupils?	Yes
3	CHALLENGES IN TEACHING PE	
(a)	Does the school have equipment/facilities to use during PE lessons?	Has two Balls, other equipment not available