

**EXAMINATION OF PHYSICAL EDUCATION AS AN ACADEMIC SUBJECT IN  
SELECTED PRIMARY SCHOOLS OF KITWE DISTRICT, ZAMBIA**

By

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A Dissertation submitted to the University of Zambia in partial fulfillment of the  
requirements for the Degree of Master of Education in Primary Education

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**LUSAKA**

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## DECLARATION

I, **Susan Sitwala**, do declare that this dissertation submitted to the University of Zambia has not previously been submitted by anyone for a degree at this or any other institution, that it is my own work in design and execution, and that all material contained herein has been duly acknowledged.

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## CERTIFICATE OF APPROVAL

This dissertation by **Susan Sitwala** is approved as a partial fulfilment of the requirements for the award of the Degree of Master of Education in Primary Education of the University of Zambia.

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## **DEDICATION**

This dissertation is dedicated to my late father Simon Simacha Sitwala who, in his life time, inspired me to work hard to be successful, and to my mother and siblings for their continued love and care to see me successfully complete my study.

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## **ABBREVIATIONS**

CTS	Creative and Technology Studies
HPE	Health and Physical Education
HMI	Her Majesty's Inspectorate of Education
MoE	Ministry of Education
MSYCD	Ministry of Sport, Youth and Child Development 2005
NASHE	National Association for Sport Health Education
PA	Physical Activity
PE	Physical Education
TGFU	Teaching Games for Understanding
UNESCO	United Nations Educational, Scientific, and Cultural Organisation

## ABSTRACT

This study sought to establish the views of teachers, pupils and parents towards Physical Education (P.E) as an academic subject in selected primary schools in Kitwe District in Zambia. The objectives of the study were to: establish whether or not teachers, pupils and parents knew the importance of P.E. as a learning subject at primary school level; determine how the time scheduled for P.E. on the school time-table in the current education system was actually used at primary school level; and establish the views of the various stakeholders on P.E. as an examinable subject in C.T.S. in primary schools.

The study sample comprised 21 teachers, 31 pupils, and 31 parents from the two selected primary schools. Data was collected through semi-structured questionnaires and semi-structured interviews. The data for the study was analysed using both the qualitative and quantitative methods of data analysis and was based on the objectives and questions which guided the study.

The study revealed that P.E. is taught in primary schools and that learners have interest in learning the subject however it was also found that schools lacked specialised teachers to teach the subject. The study further revealed that all the teachers, pupils and parents who participated in the study were of the view that P.E. as a subject was of great value to the learners.

In terms of whether P.E. should be taught as an independent subject, it was found that most of the teachers, pupils and parents felt that it should be taught as a stand-alone subject, and not integrated in Creative and Technology Studies (CTS).

As regards to how the time scheduled for P.E. on the school time-table was being utilised, the findings revealed that over half of the teachers said that it was mostly used for practical lessons only while some of them said it was used for theory lessons only. Nonetheless, it was found that only a smaller proportion of the teachers managed to use the time for both theory and practical lessons. It was sad to note that a few pupils reported that some teachers used the time allocated to P.E. to teach other subjects.

With regard to whether P.E. should be examined as a part in CTS, the study revealed the majority of the teachers, pupils and parents felt that it should be examined independently. It was argued that once the subject is examined independently, teachers would take the subject seriously and accord it the status it deserves, like is the case with English and Mathematics.



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# **CHAPTER ONE**

## **INTRODUCTION**

This chapter presents the background to the study. The chapter also presents the statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations, delimitations and operational definitions of terms.

### **1.1 Background**

Physical Education (P.E.) is a subject that focuses on developing physical fitness (Verbrugge, 2012); it also refers to the instruction of physical activities and games. Specifically, it is used to denote the courses in school in which students receive instruction and practice in physical exercise in order to promote good health. Unfortunately, Physical Education has been a neglected subject in most Zambian schools in recent years due to lack of both facilities and specialised subject teachers (MoE, 2007). However, in the recent past, different stakeholders have advocated for P.E. to practically be re-implemented in schools in line with MoE's approved national curriculum that recognises P.E. to be a full time taught subject in all schools (MSYCD, 2007). In 2006 the late President Levy Mwanawasa announced the re-implementation of P.E. as a compulsory subject in all schools and teachers colleges that are using MOE curriculum, whether private, government, public or community (MoE, 2007). On the other hand, the government ministry in charge of children, youths and sport, in their National Sport Policy (2005) state that they shall endeavour to advocate for the teaching of P.E., sport and recreation in all learning institutions.

This, they indicated, will be done in consultation with MoE, as P.E. is a natural basis for having worthwhile and disciplined sports men and women in the country (MSYCD, 2007). On the other hand, MoE (2007) also indicates that lately, schools are trying to make P.E. a priority subject despite meagre resources for staff, equipment and other conversional facilities that could aid the smooth teaching of the subject.

Realising the importance of P.E. to humanity, the government introduced the subject in the Zambian schools. P.E. has been taught in Zambian schools prior to and after independence. Presently, it is now one of the academic subjects. Today, in Zambian primary schools, subjects are grouped into learning areas or study areas. Previously, subjects stood out on their own as independent subjects. Even P.E. was taught on its own as an independent subject.

Today, the subject is integrated, as one of the contributory subjects into Creative and Technology Studies (C.T.S) study area.

According to Harrison (2000), Physical Education is the study, practice, and appreciation of the art and science of human movement. While movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency, but also enhance an individual's overall health. Physical education not only fulfills a unique role in education, but is also an integral part of the schooling process.

There are many benefits physical education provides to today's learners and society. Within the school setting, a P.E. programme can serve society in many ways if implemented and utilized appropriately. One such benefit is overall physical fitness. For example, physical education helps learners and society improve skill-related components such as speed, agility, reaction time, balance, coordination, and basic movement patterns. Physical education helps learners and societies improve strength, endurance, flexibility, and cardiovascular/respiratory activities (Morrow, 2007).

One of the aims of primary education is, "to foster healthy living, physical coordination and growth" (Educating Our Future, 1996:30). P.E. is one subject through which this aim can be achieved. It is important; therefore, that a school should have a programme where P.E. as a subject is taught in a way that engages learners in active participation, enjoyment and fulfillment of total development. Unfortunately, despite the significance of P.E., it is not given the attention it deserves.

Penney (1999) reports that in a world-wide survey of physical education in schools, it was evident that although there were pockets of good practice, the overwhelming perspective was that school physical education was subject to decreasing curriculum time, inadequate resources and low subject status. This situation is not only common for Zambian schools. In Malawi, a similar situation existed in the early 2000s where P.E. as a subject was not given the recognition as that given to other subjects. This is seen from Tembo Mark Jimu's PhD Dissertation in which he stated that despite its official recognition, the subject is often regarded as a low entity on the school curriculum. He explained that several factors contributed to this status; among them was lack of well-prepared teachers, equipment and material, and negative attitude by certain key individuals in the society. In Zambia, researches



have been undertaken on factors affecting the effective teaching of P.E. in primary and secondary schools respectively. A number of factors have been raised, among them lack of adequate teaching and learning materials, and understaffing (Mulima, 2010).

## **1.2 Statement of the Problem**

Following the Late President Levy Patrick Mwanawasa's decree in 2006 to re- implement P.E. as a compulsory subject in all schools in Zambia, the Ministry of Education gave a directive that Physical Education be included in the school curriculum (MoE, 2007). This directive is enshrined in UNESCO's 1978 International Charter of Physical Education and Sport, which outlines the case for physical education as a fundamental right for all, and an essential element of lifelong education (The UNESCO Charter of Physical Education and Sport, 1978). In the recent past, different stakeholders have advocated for P.E. to practically be re-implemented in schools in line with MoE's approved national curriculum that recognises P.E. to be a full time taught subject in all schools (MSYCD, 2007). This has seen the subject undergo changes, one major one being that of being raised from a non-examinable to an examinable subject.

However, despite this change in the status of the subject, from non-examinable to examinable, it appears like no study has been undertaken to appraise the status of P.E. in Zambian primary schools. Off course, other studies on P.E. have been carried out in Zambia, such as the ones done by Mufalali (1974) and Kakuwa (2005), but these focused on traditional games. Another study by Mulima (2010) sought to find out the factors that inhibited the effective teaching of Physical Education. None of these looked at the position that P.E. holds in Zambian primary schools. It is for this reason that this study was carried out. It sought to establish the views of teachers, pupils and parents towards Physical Education as an academic subject in primary schools.

## **1.3 Purpose of the Study**

The purpose of this study was to establish the views of teachers, pupils and parents towards P.E. as an academic subject in primary schools.

## **1.4 Main Research Objective**

To establish the views of the various stakeholders about P.E, as an academic subject at primary school level.

## **1.5 Specific Research Objectives**

The specific objectives of this study were to:

1. Establish whether or not teachers, pupils and parents knew the importance of Physical Education as a learning subject at primary school level.
2. Determine how the time scheduled for P.E. on the school time-table in the current education system was actually used at primary school level.
3. Establish the views of the various stakeholders on P.E. as an examinable subject in C.T.S. in primary schools

## **1.6 Main Research Question**

What are the views of the various stakeholders about P.E. as an academic subject?

## **1.7 Specific Research Questions**

The specific research questions that guided the study were:

1. Do the teachers, pupils and parents know the importance of Physical Education as a learning subject at primary school level?
2. How is the time scheduled for P.E. on the school time-table in the current education system actually utilised at primary school level?
3. What are the views of the various stakeholders on P.E. as an examinable subject in EA at primary school level?

## **1.8 Significance of Study**

This research is vital because it is hoped that it will reveal the position that P.E. has in the primary school. Additionally, the information generated from this study may also encourage physical educators to advocate an enhanced status for P.E. as an academic subject in primary schools. Further, the Ministry of General Education may also use the results of the research to review the P.E. implementation policy.

## **1.9 Limitations of the Study**

The limitation of this study was that it was not possible to fully explore the views of the various stakeholders about P.E. as an academic subject in all the schools within the proximity of the researcher because access to data proved to be a big challenge. This was because some of the learners and teachers were not willing to participate in answering the research instrument.

The research was delimited to a small sample. Hence, the results may not be generalised to other parts of the country, but possibly to schools within the proximity or zone of the schools under study. But, the results can be used for reference with other comparable studies.

### **1.10 Operational Definitions of Terms**

**Academic subject** - a school subject in which the core content is taught and examinable.

**Creative and Technology Studies (C.T.S)** – is a study area in primary school that has Home Economics, Industrial Arts, Art and Design, Music and Physical Education as contributory subjects.

**Decree** – this is an official decision or order from a government or leader (an official declaration or pronouncement).

**Lower primary level** – represent Grades 1 to 4 at primary school in the Zambian education system.

**Physical activities** – these are activities that involve movement of part or the whole body. This can include physical exercises, games or various sporting activities.

**Physical Education** – process of education that goes on when activities that develop and maintain a human body are concerned, or the sports and physical exercises that children learn as a school subject.

**Specialist Teachers** - teachers trained to teach P.E. only or P.E. and another subject.

**Stakeholders** – the people that have interest in the welfare and success of the learners and the school at large.

**Study Area** - a combination of subjects that stand as a course based on the integration of subjects.

**Upper primary level** – represents Grades 5 to 7 at primary school in the Zambian education system.

### **1.11 Theoretical Framework**

This study was guided by Fishbein and Ajzen's (1975) Theory of Reasoned Action (TRA) which explains that attitudes flow from beliefs and yield intentions and actions. TRA is a model for predicting people's behaviour, which states that the best predictor of people's behaviour in any given situation is their intention to perform the behaviour. Not surprisingly, the best predictor of whether people will actually do something is whether they intend to do it. The intention to perform the behaviour is influenced by a person's own attitude (feelings or evaluations of) towards the behaviour as well as the attitudes of people who are important to the person and the associated perceived social pressures (subjective norms).

This study is guided by this theory in the sense that the beliefs that the various key stakeholders have towards the subject of P.E. will definitely affect the status that the subject would have in society. How the people view the subject would make them have either a positive or negative attitude towards it, hence affecting its status in schools. For instance, if teachers have a bad attitude towards P.E., it would definitely affect the learners' views of the subject because the teachers have a greater impact on the learners.

Similarly, if parents do not appreciate P.E. as an academic subject, they would definitely not support their children learning it in school. The parents would not provide the necessary support to their children, such as provision of P.E. attire. Hence, this study seeking to establish the views of teachers, pupils and parents towards P.E. as an academic subject in order to establish the status that the subject has in primary schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter presents the relevant literature on the views of various stake holders on physical education as an academic subject.

#### **2.1 Global Literature**

##### **2.1.1 Children's attitudes towards Physical Education**

Psychologists define "attitude" in many different ways. Eysenck (1998) explained the term as a general and stable orientation towards an object, while Atkinson et al. (1993) say attitude refers to the favourable or unfavourable evaluations and reactions to objects, people and situations. It is a combination of beliefs, feelings and response actions. The views that a person holds about something contributes to the type of attitude the person will have towards it. Just as Rikard and Bandvill (2006) explained, that attitudes are born from beliefs and form our behaviours in numerous ways and determine our involvement in activities, the goals that we set and those we decide to abandon. They indicated that people express beliefs and attitudes daily through their behaviours and their language. This simply shows that learners' attitude towards Physical Education (P.E.) is as a result of the beliefs or conceptions they have about the subject. As much as P.E. as a school subject provides learners with an opportunity to develop knowledge, skills and attitudes that would enable them be physically active and live a healthy life style, it is the beliefs that the children have about the subject that will determine their interests and involvement in P.E.

Attitudes develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Aicinena, 1991). Additionally, a student's attitude in school can also be shaped by his or her perception of the teacher or instructional setting. Having the right attitude is one of the precursors for learning and successful participation in P.E. and related physical activities. This is in line with what Stelzer et.al (2004) and Collins (2001) alluded to that physical activity will never be adopted in the students' life if a positive attitude towards it is not given throughout their education school years. It is important to note that building a positive attitude in the learners should first begin with the teachers themselves having the right attitude towards the subject so that they can motivate the learners to build

interest as well. Several studies have examined attitudes and perceptions of students of all classes toward physical education. These studies have been conducted in different countries to critically assess and evaluate learner's attitudes with a possibility to improve the learning environment and keep learners socialised into the subject. Educators believe that students' attitude is very important, which plays a big role in student's participation in physical education classes (AlLiheibi, 2008; Bibiki, et al. 2007; Barney, 2003).

The nature of Physical Education is grounded in movement, games, and sports which in itself renders a high rate of teacher-student interactions. The nature of these interactions may be a leading factor in a student's perception of physical education. Carlson (1995) and Portman (1995) mentioned that teaching behaviours are strong indicators for either positive or negative perceptions of physical education. Researchers have shown that students who usually liked physical education classes had positive attitudes toward physical education; besides that, they believed that P.E. teachers are considered good role models for the students (Carlson, 1994). Teachers play an important role in motivating learners in the teaching-learning process. They can help build positive attitude in the learners in the manner in which they handle the subject. Teachers' involvement in the lesson determines the learners' perceptions towards the subject. Fishbein and Ajzen (1975) have already attested to this when they indicated that the intention to perform the behaviour is influenced by a person's own attitude toward the behaviour as well as the attitudes of people who are important to the person. A teacher is one such important person and the teacher's involvement in the P.E. lessons helps build positive attitude in learners towards the subject. Knowledge, skills and attitudes of teachers are important in the learning process of learners.

In Turkey at Anatolian High School, Arabaci (2009) measured high school children's attitudes towards Physical Education and physical activity. The study used a self-report questionnaire that probed children's attitudes towards P.E. programmes and their involvement in physical activity outside school hours. The results indicated that attitudes towards P.E. were significantly different between primary school and secondary school children. Secondary school children's attitudes were higher than primary school children's attitudes. The causes of attitudes towards physical education and physical activity were curriculum, lack of spacious schoolyards, teacher, location of residences and P.E. facilities.

In the urban Ankara city in Turkey, Yilmaz and Ozdemir (2008) examined children's attitudes towards physical activity and physical education. A multiple method involving behaviour mapping of children activities during recess physical assessments and interviews was used. The age of children ranged between 13 and 14 years. The questionnaire was administered using face to face interviews. The results indicated that children had a positive attitude towards physical activity but the limiting factors were lack of playing grounds. Children had limited outdoor space for playing during lunch and recess. Adequate outdoor playing space and appropriate equipment or materials motivate learners to engage in physical activities. Subramaniam and Silverman, (2002a; 2007b) presumed that if students are not presented with a positive environment their attitudes can be negatively affected. This indeed is true because it is important that conducive environment for the teaching of P.E. is made available in order for the learners to be motivated to learn.

In the United States of America at Concord upper School in Wilmington, Silverman and Subramanian (2007), examined middle and high school students 'attitudes towards P.E. The researchers were interested in determining the factors that potentially influenced attitudes of children and learning. The participants were grades 6 to 8. Data were collected using the Pre-Adolescent Attitude towards Physical Education Questionnaire (PAAPEQ) developed by Loumidis and Shropshire (1996). The results indicated that 60% of the children had positive attitudes towards Physical Education. This report identified that the environmental factors influenced negatively the attitudes of learners towards Physical Education.

In a related study which was conducted in Cab Calloway School of the Arts in Wilmington in the United States of America, Haynes, Fletcher and Mille (2008) investigated the effect of student attitudes towards Physical Education after being grouped into classes. A questionnaire was administered to measure the perceived ability of participants. The structured interview questions were also used to establish student attitudes towards Physical Education. The results indicated that a number of participants reported a change towards Physical Education. In a study to examine the attitudes of high school students towards Physical Education, Janice, et al. (2007) used questionnaires and observations methods to collect data. Results indicated that the majority had positive attitudes towards Physical Education. The minority students, who engaged in negative health behaviors, such as smoking, drinking or using drugs, did not like Physical Education activities.

Carlson (1995) examined high school students' negative attitudes toward physical education. He found that some students did not feel physical education filled their lives needs, therefore they did not find it valuable. Tannehill et al. (1994) also found out that students with negative attitudes felt uncomfortable or unsafe learning and practicing physical skills. These students did not participate in class or they used strategies to avoid conflict with the teacher.

As already alluded to earlier, physical activity will never be adopted in the students' life if a positive attitude towards it is not given throughout their education school years. When students believe that P.E. is meaningful and valuable, they would have favourable attitudes towards the subject especially when they enjoy learning skills, having fun and being with friends in the activities (Yu & Cheng, 1993; Speak et al, 1994). Some students like physical education classes for the reason that they think it can help them in making friends, playing their favourite sport, and just for fun. On the other hand, students have negative feelings towards P.E. when they find that their aims, such as wanting to have fun in the lessons, more attention and a warm teacher-student interaction, are mostly contradictory to the teachers' aims of teaching new skills and training for fitness and health (Morey & Karp, 1998). However, it is important to note that students' attitudes and habits are shaped throughout their time at school (Stelzer et.al, 2004; Collins, 2001).

### **2.1.2 Teacher's attitudes towards Physical Education and instructional skills**

Teachers play a pivotal role in influencing the children's attitudes towards P.E. The characteristic of a teacher determines the children's attitudes towards the subject. Teachers can make children like or hate P.E. The way the teacher interprets the curriculum has an impact on learners. The teachers must interpret the curriculum correctly and also use appropriate teaching and learning materials so as to have effective implementation of the subject and ultimately build learners' interest in the subject.

Hicks (2004) examined the influence of pedagogical characteristics of two Physical Education teachers on the children's attitudes towards Physical Education in one public secondary school in Ontario. Questionnaires, interviews, observations and document analysis were used to collect data. The results indicated that children were more positive with one teacher than the other. This teacher was perceived to have influenced on children's attitudes towards Physical Education because his style of teaching motivated the children to learn P.E.



Interest should start with the teachers so as to have effective implementation of the subject. A quality physical education programme requires an effective teacher.

A study of Bartonova et al. (2007) tested the attitudes of future physical educators towards teaching children with disabilities in P.E. in South Africa. The questionnaire called Attitudes towards Teaching Individuals with Physical Disabilities in Physical Education (ATIPDPE) was used to collect data. The results showed that there were no significant differences of attitudes among the P.E. teachers. Since physical education teaching involves teaching and actively engaging in physical activities, P.E. teachers require not only high motivation to teach but also strong attitudes to participate in physical activities. It is no wonder why Tuckman (1999) argues that positive attitude generates action, therefore for students to enrol in Physical Education teaching programmes they should have strong attitudes toward physical activities. This simply means that a teacher cannot effectively teach P.E. if they have no interest in physical activities. If teachers have no interest in P.E., there is no way they would motivate their learners to develop interest and positive attitude towards the subject.

Carlson (1994) found that society, culture and school sport activities positively influenced attitudes toward physical education among 51% of 100 junior high school students. At the undergraduate level, Zayed et al. (2004) investigated Sultan Qaboos University students' attitudes toward physical activities. The results demonstrated that overall, students had positive attitudes toward physical activities. The results also indicated that the order of reasons to participate in physical activities was fitness and health, social experience, recreation and anxiety, appearance, competition and challenge in that order. In addition, the study revealed that there was a consistency between male and female attitudes aligning partially with the above result.

Health benefits were found as a frequent reason why individuals choose to participate in physical activities by many studies (Blair, 1984). Other reasons for involvement in physical activity were found to be relaxation, tension, social, appearance, fun and enjoyment, competition, challenge and achievement.

In the area of exploring the effect of different variables on attitudes toward participation in physical activity, Gorna (2001) demonstrated that those who participate in school sports experiences had more positive attitudes toward participation in physical activities than those who had professional sports experiences. Similar findings were also proved by Tomik (2007)

who found that student sport club members had more positive attitudes toward physical education and sports than non-sport school club members. Furthermore, Shropshire et al. (1997) found that the physical education grade had a strong effect on attitude as well as participation in leisure time sport activities. Regarding gender difference, significant difference was demonstrated between male physical education and female physical education students. Females scored higher than males for competition reasons while males scored higher than females for fun, enjoyment, challenge and achievement reasons. In general males have more positive attitudes than females as reported in different studies (Frołowicz, 1991).

### **2.1.3 Physical Education in UK**

It is very important for a teacher to employ teaching and learning aids during the teaching-learning process as these help the teacher teach effectively. Teaching and learning aids also make learning on the part of the learner easy. Even in P.E., teaching and learning aids are of paramount importance as they make the learning process more enjoyable. But, unfortunately, only very few countries had adequate facilities for P.E. (British Columbia Teacher's Federation, 2004). The provision of facilities and their maintenance were inadequate in many schools world-wide. This was as a result of the cut in funds, a situation that came about because of the low value that schools attached to P.E.

Hatten (2001) reported that although there was a realisation that physical education was required every day; schools did not believe the kids needed to take P.E. Hence, most of the schools did not attach any importance to the subject leading in the reduction of the provision of funds and other resources. In the majority of countries funding cuts led to reductions in P.E. programmes. When such programmes were cancelled in an attempt to save money, learners were the ones that lost because they were denied a valuable component in their intellectual development.

Hardman and Marshall (2000) carried out a survey on the state and status of P.E. across Europe. Their findings revealed reductions in time allocation to P.E. in most parts of the world in favour of increased classroom time under pressure to improve student achievement in areas such as Reading, English, Maths, and Science. In some countries, P.E. was already facing declining financial support, which had a significant impact on the allocation of curriculum, time, resources and qualified teaching personnel. In Ireland, for example, the subject was in crisis, unable to move forward. Hardman and Marshall's (2000) survey

indicated that, P.E. facilities, time allocation and staffing, were contributing factors to the crisis in the teaching of physical education.

It is clear from the literature that if schools have poor P.E. facilities and equipment, learners would not have a favourable attitude towards P.E. Additionally, the attitude of the teachers is vital in building a positive attitude in learners. The learners' reasons for their participation in physical education also contribute to their attitude towards the subject. Thus, it is important for schools to ensure that they have a P.E. programme that meet the needs of the learners in terms of infrastructure, materials, teachers as well as value of the subject.

#### **2.1.4 Yester Period Researchers in the Field of Sports, Physical Education and their Role in the Promotion of Sports**

Highlighted here below are some of the studies done by different researchers worldwide in the field of Physical Education. These have been brought out to see the gaps that exist in as far as examination of P.E. as an academic subject is concerned. In relation to this study, this literature shows how other countries or schools are faring in terms of P.E. facilities, equipment, materials, teachers and period allocation.

Nordly (1939) did a study to check if schools had outdoor space for physical activities. His study shows that 34% of the schools had less than two acres of outdoor space at school for all physical activities. Of this group seventy-five had enrolment of three hundred or less students, only 18% of the schools had in excess of five acres of such space, on the school site and 48% had ground and athletic sites.

Sharma (1956) carried out a survey in connection with personnel, facilities and equipment. The results revealed that only seventeen out of thirty high or higher secondary schools in Delhi has got director of physical education and sports (D.P.E.S) as in charge of physical education. The study also found that 50% of the schools have provided only one or two periods for each class per week for physical education. He also found that 83% of the schools in Delhi suffered badly for want of playground facilities.

Kemison (1960) surveyed physical education curriculum facilities and administration practices in rural elementary schools of Island Empire of Washington. For collection of data,

he used the questionnaire method. The following needs were evident as the conclusions of the survey:

- 1) More extensive and exclusive teacher education programmes should be provided for elementary school teacher's certificate.
- 2) Exclusive of activities unsuitable for certain age groups.
- 3) Indoor recreation areas should be provided.
- 4) Additional playground facilities and proper equipment should be provided.
- 5) Uniformly established administrative practices

Gayle (1962) conducted a study for proposed physical education programme for girls in selected secondary schools of Pitt country, North Carolina. Girl's physical education programmes were evaluated in nine selected schools by visitation and interview using health and physical education card for score No. II developed by the committee on curriculum research, of the College of Physical Education Association. The average effectiveness was 32% compared to 28 for the mention as a whole and thirty for North Carolina. The study revealed the inadequacies in the programme like lack of qualified instructors, lack of funds, limited curricula and insufficient facilities and equipment.

Neson (1962) carried out a survey study using stratified random sample of hundred senior white public high schools of Louisiana. They survey covered personnel, required classes, intra-mural sports, inter-schools athletics, health education, facilities, equipment, financial support and community resources. The study revealed the actual pattern of physical education programme as carried on.

Verky (1962) embarked on a study of physical education curriculum for higher secondary schools in Mysore. Results were presented for the compulsory inclusion of physical education in the school curriculum. Standard for play area, equipment, leadership, fitness test as an end to planning and inventory were developed. A curriculum for students of X, XI and XII were planned as guide for physical education teachers.

Reid (1963) evaluated the attitude towards physical education and studied the personnel, facilities and programme in relation to physical education in high school of South Carolina. He used the Wear Attitude Inventory and a modified La Porte score card to collect the data.

His study revealed that there was paucity of facilities and equipment in those high schools and the personnel showed favourable attitude towards physical education.

Manguso (1963) surveyed the physical education and athletic programme of the Rancho camp school of California to contribute to the development of physical education and athletic programme in the Rancho camp school of delinquents in California and to propose guide lines for delinquent boys committed to Rancho camps. Nineteen out of twenty-seven Rancho camp school in California returned questionnaires, which covered the general area of administration, curriculum, and methods, teaching personnel's, facilities and equipment pertinent literature related to Rancho camp school. Juvenile delinquency and physical education and athletic were reviewed to determine approved principles and practices which might serve as criteria for the development of recommended programme of physical education and athletic at these schools. Recommendations were made relative to the implementation of a physical education and athletic programme.

Chambers (1965) studied the appraisal of the principal, teachers and students towards P.E. as a secondary school subject. Teachers and students unlike the principal held a favourable attitude towards P.E. as a secondary school subject. Teachers and students were aware of the importance of physical education in developing fitness activities in which they desired instructions and in which the estimated skill to be high.

Miyahato (1967) recommended that students should be taught to obtain the scientific knowledge about the body and the social moral meaning of physical activities, with deep understanding and interest to exercise willingly physical activities and practices for health in accordance with one's individuality. Accordingly, he concluded the following contents of required physical education.

1. Lecture: - the contents of lecture are divided into two parts
  - a. Health
  - b. The Theories of Physical Education
2. Physical activities: - physical activities are selected and provided by each institution among the following activities, gymnastics, track and field, ball games, combative sports, aquatics, winter sports, dances, outing, weightlifting etc., other activities for recreation.

Cannon (1970) surveyed physical education programme for physically handicapped pupils in public elementary school of the state of Washington. He analysed the data according to district enrolment figures. Only 65% of the districts used a physical examination by a physician and 39% used a physical fitness testing as a part of their health appraisal. Most districts placed most physically handicapped pupils in a physical education program.

Dobson (1971) made an investigation of the status of physical education and inter-scholastic sports in grades four through six in the state of Oklahoma. A questionnaire was used to classify 690 elementary schools district in regard to the type of programme being offered. He concluded that majority of the elementary schools had same type of physical education programme. Many of these were very weak and some actually consisted of inter scholastic sports rather than fifty per cent of the elementary schools district which had inter-scholastic sports programs in operation with basketball, baseball, football, track and field and soft ball in that order being most popular. Schools offering physical education program were superior of inter-scholastic sports programs in the number of skills being offered. A phase of study which sought to find if schools were emphasizing on physical education revealed that they were not doing so. More students were found to be participating in physical education program than in inter-scholastic school program.

Hein (1972) attempted to determine the status of health and physical education in the Districts and Island in the state of Hawaii. The Laporte Score Card was the instrument selected to tabulation; a 29 school supplement questionnaire was also utilised in 29 schools of Hawaii which were selected randomly to participate in the survey. Comparisons were made between Districts (Island) and the Fossum study. It was found that the state of Hawaii had improved its health and physical education programme since the Fossum study was taken. In the ten areas survey in physical education seven rated fair, two rated effective and one rated very poor.

The findings revealed that:-

- The instrument staff was rated average.
- Facilities were rated poor.
- Programme organization was below average.
- The programme activities rated poor.
- Professional assistance was above average.

- The education programs were rated below average.
- The overall rating of the state community colleges was poor.

Charles (1974) conducted a study on the status of physical education in selected public high schools in the state of South Dakota during the 1973-74 school years. Data from seventeen schools was collected by visitation score card number eleven. Only 7% of schools had a written course of study for each grade level, 37% of them offered intramural programme for both men and women. Modern health instruction programmes were maintained in 18% of the schools, 60% of the schools did not have sufficient showers to take care of peak load of the normal physical education classes. 25% of schools provided opportunities for co-educational activities; 66% of schools did not meet the recommended.

Hodges (1974) carried out a study on physical education programme in the public two year colleges of the mid-west United States for the purpose of determining their current status and organizational structure. The phases of physical education programme included in the study were: the basic service programme, the professional preparation programme, the intramural programme and inter-collegiate athletics programme. Questionnaires were sent to two hundred thirty eight public two year colleges in eleven states which took part in the study. Conclusions were made by the following procedure:-

- Data was tabulated based upon the responses.
- Colleges were divided into three categories.
- Data was analyzed by the percentage analysis.

The following conclusions were made: 73% had the service programme; 53% had the professional preparation programme; 84% had the intramural programme and 40% of total students participated; 74% took part in inter-collegiate athletic programme. Only 18% colleges did not have any type of physical education programme.

Saurez (1975) attempted to evaluate physical education programmes in selected higher secondary schools in Puerto Rico. Twelve schools, two from each region in the school system, were randomly selected, and the survey technique was used to obtain the data, which was supplemented by the observation of the programme and personal interviews with physical education staff. The following conclusions were drawn:-

- Most of the schools physical education programmes were very poorly financed.
- Lack of facilities, equipment and other educational material impeded an effective teaching learning process.

Grenacia (1977) carried out a study to define the status of physical education in the French “Regional” secondary schools of Quebec in Canada. He employed interview and questionnaire method because of its suitability for obtaining reliable data. He found that there was no set policy prescribed by the Ministry of Education regarding administration organization related to personnel connection with physical education. Approximately one half of the “ regional “ reported that a common instructional physical education programme existed in their Regional’s five major activities of instructional programme were handball, track and field, basketball, volleyball and gymnastics. 80% of the ‘regional” offered an intramural programme, but only 60% provided programme in all the schools in their regional. No minimum standards and recommendations regarding governing the athletic programme in “regionals” were laid by the Ministry of education Indoor teaching facilities were intermediate in the regionals while outdoor facilities were generally poor and totally non-existent in 32% of the “regional”; 70% of “regional” indicated that they possess an adequate amount of equipment to provide the instructional, intramural and athletics programme.

Edward (1978) undertook a study to analyse and evaluate the physical education programme in state supported junior colleges of Alabama. Data was collected through the use of Book-Walter-Dollangener score card. The result of the study indicated that

- (a) The institutions evaluated were strongest in the area concerned with the teaching activities.
- (b) Priority had been given to the development of indoor facilities.
- (c) The institution libraries were rich in literature.
- (d) Trend in Alabama junior college was towards individual and dual sports in comparison of team games.
- (e) In general, the larger the institution, the higher the ranking achieved.

Saunders (1978) in his study sought to give a picture of the current state of the subject, and in trying to identify its future, analysis of social change and the degree to which present



conservation and progressive ideologies promote or constrain development in the curriculum. These are set in the context of changing political and economic circumstances which have led to an increase in government intervention in schools, further higher education, the reduction of resources to education, caused by recession and continuing dominance of examination system. These together with other forces in society including the promotion of excellence in sports and more towards leisure based curriculum are examined in terms of issues confronting the physical education profession.

Tingle (1979) in his survey concerning the status of physical education with respect to background information, the physical education programme, staff qualifications, course content, and budget in selected schools for the deaf in USA revealed a large range in enrolment (14- 520), public financial support (26 out of the 30 high secondary school) and state requirement of physical education (26 higher secondary school). A special adopted curriculum was provided by high secondary schools. Only 13 provided advanced or elective physical education courses. After school free play or recreation activities were provided by high secondary schools and 85% of the staff was state certified. Separate physical education budgets that were provided by 43% of the schools programme included a wide variety of activities. Only a small percentage of multiple handicapped students participated in physical education programmes at high secondary schools for normal hearing students.

Mishra (1980) in his study based on sending questionnaire to 100 schools and 50 colleges of Orissa state, revealed that the lack of qualified P.E. personnel in proportion to institution strength, the effectiveness of the programme, facilities, equipment etc. play a significant role in the success of the programme. The findings of the study revealed that mass participation was ignored by most of the institutions and have stringent attitude in respect of financial aids to the physical education program and developing facilities for games and sports in various educational institutions.

Judith (1983) reported on teacher's conceptions of successful and unsuccessful teaching in P.E. and declared that busy, happy and good was more realistic representations of successful teaching. Students' learning did not rate very highly. Research reported adds evidence to support the contention that teachers do not perceive students' learning to be of prime concern. Student teachers were polled at several points during the student's teacher's practicum experience to determine their perception of successful and unsuccessful teaching. Various

forms of qualitative data reduction, together with critical incident techniques were used to analyse the data.

Lumby's (1984) study was designed to examine some perceptions of primary school P.E. specialist teachers. The thirty-three participants were graduates of the faculty of P.E. over a seven year period (1987-1985). Subsequent to receiving a bachelor of physical education degree specialising in primary school physical education, sixteen of the participants completed teacher certification. All thirty-three known graduates received questionnaire about their perceptions of themselves as primary school physical education specialists. Head teachers were required to complete a questionnaire about their interview in order to amplify their responses. Results revealed that of the thirty-three graduates, nine received teacher certification whereas a further seven completed the bachelor education degree. Of the sixteen qualified teachers, ten were teaching, including five who were teaching two or more classes of P.E. Two teachers taught classes throughout the school five to eleven years. Head teachers viewed the subject as classroom teachers. Conclusions drawn suggest that school administration and fellow teachers should be educated to accept the subject specialists at the primary school level.

Butts (1985) surveyed physical education in the public elementary school in Texas. The purpose of this study of P.E. in public elementary schools in Texas during the 1983-84 school years was to collect information on whether schools were in compliance with state mandate daily P.E. programme or not. Two hundred and two representatives of sampled schools (76.8% of 263 schools) responded to a written survey. The data indicated that the majority of survey schools were in compliance with state mandate daily physical education at every grade.

The percentage of complying schools increased progressively from 73.07% for kinder garden to 83.2% at the 6th grade level. The median number of day's physical education offered increased from 2 at the kinder garden level to 3-4 for the first grade and to 5 for the remaining grades.

Robbins and Kenett (1986) who studied the conceptual framework for P.E. curriculum development for young children concluded that changes had taken place in content and methodology of teaching of young children. New approaches place the child at the centre of

learning experience and individual student growth as a product of lesson. A difficulty exists for curriculum developers in terms of references around which to organise the approach.

Siedentop (1987) cautioned that high school physical education was an endangered species; a subject matter that might gradually become extinct in secondary curricula. He argued that an increasing lack of expectation for significant outcomes in high school physical education and even more alarming, concern that students have stopped caring about physical education would bring about its demise. Attitude, then, is the agent that can change perception and the catalyst that can make physical education a positive educational experience. Although some of the researchers questioned the correlation between attitudes and actual behaviour, most researchers suggested that attitude and the individual's underlying belief system are considered the best indicators of the decisions people will make throughout their lives.

Laxminarayan (1988) undertook a comparative study of the existing physical education facilities in the rural and urban schools of southern region of Delhi administration. The data were collected from the sixty five rural and urban schools of southern region of Delhi administration through the questionnaire and recitation. It was concluded that the physical education facilities were comparatively better in the schools of urban areas of southern region of Delhi than the rural areas of the same region.

Patrick (1988) conducted a survey on physical education programme in the public elementary schools in Indiana. The purpose of the study was to collect the important information required for the continuous growth and development of the P.E. A 56 item questionnaire was submitted to 218 randomly selected elementary physical education schools in Indiana. Data was received from 112 (56%) of those selected in the study. Additional data were received from personal interviews with 20 teachers and 20 principals. Results indicated that P.E. is perceived to be a legitimate part of the total school curriculum that specialist teachers are primarily employed to administer physical education programmes and that P.E. curriculum are appropriately sequenced for grade I to III and IV to VI.

Interview data revealed various areas of concern from the respondents. For example the decline in time afforded P.E., the physical educator's lack of status within the school faculty and the lack of training to instruct typical students were three areas of concern. Based on questionnaire results, elementary P.E. in the state of Indiana appears to be firmly established

as a viable aspect of the total school curriculum. However, one is cautioned that further research based on more personal interviews may provide a different picture.

Pritchard (1988) investigated the attitude of parents, pupils and teachers towards P.E. in England. Assessing how parents, pupils and teachers in secondary schools in England perceive P.E. needs, included eight economic planning regions in England and focuses on ten rural and ten urban secondary schools in each region. The sample comprised 277 students in the fifth year of secondary education, 296 teachers who contribute to the P.E. programme, and 269 parents of the students 269 respondents who responded to a questionnaire. Findings were that the total sample mainly values P.E. for the improvement of personal health and fitness, and for the development of good sporting behaviour. All subjects indicate that the main aim of P.E. should be to engender strengths of interest, enjoyment and involvement in physical activity, with opportunities for the potentially physically able to achieve success, skilfulness and superiority in sports.

Abu-Saley (1989) found the relationship between attitude towards physical education and fitness level. He surveyed male college students from two Saudi Arabian universities and found a positive correlation between attitude and scores on the health-related physical test. Papaioannou (1994) obtained similar results from his study. He used the learning and performance orientations in physical education classes' questionnaire to explore the relationship between attitude towards physical activity and learning outcomes.

He found that learning corresponds directly with positive attitude towards the lesson and the level of motivation for students of both sexes. This finding led Papaionnou to conclude that student's interest in the lesson and the overall usefulness of the activity can be directly related to his or her attitude.

Guinane (1989) surveyed and evaluated the implementation of new physical education syllabi from 8th and 10th grade. The data were collected through the questionnaire and visitation from the granted school of city. The research scholar concludes that the physical education were unaware of the new syllabus. P.E. teachers complained that two periods per week were not adequate for the execution of syllabus, facilities required for conducting the P.E. lessons were insufficient in schools, the P.E. period of 10th class was usually for other subjects and that there was no proper examination system for physical education.

## **2.2 Literature from Africa**

### **2.2.1 Physical Education in Africa**

In Africa, P.E. as a school subject was handled differently from one country to another. For example, in Uganda it was timetabled but not seriously taught (Toroil, 2005), while in Botswana despite having very few physical education teachers and being inadequately resourced, P.E. was timetabled. In Nigeria, PE was taught and examinable at all levels (though at some point later, there was a change), and in Kenya it was taught but not examinable. So, we see a variation in the manner physical education was looked at in African countries. The status that the subject had in each country was dependent on how the state and/or schools perceived the subject.

### **2.2.2 Physical Education Policy in South Africa**

The South African Physical Education policy provided a wide framework for sports promotion and development in the country. This was because the policy emphasised the need to promote sports in line with its theme which was, “Getting the Nation to Play” (Department of Sports and Recreation, 1995). However, Katzenellenbogen (1994) stated that the provision of P.E. in both private and public South African schools varied in terms of staffing, facilities, programmes and timetabling, and that many of the teachers were not qualified to teach the subject. This was so because the government sports development plan, paid lip service to the issue of P.E. in schools. Government did not do much to support the provision of physical education in the schools. It is no wonder, Van Deventer (2006) explained that in South Africa, physical education as a subject did not exist but was taught indirectly as a small component of the learning area.

### **2.2.3 Physical Education in Egypt**

In Egypt, P.E. as a subject was not accorded that importance as seen from the fact that the subject was handled by unqualified teachers. (Mina and Fayeze, 1981) attested to this when they explained that there were more trained physical education teachers at secondary level, but many physical education classes were still given to untrained teachers. Also at primary school level, classroom teachers who usually had little or no training in physical education conducted physical education lessons as supervised play. So we see that in Egypt, there was a problem of unqualified teachers in as far as the provision of physical education was concerned.

#### **2.2.4 Physical Education Policy in Nigeria**

In the early 1970s, physical education programs in Nigeria became very popular. There was a high level of interest among students in P.E. As a result, there was a need for more qualified teachers. This compelled most of the Nigerian universities and colleges of education to offer physical education programmes. The universities offered postgraduate degrees in Physical Education. Additionally, the National Policy on Education adopted by Nigeria's federal government emphasized on providing P.E. at all levels of the educational system (Federal Republic of Nigeria, 1977; 1981). Michael (2006) reports that these policy provisions tremendously helped NAPER to grow and develop. Physical education became a core subject in the Nigerian primary and secondary school educational systems.

However, the initial interest in P.E. that followed the passage of this governmental regulation faded away. There were a number of shortfalls which resulted in the subject losing the prominence it once had. In fact, P.E. was not taught in most Nigerian primary and secondary schools any more. Facilities and equipment were not available, time was not allocated in the instructional day, and teachers were either unavailable or unsupervised. There was great concern in terms of implementing the physical education policies (Education Forum, 2006).

### **2.3 Literature from Zambia**

#### **2.3.1 Physical Education in Zambia**

Previously in Zambia, physical education was not formally taught as is the case today. It simply included activities such as walking long distances, hunting, gathering food, dancing and playing games. Realising the importance of physical education, the government introduced P.E. as a subject in the schools in the early 1990s. Thus, the subject has been taught in the Zambian schools prior to and after independence. However, the level of development of P.E. as a subject differed from one school to another due to the different perceptions that teachers, pupils and the community had towards the subject. In the 1970s, P.E. carried a low status in most of the schools. Mostly, the subject was referred to as 'ifyakwangala' or 'ifyakutoloka toloka' which simply meant 'playing around' or 'jumping about with children'. P.E. was looked at as simply playing around with pupils on dusty grounds. Others would say, 'vo taba taba', meaning 'running around'.

Mweene (1971) reported that lack of technical knowledge, skills and lack of understanding of the importance of P.E. contributed to its low status. Mwansa and Katambala (2002) and Nyawali (2003) lamented about the lack of teaching aids, equipment and facilities for physical education in Zambian schools. Budgetary problems had caused some schools to cut back on educational services, particularly in physical education and sport. Initially, when P.E. was introduced in the Zambian schools, it was not examinable. It was looked at as a subject that lacked measurement as standards could not be easily set to determine the results of pupils' performance. In some schools, due to the pressure that community put on the academic performance of pupils, they had excluded the subject from their curriculum.

However, at the time of this study, physical education in Zambia was a case of extreme opposites between private and government schools. Nyawali's (2003) unpublished report indicated that the contrast was very clear in the Zambian education system. Well established private schools were relatively problem free as compared to government schools. Some private schools had well-developed facilities and adequate teaching and learning materials, whereas majority of government schools lacked proper equipment and facilities.

### **2.3.2 Physical Education Policy in Zambia**

The Zambian government recognises the basic right of every Zambian to good quality (MoE, 1996). The policy on physical education was well spelt out in the Education Reforms of 1978. The latest Education Policy does not state anything on P.E. but spells out one of the aims of primary education as, 'To foster healthy living, physical coordination and growth'' (Education our Future, 1996). This aim can be realized through the implementation of physical education. However, policies in Zambia may be described as official circulars and directives as issued by the Ministry of Education (MoE, 2000). The overall impression was that the declaration by the late President Mwanawasa was what could be considered as a policy. Following this declaration, the Ministry of Education gave a directive that P.E. be include in the school curriculum (MoE, 2007). As a result, physical education and sports gained legislative and regulatory status.

### **2.3.3 Teacher Training Preparation Programme for Physical Educators in Zambia**

It is argued that teachers who receive adequate instructions during training had no problems in their executions of duties. Daughtery (1969) pointed out that a number of teachers entered the profession inadequately prepared, meaning that they had less or no technical knowledge

to handle certain skills in their area of specialisation. For example, if the area involved was physical education, it was difficult for the teacher to organize any physical activity because he/she lacked the technical knowhow of the skills involved. This actually forced many teachers to divorce themselves from physical education teaching. It was common knowledge that a teacher was normally judged by the masterly skills that he/she displayed in the field of specialization. The competence level a teacher reached was the determinant of the quality and effectiveness of teaching. The competence, commitment and resourcefulness anchored all programmes offered in the school (MoE, 1996). It was therefore, concluded that teacher education was important in the education system.

The teacher training programmes in Zambia were categorised under two groups. There was training for lower and middle basic schools. This programme which had duration of two (2) years was segmented into two parts. The first part was a college based year which was residential course and lasted a year. The course was divided into six (6) areas of learning experiences. One of these experiences was Expressive Arts, which included art, music, and physical education. The allocated number of lecture hours per week was two (2) for expressive arts. The second part of the course was referred to as School based. During this time student-teachers were required to practice what they learnt in colleges. They taught all subjects found in the lower and middle Basic Curriculum. This period lasted for a year (MoE, 2000).

The second category of teacher training was training teachers for the Upper Basic and High Schools. In this category trainees had different duration of courses. However, those being trained at diploma level stayed in college for two (to be increased to three (3) years later) and those at the University were trained for three (3) years and four (4) years respectively. The most common striking feature about these two groups was that, both specialized in one or two teaching subjects. Those studying for diplomas were exposed to a teaching practice for three months while those studying for a degree had eight weeks for teaching practice. Regardless of the duration all teachers were expected to teach their subject confidently and competently.

#### **2.4 Physical Education Benefits**

Sage (1993) had shown that physical education was the most effective and inclusive means of providing all children whatever their ability or disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and



understanding for lifelong 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. P.E. helped children to develop the patterns of, and interest in physical activity, which were essential for healthy development and which laid the foundations for healthy adult lifestyles. It helped children to develop respect for their bodies and that of others, and developed understanding of the role of physical activity in promoting health. Researchers such as Ball and McCargar (2003), Dietz (1998), Molnar (2004) and Pohl et al. (1998) are reported to have pointed out that regular exercise helped in preventing or managing high blood pressure and other diseases. Evidence had shown that some diseases previously thought to be diseases of adulthood were becoming more prevalent among youths. For example, brushing your teeth early in life to prevent cavities later in life, is like engaging in regular physical activity early in life leading to healthy activity habits later in life, thus reducing the risk of disease and improving the quality of life.

Sallis and McKenzie (1991) argued that quality physical education had the opportunity to provide nearly all children with regular physical activity, added that apart from providing regular physical activity, P.E. provided skills and knowledge that led to physically active lives. In addition, Morris and Froelicher's (1991) and studies by Trudeau and Shephard (2005) confirmed that quality P.E. programmes developed positive attitudes towards physical activity among children and facilitated the participation in regular physical activity later in life.

Although children grow up in extremely varied conditions all over the world, there were a number of common features all over the world. All children have an innate need to move, to develop physically and to grow (Hardman, 2005). Children love physical activity and need to experience childhood as a distinctive stage of their life, before taking on social responsibilities and becoming adults. Trudeau et al (1998) demonstrated that quality physical education produced important physical education benefits while having no ill effect on academic performance. They further argued that physical activity offered a broad range of benefits and that Physical education programmes within the school setting could set the stage for how children view physical fitness, activity levels, and future health. It also provides opportunities for students to learn how to cooperate with one another in a team setting.

## 2.5 The Role of Teachers

As outlined by Bailey (2006), teachers place a pivotal role in ensuring that students have positive experiences of PA in school settings. Research indicates that teachers who feel good about themselves, and are competent and confident in what they do, are more likely to create similarly supportive and nurturing environments for their students (Marczely 1990, Spiller & Fraser 2001, Her Majesty's Inspectorate of Education, 2001). Graber (2002) outlined how teacher characteristics: subjective warrant, teacher beliefs, concerns and experience; teacher competencies: expertise, and knowledge, including general pedagogical, content, pedagogical content and curricular; and pre-impact behaviours: planning, curricular goals and value orientations; have an impact on teaching and learning in P.E.

Morgan, Bourke and Thompson (2001) identified that prior experiences influenced teaching ideologies, practices and the performance of generalist teachers of PE in the primary schools. These experiences have a "distinct and traceable influence on an individual's future decisions, practices, and ideologies as a teacher" (Schempp & Graber, 1992; 333). Crum (1993; 346) highlights that the apprenticeship of observation is highly influential in shaping future P.E. teachers' perspectives, and in continuing the "vicious circle of the self-reproducing failure of P.E".

Stuart and Thurlow, (2000; 114) highlight that "having been in classrooms for many years, they [teachers] have internalised through an apprenticeship of observation, many of the values, beliefs and practices of their teachers". For many generalist primary teachers, their own experiences of P.E. and sport in schools often combine into a negative attitude towards P.E. and PA (Morgan et al., 2001).

Researchers have found that many primary education pre-service teachers have negative feelings about their physical education experiences and many are not interested in repeating bad experiences and embarrassing situations they remembered (Carney & Chedzoy, 1998, Howarth, 1987; Portman, 1996). Kagan (1992) reported that primary student teachers with negative prior experiences held such strong beliefs about their abilities that it affected their learning at university. As Morgan et al. (2001) highlight, inadequate teacher education programmes in Australia have resulted in many generalist teachers being forced to rely on their own physical education and sporting experiences, some of which are negative, to guide their teaching and decision making in physical education. The consequences are such that as

teachers these individuals then may replicate their own experiences, even when their desire is to achieve the complete opposite and create an alternative physical education. Prior experiences provide generalist teachers with many personal beliefs and stored ideas about PE, which are foundational in the development of generalist teachers' understanding of P.E.

As “curricular and instructional decisions”, and consequently student learning, are affected by teachers' belief systems (Pajares, 1992), PE programmes are likely to be influenced by teachers' beliefs, attitudes, and values (Kulinna, Silverman & Keating, 2000). The matter is not straightforward. Kulinna, et al. (2000), studying the relationship between the belief systems of 42 P.E. teachers in relation to PA and fitness and what is taught in their classes, found that there was not a significant difference in the actual number of fitness activities taught between those who believed in high and low PA. They concluded that this points to the complex nature of the relationship between teachers' belief systems and actions.

Compared to regular classroom teachers, PE specialists in the USA have been shown to teach longer lessons, spend more time developing skills, and provide more moderate and vigorous PA opportunities to students in primary/elementary school PE classes (McKenzie, et al., 1993; Sallis, McKenzie, Alcaraz, Kolody, Fuacette & Hovell, 1997). In a randomised control study of elementary PE lessons, PE specialists spent more class time on moderate to vigorous PA and promoting fitness than did classroom teachers with additional PE training and classroom teachers with no additional training (McKenzie et al., 1993). Another study (The National Institute of Child Health and Human Development Study of Early Child Care and Youth Development Network, 2003), using the System for Observing Fitness Instruction Time<sup>1</sup> [SOFIT] measurement technique, compared student activity in PE classes taught by PE specialists and general classroom teachers. Like McKenzie and others, these researchers found that PE specialists spent significantly more time teaching a lesson, and students in specialists' classes spent more time being active and expended more energy. Further, specialists spent more class time on lesson management, knowledge, and skill practice and less time playing games (Davis, Burgeson, Brener, McManus & Wechsler, 2005).

The best evidence synthesis *Quality teaching for diverse students in schooling* (Ministry of Education, 2003) identified a number of research-based characteristics of quality teaching, including teaching that focuses on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students . Further, high expectations are necessary but not sufficient, and can be counterproductive,

when not supported by quality teaching (p. vi). Similarly, extensive evidence from research in Scottish primary schools between January 1997 and June 2000, which aimed to raise attainment in the 5-14 age range, demonstrated that effective teaching, high expectations and an emphasis on achievement led to best practice and very good standards of attainment (HMI, 2001).

## **2.6 Physical Education Teaching Methods**

According to Silverman & Ennis (1996) research on physical education (PE) pedagogy focuses on three areas: teaching, teacher education, and curriculum. Curriculum research examines the subject matter taught and the many factors that influence the content of physical education. Teacher education research focuses on teacher training and development from pre-service to retirement. For the most part, research on teaching is based on Dunkin & Biddle's (1974) model for the study of teaching. This model has been used to examine relationships between variables in the teaching-learning process (i.e., presage, context, process, and product variables) (Rink, 1993). More specifically, the majority of research on teaching in physical education (RT-PE) falls within the process-product paradigm on teaching methods (see Silverman & Skonie, 1997; Silverman & Manson, 2003; for discussion). Process variables refer to the actual activities of classroom teaching (all the observable behaviours of teachers and students). Product variables refer to changes that come about in students as a result of their participation in classroom activities with teachers and other students (Dunkin & Biddle, 1974).

Examples of process variables in PE are the time students spend doing tasks as well as characteristics of teaching behaviors (e.g., efforts to individualize, directions, and evaluation). Examples of product variables are psychomotor, affective, or cognitive outcomes which can be long term or short term (Rink, 1993). In process-product research on teaching methods, much emphasis is placed upon determining the relationship between teacher behavior and student achievement (Rink, 1996).

According to Silverman & Skonie (1997), one way to understand the prosperity and growth of research in an area is to analyze its research. Content analysis is a research tool used to determine the presence of certain words or concepts within a text.

Researchers quantify and analyze the presence, meanings, and relationships of such words and concepts, then make inferences about the messages within the text (Riffe et al., 2005). To conduct a content analysis, the text is coded or broken down into manageable categories on a

variety of factors (e.g., research focus, design, population, method, and variables used). This type of analysis allows for gathering information and drawing conclusions about those factors (Silverman & Skonie, 1997). Moreover, content analysis can provide directions for future studies and for planning research. It should be noted that analysis of research is different from literature review in that content analysis categorizes research while literature review synthesizes the results.

Content analysis is a common practice in several fields such as environmental education (Bammel et al., 1988), mass communication (DuPagne et al., 1993), coaching (Gilbert & Trudel, 2004), sport management (Smucker & Grappendorf, 2004), special education (Swanson, 1993), psychology (Todd et al., 1994), and adapted physical activity (Zhang & deLisle, 2006). In PE there have been a few analyses of published or dissertation RT-PE. Silverman (1987) found that most dissertation research on teaching was quantitative and focused on comparisons between teaching methods. Also, dissertation research that occurred in school settings, did not utilize any systematic observation, and used some form of univariate statistics for data analysis. Silverman & Manson's (2003) study provided 15 years of follow-up to Silverman's (1987) study and found similar results. When published research was analysed (Silverman and Skonie, 1997) the results revealed that most studies were categorized as process-product research on teaching methods, used an observation instrument to collect data, and employed intact classes.

## **2.7 What is taught about Physical Activity in Physical Education?**

Physical Education should be relevant to children and inclusive, so that all children enjoy it (Salter, 1999; Australian Broadcasting Commission, 2001). Changes in the meaning and practice of education challenges teachers to develop and implement practices that are educationally valued and relevant to the needs and interests of students (Light, 2003). The Health and Physical Education curriculum recognises that this is important.

A needs-based curriculum means selecting physical activity contexts that are both relevant and interesting for students. Far too often the interests and expressed desires of children have been ignored or silenced in favour of the teachers own convictions that they know what is best for children (Burrows, 2000). That is, 'children's needs' become what adults *think* children need.

The H&PE curriculum suggests that the needs of learners should be considered within the contexts of:

- their current physical, social, intellectual, and emotional development;
- the classroom and school environment;
- the special nature of their communities; and
- a wider knowledge about the health status needs and physical activity patterns of children, adolescents, and adults in New Zealand society.

In considering these learning needs teachers should accept and appreciate that movement experiences enjoyed by young people today are more diverse than the games, sport and movement activities traditionally taught in Physical Education classes (Gillespie, 2003). Based on current Physical Education programmes it is imperative that teachers discuss the following fundamental questions:

- Is our physical education programme meeting the needs and interests of all our students?

‘The H&PE curriculum encourages teachers to view children’s needs as diverse and intimately related to the cultural, community and familial contexts in which they live’ (Burrows, 2000; 37).

- Does the current programme cater for the minority or majority of students?
- What attitudes do our students have toward physical education? Do they enjoy it? Is it fun?
- Have we asked the students about what their interests are?

Note: The HPE curriculum encourages teachers to facilitate children’s participation in Physical Education. If teachers want to meet the needs of those at the centre of their practice, then teachers have to talk to them, listen to them, and most importantly, hear them (Burrows, 2000).

- Have we collected information about the students in relation to their current physical, social, intellectual and emotional learning needs?
- Are the Physical Activity learning experiences we give our students relevant or connected to their physical activity experiences outside of school?
- What are we preparing our students for?
- And what are our students actually learning when engaged in physical activity/Physical Activity and Physical Education?

Teachers need to provide Physical Activity learning opportunities in, through and about movement that will contribute to the acquisition of knowledge, skills, attitudes and values for living in today's world (Gillespie, 2003). The learning that happens at school has to be meaningful and relevant for students. An integral component of preparing students for living in today's world is ensuring that learning (knowledge, skills and understanding) is revisited in a range of contexts in contrast to traditional practice where learning is often connected or associated with only one 'topic' or body of knowledge (Salter, 1999).

Students need to be able to make sense of how they can use their knowledge, skills and understanding across a range of physical activity experiences and in their everyday lives, whether it is riding their bike, jumping over a stream or fence, competing in sport or tip-toeing around the puddles to stop their feet getting wet! To achieve these principles, teachers may need to rethink how they plan Physical Education units of learning.

The following table illustrates an example of a process used by a group of teachers in a junior syndicate, to develop a unit of work based on their students learning needs. At the beginning of the year, they had carried out a traditionally taught topic on 'Summer Games,' which comprised a series of co-operative tag games. With careful reflection on their student learning needs and interests the teachers reframed the unit to encompass a 'Super Heroes are Super Safe,' theme based predominantly on the use of the adventure playground. The positive effect that the teaching and learning in P.E. had on co-curricular physical activity was significant.

**Table 2.1: Physical Education and Co-Curriculum**

<b>PHYSICAL EDUCATION</b>	<b>CO-CURRICULUM</b>
<p>Hannah teaches a Year 1/2 class in an inner city school. Her students were excited about the opportunities they got to explore the junior adventure playground and the available equipment before and during school hours. Some of the students seemed really confident and moved with ease on it. However, Hannah (and other teachers) noticed that the level incidents resulting in injuries and upsets (for example, shoulder injuries, children not taking turns) were increasing. After some observations and discussions with the students they noted that a considerable number of children were not confident nor had the competence to attempt to use some of the components of the playground equipment such as the monkey bars and swing bridge.</p> <p>As a syndicate, the teachers of year 1/2 students planned a unit of work based on the following student learning needs:</p> <ol style="list-style-type: none"> <li>i. Developing their movement capabilities; body and spatial awareness on the playground, swinging, balance</li> <li>ii. Taking turns, helping others and knowing how to ask for help on the playground</li> <li>iii. Playing safely on the playground</li> </ol> <p>Some of the learning opportunities the teachers planned for included: creative play/co-operative games (problem solving approach) using the playground as the focus for learning; learning opportunities for fundamental skills in swing / balance / body /spatial awareness; discussion and questioning about issues relating to ‘feeling left out,’ what safe play looks like, feels like, sounds like.’</p>	<p><i>The impact of the physical education programme on physical activity in co-curriculum time generated some of the following results:</i></p> <ul style="list-style-type: none"> <li>• Increase in the amount of students using the playground</li> <li>• More students creating their own games in/on/around the playground</li> <li>• Students taking greater risks on the playground</li> <li>• Increase in co-operation amongst students; waiting their turn, helping their friends and being able to ask for help or support</li> <li>• Decrease in accidents on the playground</li> <li>• More students enjoying their lunchtime.</li> </ul> <p>Evidence collected from classroom teacher, by interview while reflecting on the process (Gatman, 2003)</p>



The Physical Activity contexts that teachers teach need to prepare students for their physical activity experiences. *The Curriculum in Action: Moving in Context*, resource, (Ministry of Education, 2002) provides a useful example to show teachers how they can reframe a traditional Physical Education topic such as gymnastics to include other physical activity experiences which encompass some of the same skills, knowledge and understanding. The resource outlines a variety of learning opportunities, placed in a range of contexts (decided upon by the teacher and students) that allow students to explore, develop and think critically about these movement skills and to analyse the role of physical activity in the wider world as they experience a broad range of interesting and physically challenging activities.

Skills, relationships, equipment, understandings, enjoyment, and safe environments are identified as factors which affect student's willingness to participate in movement activities (Ministry of Education, 2002). An example of one context given is 'skateboarding.' Elements such as flight: springing/landing, pathways: body awareness/spatial awareness, awareness of where their body is going, how it is moving, understanding qualities of movement like control, skill, vision, timing, rotation, balance, safety, technology: equipment/clothing, culture, social interaction and environment, are included. The idea of exploring balance on cardboard cut-outs of skateboards (or scooters) rather than solely relying on a balance beam would seem more appealing to both students and teachers! A coastal school might choose to explore the same elements, but on a surfboard, along with a focus on water safety.

## **2.8 The Learning Environment in which Physical Activity is taught in Physical Education**

The importance of the learning environment for student learning has been highlighted by research in New Zealand classrooms (Ministry of Education, 1999). Alton-Lee's research and Salter's (2003) work on culturally responsive pedagogies for Māori learners in particular, both build on this work by underlining the importance of the learning environment. Research-based characteristics linked to 'Quality Teaching,' include teaching and learning practices, which create an environment that works as a *learning community*. The notion of building a learning community emphasises not only the role the teacher takes in directly interacting with students, but also the role the teachers teaching and learning approaches have in shaping peer culture within classrooms.

## 2.9 Assessment in Physical Education

. Assessment in physical education serves many purposes and contributes to decision making about: classification, diagnosis and guidance, motivation, reporting progress and program improvement.

Assessment plays a part in shaping school Physical Education. Despite the profile of assessment, which has an emphasis on assessment *for* learning (Timperley and Parr, 2004); the focus in P.E. still weighs heavily on assessment *of* learning. In particular, the dominant use of assessment data (usually focused on the mastery of physical skills) for summative purposes is employed. This expectation is still considered most important with the focus of judgments about student's progress being based on the need to decide their 'level' of achievement in the curriculum. As a result the formative use of information is often neglected (Harlen, 1998). The inconsistency here is that assessment is still viewed under the previously stated assumption that learning is a linear process involving the acquisition of discrete pre-determined pieces of information or clearly defined skills (Willis, 1994).

A prime example of assessment data, which fails to align with the intent of the curriculum, is the concern for fitness testing (such as 'the beep test'). Indeed, monitoring young people's physical fitness is common place in school based Physical Education programmes (Harris, 1995; ACSM, 2000). However, the likes of Ross (2000) states, that current fitness tests do not measure fitness. They provide some measure of performance and an indication of aerobic potential. As such they are unlikely to be helpful to the physical educator in encouraging people to enjoy their bodies in a variety of physical activities.

Fitness tests tend to encourage the idea that the level of physical activity required to promote optimal health can be determined for any particular person and they devalue the regular physical activities that most people encounter in their daily lives. In addition fitness tests that force or encourage people to perform an all-out effort are unpleasant for those not training to perform at a high level and are likely to discourage many folk from participating in pleasant low intensity physical activity. In other words fitness tests do not measure fitness and they probably impede our positive imagining of our bodies-ourselves (Ross, 2000:32).

All schools are 'under the influence' of the persistent and mammoth power of the fitness, diet, commercial and economic forces. Education should involve both transmission and transformation of knowledge about Physical Activity and 'physical activity cultures' of society (Tinning, 1990). But as this short examination has shown, ideologies that centre on

established and traditional identities of society and culture are often reproduced covertly in the curriculum and often transmit practices and values that may help us progress economically, but at the same time be oppressive and unjust.

Physical Education strives for the following general curriculum outcomes:

- Perform efficient, creative and expressive movement patterns consistent with an active living lifestyle;
- Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movement;
- Assess attitudes and behaviour during activity in relation to self, the class, the school and the community;
- Demonstrate socially responsive behaviour within the school and community;
- Exhibit personal responsibility for the social, physical and natural environment during physical activity.

## **2.10 Summary**

This chapter presented literature on Physical Education that is related to this study. It has presented some studies carried out in different places outside Zambia on the attitudes of children, teachers and students towards physical Education, and it is clear that different factors influence, negatively or positively, learners' attitudes towards physical activities. The chapter has also presented literature on Physical Education in Zambia, and has shown how that the subject has been neglected due to a various reasons such as apathy towards the subject, lack of P.E. equipment and facilities. However, one key point that has come out in this literature review is that, without having a positive attitude towards physical education and physical activities, children would not have the desire to learn the subject. Collins (2001) has made it clear that physical activities, which are prominent in P.E., can never be adopted in the lives of pupils if a positive attitude towards the subject is not built in them. Children need to have a right attitude in order to have interest to learn and participate in Physical Education. Teachers need to build that interest in the learners. Parents, too, need to support their children's leaning. In Zambia, P.E. is now an academic subject; its status was raised from non-examinable to examinable subject. The literature reviewed has not brought out the views of the key stakeholders towards P.E. as an academic subject in Zambia primary schools; hence this study.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the research methodology that was used in the study. It describes the research design, target population, sample size, sampling procedure and instruments for data collection. Furthermore, the procedure that was used for data collection, data analysis and ethical considerations has been presented, and ends with a summary of the chapter.

#### **3.1 Research design**

Burns and Grove (2003:195) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Parahoo (1997:142) describes a research design as “a plan that describes how, when and where data are to be collected and analysed”. Polit et al (2001:167) define a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”. It includes a description of how the sample is to be identified and recruited, ethical considerations, confidentiality, anonymity, access to the research site, how the data are to be collected and analysed, and plans the researcher has for disseminating the findings of the study. So, in essence, the research design is concerned with the practical arrangements of getting an answer to the research question.

This study employed both qualitative and quantitative paradigms to obtain a picture of the teachers, pupils, and parent’s opinions of Physical Education as an academic subject with a view to improving the standard of Physical Education in primary schools in Zambia.

#### **3.2 Target population**

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. A population can be defined as a discrete group of people, animals or things that can be identified by at least one common characteristic for the purposes of collecting and analysing data. According to Oso and Onen (2009), target population refers to the total environment of interest to the researcher. Further, Kasonde-Ng’andu (2013) defines a population of the research as a target group from which the researcher wishes to draw answers from.

In this study, the target population was all teachers, and pupils from selected primary schools in Kitwe district. Other respondents were parents of the pupils in the selected schools. Pupils were aimed at because they were better placed to provide responses based on their experiences in the learning of Physical Education where it was in being practiced. Parents on the other hand were part of the target population as they were actively involved in decision making for their children's education. Furthermore, the teachers were equally involved in this study because they were active implementers of the teaching of Physical Education in these schools.

### **3.3 Sample Size**

A sample is a selected representation of a larger population (Tuck man, 2006). The sample for this study comprised 21 teachers, 31 pupils, and 31 parents from the two selected primary school in Kitwe District, Zambia.

### **3.4 Sampling Procedure**

According to Ogula (2005), sampling is a process or technique of choosing a sub-group from a population to participate in the study. It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

To select the schools and participants for this study, purposive sampling procedure was employed. According to Henry (1990) in purposive sampling procedure the researcher chooses the sample based on who he/she thinks would be appropriate for the study. The main objective of purposive sampling is to arrive as at a sample that can adequately answer the research objectives. The selection of a purposive sample is often accomplished by applying expert knowledge of the target population to select in a non-random manner a sample that represents a cross-section of the population.

Babbie (1990:90) also state that purposive sampling is selecting a sample "on the basis of your own knowledge of the population, its elements, and the nature of your research aims". In this regards, the population is "non-randomly selected based on a particular characteristic respondents are chosen on the basis that they answer necessary questions about a certain matter.

### **3.5 Data Collection Technique**

Data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. It enables a person or organization to answer relevant questions, evaluate outcomes and make predictions about future probabilities and trends. Kasonde-Ng'andu (2013), defines data collection as a process of gathering information to answer research questions. It is the process of gathering specific information aimed at proving or refuting some facts.

Information can come from a range of sources as there are a variety of methods to use when collecting primary data such as interviews, questionnaires, surveys, observations and case studies. For this study, questionnaires and semi-structured interviews were employed as tools for data collection.

### **3.6 Data Analysis**

Collins et al. (2002) refer data analysis to the process of using specific procedures to work through data collected. The data for the study was analysed using both the qualitative and quantitative methods of data analysis and was based on the objectives and questions which guided the study.

### **3.7 Ethical Considerations**

During the main study, before administering any instrument, clearance from the University of Zambia research ethical committee and permission was sought. Further, the researcher got permission from the head teachers in schools that participated in the study to conduct the research. Thereafter, respondents' informed consent was obtained as well. All participants were assured of total confidentiality. It was made clear from the data collection instruments (questionnaires and interview guide) that the information provided was to be used for academic purposes only. The names of all the respondents who participated in the study remained anonymous. Further, the participants were informed that they could withdraw at any time if they so wished without any form of penalty.

### **3.8 Summary**

This chapter has provided a description of the methodology that was used to collect the necessary data. It has also highlighted the study design, target population, sample size and

sampling procedure, instruments for data collection and the procedure used, data how data analysis was done to help the reader an understanding of how the findings of the study were arrived at. The chapter ends with an account of the ethical considerations that were made in relation to the study. The next chapter presents the findings of the study.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

This chapter presents the research findings on the views of teachers, parents and pupils towards Physical Education as an academic subject at primary school level with specific focus on Mindolo and Mama Monty Primary Schools in Kitwe District, Zambia. The objectives of the study were to: establish whether or not teachers, pupils and parents knew the importance of Physical Education as an academic subject; determine how the time scheduled for Physical Education on the school time-table in the current education system is actually used; and establish the views of the teachers, pupils and parents on Physical Education as an examinable subject in Creative and Technology Studies (CTS) at primary school level. The presentation is outlined in relation to the objectives of the study and the emerging themes starting those of the teachers, followed by those of the pupils and finally those of the parents.

#### **4.1 Establish whether or not teachers, pupils and parents knew the importance of Physical Education as an academic subject**

##### **4.1.1 Whether Physical Education was one of the subjects taught in school**

Teachers were asked to state whether Physical Education was taught to the pupils in their respective schools. The findings showed that all the 22 (100.0%) of the teachers who participated in this study reported that Physical Education was taught as one of the school subject. One of the teachers said the following: *“At our school physical education is among the subjects taught to all grades”*.

Similarly all pupils and parents who participated in the study reported that Physical Education was one of the subjects taught in primary schools.

##### **4.1.2 Teachers responsible for teaching Physical Education**

Information was sought from the teachers and pupils as regards to who was responsible for the teaching of Physical Education. All the 22 (100.0%) of the teachers and 31 (100.0%) of the pupils who participated in this study said that P.E. was taught by every teacher. For example, one of the teachers at Mindolo primary school reported the following:

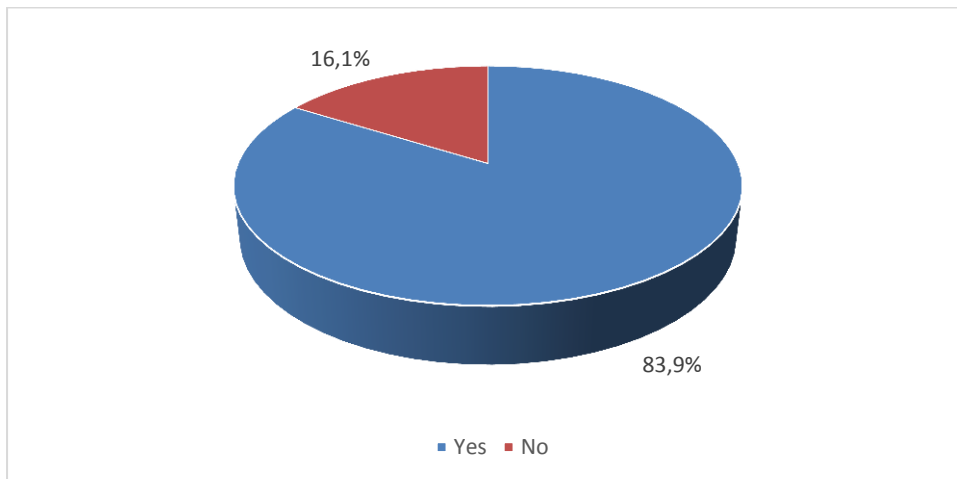


*At this school, there are no teachers who are specialised to teach P.E. only, but as long as one was teaching in the school, he/she was required to teach the subject.*

#### **4.1.3 Whether P.E. was one of the subjects the teacher taught in class**

Teachers were asked to indicate if they taught P.E. as one of their subjects. All of them, 22 (100.0%) agreed that they taught P.E. as one of their subject area.

Like the teachers, pupils were asked to say whether teachers taught them P.E. in class. Their Responses were as shown in Figure 4.1 below.

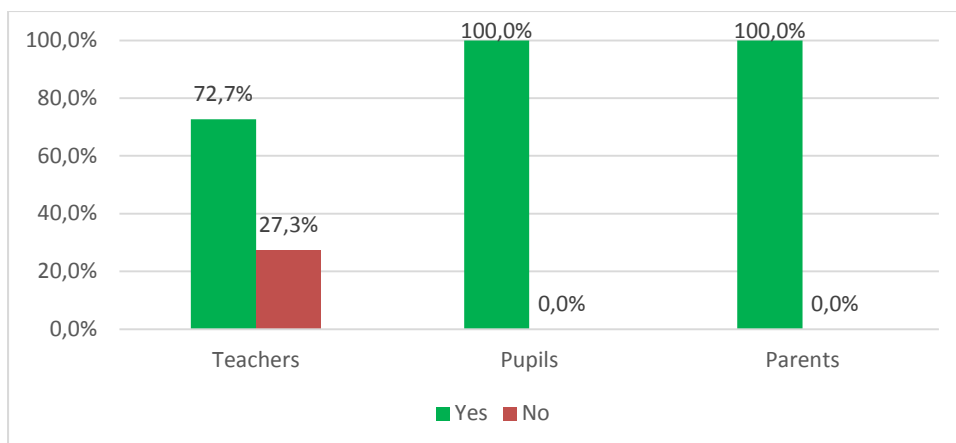


**Figure 4.1: Whether teachers taught pupils P.E. (n = 31)**

As can be seen from the figure, the majority of the pupils, 26 (83.9%) agreed that their teacher taught them P.E. in class while 5 (16.1%) disagreed.

#### **4.1.4 Whether teachers, pupils and parents thought P.E. was of any value to the learners**

As regards to the above issue, the reactions of the teachers, pupils and parents were as shown in Figure 4.2.



**Figure 4.2: Whether P.E. was of any value to the learners  
(Teachers, n = 22; Pupils, n = 31; Parents, n = 31)**

As can be seen from the figure, the majority of them, 16 (72.7%) of the teachers were of the view that P.E. was of great value to the learners while 6 (27.3%) indicated that it had no value to the learners.

A follow-up question was asked to the teachers to give reasons for their responses. One of the teachers said;

*P.E. fosters pupils' physical fitness, builds and promotes socialization and cooperation among learners thus enhancing the mental and social growth of the pupils.*

Another teacher reported thus:

*In my own understanding P.E. builds and promotes the attitude of unity among pupils. It also helps to develop good character among pupils. Further it promotes cultural wellbeing and enables the pupils to gain skills for survival in life.*

However, some of the teachers were of the view that P.E. was not of any value to the learners. For instance one of the teachers said: “*P.E. is just a waste of time*”.

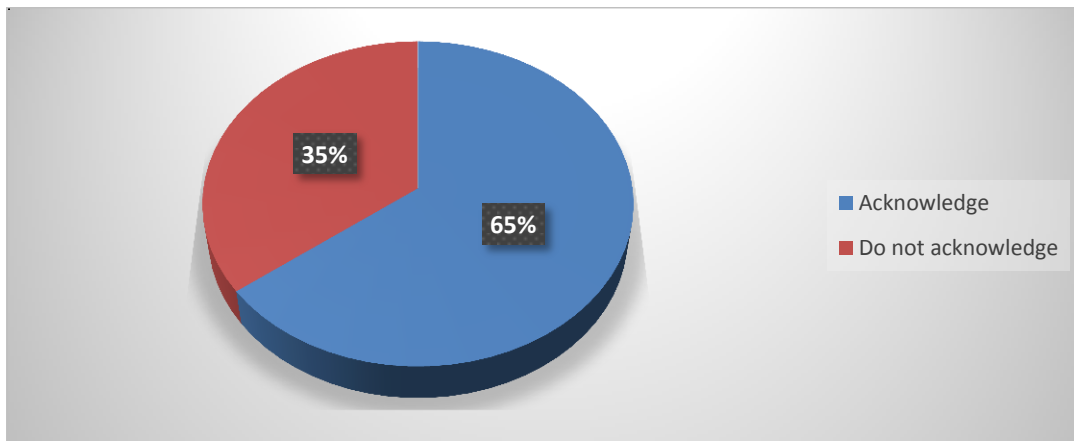
Further the figure shows that all the pupils and parents were of the view that P.E. was of great value to the learners.

When asked to indicate why they thought P.E. was of value in the learning process. Their responses varied. One of the pupils said: *P.E. makes us to have strong bodies and helps us to be physically fit*” while one of the parents said the following:

*P.E. improves pupils’ talents and helps them to identify their gifts such as a footballer, netballer or an athlete.*

#### **4.1.5 Whether teachers acknowledged P.E. as an important subject**

Parents of the pupils in the schools under study were asked to indicate if teachers acknowledged P.E. as one of the important subjects. Their views were as illustrated in Figure 4.3 below.



**Figure 4.3: Whether teachers acknowledge P.E. as an important subject (n = 31)**

As can be seen from Figure 4.3 above, the majority of the parents, 20 (65.0%) stated that teachers acknowledged P.E. as an important subjects while 11 (35%) of them did not acknowledge it.

Among the parents who indicated that P.E. was an important subject, one of them said the following:

*“My child at times comes back home with stories about games they played at school”. My child always troubled me for P.E. attire. To me this is a sign that teachers actually taught the subject.*

Another parent said:

*I can tell that P.E. is taught in primary schools in that at times my child would come back home dirty saying that they had P.E. lessons with their teacher.*

As for the respondents who said that teachers did not acknowledge P.E. as an important subject, the reasons cited was that there was no single day when their children went with P.E. attire to school. One of the parents said:

*I have never received any report from the teachers on the performance of my child in Physical Education (Meaning that teachers never paid attention to the subject).*

#### **4.1.6 Whether the school had P.E. equipment**

Teachers and pupils were asked to indicate whether their respective schools had equipment for the teaching of P.E. The following emerged as shown in Table 4.1.

**Table 4.1: Whether school had P.E. equipment**

Response	Type of respondent	
	Teachers	Pupils
Yes	16 (72.7%)	31 (100.0%)
No	6 (7.3%)	-
Total	22 (100.0%)	31 (100.0%)

As can be seen from the table above, 16 (72.7%) of the teachers agreed that their schools had P.E. equipment whereas 6 (7.3%) disagreed. However, all the pupils, 31 (100.0%) agreed that their respective schools had P.E. equipment. The equipment included footballs and netballs.

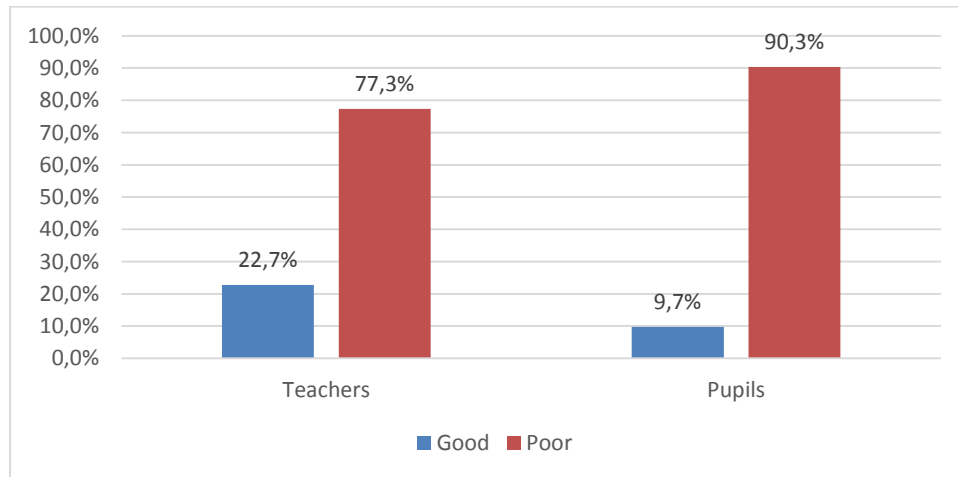
#### **4.1.7 Whether the school had P.E. Facilities**

As regards to P.E. facilities, all the 22 (100.0%) teachers and all the pupils, 31 (100.0%) said that there were P.E. facilities in their respective schools.

A further question was asked to the teachers to state the type of facilities that were available in school. Most of them said “sports ground” while a few indicated “football and netball pitch”.

#### 4.1.8 The condition of equipment and facilities in schools

Teachers and pupils were asked to indicate the condition of the equipment and facilities that they had in their respective schools. Figure 4.4 shows their responses.



**Figure 4.4: Condition of equipment and facilities (Teachers, n = 22; Pupils, n = 31)**

As can be seen from Figure 4.4, the majority of the teachers, 17 (77.3%) said that the condition of equipment and facilities in their respective schools were poor while 5 (22.7%) said that they were good. The figure further shows that the majority of the pupils, 25 (80.7%) stated that the condition of equipment and facilities were poor while only 6 (19.3%) of them said that they were good.

#### 4.1.9 Whether school had teaching materials for P.E.

In terms of whether schools had teaching materials such as textbooks, all the teacher respondents, 22 (100.0%) said that schools did not have any materials for teaching P.E.

A further question was asked to the teachers to state what they used for teaching P.E. The respondents gave varied responses. Among the notable ones was that they used notes they made while at college while others said that they used CTS activity books which they sought from friends or bought. Further, some teachers said that they downloaded notes from the internet.

#### **4.1.10 Interest in learning P.E.**

As regards to whether pupils had interest in learning P.E., all the teachers, 22 (100.0%) and pupils, 31 (100.0%) reported that pupils had interest in learning the subject.

Teachers were asked a further question to give reasons for their response. The following were some of the reasons they cited: that pupils were seen to be very excited and active during physical education lessons; some pupils come with their own improvised balls to use during the lessons; when pupils are told to remember to bring their P.E. attire, they become excited, clap and make joyful noises; on days when some teachers replaced the P.E. period with another subject,

As for the pupils, they cited the following: that pupils play a lot during P.E.; it helps the body to grow strong; it is good because of many games; pupils enjoy playing games and running; and that P.E. can make some pupils become footballers in the future.

However some pupils complained that teachers did not take P.E. seriously. One of the pupils said:

*“We always have to remind our teacher that it was time for physical education. The teacher always appears to forget about the subject”.*

To supplement the findings from the teachers and pupils, parents were also asked to indicate whether their children enjoyed learning P.E. All of them, 31 (100.0%) admitted that their children enjoyed learning P.E. For instance, one of the parents said:

*On the days for P.E. my children get very excited and carry their P.E. attire with them. They report to me that they desire not to miss school on P.E. days.*

Another parent reported the following:

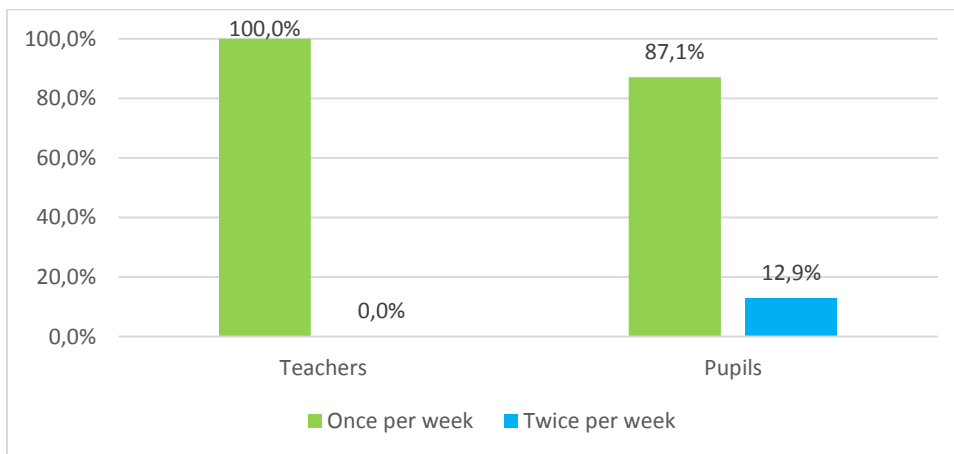
*“My children always came back home with stories of how they enjoyed playing with their teachers and friends and said that they always looked forward to another P.E. lesson”.*

## 4.2 How the time scheduled for P.E. on the school time-table in the current education system is actually used at primary school

### 4.2.1 Whether P.E. was on school time-table

Teachers and pupils were asked to state whether P.E. was time-tabled in school. All the teachers, 22 (100.0%) and the pupils, 31 (100.0%) who participated in this study reported that P.E. was on the school time-table.

A further question was asked to the respondents which sought to establish how much time was allocated for P.E. Figure 4.5 shows their reactions to this question.



**Figure 4.5: Teachers' and pupils' responses on time allocated for P.E. per week (Teachers, n = 22; Pupils, n = 31)**

Figure 4.5 shows that all the teachers, 22 (100.0%) said that it was taught once per week. One teacher from Mama Monty primary school emphasised as follows:

*“It appears on the time-table on only one particular day of the week. I feel that the time is not enough because it involves both theory and practical”.*

Another teacher said:

*“There is need for our school to increase the number of periods allocated for the teaching of physical education as it is examinable in the current curriculum”.*

However, findings from the pupils revealed that 27 (87.1%) said that P.E. was taught once per week whereas 4 (12.9%) reported that it was taught twice in a week. One of the pupils said:

*“I enjoy the subject but I am not happy with the time given to it on the time table. We need more time. Physical education makes us fit”.*

#### **4.2.2 How P.E. was taught in school**

Teachers and pupils were asked to explain how P.E. was taught in their respective schools. All the teachers, 22 (100.0%), and all the pupils, 31 (100.0%) who participated in this study indicated that P.E. was integrated in Creative and Technology Studies. One of the teachers said the following:

*“To the best of my knowledge, physical education as a teaching subject is integrated into Creative and Technology Studies. I wished it was taught as a separate subject. This way it would receive more attention and time allocated to it on the time table would be increased”.*

#### **4.2.3 How the time scheduled for P.E. on school time-table was utilised**

Teachers and pupils were asked to indicate how the time scheduled for P.E. lessons was actually utilised. Their responses were as shown in Table 4.2.

**Table 4.2: How schools utilised time scheduled for P.E.**

How the time was utilised	Category of respondent	
	Teachers	Pupils
For P.E. theory lessons only	10 (45.5%)	1 (3.2%)
For P.E. practical lessons only	7 (31.8%)	17 (54.8%)
For both P.E. theory and practical lessons	5 (22.7%)	8 (25.8%)
Replaced by a different subject	-	5 (16.1%)
Total	22 (100.0%)	31 (100.0%)



As can be seen from the table above, findings from the teachers showed that 10 (45.5%) of them said that the period for Physical Education was utilised for theory lessons only, whereas 7 (31.8%) said the time was used for practical lessons only. Further, 5 (22.7%) of them indicated that the time was utilised for both theory and practical lessons.

A follow-up question was asked to the teachers to explain why P.E. time was utilised in that manner. One of the teachers reported thus:

*“Generally, Physical Education is taught both theoretically and practically. Theory allows pupils to write theory examination at the end of Grade 7.*

However, one of the teachers argued saying the following:

*Physical Education is taught practically because, from the word itself, physical simply means practical. This implies that Physical Education is a practical subject and should be taught this way.*

Findings from the pupils revealed that most of them, 17 (54.8%) reported that the time for P.E. was utilised for practical lessons only, whereas 8 (25.8%) said it was used for both theory and practical. However, 5 (16.1%) of the pupils indicated that the time scheduled for P.E. was replaced by a different subject. One pupil reported that it was used for theory lessons only. A pupil from School A said the following:

*“What I have noticed in this school, P.E. is taught more through practical lessons. Very little is done in theory and yet we are expected to write theory in this subject”*

Another said:

*“In my view, this subject should be taught using both theory and practice. However, I am of the idea that it should be more theoretical because it is theory exams that we are expected to write”.*

### 4.3 Views of the various stakeholders on P.E. as an examinable subject in CTS at primary school

#### 4.3.1 Teachers, pupils and parents views on whether P.E. should be an examinable subject in primary schools

As regards to whether P.E. should be examinable, the findings from the respondents were as shown in Table 4.3.

**Table 4.3: Whether P.E. should be examinable subject**

Response	Category of respondent		
	Teachers	Pupils	Parents
Yes	18 (81.8%)	31 (100.0%)	31 (100.0%)
No	4 (18.2%)	-	-
Total	22 (100.0%)	31 (100.0%)	31 (100.0%)

The table shows that 18 (81.8%) of the teachers felt that P.E. should be an examinable subject in primary school while 4 (18.2%) felt that it should not be examinable.

A follow-up question was asked to the teachers, pupils and parents to give reasons for their responses.

For the teachers who said P.E. should be examinable, one of them cited the following reason:

*“The subject should be treated just like any other subject and the examination at Grade 7 would lay a basis for the pupils’ learning at secondary school”.*

Another said the following:

*“If P.E. becomes examinable, the teachers teaching the subject, the pupils and parents would take the subject serious and give it the status it deserves. It should be treated like other examinable subjects, like Mathematics, English and Sciences”.*

As for those teachers who said that P.E. should not be examined at primary school, one of the teachers at Mindolo Primary said: *it was better to start P.E. examinations at Grade 9 level.* Another teacher from Mama Monty Primary narrated the following:

*“There is no need to examine the pupils in physical education because the subject is just there for their physical well-being and growth”.*

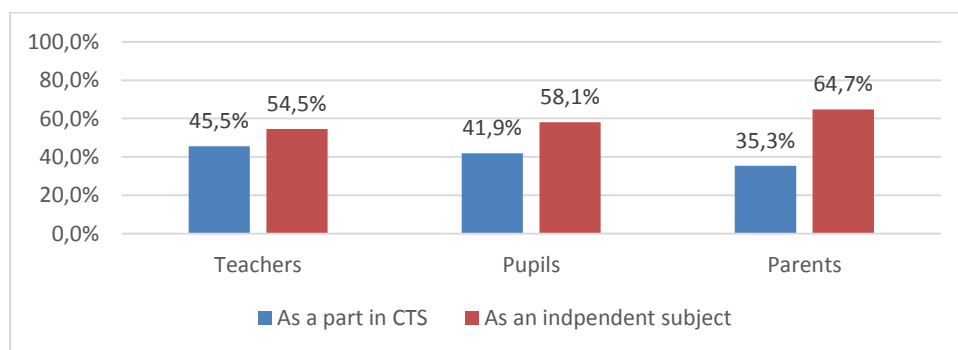
Findings from the pupils showed that all the 31 (100.0%) indicated that P.E. should be an examinable subject at primary school level. One of the pupils reported the following as reasons why the subject should be examinable:

*“This will make teachers to be serious when teaching the subject. I feel once it becomes examinable, us pupils will also take the subject serious and study hard because we know that at the end we shall sit for an examination”.*

As for the parents, all of them, 31 (100.0%) were of the view that P.E. should be examined in primary schools. It was reported that once the subject becomes examinable, teachers will teach the subject with seriousness and will accord it the status it deserves, like is the case of English and Mathematics.

#### **4.3.2 Whether P.E. should be taught as part of CTS or an independent subject**

Teachers, pupils and parents were asked to say whether P.E. should be taught as an independent component or as part of CTS. Their responses were as shown in Figure 4.6 below.



**Figure 4.6: Respondents views on whether P.E. should be taught as a part in CTS (Teachers n = 22; Pupils, n = 31; Parents, n = 31)**

As can be seen from the figure above, 12 (54.5%) of the teachers, 18 (58.1%) of the pupils and 20 (64.5%) of the parents said that P.E. should be taught as an independent subject from CTS. However, 10 (45.5%) teachers, 13 (41.9%) of the pupils and 11 (35.5%) of the parents were of the view that it should be integrated in CTS.

A follow-up question was asked to the respondents to give reasons for their responses. Generally, there was uniformity of response from the respondents. Teachers, pupils and parents all felt it should be taught as an independent subject because that would make teachers to take the subject seriously and accord it more teaching time.

### 4.3.3 Whether children should learn P.E. as an academic subject

As regards to whether children should learn P.E. as an academic subject, the respondents' reactions were as presented below in Table 4.4.

**Table 4.4: Should children learn P.E. as an academic subject**

Response	Type of respondent		
	Teachers	Pupils	Parents
Yes	18 (81.8%)		31 (100.0%)
No	4 (18.2%)		-
Total	22 (100.0%)		31 (100.0%)

The table above shows that 81.8% of the teachers and all 31 (100.0%) parents were of the view that children should learn P.E. as an academic subject.

A follow-up question was asked to the respondents, to give reasons for their responses. For the teachers who responded in affirmative, the following reasons that it would make the teachers teach the subject seriously and give it the necessary attention and that it would act as a basis for allocating the subject to learners who do well as an option subject at secondary school. One of the teachers had this to say:

*“I personally feel that this will motivate both the teacher and pupil to take the subject seriously as they will be assured of the status of the*

*subject; it will boost the pupils' morale and interest of learning the subject".*

As for the teachers who said "no", they argued that primary schools lacked good facilities, equipment and teaching materials that would make teaching of P.E effective; P.E. was just meant to contribute to the physical fitness of the pupils so there is no need for exams and that the subject was not accorded enough teaching time.

On the other hand the parents gave the reasons that P.E. can provide a good future for their children once they gain skills and that teachers will pay attention to the subject in the same way they do to English or Mathematics. One of the parents said:

*"Children will be serious with the subject because of the examination. I have seen from my experience that pupils involved in sports generally become good athletes and can be good sportsmen".*

#### **4.3.4 Teachers, pupils and parents views on P.E. as an academic subject**

Teachers and parents were asked to present their views on P.E. as an academic subject. Their reactions were as presented below.

##### **Teachers' views**

Most of the teachers were of the view that once Physical Education is given the status of an academic subject, teachers, pupils and parents will give it more attention. Further, the subject is beneficial as it helps pupils physically and socially. Further, as an academic subject, it will build pupils' interest in learning. One of the teachers said:

*"A physically and mentally fit child has chances of progressing in academic circles. This implies that Physical Education is important because it can improve the academic performance of pupils".*

##### **Parents' views**

Parents felt that once the subject attains an academic status, it will help in assessing the children in the subject every school term. They also reported that parents need to be given reports on child performance in Physical Education. Further, pupils should be given a variety of activities and not just running, football and netball. This way pupil's academic performance is likely to improve.

#### **4.3.5 What needs to be done to enhance the teaching of P.E. as an academic subject in primary schools?**

As regards to what should be done to enhance the teaching and learning of Physical Education, teachers, pupils and parents reported the following as presented below.

##### **Teachers**

- Government, with support from the school communities should improve the P.E facilities in primary schools.
- There is need for P.E syllabuses to be given to each teacher.
- Restocking of P.E. teaching and learning materials in schools.
- Government to supply different types of P.E. equipment to the schools, not only to have balls in schools
- Parents to support their children by providing for the suitable attire for P.E.
- More teaching time to be allocated to P.E.
- Increase teaching time, one period per week is not enough
- Proper guidelines on the teaching of the subject should be given to all the primary schools

##### **Pupils**

- P.E. should be taught two times in a week, not just once.
- More balls should be bought by the schools.
- The government must give teachers a lot of equipment for teaching P.E.
- Teachers not to change the subject when it is time for P.E.
- The sports ground must be kept clean all the time.

##### **Parents**

- Copy idea of private colleges where on the days when the pupils will have P.E. lessons, pupils go dressed in P.E. attire.
- Government/Schools to buy a variety of teaching and learning materials
- Physical Education should be given more time on the time-table.

- Pupils should be assessed every term in P.E. and parents should be given a report on their children's performance.
- Government should help the schools to improve the P.E. facilities like sports grounds.

Generally, the respondents were of the opinion that government should formulate policies that would enhance the teaching of P.E. in primary schools. Further it should supply a variety of teaching/learning materials to schools. The findings also call for increase in time allocation for Physical Education in the school time-table.

#### **4.4 Summary**

This chapter has presented the findings of the study on examination of Physical Education as an academic subject at primary school level. The major findings of the study have shown that generally the teachers, pupils and parents knew the importance of P.E. as a subject. This shows that the subpopulations in the sample perceived numerous benefits derived from P.E. These are pedagogical benefits spinning around physical, mental and social growth of the pupils.

The study further revealed that P.E. was being taught in the schools at least once per week. However, it was revealed that the time allocated for P.E. was not adequate enough to teach the subject well. With regard to how the time scheduled for P.E. on the school time-table was actually utilised, it was found that more time was given to theory teaching than practical lessons; the theory and practical lessons were not balanced. The good revelation is that the time scheduled for P.E. on the school time-table is actually utilised for P.E. lessons despite the poor/inadequate P.E. facilities and equipment available in the schools.

Most importantly, the findings have revealed that the teachers, pupils and parents all have a positive perception towards P.E. as an examinable subject, with majority of them having the view that the subject should be taught and examined independently as a stand-alone subject.

## **CHAPTER FIVE**

### **DISCUSSIONS OF FINDINGS**

This chapter discusses the findings of the study which sought to establish the views of the teachers, pupils and parents towards Physical Education as an academic subject in primary schools. The discussion is based on the objectives and questions which guided the study.

#### **5.1 Establish whether or not teachers, pupils and parents knew the importance of Physical Education as an academic subject**

Before establishing whether or not teachers, pupils and parents knew the importance of Physical Education as an academic subject, an understanding of whether Physical Education was one of the subjects taught in the selected schools was of prime importance. To this effect teachers were asked to report on the matter. Findings from the teachers, pupils and parents of the pupils established that P.E. as an academic subject was actually taught in these schools. This revelation is in line with MoE (2007) who indicated that lately, schools are trying to make Physical Education a priority subject despite meagre resources in terms of staffing, equipment and other conversional facilities that could aid the smooth teaching of the subject. The decree of 2006 by the late Republican President, Levy Patrick Mwanawasa, also attest to this fact when he pronounced P.E. should be taught as a compulsory subject in all schools and teacher training colleges that were using MoE curriculum.

The other fact that came out with regards to the teaching of P.E. in Zambian Primary schools was that all the teachers are mandated to teach the subject regardless of their status. There is nothing like specialist teachers to teach P.E. only. As long as one is a primary school teacher, he or she was required to teach the subject. As it is well known that all primary school teachers are trained to teach all subjects at primary school, no excuse would be accepted for one's failure to teach physical education.

All the pupil and parent respondents in this study had favourable perceptions regarding the importance of Physical Education to the pupils. This was attested by the fact that all of them acknowledged that P.E. was of great value to the pupils. Majority of the teachers also acknowledged that the subject was of great value to the pupils. This reaction clearly demonstrates that the respondents appreciated P.E. as an academic subject.



The fact that majority of the teachers regard P.E, as an important subject means that they would actually be motivated to teach the subject and encourage pupils to take P.E. seriously because they themselves (the teachers) feel good about the subject. These findings are in line with the findings of Bailey (2006) who found that teachers place a pivotal role in ensuring that students have positive experiences of P.E. in school settings. Research has shown that those teachers who feel good about themselves and are competent and confident in what they do, are more likely to create similarly supportive and nurturing environments for their students (Marczely, 1990; Spiller & Fraser, 2001; HMI, 2001). Graber (2002) outlined how teacher characteristics: subjective warrant, teacher beliefs, concerns and experience; teacher competencies: expertise, and knowledge, including general pedagogical content and curricular; and *pre-impact* behaviours: planning, curricular goals and value orientations; have an impact on teaching and learning in P.E. This shows that if the teachers do not have a positive view on any subject they teach, this may result into learners resenting the subject.

In terms of who was responsible for the teaching of P.E. in primary schools, the study showed that the subject was taught by all teachers regardless of the training they received from the different Colleges of Education as attested by both teachers and pupils' reports. Teachers also pointed out that they taught P.E. to pupils in class as one of the subjects. Pupils also reported that their teachers taught P.E. in class as reported by 84%. This finding is a confirmation that P.E. was actually being taught in primary schools in Zambia, but to what extent in terms of content, is yet another issue of great concern.

As regards to the value attached to physical education, it was found that 72% of the teachers and all pupils and parents viewed the subject to be of great value to the learners. To argue the above findings, the teacher respondents were of the view that P.E. fosters pupils' physical fitness, builds and promotes socialisation and cooperation among learners. Further P.E. was seen as that which builds and promotes positive attitude of unity among pupils. P.E. was also seen as a subject that helped in building good character among pupils and contributed to the physical, mental and social growth of the pupils. The above findings are in line with Morrow (2007) who posits that there are many benefits P.E. provides to today's learners and society. The teachers, parents and pupils in the current study all had good reasons as to why they valued physical education. According to them, some of the benefits of P.E. were that it fosters pupils' physical fitness; builds and promote socialisation and cooperation among learners; helps to improve the pupils' talents; enables the pupils to gain skills for survival in

life; enhances academic performance of the pupils; and contributes to the physical, mental and social growth of the pupils.

In addition, the teachers and the parents gave other reasons why they felt children should learn P.E. as an academic subject. For example, teachers said that if P.E. is learnt as an academic subject, teachers would teach the subject seriously and give it the necessary attention, also that it would boost the pupils' morale and interest of learning P.E. Parents, for example said that teachers would pay attention to the subject in the same way they did to English or Mathematics. The parents added on to say that the children would be serious with the subject because of the examination. From these reasons, it can be clearly seen that both teachers and parents feel that the subject will have an improved status because teachers and pupils will now treat the subject with the same way other subjects that are examinable are treated. However, some teachers viewed physical education as waste of time as it contributed less to academic achievement of pupils in school.

For Physical Education to flourish, equipment and other facilities are necessary. To this effect, it became prudent to find out from the teachers if their respective schools had P.E. equipment and facilities for the smooth teaching of the subject. It was interesting to find out that teachers and pupils in these schools reported their schools as having the necessary equipment and facilities for teaching P.E. However, a saddening revelation from the study was that despite the respondents affirming that their schools had equipment and facilities in place, the only equipment and facilities referred to here were footballs and netballs. These sentiments show that many other types of equipment, such as gymnastic mattresses or mats, hoops, skipping ropes, bean bags, equipment for athletics and other games, were non-existent in these schools.

This lack of adequate facilities and equipment was also revealed by Mulima (2010) in her research. She also found out that although some respondents testified to the existence of P.E. equipment having been available in schools, it was established that the only equipment that were available in the schools were balls. Mulima (2010) further argued that the availability of footballs and/or netballs only meant that learners were not exposed to a variety of activities. Pupils engaged themselves in the same activities each time they had a P.E. practical lesson. Nonetheless, the availability of the balls is a good indication of the school administration's support and acknowledgement of P.E. as an important subject since the school administration at least provided the balls for the teaching and learning of the subject.

The study has further shown that most of these schools if any did not have sports halls where indoor activities could be taught to the pupils. Furthermore, most of the teachers and pupils reported that the condition of equipment and facilities their schools were poor. This made the teaching of P.E. to the pupils difficult in most primary schools and eventually the status accorded to it.

With regard to teaching and learning materials such as text books or pupils' books, it was found that schools did not have any materials for teaching the subject. The only materials which teachers used were notes they made while at college while others used borrowed CTS activity books which they borrowed from their friends or bought. Further, some teachers downloaded notes from the internet. This aspect was also acknowledged by 94% of the pupils who reported having not seen any teaching/learning materials for P.E. in their schools. Furthermore, at the time of this research, it was found from the teachers that their respective schools did not have the syllabus for P.E. This might have contributed to the difficulties faced in teaching the subject but teachers should be commended that despite the non-availability of teaching materials, they were still determined to teach P.E. using improvised teaching materials. This in itself is evidence enough that the teachers valued the subject. This scenario, however, should not be left unchecked. Government through the appropriate authorities should see to it that the appropriate and adequate P.E. teaching and learning materials are supplied to the schools for effective teaching of the subject.

However, despite the lack of teaching/learning materials, it is interesting to note that teachers and the pupils themselves reported pupils' high interest in learning P.E. This is evidenced by the fact that majority of the pupil respondents (52%) ranked P.E. as their first or second preference among the subjects in C.T.S. while teachers cited reasons such as pupils' excitement and active participation during P.E. lessons. In some cases, it was reported that pupils came with their own improvised balls to use during the lessons. Among the reasons cited by the pupils for their interest in P.E. were that they enjoyed playing the many games that were taught to them during the P.E. lessons and that P.E. helped pupils' bodies to grow stronger. The pupils also felt that physical education was a route to becoming a good sportsman such as a footballer, netballer or athlete. One other fact that shows that pupils were interested in learning P.E. was that many times pupils would remind their teachers that it was time for P.E. if their teacher appeared to have forgotten.

Parents also acknowledged the fact that their children enjoyed learning physical education. This was seen from their children's excitement to carry their P.E. attire on the day they were

having P.E. lessons. Parents further indicated that their children's desire not to miss school on P.E. days was a significant indication that their children enjoyed P.E. Furthermore, parents reported that during P.E., their children were able to socialise with the teachers and other friends in school. The above findings conform to Sage (1993) who argued 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. Sage (1993) 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 and which laid the foundations for healthy adult lifestyles.

All the foregoing sentiments are a testimony of the important value attached to the teaching and learning of Physical Education in primary schools.

## **5.2 How the time scheduled for P.E. on the school time-table in the current education system was actually used at primary school**

In order to understand how the time scheduled for P.E. on the school time-table in the current education system was actually used at primary school, an insight of whether P.E. was on the school time-table is ideal. To this effect teachers and pupils were asked to indicate whether this subject was time-tabled. It was interesting to note that all the teachers and the pupils unanimously acknowledged the presence of P.E. on the school time-table.

However, it was noted that despite P.E. being offered in primary schools, it was only taught once per week as testified by 100% of the teachers and 87% of the pupils. This finding that the subject was given only one period per week signifies that the subject was considered to be less important. Considering the fact that the pupils are expected to write a theory examination at the end of Grade 7, teaching P.E. only once per week is insufficient because the subject involves both the theory and practical aspects of learning. One of the aims of primary education is, 'to foster healthy living, physical coordination and growth' (Educating Our Future, 1996:30). This can only be attained through practical subjects like P.E. Thus allocating very little teaching time to P.E. reduces the effectual attainment of this aim.

In addition, this limited time allocated to the subject cannot motivate the learners to put more effort in learning the subject. Further, teachers also may not be able to deliver as expected. Robertson, (2005) argues that physical education ought to be taught from a critical pedagogical perspective in order to create in-depth learning that contributes to a comprehensive education of our young people. Critical pedagogies encompass key components such as critical thinking, emancipation, dialogue, critique and student voice (Brown, 2000). Research around quality teaching for diverse students in schooling fits well with this educational approach to teaching and learning (MoE, 2003). Suffice to mention that these components cannot be developed among the learners if little time is given to the subject.

As regards to how the time scheduled for P.E. on the school time-table was being utilised, responses varied between the teachers and the pupils. Teachers reported that it was mostly used for theory lessons only while the pupils on the other hand reported that it was used for practical lessons only. It is sad to note, as reported by few pupils that some teachers replace P.E. with other subjects. Only few teachers managed to balance the teaching of P.E. between theory and practical lessons. These findings demonstrate that the teaching of P.E. is not correctly implemented as teachers spent much time on theory lessons only or practical lessons only. This scenario cannot be left hanging; it calls for the Ministry of Education to conduct workshops/trainings for the teachers on how the subject should be handled so that the two aspects of theory and practical are well balanced. Since P.E. is now examinable at primary school, and that it carries both elements of theory and practical, it is important that both the theory as well as the practical teaching are done concurrently. It is just right that the learners are exposed to both theory and practical lessons so that they gain worthwhile knowledge and skills they needed.

### **5.3 Views of the various stakeholders on P.E. as an examinable subject in C.T.S. in primary schools**

The findings revealed that majority of the teachers, as well as all pupils and parents, were of the view that P.E. should be an examinable subject. The teachers argued that the subject should be treated just like any other subject. They further stated that making it examinable would make both teachers and pupils to take the subject seriously. However, a few teachers were of the view that it should not be examinable since it concentrated on the physical well-being of the child. The pupils on the other hand were of the view that if it became

examinable, teachers would be serious when teaching the subject. They further argued that P.E. was as important as any other subject like English and Mathematics. Meanwhile the parents expressed their concern that if it became examinable, this will make teachers to teach the subject with seriousness and will accord it the status it deserves, like is the case of English and Mathematics.

As regards to whether P.E. should be examined as a part in CTS, the study showed that teachers, pupils and parents who took part in this study did not show much differences in terms of their views. Generally, the study showed that 46% of the teachers and 42% of the pupils were of the view that it should be integrated into CTS, while 55% of the teachers and 58% of the pupils were of the view that it should be done as an independent subject. A bigger difference was seen only with the parents where the majority of them (64.7%) felt that P.E. should not be examined in CTS but as an independent subject. These parents felt that if P.E. was going to be examined as an independent subject, it would enable teachers to take the subject seriously and accord it more teaching time. This revelation is in conformity with the Ministry of Education's approved national curriculum that recognises P.E. to be a full time taught subject in all schools (MSYCD, 2007).

As to whether P.E. should be taught as one of the contributory subjects in CTS or as an independent subject, findings from the teachers showed varied reactions to this issue with most of them indicating that it should be taught as an independent subject. Similarly, most of the pupils also felt the subject should be taught as an independent subject. They argued that when P.E. is taught as a stand-alone subject, it would be allocated enough time on the school time-table.

#### **5.4 Summary**

The study has revealed among other things that teachers, parents and pupils know the value that physical education has to pupils. Further, it was found that pupils have interest in learning P.E. as a subject. In terms of time allocated for P.E. it was established that it was not adequate enough for the teaching of P.E as this subject had two components; namely theory and practical. Theory and practical lessons were not balanced as teachers spent much of the time on either practical or theory lessons only. As regards equipment and facilities for P.E., it was found these were lacking in schools, and where they were available, they were in very poor condition. It was also revealed that teachers, parents and pupils had a positive attitude

towards P.E. as an academic subject and that majority felt it should be taught as an independent subject, away from CTS. Further, it was found that P.E. should be examined at primary school level.

In line with these findings, Fishbein and Ajzen's (1975) Theory of Reasoned Action (TRA), the theory which guided this study, is seen to apply. The fact that the respondents view P.E. as a subject that is beneficial yields their positive attitude towards it. The TRA explains that attitudes flow from beliefs and yield intentions and actions. The respondents posit favourable attitude towards P.E. as an academic subject because they appreciate the subject and believe it is of value to the learners. Thus, the good intentions of the teachers to teach P.E. despite not having adequate equipment for teaching, the parents' support of the idea of P.E. being an examinable subject, and the pupils' desire to learn the subject and be examined in it.

Further, the theory also states that a person's intention to perform the behaviour is also influenced by the attitudes of people who are important to that person. In a life of a pupil as a learner, a teacher is a very important person to the learner. And so the teachers' attitude towards P.E. and the way they implement the subject would have a great impact on the learners' attitudes. The learners may have either a positive or negative attitude depending on whether the teachers motivate them or not.

## **CHAPER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter provides a summary of the study; conclusions based on the study findings and also provide some recommendations to the government and other stakeholders in Education on the views of the teachers, parents and pupils towards Physical Education as an academic subject in primary schools of Zambia.

#### **6.1 Summary**

This study was aimed at establishing the views of the teachers, pupils and parents towards P.E. as an academic subject at primary school level. The objectives that guided the research were:

1. To establish whether or not teachers, pupils and parents knew the importance of Physical Education as a learning subject at primary school level.
2. To determine how the time scheduled for P.E. on the school time-table in the current education system was actually used at primary school level.
3. To establish the views of the various stakeholders on P.E. as an examinable subject in C.T.S. in primary schools.

In order to achieve the objectives stated above, respondents were purposely sampled and were drawn from selected primary schools within Kitwe District on the Copperbelt Province. The study was both qualitative and quantitative in nature, and questionnaires and semi-structured interviews were employed as tools for data collection. The data for the study was analysed using both the qualitative and quantitative methods of data analysis and was based on the objectives and questions which guided the study.

The study has revealed among other things that teachers, parents and pupils know the value that physical education has to pupils. Further, has found out that pupils have interest in learning P.E. as a subject. And in terms of time allocated for P.E., the study has established that time is not adequate enough for the teaching of P.E as this subject has two components; namely theory and practical. Theory and practical lessons are not balanced as teachers spend much of the time on either practical or theory lessons only.



As regards equipment and facilities for P.E., it has revealed that these are lacking in schools, and where they are available, they are in very poor condition. It has also revealed that teachers, parents and pupils have a positive attitude towards P.E. as an academic subject and that majority feel that P.E. should be taught as an independent subject, away from CTS. Further, the study has revealed that there is an acceptance of P.E. as an examinable subject at primary school level.

## **6.2 Conclusion**

Finally, it was quite clear from the findings of this study that teachers, parents and pupils all have a favourable attitude towards Physical Education as an academic subject and that they prefer the subject to be taught as a stand-alone subject and not as a contributory subject. Important also is the fact that majority of the respondents are for the view that P.E. should be an examinable subject, and that it should be a stand-alone examinable subject. This shows that the up-grading of P.E. from a non-examinable to an examinable subject at primary school level is a welcome move among these key stakeholders.

What need to be done further is for schools to see to it that the practical aspect of the subject is implemented seriously, and with a variation of activities so that learners enjoy the subject. Carlson (1995) found that many students become bored as a result of the repetitive nature of activities included in physical education. Researchers such as Silverman and Subramaniam (2007) have also found that students tend to participate in physical activities continually when they have fun. This makes learners build a favourable attitude towards the subject. Subramaniam and Silverman (2007) suggested that experiencing enjoyment in physical activity settings leads to positive attitudes toward physical education and perhaps lifelong pursuits of being physically active. Enjoyment is the primary intrinsic motivation for student participation in physical education lessons. Therefore, P.E. teachers should also strive to promote fun in their P.E. lessons in order to maintain the appreciation of P.E. as an academic subject among the learners especially that as the study has revealed; learners have interest in learning P.E. as an academic subject.

## **6.3 Recommendations**

- i. The Ministry of General Education should ensure more time is allocated to Physical Education on the school time table by ensuring that the correct period allocation is followed by schools.

- ii. The Ministry of General Education should come up with a deliberate policy that will provide guidelines to schools on the implementation of the subject to ensure that P.E. is treated as a practical subject to impart skills in learners, and not simply as an information subject.
- iii. School administrators should see to it that physical education infrastructure is well maintained so that learners can be attracted to participate in physical education activities.
- iv. School administrators, in liaison with the Ministry of General Education, should ensure schools have adequate and appropriate teaching and learning materials.
- v. Practical examinations to be introduced at primary school level as well.

#### **6.4 Suggestions for further Research**

- i. This research was conducted in an urban setup. It would be important to research on schools in a rural setup as well.
- ii. For the purpose of comparison, it would also be of value to conduct a research for private schools as this study was done in government schools.
- iii. This study focused on the views of the various stakeholders on P.E as an academic subject. Conducting a research on the performance of primary school pupils in the subject, since it became examinable in C.T.S, would also be of importance to the government and other key stakeholders.

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**APPENDIX A: QUESTIONNAIRE FOR THE TEACHERS**  
**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**DEPARTMENT OF PRIMARY EDUCATION**

Dear Respondent,

I am a Post Graduate student at the University of Zambia undertaking a Masters in Primary education degree. I am carrying out a research on the views of teachers, pupils and parents towards Physical Education as an academic subject at primary school level. You are kindly requested to participate in the research by responding to the questionnaire, and kindly asked to give honest answers to all the questions. The information that you will provide will be used purely for academic purposes and will be treated with the strictest confidentiality it deserves. **Do not** write your name on the questionnaire.

Please tick (✓) in the appropriate brackets where applicable.

**PART 1: GENERAL INFORMATION**

1. Province : \_\_\_\_\_
2. District : \_\_\_\_\_
3. Name of School: \_\_\_\_\_
4. Type of School : (a) Community ( )  
(b) GRZ ( )
5. Location of school: (a) Urban ( )  
(b) Peri-urban ( )
6. What grade are you teaching? \_\_\_\_\_
7. Number of Years in Service (as a teacher): \_\_\_\_\_
8. Highest qualification (write the letter of your choice in the brackets): ( )
  - a. Certificate
  - b. Diploma
  - c. Degree
  - d. Masters Degree
  - e. Doctorate (PhD)

9. Teacher's sex: Male : ( )

Female: ( )

10. Teacher's age: Below 30 : ( )

Between 30 and 40: ( )

Between 40 and 50: ( )

Above 50 : ( )

## PART 2

1. Is Physical Education (P.E.) one of the subjects taught in your school? YES ( )  
NO ( )

2. Who teaches P.E. in your school?

a. Specialist teachers ( )

b. All the teachers ( )

3. Is P.E. one of the subjects that you as a teacher teach to your class? YES ( )  
NO ( )

4. Is P.E. in your school time-tabled?

YES ( ) NO ( )

5. How much time is allocated to P.E. per week? Specify.

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6. How is P.E. in your school taught?

a. As an independent subject. ( )

b. In Creative and Technology Studies (C.T.S.) ( )

7. How is the time scheduled for P.E. on the school time-table utilised?

a. For P.E. theory lessons only ( )

b. For P.E. practical lessons only ( )

c. For both P.E. theory and practical lessons ( )

d. Replaced by a different subject ( )

e. Pupils do other activities ( ) Specify : \_\_\_\_\_

---

8. (a) Do you think P.E. is of any value to the learners?

YES ( ) NO ( )

8. (b) Explain.

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9. (a) Does your school have P.E. equipment?

YES ( ) NO ( )

9. (b) If **Yes**, mention some of the equipment.

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10. (a) Does your school have P.E. facilities?

YES ( ) NO ( )

10. (b) If **Yes**, specify type of facilities.

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11. If your answer to Questions 9(a) and 10(a) above is **Yes**, what is the condition of the equipment and facilities?

i. Excellent ( )

ii. Good ( )

iii. Poor ( )

12. Do you as a school have a P.E. syllabus?

YES ( ) NO ( )

13. (a) Does your school have teaching materials such as P.E text books for teaching P.E.?

YES ( ) NO ( )

13. (b) If your answer to 13 (a) above is **Yes**, specify some of the teaching materials, and if **No**, what is used for teaching P.E.?

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14. (a) Do your pupils have interest in learning P.E.?

YES ( ) NO ( )

14. (b) What makes you say so?

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15. (a) Do you think P.E. should be an examinable subject in primary schools?

YES ( ) NO ( )

15. (b) Give reasons to your answer in Q 15 (a).

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If your answer to Q 15 (a) above is **No**, proceed to Q 17.

16. Should P.E. be examined as a part in C.T.S. or should it be examined as an independent subject at Grade 7?

a. Should be examined as a part in C.T.S. ( )

b. Should be examined as an independent subject at Grade 7. ( )

17. (a) Do you think children should learn P.E. as an academic subject?

YES ( ) NO ( )

17. (b) State reasons for your answer in Q 19 (a).

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18. What do you think should be done to enhance the teaching of P.E. as an academic subject? Give your own suggestions.

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19. (a) Should P.E. be taught as one of the contributory subjects in C.T.S. or should it stand on its own as an independent subject?

a. Should be taught as one of the contributory subjects in C.T.S. ( )

b. Should stand on its own as an independent subject. ( )

19. (b) Give reasons for your answer to Q 19 (a) above.

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20. What other views do you have about P.E. as an academic subject?

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21. What are your general views about this study?

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**END OF QUESTIONNAIRE**

**THANK YOU**

**APPENDIX B: QUESTIONNAIRE FOR THE PUPILS**  
**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**DEPARTMENT OF PRIMARY EDUCATION**

Dear Respondent,

I am a Post Graduate student at the University of Zambia undertaking a Masters in Primary education degree. I am carrying out a research on the views of teachers, pupils and parents towards Physical Education as an academic subject at primary school level. You are kindly requested to participate in the research by responding to the questionnaire, and kindly asked to give honest answers to all the questions. The information that you will provide will be used purely for academic purposes and will be treated with strictest confidentiality it deserves. **Do not** write your name on the questionnaire.

Please tick (✓) in the appropriate brackets where applicable.

**PART 1: GENERAL INFORMATION**

1. Province : \_\_\_\_\_
2. District : \_\_\_\_\_
3. Name of School: \_\_\_\_\_
4. Type of School : (a) Community ( )  
(b) GRZ ( )
5. Location of school: (a) Urban ( )  
(b) Peri-urban ( )
6. What grade are you doing? \_\_\_\_\_
7. Teacher's sex: (a) Male ( ) (b) Female ( )

**PART 2**

1. Is Physical Education (P.E.) one of the subjects taught in your school?  
YES ( ) NO ( )
2. Who teaches P.E. in your school?
  - a. Specialist teachers ( )
  - b. All the teachers ( )
3. Is P.E. one of the subjects that your teacher teaches to your class?  
YES ( ) NO ( )

4. Is P.E. in your school time-tabled?

YES ( ) NO ( )

5. How much time is allocated to P.E. per week? Specify.

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6. How is P.E. in your school taught?

a. As an independent subject ( )

b. In Creative and Technology Studies (C.T.S.) ( )

7. How is the time scheduled for P.E. on the school time-table utilised?

a. For P.E. theory lessons only ( )

b. For P.E. practical lessons only ( )

c. For both P.E. theory and practical lessons ( )

d. Replaced by a different subject ( )

e. Pupils do other activities ( ) Specify: \_\_\_\_\_

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8. (a) Do you think P.E. is of any value to you as a learner?

YES ( ) NO ( )

(b) Give reasons to your answer in Q 8 (a).

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9. (a) Does your school have P.E. equipment?

YES ( ) NO ( )

9. (b) If **Yes**, mention some of the equipment.

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9. (c) If your answer to questions 9 (a) is **Yes**, what is the condition of the equipment?

iv. Excellent ( )

v. Good ( )

vi. Poor ( )

10. (a) Does your school have P.E. facilities?

YES ( ) NO ( )

10. (b) If your answer to Q 10 (a) is **Yes**, what is the condition of the facilities?

i. Excellent ( )

ii. Good ( )

iii. Poor ( )

11. Does your school have teaching and learning materials such as P.E text books?

YES ( ) NO ( )

12. (a) Do you have interest in learning P.E.?

YES ( ) NO ( )

12. (b) Give reasons to your answer in Q 12 (a).

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13. (a) Do you think P.E. should be an examinable subject in primary schools?

YES ( ) NO ( )

13. (b) Give reasons to your answer in Q 13 (a).

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14. (a) Should P.E. be examined as a part in C.T.S. or should it be examined as an independent subject at Grade 7?

a. Should be examined as a part in C.T.S. at Grade 7. ( )

b. Should be examined as an independent subject at Grade 7. ( )

14. (b) Give reasons to your answer in Q 14 (a).

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15. (a) Does your school administration acknowledge P.E. as one of the important subjects?

YES ( ) NO ( )

15. (b) What makes you say so?

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16. What do you think should be done to improve the learning of P.E. as an academic subject? Give your own suggestions.

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17. (a) Should P.E. be taught as one of the contributory subjects in C.T.S. or should it stand on its own as an independent subject?

a. Should be taught as one of the contributory subjects in C.T.S. ( )

b. Should stand on its own as an independent subject. ( )

17. (b) Give reason for your answer in 17 (a) above.

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18. State other views that you have about P.E. as an academic subject?

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19. Arrange the subjects in Creative and Technology Studies (i.e. Home Economics, Industrial Arts, Art and Design, Music and P.E.) according to your preference.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

**END OF QUESTIONNAIRE**

**THANK YOU**

**APPENDIX C: QUESTIONNAIRE FOR THE PARENTS**  
**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**DEPARTMENT OF PRIMARY EDUCATION**

Dear Respondent,

I am a Post Graduate student at the University of Zambia undertaking a Masters in Primary education degree. I am carrying out a research on the views of teachers, pupils and parents towards Physical Education as an academic subject at primary school level. You are kindly requested to participate in the research by responding to the questionnaire, and kindly asked to give honest answers to all the questions. The information that you will provide will be used purely for academic purposes and will be treated with strictest confidentiality it deserves. **Do not** write your name on the questionnaire.

Please tick (✓) in the appropriate brackets where applicable.

**PART 1: GENERAL INFORMATION**

1. Province : \_\_\_\_\_
2. District : \_\_\_\_\_
3. Name of School: \_\_\_\_\_
4. Type of School : (a) Community ( )  
(b) GRZ ( )
5. Location of school: (a) Urban ( )  
(b) Peri-urban ( )
6. What grade is your child doing? \_\_\_\_\_

**PART 2**

1. Is Physical Education (P.E.) one of the subjects that your child learns in school?  
YES ( ) NO ( )
2. Did you have an opportunity of learning P.E. when you were in school?  
YES ( ) NO ( )

3. (a) Does your child have a P.E. attire?

YES ( ) NO ( )

3. (b) Give reasons to your answer in Q 3 (a).

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4. (a) Does your child enjoy learning P.E.?

YES ( ) NO ( )

4. (b) What makes you say so?

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5. (a) Do you think P.E. is of any benefit to your child?

YES ( ) NO ( )

5. (b) Give reasons to your answer in Q 5 (a).

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6. (a) Should P.E. be an examinable subject in primary schools?

YES ( ) NO ( )

6. (b) Give reasons to your answer in Q 6 (a). If your answer is No, proceed to question 8.

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7. (a) Should P.E. be examined as a part in C.T.S. or should it be examined as an independent subject at Grade 7?

a. Should be examined as a part in C.T.S. ( )

b. Should be examined as an independent subject at Grade 7. ( )

7. (b) Give reasons for your answer in Q 7 (a) above.

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8. (a) Do you think your child in primary school should learn P.E. as an academic subject?

YES ( ) NO ( )

8. (b) State reasons for your answer in Q 8 (a).

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9. (a) Do you think the teachers in your child's school acknowledge P.E. as one of the important subjects?

YES ( )      NO ( )

9. (b) What makes you say so?

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10. What do you think should be done to improve the teaching and learning of P.E.?

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11. What other views do you have about P.E. as an academic subject?

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12. What are your general views about this study?

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**END OF QUESTIONNAIRE**

**THANK YOU**

**APPENDIX D: INTERVIEW GUIDE FOR THE PARENTS**  
**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**DEPARTMENT OF PRIMARY EDUCATION**

I am a Post Graduate student at the University of Zambia undertaking a Masters in Primary education degree. I am carrying out a research on the views of teachers, pupils and parents towards Physical Education as an academic subject at primary school level. You are kindly requested to participate in the research by responding to the questions, and kindly asked to give honest answers to all the questions. The information that you will provide will be used purely for academic purposes and will be treated with the strictest confidentiality it deserves.

**QUESTIONS**

1. Is Physical Education (P.E.) one of the subjects that your child learns in school?

2. YES ( )      NO ( )

3. Did you have an opportunity of learning P.E. when you were in school?

4. YES ( )      NO ( )

5. What is Physical Education?

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6. What do you think is the difference between Physical Education and sports?

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7. Does your child have a P.E. attire?

YES ( )      NO ( )

8. Does your child enjoy learning P.E.? What makes you say so?

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9. Do you think P.E. is of any benefit to your child? Why?

YES ( )      NO ( )

---

10. Should P.E. be an examinable subject in primary schools? Give reasons.

YES ( )      NO ( )

---

11. Should P.E. be examined as a component in C.T.S or should it be examined as an independent subject at Grade 7?

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12. Do you think your child in primary school should learn P.E. as an academic subject?  
State the reasons for your answer.

YES ( )      NO ( )

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13. Do you think the teachers in your child's school acknowledge P.E. as one of the important subjects?

YES ( )      NO ( )

What makes you say so?

14. What do you think should be done to improve the teaching and learning of P.E.?

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15. What other views do you have about P.E. as an academic subject?

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16. What are your general views about this study?

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