

**PERCEPTIONS OF PARENTS AND SUPPORT TOWARDS PHYSICAL
EDUCATION AND SPORT LEARNERS IN SELECTED PRIMARY SCHOOLS
IN CHINGOLA DISTRICT OF ZAMBIA**

BY

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**A Dissertation Submitted to the University of Zambia, School of Education, in
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Education in Primary Education.**

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DECLARATION

I, Kasonde Lilian, do hereby solemnly declare that the work contained in this dissertation is typically as a result of my own individual efforts and that all the work from other researchers has been acknowledged. I further declare that this dissertation has never been previously submitted for any academic paper at the University of Zambia or any other University.

Signature (Candidate).....Date.....

Signature (Supervisor).....Date.....

CERTIFICATE OF APPROVAL

This Dissertation of Kasonde Lilian, entitled "Perceptions of Parents and Support Towards Physical Education and Sport Learners in Selected Primary Schools in Chingola District, Zambia" has been submitted to the University of Zambia in collaboration with the Directorate of Research and Graduate Studies in partial fulfilment of the requirements for the award of the degree of master of Education in Primary Education.

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ABSTRACT

Parents' high perceptions of the worth of Physical Education and Sport (PES) coupled with support, are essential correlates of PES behaviours in children. The study aimed at exploring perceptions and support of parents towards PES learners in four (4) selected primary schools in Chingola District, Zambia. The objectives were to; describe the perceptions of parents towards PES learners; establish parents' support towards PES learners; and to establish parents' perceived challenges that negatively affect their support towards PES learners. Descriptive Design under qualitative approach was used in this study. The sample constituted 28 parents whose children were learning PES in selected primary schools. The age range of children was 7-14 years. The study utilized the purposive sampling technique. Data was collected through Focus Group Discussions (FGD). Qualitative data was analysed thematically. This involved qualitative coding and categorizing of data to generate themes which were presented descriptively. The findings of the study revealed that parents had both positive and negative perceptions towards PES. Positive perceptions: PES was viewed as a provider of job opportunities, healthy benefit, and a booster of community businesses during sports competitions. Negative perceptions: PES was associated with poor academic performance, bodily harm, property damage, peer pressure, and conflicting with religious and cultural beliefs. On parental support, the study indicated verbal encouragement, role modelling and purchasing of exercise books, ball pens as well as PE attire. Challenges affecting parental support were financial setbacks, busy work routines, lack of PES knowledge and lack of awareness on PES teaching and learning materials. Based on the findings of the study, the following recommendations were made: That PES specialists should be handling children learning the subject; parents and school administrators should think outside the box by venturing into income generating activities in order to support PES learners effectively; adequate communication between parents and the school; schools through Parent Teacher Association (PTA) meetings should organise awareness workshops for parents on the benefits of PES; parents and teachers should harmonise on the decent sports attire to be worn by girls in order to encourage participation; school based preventive strategies should involve peer education, anti-drug club meetings and skills that promote behaviour change.

Key words: Parent, Physical Education, Sport, Perception, Support, Physical Activity.

DEDICATION

I dedicate this work to my late father, Mr. Mark Kasonde and my late mother, Mrs. Christine Mulenga Kasonde. Although they have passed on, they have remained my greatest source of inspiration. I further dedicate this piece of academic work to my lovely children Kasonde Chewe, Godfrey Chewe and Mofu Chewe. They really felt my absence every time I was away from home working on this document. Thank you so much for your amazing love, encouragement, support, patience and for having faith in me.

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ACRONYMS

MESVTEE	Ministry of Education, Science Vocational Training and Early Education
MoE	Ministry of Education
MoGE	Ministry of General Education
OECD	Organisation for Economic Cooperation and Development
PA	Physical Activities
PE	Physical Education
PES	Physical Education
PTA	Parent Teacher Association
UN	United Nations
USDHH	United States Department of Health and Human Services
SES	Social Economic Status
LSES	Low Social Economic Status
CDC	Curriculum Development Centre
FGD	Focus Group Discussion
UNESCO	United Nations Educational Scientific Cultural Organisation

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background information to the study, which provides an insight on perceptions and support of parents towards Physical Education and Sport (PES) learners. The chapter further outlines the Problem Statement, Objectives, the Significance of the Study, the Theoretical Framework, the Limitations and Delimitations of the Study, Definition of Terms and finally the Summary of the Chapter.

1.2 Background to the Study

High perceptions of parents or guardians coupled with support, influence physical activity (PA) performances of their children especially during the preadolescent period. Therefore, we need to comprehend fully, how parents perceive and value Physical Education and Sport (PES). On this, Hein (2015) posits that parent's perceptions may shape children's views of Physical Education and Sport and how it is treasured. According to Fredricks and Eccles (2004), parents who have positive perceptions of physical activity and information, encourage children about the significance of workouts and will have physically active children. Thus, parents' beliefs and values are thought to be the driving factors behind how children and young people's behavior toward PES is influenced.

Acknowledging and understanding parental perceptions and experiences pertaining to physical activity is vital to promoting participation in physical activities for children, given that parents strongly guide their children. Parents' perceptions do matter a lot. With such insights, we can prepare Physical Education (PE) teachers adequately to identify the numerous ways to collaborate with parents. Parents are also said to act as the gate keepers to children's physical activities and are likely to play a key role in uplifting their children's physical activity (O'connor, Jago & Baranowski, 2000).

Parents can also mould their children to become oriented toward to physical activity in the earliest stages of their children's socialization process, however, this weakens through adolescence (Partridge, Brustad, Babkes & Stellino, 2008). Records show that

in the early years of a child, a parent is an important role model for a child taking Physical Education and Sport classes (Payne, et al., 2003). This assertion is justified on the basis that, during childhood, children lack the required social skills to create a network outside the family circles, as such, children depend on parental interactions in order to establish Physical Education and Sport proficiency (Brustad, 1996, cited in Payne *et al*, 2003). The early primary school years (6-8) are said to be a crucial time for physical skills development (Dauer & Pangrazi, 1989). In support of this, the Ministry of Education (MOE, 1996) adds that primary education is essential for children as it is a foundation for all forms of learning. . Coincidentally, MoESVTEE (2013) recognises the importance of skill training in Physical Education and Sport to primary school children on the premise that not all children can excel academically. This means that, children who become skilled in Physical Education and Sport, may benefit in future life by perhaps being absorbed in the sports industry thus, earning a living. As such, school going children should be helped by parents to engage in physical activities as education is not a one-way street to be handled by teachers only.

Alongside a Physical Education teacher, parents should also be seen as catalysts in installing positive views towards Physical Education and Sport and physical activity in later life. This can really help children in the development of motor skills and energy usage (Alton, Arab, and Barrett, 2007), get rid of stress (Batch, 2005), strengthen muscles and bones, reduce body cholesterol and, control weight, (Nelly and Holt, 2014; USDHHS, 2000). Physical Education and Sport contributes directly to the development of physical competence and fitness. It also helps the children to be aware of the worth of leading a physically active lifestyle. The healthy and physically active children are more likely to be academically motivated, attentive, and promising (Kumar, 2017). When children lack physical training, they are likely to develop health problems but when active life style is encouraged, it eventually results in fewer hospitalizations and doctor visits (USDHHS, 2008). Thus, physical inactivity needs to be addressed via the guardians or parents of children. It is in this vein, that parents should give sufficient support to the children and see them succeed in Physical Education and Sport.

Moreover, it is imperative to involve parents in the education of their children as this can contribute to the success of children in academics, vocational and extracurricular aspects. It also hastens the implementation of school projects of the Parent Teacher Association (PTA) as these are the most influential persons in the life of a child. Parents are the first

to mould the minds of their children and inspire them to do things. According to Patrikakou (2014), children's development is basically shaped by the way parents get themselves involved. Therefore, schools must work hard to create partnership with parents (Connor and Wheeler, 2009) since working with them is fundamental for children's progress and it can enrich the teaching of Physical Education and Sport in schools.

Outside the school, parents are the most persuasive people to their children's physical activity as children spend enormous amounts of free time with their family and parents' roles in children's physical activity are diverse, ranging from the role of financiers to supporters (Fredricks & Eccles, 2004). Parents strongly arouse physical activity among their children and are considered to be the main persons responsible for their participant in Physical Education and Sport promotion (Erkelenz, et al., 2014).

Furthermore, the 1996 education policy document, "Educating our Future" recognises the importance of involving parents in education, as key stakeholders in educational provision. Community contribution assumes a special role in the light of the fact that the first responsibility for the education of their children lies with parents and members of the extended family and community. This means that parents and the community have a basic right to take part in education and the state's duty is to support and encourage them in the exercise of this right (MoE, 1996). It is clear that parents have a major impact on their children's attraction to participating in physical activity in general and Physical Education in particular (Sallies, Prochaska and Taylor 2000). Conversely, parents can also serve as inhibitors of physical activity and Physical education (De Francesco & Johnson, 1997).

There are many ways in which parents provide support to educate their children. On this, MoE (1996) records that cost-sharing is one form of help rendered to school going children. There has been an extreme decrease in public resources for education which has resulted in the major part of the direct costs being reassigned to parents. Thus, this financial support by parents is now central in the development and expansion of education, within the contexts of liberalization and inadequate government resources for the sector. However, studies conducted in Zambia, particularly on Physical Education and Sport show that the schools lack important Physical Education equipment, financial support, training facilities such as play grounds (Bwalya, 2016: Mwashingwele, 2015).

The question is that, are the parents or guardians providing adequate backing to the primary school going children in order to enhance the teaching and learning of the subject in Zambia?

It is every parent's obligation to be involved in development of a child, be it academic in nature or other areas of education (Organization for Economic Cooperation and Development [OECD] Starting Strong, 2012). Worldwide, there is a growing body of empirical evidence on the association between school-based physical activities and academic performance among school going children (Caterino et al., 1996). Nonetheless, theoretical evidence has shown a source of concern with regard the negative attitudes shown to Physical Education in tertiary, secondary and primary school education by parents, administrators and policy makers (Wanyama, 2011; Muswazi, 2014; UNESCO, 2000). Even though Physical Education and Sport has received a negative attitude by some key stakeholders like parents, its origins in education can be traced many years back. Missionary education in Zambia, begun around 1891 to 1924. This period is referred to as the pre-colonial era (Carmody, 2004).

Historically, Physical Education and modern sport originated from Europe and spread into Africa. For Zambia in particular, it was spread by missionaries, colonial agents, businessmen and students studying abroad. On this, Chipande (2009) posits that the modern sports included football, netball, cricket, hockey, tennis among others. According to Chipande (2009: 89), modern sport "like the game of football, was used as a tool to attract, westernize and Christianize the young Zambians in their schools and local communities". Tenga (2000) adds that during imperial education, Physical Education and modern sports were given more preference than academic subjects in the curriculum. This was due to the fact that the subject was used as an instrument for character development and this was central in colonial schools.

It was against this background that the researcher sought to conduct the study which explored the perceptions and support of parents towards Physical Education and Sport learners in 4 selected primary schools in Chingola District of Zambia.

1.3 Statement of the Problem

The educational policy document of 1996 “Educating our Future” recognized parents as key stakeholders in supporting the education of their children through various ways and among others, cost-sharing (MoE, 1996). Despite this, some parents have prioritized academic attainment over vocational career pathways such as Physical Education and Sport (PES) which are practical in nature (Wanyama, 2011; Trigwell, Murphy, Cable, Straton and Watson, 2015). It appears that their roles in educational provision remain unknown. What is more, other studies conducted across the globe revealed that primary schools lack PES training facilities, equipment and financial support (Bwalya, 2016; Mwashingwele, 2015; Perie and Hunter, 2011; Storthart, 1977). But none of these studies endeavored to give an insight on the perceptions and support of parents towards PES learners in selected primary schools especially in Chingola District; the knowledge gap that the study intended to address. Thus it was important to note that without proper research to explore the perceptions and support of parents towards PES, government efforts to have a well-supported Physical Education and Sport among learners in the Zambian population would be in vain.

1.4 Purpose of the Study

The aim of the study was to explore the perceptions and support of parents towards Physical Education and Sport learners in 4 selected primary schools of Chingola District.

1.5 Study Objectives

The study was guided by the following objectives:

- i. To describe perceptions of parents towards Physical Education and Sport learners.
- ii. To establish parents’ support towards Physical Education and Sport learners.
- iii. To establish parents’ perceived challenges, if any, that negatively affect their support towards Physical Education and Sport learners.

1.6 Research Questions

This study sought to answer the following questions:

- i. What perceptions do parents have towards Physical Education and Sport learners?
- ii. What kind of support do parents give to Physical Education and Sport learners?
- iii. What are the parents' perceived challenges, if any, that negatively affect their support towards Physical Education and Sport?

1.7 Significance of the Study

This study is significant because the findings could be disseminated to the Department of Primary Education in the School of Education, University of Zambia and to the selected primary schools that were involved in the study as first beneficiaries. The findings may help parents, guardians and the government as a whole to improve the forms of support that children are exposed to in primary schools. The study might also provide necessary information to parents' knowledge of PES and the level to which they should support children. The same information may help the Ministry of General Education and curriculum designers (Specialists) in making informed decisions as they develop the PES curriculum for primary school education.

Additionally, findings of the study may be of great value to policy makers in the Ministry of General Education and other stakeholders as it may enlighten them on the perceptions and support of PES in schools. This is because Physical Education and Sport skills are compulsory for participation in a more global and international society.

Furthermore, it is hoped that the findings of the study could add value to the existing literature, make recommendations and provide valuable information for further and future academic research because other researchers may build on the knowledge gaps and limitations of the current study.

1.8 Theoretical Framework

The Ecological Development Theory postulated by Urie Bronfenbrenner, (1979) was utilized as a theoretical base for the study. The theory points to five environmental systems that help a child to develop i.e. Microsystem, Mesosystem, Exosystem,

Macrosystem and Chronosystem. This study concentrated on the mesosystem only as the parents in this layer, are directly connected to the school where their children learn Physical Education and Sport. Bronfenbrenner (1979) looks at an individual as an inseparable part of a small social system comprising of five environments that are part of this interrelated ecological system with which an individual interacts.

The ecological system theory model holds the view that human development reflects the influence of several environmental systems. According to this ecological model, an individual's development is significantly affected and influenced by the interactions that occur among a number of overlapping layers (Bronfenbrenner1979).

The theory helps us to comprehend why we may act differently when we compare our behavior in the family set up and school context. Considerable research on school Physical Education and Sport has used the ecological systems theory to understand how actions raise progressive, health development of children from different upbringings.

Bronfenbrenner's theory defines complex "layers" of the environment, each having an effect on a child's development. This theory has recently been renamed as the "Bio-Ecological Systems Theory" to emphasize that a child's own biology is a primary environment fueling his or her development. The interaction between factors in the child's maturing biology, the immediate family environment, and the societal setting fuels and enhances his development. Changes in the environment may flow throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environments as well.

The central thesis of the model used in the study has been the idea of a shared responsibility among parents of children learning Physical Education and Sport with the school. When parents feel involved, wanted and appreciated in their roles and responsibilities in Physical Education and Sport, they are more willing to participate meaningfully. Participation of parents in the ecological system theory which sees families and schools and their relationship as interface of systems is necessary in the learning of children.

1.8.1 Mesosystem

Bronfenbrenner (1979) defines the mesosystem as follows: A mesosystem comprises the interrelations among two or more settings in which the developing person actively participates for example, the connection between the child's teacher and his or her parents. For an adult, it could be family, work and social life. Thus, in the mesosystem, the layer provides the connection between the structures of the child's microsystem (Berk, 2000).

Within the mesosystem, there are interpersonal relationships formed such as parental support for Physical Education and Sport in primary schools. Meaning parents are connected to school Physical Education and Sport programmes and the interaction can either be positive or negative towards the development of a child. For instance if the parents or guardians support and encourage the child to execute the Physical Education and Sport skills given to the child by the teacher as homework, purchase training kit, sports equipment, then the child is likely to yield positive results in this subject. On the contrary, if the parents have negative perceptions about Physical Education and Sport offered in school, the child is not likely to become competent physically. In the mesosystem layer, parents play an active role in determining children's physical activity levels through their attitudes, parenting practices and own Physical Education and Sport behaviour (Adikins, et al., 2004)).

The mesosystem describes the interrelations between multiple settings, which affect the developing individual as an energetic participant, as do the connections between the child's school and home (Bronfenbrenner, 1979). In supporting this view, Karila & Alasuutari (2012) assert the importance of the relationship between parent and teacher, as being one of the most important mesosystems that affect child development. In the current research, mesosystems are all settings which impact on an individual's immediate context. Analysing this theory in relationship to the Physical Education and Sport, the ecological systems can be viewed as jointly interacting to influence the development and implementation of the subject. The theory provides a framework on which the connections and interactions between homes, communities and schools are directed at supporting the learning of the child.

Bronfenbrenner (1979) argues that child development does not take place in a space, but that it is significantly influenced by external factors such as child's family life, education, the community to which he or she belongs and the society in which he or she is brought up. The family is the closest, most powerful and influential part of the Mesosystem (Bronfenbrenner 1979). It is from the family, in the mesosystem, that the parent of a child learning Physical Education and Sport gets involved in supporting the subject. It is in this context that the study draws on ecological systems theory in its attempt to explore parental perceptions and support towards Physical Education and Sport in selected primary Schools of Chingola District and to establish parental perceived challenges, if any, that negatively affect parental support for Physical Education and Sport. The theory has a direct implication on the researcher's study as it stresses the role of a parent starting from home surroundings to school. The ecological model explains that one's Physical Education and Sport participation level is determined by the interaction between an individual and his or her own environment.

1.9 Delimitations of the Study

The scope of the study was restricted to only four government selected primary schools in Chingola District, Copperbelt Province of Zambia with the aim of eliciting the perceptions and support of parents towards PES learners. It was also restricted to parents that were committee members of parent-teacher association whose children were learning PES and were picked from one community. Therefore, the findings of this study may not be generalized to other public primary schools in the District and Zambia at large.

1.10 Limitations of the Study

Msabila and Nalaila (2013) postulate that, limitations of a study include potential challenges anticipated or faced by the researcher. Likewise, this study could not be conducted without limitations. It was difficult to persuade some parents to participate in the study, majority were busy and not aware of the importance of the study. Thus the researcher had to explain the importance of the study before conducting it. Finally, as often with educational research, there was risk of eliciting false information from the parents because they might have been reluctant to reveal their true opinion.

1.11 Operational Definition of Terms

For terms to carry any meaning within a study, they need to be defined in a clear way. “These are terms used in the study that are extraordinary or not widely understood by everybody,” said Kasonde-N’gandu (2013). The process of defining concepts is essential because it allows for specific contexts to be described and explained in a manner that pertains to the study. The following are some of the key terms in this study and their operational meanings.

Perception: The way in which PES is regarded, understood or interpreted. In this instance, these were the reactions, feelings, opinions and stories parents have had towards PES learners.

Physical Education: This is a part of the school curriculum that aims to educate young people through physical activity.

Physical Activity: This is any bodily movement produced by skeletal muscles that results in energy expenditure.

Support: This is a kind of parental backing received in primary schools by PES learners in form of verbal encouragements, financial assistance, parental involvement and donation of teaching and learning materials to enhance PES learning.

Parents: These are biological fathers and mothers or guardians of children looking after them as their own responsibility.

Sport: This is a physical activity and ball games which involve structured competitive situations and observe rules.

1.12 Summary of the Chapter

This chapter gave the background to the study on the perceptions and support of parents towards Physical Education and Sport learners in 4 selected in primary schools in Chingola District. The chapter also presented the statement of the problem, purpose of

the study, research objectives and questions, significance of study, theoretical framework, delimitation, limitations and operational definition of terms that were used in the study. The next chapter endeavors to review various literatures which were deemed relevant to the study and its objectives.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

The previous chapter provided the background to the study, problem statement, purpose, objectives, research questions, significance theoretical framework, delimitation, limitation and operational definition of terms. This chapter reviews some important literature on the perceptions and support of parents towards Physical Education and Sport with a view to identifying gaps in existing knowledge which this study intends to fill. The research objectives are restated and used as themes such as; to describe the perceptions of parents towards Physical Education and Sport learners, to establish parents' support towards Physical Education and Sport learners and to establish parents' perceived challenges, if any, that negatively affect their support towards Physical Education and Sport learners.

2.2 Perceptions of Parents on Physical Education and Sport

Parents have an important role to play in their children's lives (Sonnenschein, 2002). A number of the roles played by parents are influenced by their beliefs and perceptions of various aspects of life. It has been argued that parental habits and abilities as well as socioeconomic status are associated with parental Physical Education and Sport beliefs (DeBaryshe, 1995). This clearly shows that in each and every community, parents have different ethnic backgrounds and their own way of life. In order for one to be accepted socially in a group, he or she must conform to the cultural norms and beliefs of that culture. Failure to suit to cultural beliefs and values can result in one being rebuked. Hence, parents may greatly influence their children at an early age due to the cultural beliefs they hold about different aspects of life. As such, it is a well-known fact that outside the school, parents are the first teachers of their children and this state of affairs can have an impact on what children learn in school.

The beliefs that parents have about skills which their children require in order to achieve success can significantly determine whether or not they participate in Physical Education and Sport and what arrangements they put in place for their children to be involved at home or school (Graue, 1992). Parents' attitudes and expectations for children's performance predict whether children will view learning in good light or not (Wigfield

& Asher, 1994). When parents perceive that Physical Education and Sport skills are important, they provide a wide range of learning experiences and materials to their children in order to enhance learning during the teaching and learning process.

Trigwell, et al. (2015) conducted a qualitative study in England. A sample consisted of 36 parents with a low socio-economic status. Six single-ethnic focus group discussions were conducted during the data collection process. The findings yielded data which indicated that parents from all ethnic groups had a positive value for physical activity and were aware of the benefits attached to it. The study also indicated that parents perceived school to be the key provider for their children's physical activity. Our study benefitted from the fact that parents in England have high perceptions on physical activity and have taken keen interest to know the significance of Physical Education and Sport. From this, we can deduce that parental awareness about the benefits of physical activities and having high values for physical activities are simply good correlates of parental support.

What is more, Trigwell *et al.* (2015) demonstrate that parents expect the school to play a major role in the provision of their children's physical activity. It is important to note that teachers in school are not the only source of knowledge and skills concerning physical activities. Outside school, Parents are also said to be the first teachers of their children at home since they spend huge amounts of time with them. During this time, parents can be good role models of physical activities to their children, they can also engage their children in organized sporting activities outside school such as football academy, swimming, playing squash, long tennis, table tennis, basketball, netball, volleyball, golf, rugby, baseball, athletics and so forth as education is not a one way street that can be handled by teachers only in the school. Concerted efforts are required by both the school and the parents thereby enabling children to become physically literate and competent.

Bentley *et al.* (2012) conducted a qualitative study in Bristol. In-depth telephone interviews were carried out with 32 parents of 6 to 8 year old children residing in two areas that varied in their socio-economic characteristics. The findings revealed that parents described their children as being energetic or very energetic and reported that they did not perceive a need for more activities in their children's physical activity. Parents utilized a number of visual clues to make such a verdict, the most prominent result being that they perceived their child to be more active. This means that other parents that have children that are not active can misjudge their physical activities. The

use of visual cues by parents in order to assess the activeness of their child was alright to some extent, but this could lead to an incorrect perception of their child's physical activity levels, consequently parents might not consider an increase of physical activity specifically for their children as essential. However, parental perceptions towards Physical Education and Sport in Chingola District were still not known.

In Hong Kong, Leung (2014) carried out a quantitative research on parents' perceptions of children's physical activity. Parents of 625 children aged 6 to 9 took part in the study. The aim of the study was to: (a) look at the links between parents' perceptions on children's competences, neighbourhood safety, exercise benefits and exercise barriers, parental support, and children's physical activity, and (b) determine which socio-demographic variables significantly differ from the above studied construct. The study showed that only parental support could predict children's physical activity; parents' perceived competence of their children and perceived exercise benefits of their children could predict parental support and in turn, increase children's Physical Activity; parents' education and income levels were found different from their perceived exercise benefits and barriers, perceived neighbourhood safety and parents perceived competence of children. From the findings of the aforementioned study, it is clear that single parents tend to have lower perceived neighbourhood safety and parents of sons are likely to have higher perceived children exercise benefits, parental support, exercise competence as well as more active sons.

The study conducted in Hong Kong by Leung (2014) is informative and different from the current study in several ways. For instance, Leungs' study concentrated on outside of school physical activities while this study looked at Physical Education and Sport that is conducted in a school set up as a teaching subject and is part of the school curriculum. Our study was qualitative in nature with a sample of 28 parents while Leung employed a quantitative study with a big sample size of 625 parents. Furthermore, our study was conducted in a local environment, Chingola District of Zambia, in order to get to know the perceptions that parents have towards Physical Education and Sport while the Leung study was conducted in an offshore and different environment, Hong Kong.

Studies have shown that parents influence children's perceptions about their capabilities through parental beliefs and values. This impact is well documented in educational literature (Eccles, et al., 1998). Parent's opinions may possibly affect children's

emotional development in elite sports. For example, a higher level of parental pressure reduces children's pleasure concerning their participation in sports (Babkes & Weiss, 1999). Coincidentally, Turnman (2007) showed that parental stress represents actions that raise unsuitable and incredible expectation or level of achievement of a child. Additionally, Weiss (2014) added that unworkable expectation and a lot of gravity on the part of the parent can create some damaging effect on the child participating in sports. This means that when parents are putting pressure to win on their children in out of school organized sports, they might lose interest and eventually withdraw from sporting activities. Thus, parental pressure to win is concomitant with eventualities (Cumming & Ewing, 1999).

Another research topic of increasing interest has focused on parents' beliefs on children's abilities. Fredricks and Eccles (2002) conducted a longitudinal study investigating the impact of parents' influence on the development of children's sense of competence. After some time, children had less deterioration in their self-esteem if parents perceived that their children were highly competent. Additionally, Dempsey et al. (1993) found that children's activity levels increased if parents held greater perceptions of children competence. Kimiecik et al. (1996) expanded the research to determine that if children perceived that their parents valued fitness and held higher beliefs in their personal competence, they were more active.

Similar results were also found in a Hong Kong study (Cheung, 2004). Parents' beliefs about their children's physical competence could shape their children's activity choices indirectly through the children's personal perceptions of competence and the relative value of various activities. This clearly shows that parents' positive perceptions towards children in Physical Education and Sport classes can greatly influence their behaviours. Therefore, it is paramount to involve parents in the learning processes of their children as this can help children to yield positive results in physical activities.

Carroll and Hollinshead (1993) conducted a study and revealed that Muslim female may find it hard to participate in sporting activities at school level as this may conflict with the Islamic requirements for modesty. They reported that both male and female were embarrassed to wear sports attire for example shorts. What is more, they had feelings of guilt and shame to perform sport activities that were held in public places such as play grounds. To analyse the study, it is a fact that children in schools are inclined to some

form of religious values that have been injected into them by the parents. Parents are said to be the first teachers of their children at home and can influence them either positively or negatively. The study focused only on the learners and did not consider the aspect of parents. Thus, our current study considers the perceptions of parents on the teaching and learning of physical education and sport in four selected primary schools in Chingola District.

Wanyama (2011) conducted a research and pointed out that many parents in Kenya advised their children to pay attention to academic subjects than practical subjects like Physical Education. During parents' days, an entire day would be set aside for parents to meet their children's teachers and to discuss with them issues regarding academic performance. While teachers of the academic subjects would be kept busy discussing with parents and answering their questions, a Physical Education (PE) teacher would sit alone and be ignored. This finding implies that in Kenya, some parents value academic achievements than PE. Hence, our study set out to discover if similar or non-similar perceptions on Physical Education and Sport existed among the parents in the 4 selected schools in Chingola, Zambia.

The Ecological Systems Theory that was propounded by Bronfenbrenner (1979) explained that interpersonal influences on physical activity participation or non-participation in physical activity is often influenced by significant others such as friends and family, role models and authority figures for example coaches and teachers, who have the power to influence a person's behaviour by who they are and what they articulate and do. Interpersonal influences can have an important effect on the choices, attitudes and behaviours a person adopts. The socio-ecological perspective takes these interpersonal influences into account. It is clear that the influence of families reinforces cultural beliefs and traditions. Children are likely to imitate older siblings and parents. Hence, families play a significant role in encouraging a person to be physically active. Moreover, children rely on their parents to provide resources like money, transport and to model active behaviour.

According to Eccles' Expectancy-Value Theory (Eccles *et al.*, 1983), parents' beliefs about the value of physical activity for example the children's exercise benefits, perception of their children's physical competence and its likelihood of success for instance children's exercise barriers results in socialization and influences of children's

involvement in physical activity. Parents may support their children to exercise more through encouragement, facilitation, and setting an example with their own lifestyles. Satisfactory socialization atmospheres are sustained by high levels of encouragement or simplification, where children's physical activity transforms into higher self-confidence, which raises parents' hopes about their children's success. These positive beliefs about the chances of success in physical activity increase children's participation, since their parents' belief in physical activity significantly influences children's belief systems.

Some studies found no relationship between parents' attitudes and children's physical activity engagement (McMurray *et al.*, 1993; Mota and Queiros, 1996) yet, Dempsey, et al., (1993) disagreed. They found that parents' belief in physical activity demonstrated a moderate relationship with children's participation in sports. With this evidence, they asserted that parents might communicate the value that they attach to physical activity by expressing positive or negative messages regarding various activities. Furthermore, parents also convey their value toward physical activity through encouragement and facilitation. These results were consistent with those of Eccles and Harold (1991).

In addition, an important element of parental socialisation in Eccles' Expectancy-Value Model is the gender-related parental belief system. Parsons, et al., (1982)'s study found that in children's early years of school, young boys and girls performed equally well in mathematics, this changed when their parents expressed different gender related perceptions about their children's abilities in the subject. Comparatively, girls tended to adopt their parents' beliefs about their lack of competence; they thought that mathematics was more difficult and less important to them.

A similar gender stereotype was generally found in sports, except in the studies of Bois, Sarrazin, Brustad, Trouilloud and Cury (2005), as well as Dempsey, et al., (1993). Mothers and fathers with sons rated their children higher in physical abilities, as parents placed higher importance on sports for their sons instead of daughters (Eccle & Harold, 1991; Fredricks and Eccles, 2005; Jacobs & Eccles, 1992). The multivariate analysis of the study (Fredrick and Eccles, 2005) found that both fathers and mothers perceived higher competency and importance of physical activity in their sons. In this regard, they provided more support for sons than daughters. Both the mothers and fathers had gender stereotypes in their beliefs about their children's physical activity. This means that the

beliefs that parents instill in the children about physical activity can either influence them positively or negatively.

Allender, Cowburn and Foster (2006) undertook a qualitative study in the UK. The population constituted of parents and children. Their study reported that older people identified the importance of sport and physical activity in staving off the effects of aging and providing a social support network. Weight management, social interaction and enjoyment were common reasons for participation in sports and physical activity. Concerns about maintaining a slim body shape motivated participation among young girls. The aforementioned study was of absolute interest to our study because it brought out parents' and children's perceptions on the importance of participating in sports such as managing of body weight, enjoyment, not aging fast and maintaining a slim body shape. However, our study was yet to discover the perceptions of parents towards Physical Education and Sport learners in 4 selected primary schools in Chingola District of Zambia.

2.3 Parental Support towards Physical Education and Sport

Singogo (2017) undertook a qualitative study in Zambia. A descriptive design was used with a sample size of 21. The study demonstrated that in urban primary schools, parents supported the education of their children by providing school requirements such as pens, pencils and books. They also exposed children to the use of modern technological gadgets such as ipads, ZEdupads, laptops and Smart Phones in the acquisition of knowledge and skills. Furthermore, they sponsored educational tours, pupils' workshops and school fees. Parents helped children with homework and also attended Parent Teacher Association meetings. That study was informative because it pointed out ways in which parents support their children in urban primary schools. That study also demonstrated that parents play a critical role in their children's success. Empirical evidence from numerous decades of research points to multiple benefits of family involvement for a child's learning such as good test scores.

A research conducted in Rexburg by Dubois (2010) clearly demonstrates that parental support was important to children's participation in physical activity. Similarly, in their qualitative study, Bentley *et al* (2012) indicated that parental support and children's enjoyment of physical activity appeared to be important facilitators to children

participating in physical activity. This means that, parents have an upper hand in the education of their children. Thus, parents' positive perceptions about the worth of sport and parental support such as providing equipment for the subject are said to be essential correlates of Physical Education and Sport. This may help in maintaining children that are physically competent.

Chisembe (2017) conducted a study in Zambia. The findings revealed that parents were not adequately involved in Individualized Educational Programmes in special schools. 11 parents said they were ignorant about the programme. Although parents were not involved in Individualised Educational programmes in special schools, children were their own responsibility that they had to take care of and support in order to yield good results in school. Additionally, the study done by Chisembe (2017) was biased because it only focused on special education. However, our study had special interest in looking at the support that parents give towards Physical Education and Sport learners in selected primary schools in Chingola District.

Another form of Physical Education and Sport support that children receive from their parents or guardians is by means of encouragement. These encouragements can be verbal or nonverbal. Parents' encouragement and facilitation impact on their children's physical activities. Parents' encouragement can be noticeable, verbal or nonverbal. Encouragement in early childhood is a critical factor in continued involvement in sports or PA. Families stimulate children to be active by developing their interest in sports (Brustad, 1992). Brustad (1996) found that parents' encouragement was related to children's attraction to physical activity, as well as their perceived physical competence.

The above results were supported by Lau, Lee, and Ransdell (2007) in Hong Kong, which demonstrated that mothers' encouragement was positively related to their overweight children's interest in physical activity. Additionally, parents' encouragement might even defuse the negative effect of gender stereotypes on girls' involvement in sports; a positive relationship was found between girls' participation in sports and parents' encouragement (Higginson, 1985). This shows that parental verbal encouragement and provision of physical activity training equipment can indeed make the athletes attendance better, help children to develop high self-esteem as well as improve social skills. The studies conducted previously concentrated on physical activities that were organized and accessed outside the school. However, our study

looked at the support parents gave to Physical Education and Sport learners in 4 selected Primary schools in Chingola District.

Apart from encouragement, parents are also known for being providers of experience. Parents can enhance children's physical activity by providing positive experiences, such as providing access to facilities and programmes (Hoefler, McKenzier, Sallis, Marshall, and Conway, 2001; Trost *et al.*, 1997), along with appropriate equipment and services (Eccles, Jacobs, and Harold, 1990; Green & Chalip, 1998). Sallis and his colleagues (1999) stated that parental transportation was the family variable that most strongly affected the children's physical activity level and health. Parental transportation also accounted for a significant variance in children's physical activity over 20 months. The findings were later supported by Hoefler *et al.* (2001). The aforementioned study was informative in that it brought out crucial characteristics of parental support that could make children become competent learners in physical activities organized outside the school environment.

Parents have a major impact on their children's attraction to participate in physical activity in general and Physical Education in particular (Sallies *et al.*, 2000). Parents may apply important social influence on their children's physical education and physical activity through a variety of tools which include parental encouragement, beliefs and attitudes towards Physical Education role modeling, involvement and facilitation such as through transport and fee paying and attendance to selected activities for instance sport days, Physical Education exhibitions and so forth (Edwardson & Govely, 2010). Undeniably, parents are obligated to simplify their children's active partaking in physical activity and Physical Education related activities; to discourage inactive lifestyles; and to encourage healthy eating habits (West, *et al.* 2008).

Kipepe (2017) conducted a research in Kasempa, Zambia. The study revealed that stories, games, reading to children, pretending to read and write classes, household and community prints supported the development of emergent literacy. The study conducted by Kipepe was insightful because it pointed out ways in which parents help to inject emergent literacy skills to their children in selected Kasempa households. The reading skills parents teach their children at home can enhance learning of other subjects in school and most importantly help in making Zambia become a reading nation. However, we do

not know the kind of support parents give to the children in primary schools that learn Physical Education and Sport.

Kimu (2012), using a qualitative approach, showed that urban parental involvement in education in Kenya was mainly limited to financial contributions and teacher-parent meeting. This study was very informative in that it identified critical areas that characterised parental involvement in children's education in Kenya. Parents' attention was focused on assistance in finances and meetings with the school staff. But then, financial support and parent-teacher meetings are not only the forms of parental involvement in education. It is important to point out that financial contribution may be mistakenly viewed as constituting holistic parental involvement unless a study is conducted to establish the kinds of parental support parents give towards Physical Education and Sport learners in primary schools in Chingola District.

Similarly, in the United States of America, Epstein (1995) identified typical ways of engaging parents in children's education. Among them include developing parenting skills meant to create a supportive home environment for students as well as engaging in effective home-school communication and vice versa. This two way communication between the family and school create a mutual understanding between the two parties that may help develop parenting skills meant to create school-like home environment. Parents also need to facilitate learning at home where children begin to view learning activities at home similar to those at school (Epstein, 2011). Furthermore, parents need to volunteer in school activities such as helping in tutoring to supplement teachers' efforts in facilitating the teaching and learning process. There is also need for parents to participate in consultative decision making in schools to ensure that issues affecting children's education are collectively addressed. The community and the school need to collaborate to identify and integrate resources and services from the community to strengthen school programmes, family practices, and student learning and development (Epstein, 1995). That study was very informative in that it brought out critical features that characterise effective parental involvement in education even though the study was western based.

Psychologists have also argued that cognitive development in children occurs when a child's problem solving is guided by adults (Vygotsky, 1978). In this regard, parents are among the key stakeholders in scaffolding children in the education process to help

children understand the material they are studying. While teachers play a direct role of facilitating teaching and learning processes at school, parents cannot be left out of this process in order to provide quality education for the children. Parents must also bear in mind that children's homework promotes continuity of teaching and learning away from the school environment. This means that parents need to help children where they experience difficulties and not entirely doing the homework for them (Vygotsky, 1978; Epstein, 2011). In this case, parents can be good role models of Physical Education and Sport to their children so as to enhance the teaching and learning of the subject in primary schools.

It has also been noted that parents in rural schools are committed to the provision of labour in the infrastructural development (Mubanga, 2008). In a qualitative study, the aforementioned researcher explored parental involvement in rural Schools of Mumbwa District in Zambia. In exploring the ways in which parents were involved in their children's education, the results showed that parental involvement in children's education characterised parents being involved in their children's education through being members of the Parent Teacher Association. They also assisted children with school work at home as well as contributing labour towards school construction projects by physically doing the work. Further, they provided school requirements like books which they bought after selling their farm produce (Mubanga, 2008).

Similarly, another Zambian rural study by Lungu (2015) explored the existence of structures, nature of involvement and the extent to which parents and caregivers participated in Early Childhood Education in two rural early childhood centres in Chilanga District. The findings revealed that the features of parental involvement among parents who had children in early childhood schools included escorting children to school, paying school fees, and when there was an emergent problem to sort out at school, they responded and were in attendance. The author argued that despite the existence of Parent Teacher Associations and a few policies, these were not effective avenues of engaging parents and teachers (Lungu, 2015). The study brought out critical features of parental involvement in early childhood education. Although the study employed a qualitative approach like the current study, the two differed in level of education and sample size.

Furthermore, an urban based study by Chansa-Kabali (2014) used a mixed approach to examine the effect of home environment factors in the acquisition of early reading skill in Lusaka. The study revealed that parental reading attitudes, availability of reading materials and home literacy activities were important aspects of parental involvement in children's acquisition of literacy skills. The author argued that these factors were an integral aspect of the home environment that guaranteed positive literacy development (Chansa-Kabali, 2014). Although that study was informative in that it brought out issues relating to home environment and acquisition of early reading skill, it was biased toward literacy based on the home environment. However, the parental support given to Physical Education and Sport learners in selected primary schools is not known.

Additionally, Kangombe (2013) using a mixed approach examined home-school partnerships meant for literacy development in three basic schools located in a high density residential area in Lusaka District. The study revealed that there were various techniques that teachers employed to partner up with parents in order to develop pupils' literacy such as use of homework policy, provision of extra lessons and giving remedial work to the learners. It is clear that the stated study's focus was partnership with specific reference to literacy development. However, the acquisition of literacy may be mistakenly viewed as a major product of parental support in children's education without a study meant to establish parental support towards Physical Education and Sport learners in primary school.

Madueke and Oyenike (2010) conducted a quantitative study on 200 parents representing pupils in ten basic schools in Lagos, Nigeria. The study aimed at identifying patterns of parental involvement in children's education specifically in literacy. The results showed that there was a positive change in family literacy practices which was due to improved confidence in parents to act as examples to their children. From that study, it was observed that in Nigeria, the involvement of parents in education was being acknowledged and its importance was being realised. This implies that parents need to embrace literacy activities in homes as role models. This is important because children will be encouraged to work hard as they see their parents actively involved in literacy activities.

Further, Rogers, et al. (2009) in Canada using a quantitative approach identified features of parental involvement in urban elementary schools. Among the ways of parental

involvement identified in their study included encouragement, maternal emotional support and paternal pressure on their children to excel academically. Active involvement in homework and active paternal management of the home environment were also identified. The study was important because it showed that gender specific involvement was significant when looking at the characteristics of parental involvement (Rogers, *et al.*, 2009).

Another quantitative study by Moon and Ivins (2004) using survey design in England identified three ways in which parents get involved in children's education. These include encouraging and monitoring attendance, home learning and communication with the school. A survey of 2,021 parents and caregivers of children aged 5-16 attending maintained schools, in households containing two parents or caregivers, and living in England was carried out. The survey showed that 95% of the parents believed that attendance in school was very important while 84% were in full support of learning at home through such activities as monitoring homework. Meanwhile, 79% of the parents agreed that it was extremely important to enhance communication with the school by appreciating frequent parent-teacher contacts. The study was cardinal in that it captured a large randomly selected sample and revealed that attendance, communication and learning at home were key features of parental involvement in children's education in England. However, what is not known is the parental support towards Physical Education and Sport in selected primary schools in Chingola District.

A study by Matshe (2014) in rural schools in South Africa explored qualitatively parental involvement in education. The study showed that parents participated in education by being members of School Governing Body (SGB) Committees in schools in which they interacted with the school staff on issues that affected children's education. Parents need to actively take part in decision making processes in schools especially through the Parents-Teachers Associations to enable them understand the child holistically (Cotton & Wikelund, 1989). Matshe's (2014) study was based in South African rural context though it pointed out important features of parents' involvement in education.

Jeynes'(2011) meta-analysis done in California on parental involvement research indicated that the most powerful aspects of parental involvement in children's education include maintaining expectations of one's children, communicating with children, as well as the style of parenting. These findings were informative to our study in that they gave

well researched evidence on the issue of parental involvement. The findings clearly pointed out that parents have a role in communicating to the children their expectations in the education process. Therefore, there is a need for parents to maintain high expectations of the children's educational outcome as this will in turn improve children's self-concept (Hoang, 2007).

Various ways have been identified in which parents can get involved in children's education. It is, however, cardinal to emphasise that parental involvement in children's education requires significant time, energy and emotion work (Erickson & Cottingham, 2014). It can occur within and outside the physical space of schools which include reading with the child at home, engaging them in games that may improve their learning opportunities beyond the school day and helping children do their homework (Crosnoe, 2015; Epstein, 2011). Parents need to engage themselves in school events such as parent-teacher conferences and school support activities. This will promote interaction focused on the child between the school personnel and the parents as well as amongst the parents themselves. Through such interaction, parents can understand ways in which they can create a home learning environment that supports children's learning and cognitive development (Epstein, 2011). Parents can also model desired behaviour such as reading for pleasure, monitoring homework and tutoring their children (Cotton & Wiklund, 1989).

Nandago, et al. (2005) posit that parents can participate in decision making in schools through structures such as the parents teachers associations or boards. These associations create a conducive forum in which parents can communicate the home activities of their child while the teachers empower the parents with skills necessary to enable them create conducive environments that would facilitate continued learning experiences at home. There is a need for parents to actively participate in the school governance such as playing an active role in school associations that bring together parents and teachers to brainstorm issues relating to children's education achievement.

Similarly, a study in special schools on parental involvement in the learning of the intellectually challenged children in Lusaka District by Nzala (2006) indicated that parents were involved in school 'open days', provided some teaching and learning materials as well as refreshments. Although our study's focus was not on intellectually challenged pupils, the findings of the Nzala study were very informative. It should be

mentioned, however, that differences do exist in the handling of children with special needs and in the way of managing physically and intellectually abled ones. It is important therefore to state that despite the fact that Nzala's (2006) study was insightful, it was purely a representation of parents whose children were in special schools.

It is also important to note that parents' role in children's education remains a cardinal intervention to a successful child in education. According to Khajehpoura & Ghazvinia (2011) who conducted a research in Iran on 200 boy students drawn through a randomized process from 10 schools by multistage cluster sampling using questionnaire found that the academic performance of children in families with high parental involvement was better than children in families with low parental involvement. This entails that when a question arises on the differences in academic performance of children, parental support cannot be left unexplored because of its positive impact on education. The study examined the role that parental involvement has on children's academic performance in Tehra, Iran using a quantitative approach. Although the study revealed that there was correlation between high parental involvement and children's performance, it did not put practical subjects like Physical Education and Sport into consideration. The parental involvement in the Tehran study stressed academic achievement. Hence, our study undertook a qualitative approach to establish ways in which parents support their children in Physical Education Sport in primary schools.

The Ministry of Education (1996), in Zambia, recognised the role of parents in children's education through the introduction of the structures meant to encourage parents' participation in children's education by engaging in partnership with schools. The policy document on education (MOE, 1996), "Educating our Future," has provided that all schools should ensure that they provide a link to the community through Parents'-Teachers' Associations (PTAs) and boards. This intervention by the Ministry opened up for partnerships between schools and the community for the benefit of the learner. These associations were initiated to involve parents in the educational affairs of their children through interaction with the school staff in order to achieve the benefits that come along with parental involvement in children's education. However, what was not known was the kind of parental support that was given to the children learning Physical Education and Sport in selected primary schools of Chingola District hence the research gap.

2.4 Perceived Challenges on Physical Education and Sport

The fact that researchers have connected parental support to children's educational accomplishment does not mean that there are no obstacles. Studies have uncovered several barriers to parental facilitation of education. A study by Epstein (1995) on the challenges to parental support of their children's education recorded that the main hindrance to parental support was communication failure between the home and school. Good communication generates a warm relationship between parents and teachers in comprehending the child's educational needs. Hence, strong communication channels should be established to avoid delays in continued learning both at home and school environments. Epstein (1995) looked at parental support in general whereas the present study focused on Physical Education and Sport only.

Additionally, Epstein (2011) stated that teachers believe that they would perform their job effectively if parents got concerned with their children's education. The input from the parents in children's education does not only motivate the children but also the teachers. Therefore, it is clear from the aforementioned studies that active communication between parents and teachers would bridge the gap between them for the betterment of the child. This would also enable them meet the expectations of each other in the education of the child. Epstein (1995) pointed out that school-related issues, such as lack of satisfactory communication between teachers and parents, deteriorates the level of parental involvement. School setting, inconvenient meeting times, lack of means of transportation for parents to visit schools, lack of communication from the school, lack of knowledge amongst parents regarding school rules and policies are critical barriers to parental support in children's education. The Epstein study identified crucial barriers that have an impact on parental involvement in the US but it was still necessary for a study to be conducted in Zambia and Chingola in particular, to overrule the contextual and cultural issues.

A qualitative research was conducted in Rexburg by Dubois (2010). Focus group discussions were conducted consisting of parents who had children in Kindergarten through six grades. The findings showed that parents did not have sufficient time to attend to their children's physical educational needs and were very busy with other commitments. However, the parents were worried about the health and safety of their children as they pursued their education. The research by Dubois clearly demonstrated

that parental anxiety concerning safety restricted what they permitted their children to engage in. The parents were concerned about their children's physical safety in terms of crime, bullying, careless drivers among others.

Furthermore, parents have a lot of roles that they play in families. This means that most parents are very busy and at times this has an impact on the amount of physical activity their children engage in. These parents experience difficulties in having the energy to both be physically active with their children and do all the necessary things to facilitate their children's physical activity. This shows that some parents are absorbed in their labour activities and do not have time to develop physical activity skills in their children. However, more time should be created for their children thereby helping them to become successful in physical activities.

In Zambia the Ministry of General Education is adequately aware of the limitations that parents encounter in the provision of educational requirements for the children in primary schools. These comprise of issues such as poverty, communication break down between the school administrators and the parents, and the negative attitude of teachers and education authorities to community efforts (MoE, 1996). This clearly demonstrates that some parents live below the poverty line and this makes it hard for them to support the education of their children and the state of affairs can yield low results in the education of their children. Therefore, there is need for parents to think outside the box and start to work on income generating activities which in turn can be beneficial to the education of their children and also improve their standard of living at household level. Furthermore, school staff should have a positive attitude towards parents as they play a role in facilitating the education of their children. There should be a good rapport between parents and the school. When this exists even the pass rate of the children can improve.

Another study done on parental involvement in primary schools of Zimbabwe by Makuba and Mafa (2013) explored the schools' involvement of parents in their children's education using a qualitative approach based on barriers to parental involvement. The study revealed that lack of knowledge by parents on what was expected of them in children's education was a critical barrier to parental involvement. This led to parents displaying uncooperative attitudes to the teachers. This implies that when parents are not acquainted with knowledge about their role in children's education, they are not likely to participate effectively in children's educational activities. The aforementioned study

used a qualitative approach and was therefore very informative. Nevertheless, the findings were a representation of challenges parents face in educational provision in general. Thus, it was still necessary to conduct a study particularly focusing on the challenges that parents encounter in supporting Physical Education and Sport in selected primary schools of Chingola District in Zambia.

Shooba's (2013) revealed that among the Scottish government's (2005) study of parents' views on improving parental involvement in children's education revealed that parents faced a number of challenges in their efforts to get involved in children's education. Among the challenges revealed by the aforementioned study were that parents had tight work schedules and lacked technical knowledge of subject curriculum and teaching methodology. They also had difficulties with creating a home environment suitable for reading and were affected by the unwelcoming attitude of teachers towards parents. For example, some teachers seemed busy and preferred that parents should not be involved in the life of the school.

The Scottish government findings have brought out valid issues that are of interest whenever the issue of improving academic performance is to be addressed. While these challenges might have been typical of the place of the stated research, similar impacts may be experienced in Zambia but can only be ascertained through a research here in Zambia and Chingola in particular due to contextual and cultural differences between Scotland and Zambia. Crucial barriers to parental involvement were that parents did not appreciate the value of educating their children but had a negative attitude towards school. Hence, they were to a larger extent not involved in their children's education as they preferred their children being at a farm or heading cattle. Nonetheless, the researcher observed that parents could not effectively play their role of monitoring children's activities and providing school requisites which affected the school and examination attendance of the pupils in Grade Seven (Shooba, 2013).

Furthermore, a study by Siririka (2007) conducted on the involvement of parents in children's education in rural schools in the Omaheke region of Namibia revealed that parents in Ngeama rural community were not effectively involved in the acquisition of their children's literacy skills. Among the obstacles noted was lack of reference materials as well as library facilities. From these findings, it was clear that parents had challenges in accessing materials to help them effectively guide their children in facilitating learning

at home. The aforementioned study was only limited to literacy barriers that parents were facing in Namibia hence we did not know the challenges parents face in trying to support Physical Education and Sport in primary schools in Zambia. Hence the research gap that our study sought to fill.

Henderson and Mapp (2002) explored the factors that influenced low income parents' involvement in children's education and the study revealed that experiences and history of the parents had an influence on their participation in children's education. These factors included parents' own educational experiences in school and the burden of their additional responsibilities. From the findings of that study, it was clear that parents' educational background had an impact on their participation in children's education. Other parental commitments also hindered their participation in children's education process. While that study was informative in that it pointed out that educational background on parents' participation in education, there still was need to explore barriers in the Zambian context, specifically in Physical Education and Sport in primary schools. Thus necessitating our study.

Similarly, a study by Lungu (2015) explored the existence of structures, nature of involvement and the extent to which parents and caregivers participated in Early Childhood Education in two rural early childhood centers in Chilanga District. The study revealed that structures were existent in schools, though policies and guidelines of engagement were either weak or non-existent and that teachers became highly motivated when parents got involved in children's education. Among the obstacles to parental involvement included poverty, illiteracy, low esteem, single status of parents, busy work schedules and long distances to school. The long distance to school was also revealed as a barrier to parental involvement by Ndhlovu's (2005) study which noted that long distances to schools were an issue and transport costs were considered as a problem by some parents.

The fact that many studies have linked parental involvement to children's academic achievement does not mean that all stakeholders appreciate this in Zambia. On community participation in managing finances in schools in Mansa District, Mulenga (2005) reported that the school authorities found it hard to involve parents in managing financial resources. The implication here was that parents would be discouraged in making meaningful contributions as they remained wondering as to how resources were

being utilised because they were not involved. From that study it was clear that parents were hindered by the school authorities from participating in key decision areas such as financial management. This implied that the parents had interest in issues affecting their children's educational welfare but they were sidelined by the school thus defeating the purpose of the PTA.

A qualitative study by Mannathoko and Mangope (2013) in Botswana sought to investigate the causes of limited parental involvement in their children's education in the remotest areas. The result showed that parents in remote areas were not aware that they were supposed to offer assistance in the teaching services in schools in contributing to their children's learning. The findings brought out the issues of ignorance about parents' full role in children's education as an obstacle to effective parental involvement. Our study is similar to the aforementioned study in that they both employed qualitative approach. The Botswana study, however, indicated that parents lacked awareness on the kind of help to render to the school in order to facilitate the teaching and learning of the children. Therefore, schools should communicate effectively to the parents on the role they are supposed to play to enhance the teaching and learning of their children in school.

Trigwell *et al.* (2015) undertook a study on parents from multi-ethnic groups in England. The method involved six single-ethnic focus groups with 36 parents of school-aged children (4 to 16 years) with a largely low socio-economic status (SES). Parents self-identified their ethnic background as Asian Bangladeshi (n = 5), Black African (n = 4), Black Somali (n = 7), Chinese (n = 6), White British (n = 8) and Yemeni (n = 6). Results reported challenges in motivating children to take part in physical activity and lack of awareness on physical activity recommendations.

At the environmental level, barriers to physical activity included safety concerns, adverse weather, lack of resources and lack of access. Additional barriers were noted for ethnic groups from cultures that prioritised educational attainment over physical activity (Asian Bangladeshi, Chinese, and Yemeni) with the Muslim faith (Asian Bangladeshi, Black Somali, Yemeni) who reported a lack of culturally appropriate physical activity opportunities for girls. The study was informative in that it pointed out barriers in line with outside school physical activities. Consequently, our study sought to establish challenges parents face in facilitation of Physical Education and Sport teaching and learning within the primary school settings of Zambia.

Similarly, In Bristol, Bentley *et al.* (2012) conducted a qualitative study. In-depth telephone interviews were carried out with 32 parents of 6 to 8 year old children residing in two areas that varied in their socio-economic characteristics. Parents reported environmental factors such as monetary cost, time constraints, lack of activity provision and poor weather as the main barriers to their child's physical activity. The study was cardinal because it provided the challenges that prevented physical activities in Bristol. The study showed that the busy schedule of the parents and lack of time were common barriers to physical activity. When parents are too busy for their children there can be an adverse impact on the amount of physical activity their children engage in. For instance, expenses related to being on an organized team, cost of equipment, and certain sporting activities cannot be met consequently greatly affecting their children. Additionally, parents become boring when they are not able to provide physical activities to their children. Some weather patterns also do not promote physical activity for the children for example long winter periods. Hence, the aforementioned barriers greatly affected parental involvement in physical activity.

Pang and Ha (2009) adopted a qualitative approach to in order study parents' concerns about facilitating children's physical activity. They found that parents' safety concerns were among the main reasons why parents in Hong Kong consciously discouraged their children from participating in potentially dangerous physical activity. They typically believed that their children were too young to make decisions regarding their own safety. Specifically, they found that mothers tended to focus on the safety of the environments, while fathers focused on the type of physical activity that was suitable and safe for their children. Parents brought up safety concerns which could have had an effect on their children's physical activity. Issues of concern included ditches, busy streets, inattentive drivers, and similar safety issues. All safety concerns mentioned related to the amount of time their children could spend outdoors playing. Although physical activity was never defined as playing outside, most of the participants, when discussing impacts of physical activity, based their discussions on the impact of their children playing outside. It was apparent that most parents translated playing outside as being physically active. However, what was not known were the challenges that parents faced towards supporting Physical Education and Sport learners in primary schools of Chingola District.

With regards to the impact of parents' income level in general, most literature seemed to suggest that the likelihood of participating in adequate physical activity is low for

families with lower income (Lowry, Kann, et al., 1996). Children who come from families with lower incomes perceive higher barriers to participating in physical activity since they have fewer opportunities than their peers from higher income families to participate in these organized physical activities (Centers for Disease Control and Prevention, 2003). This means that cost and access to physical activity opportunities outside the school environment have always been a concern.

Research findings typically reveal positive associations between Parental Social Economic Status (SES) and educational and occupational aspirations. Individuals from higher social economic status aspire to and attain more education and admirable professions than individuals from lower social economic status (Rojewski, 2005). Parents' education, place of residence, and economic status are factors forming the environment in which a young person grows up and this is where children's need for physical activity is developed (Nowak-Zaleka, 2011). This has subsequent implications on whether young people will develop a liking or dislike for Physical Education.

Further, parenting status studies demonstrated that the amount of physical activity among children differed between single-parent and dual-parent households. Few studies actually examined the above incompatibility, even so, inconsistent findings were found. Profiles of single parent families tended to have lower education levels and incomes (Cairney & Wade, 2002). Such family backgrounds induced greater exercise barriers for their children related to poorer neighborhood safety. These increasing barriers lowered their physical activity participation levels (Azar, Naughon, & Joseph, 2009).

On the other hand, Sallis *et al.* (1992) found that boys from single-parent families were more active than boys from dual-parent households. Their research suggested that this might be due to less supervision because such children were usually compelled to find alternative methods of transportation. Brodersen, et al., (2005) found similar results supporting Sallis *et al.* (1992). Children were found to be more active in single-parent families.

Allender, et al. (2006) conducted a qualitative study in the UK. The study reported the following challenges as barriers to participation; having to show others an unfit body, lacking confidence and competence in core skills, or appearing overly masculine. The study conducted by Allender, Cowburn & Foster (2006) was insightful in that it pointed out the barriers to sport and physical activities for parents. From that study, it is clear that

anxiety and lack of confidence about entering unfamiliar settings such as gyms could be the main barriers to participating in physical activity and sport. Failing to interact with other people, poor body image and not fitting in with the gym culture can be the chief concerns of parents. However, we do not know the perceived challenges of parents that negatively affect their support towards Physical Education and Sport learners in selected primary schools of Chingola District, Zambia. Hence our study sought to fill this knowledge gap.

2.4.1 Synthesis of Literature Gap

The literature so far reviewed consisted of studies that were mainly conducted internationally, focusing on organised out-of-school physical activities for instance, Allender, Cowburn and Foster (2006); Trigwell *et al.*, (2015); Leung (2014); Eccles, Wigfield & Schiefele (1998); Babkes & Weiss (1999); Kimiecik *et al.*, (1996); Cheung (2004) and Wanyama (2011). Our study fills the important gap of documenting perceptions of parents towards Physical Education and Sport learners in selected primary schools in Chingola District. Furthermore, the studies in our literature review on parental support pointed to physical activity outside the school environment, emergent literacy skills, academic attainment and Special Education (Singogo, 2017; Chisembe, Kimu, 2014; Khajehpoura and Ghazvinia, 2011; Bentley *et al.*, 2012). Hence there was need to fill up the gap by conducting a research in Zambia whose findings would eventually help in establishing parental support towards Physical Education and Sport learners in the primary schools of Chingola District. Although there were documented studies on barriers that parents encounter in supporting their children, most of the studies conducted internationally and locally were limited to physical activities conducted outside the school setting and education in general (Allender, Cowburn & Foster, 2006; Trigwell *et al.*, 2015; Dubois, 2010; Mafa, 2013; MOE, 1996; Shoba, 2013) thus leaving a gap in practical subjects like Physical Education and Sport that is taught in primary schools.

2.5 Summary

This chapter discussed the literature review. It began by reviewing studies done on the perceptions and support towards Physical Education and Sport learners of parents. This was followed by studies conducted on the challenges affecting parental support in

Physical Education and Sport. From the foregoing review of literature, it was observed that perceptions and support of parents towards Physical Education and Sport learners in primary schools was understudied and that most of the studies have focused on outside school physical activities thereby creating a knowledge gap that the current study intended to address. The next chapter discusses the methodology employed in this study.

CHAPTER THREE: METHODOLOGY

3.1. Overview

The previous chapter gave a review of some important literature on Physical Education and Sport (PES) with respect to the perceptions and support of parents towards PES in selected primary schools of Chingola District. This chapter presents the procedures and instruments that were used to gather data to answer the research questions. These include the Philosophical Assumption, Research Design, Population, Sample Size, Sampling Techniques and Demographic Profile of Participants. The chapter further explains the Research Instruments, Data Quality Assurance as well as Data Collection and Analysis procedures. The chapter ends with ethical considerations.

3.2. Philosophical Paradigm

The study adopted a Social Constructivism Worldview advanced by Mannheim and works of men such as Berger and Luekmann's (1967) Social Construction of Reality and Lincoln and Guba's (1985) Naturalistic Inquiry. The assumption of this worldview is that individuals seek understanding of the world in which they live and work as they develop subjective meanings of their views towards certain phenomena. These meanings are varied and multiple thereby leading the researcher to investigate the complex views as opposed to few ideas. The researcher operating on this worldview, constructs the truth based so much on participants' views of the situation being studied (Crotty, 1998). This provides a concrete platform for participants to construct the meaning of a situation through perceptions and experiences in a general and more open-ended method of questioning. In so doing, the researcher made the questions general and open-ended so as to carefully listen to participants' views and experiences by using Focus Group Discussions (FGDs). It was from this viewpoint that the perceptions and parental support towards Physical Education and Sport were appreciated in 4 selected primary schools of Chingola District.

3.3. Research Design

This study utilized a Descriptive Research Design which Orodho (2003) defines as an arrangement, summary or outline that is used to produce answers to the research problem.

Orodho and Kombo (2002) point out that descriptive research design is used to collect information about people's attitudes, beliefs, habits or any of the variety of education and social issues. Jackson (2009) further adds that descriptive research design is educative since it provides a rich description of a particular situation. Owing to the point that the study was restricted to only 4 primary schools, the researcher's desire was to describe the phenomenon "perceptions and support of parents towards Physical Education and Sport in Primary Schools". This allowed for the use of the aforementioned design which gave insight and a better understanding of the theme under study (Kombo and Tromp, 2006).

Furthermore, the study used a qualitative approach owing to the fact that it permitted respondents to completely express themselves without any boundaries. This idea is also noted by Ojala (2003) that qualitative research approach gives a clear documentation of people's beliefs and interpretation of reality as well as their actions. This approach is appropriate for this study because it seeks information on the perceptions and support of parents towards Physical Education and Sport learners.

3.4. Study Population

The population for this study consisted of all parents that were executive committee members of Parent Teacher Associations (PTA) and whose children were learning PES in 4 selected primary schools in Chingola District, Copperbelt Province of Zambia. The age range of children was 7 to 14 years. Creswell (2005) states that a population consists of a group of elements which could be individuals, objects or even elements that pertain to what the researcher embarks to generate the results for the research. Thus the target population was parents or guardians whose children were learning Physical Education and Sport in selected primary schools of Chingola District. This population was targeted because it had the characteristics and the knowledge that was relevant to the study.

3.5 Sample Size

The sample comprised of 28 parents who were selected through 4 schools so as to ascertain that their children were indeed enrolled at the same schools and help to contact the parents. Kothari (2011) indicates that sample size refers to the number of participants chosen from the population with common characteristics, know-how and accessible to

help in the study under investigation. However, Sandeloski (1995) points out that in determining the sample size in qualitative research, there is no specific formula. It is ultimately a matter of judgment and experience on the part of the researcher, and researchers need to evaluate the quality of the information collected in light of the uses to which it will be applied. Therefore, the researcher used her own personal judgment to determine the sample size in this study. Furthermore, Cohen, Manion & Marrison (2000) explain that in a qualitative study, a small number of sample sizes suffice. This variety of the sample size provided rich information on the perceptions and support of learners towards PES learners.

3.5.1 Demographic Characteristics of Participants

Gender plays an important role in research as it helps in identifying the sex of the participants in the study. Therefore, it was vital to know the gender of the participants who were involved in the study by submitting the following information concerning their gender status.

Table 1: Gender of Participants

Gender	Frequency	Percentage (%)
Male	13	46
Female	15	54
Total	28	100

Table 1 shows the demographic characteristics of participants in terms of gender. From the table, it is clear that males were 13 (46%) and females were 15 (54%). This implies that females were more than males in the study.

Education is deemed as an equalizer to most of the people in different societies as such it was imperative to ask parents about their education background in terms of how far they went in their educational levels and the information is presented in the table below;

Table 2: Educational Background of Participants

Educational background	Frequency	Percentage (%)
Primary	15	54
Secondary	11	39
Tertiary	2	7
Total	28	100

Table 2 shows the demographic characteristics of participants in terms of educational background. From the table, it is clear that 15 (54%) attended their school up to primary level while 11 (39%) went up to secondary school level and only 2 (7%) managed to complete tertiary level. This implies that the majority of the parents dropped out of school because they did not reach up to secondary school level as only 11 did so and 2 accomplished tertiary level in the study.

Further, participants were asked to state their occupation status and the following information was submitted;

Table 3: Participants' Employment Type

Types of occupation	Frequency	Percentage (%)
Formal	2	7
Non-formal	26	93
Total	28	100

Table 3 shows the demographic characteristics of participants in terms of employment. From the table, it is clear that 2 (7%) were in formal employment and 26 (93%) were in non-formal employment. This implies that the majority of the parents were in non-formal employment.

3.6 Sampling Techniques

Patton (2015:264) writes that “the most appropriate procedure for qualitative study is ‘purposeful sampling’ owing to the fact that “the logic and power of purposeful sampling lies in selecting information-rich in cases for in-depth study”. According to Krishnaswami (2004), sampling techniques are classified into two types; Probability and Non-Probability Sampling techniques. Ritchie & Lewis (2003) stated that qualitative research uses non-probability sampling for selecting the population for study. It is against this background that the purposive sampling was used to select parents for the study through homogeneous type of purposive sampling.

Homogenous sampling was used to ensure that only those Parents with primary school children taking Physical Education and Sport as a school subject were involved in the study. It was believed that participants with these characteristics would be able to purposefully provide an understanding of the research problem and central phenomenon in the study (Creswell, 2007). Homogeneous sampling was best suited to this study as participants were chosen that would provide rich data directly related to the research question. For the purpose of this study, participants were selected as they were parents or guardians of children that were learning Physical Education and Sports in the 4 selected primary schools in Chingola District.

3.6.1. Convenience Sampling

The 4 primary schools were selected purposively by utilising convenience sampling because of its power to select places and participants based on their convenience, accessibility and proximity to the researcher (Msabila & Nalaila, 2013). In view of the sampling procedure, the results of this study may only be generalised to the sample excluding the whole population.

3.7. Research Instruments

In this study, Focus Group Discussions (FGDs) were used in order to collect data from the respondents. As explained by Kasonde-Ng’andu (2013) research instruments are tools used by researchers in collecting the necessary data.

3.7.1. Focus Group Discussion (FGD)

Focus Group Discussions were used on the parents to find out their perceptions and support towards PES learners in the 4 selected primary schools of Chingola District of Zambia. These focus group discussions took a period of four weeks. According to Kombo and Tromp (2006), a focus group is usually composed of 6–8 individuals who share certain characteristics, which are relevant for the study. In addition, a focus group can vary in size from 4-12 participants; 5-10 respondents are typical (Kreuger & Casey, 2009; McKenzie et al., 2005). Krueger and Casey commend 5 to 8 participants for each focus group. Smaller groups are best when the purpose is to understand an issue and when participants have enough knowledge or desire for the subject, as was the case in the focus groups for this study.

Each focus group discussion was made up of 7 members. In total, four (4) focus group discussions were conducted. The information was recorded using a recorder and the data was later translated into writing by the researcher. During the FGDs a group facilitator keeps the discussion on track by asking a chain of open ended questions meant to encourage deliberations and also generate a thoughtful, permissive atmosphere, provide ground rules and set a tone of discussion (Schostok, 2010). Focus group discussions were thus used in this study because they can produce a lot of data rapidly and are good for recognizing beliefs, ideas or feelings in a community (Kombo and Tromp, 2006). The FGD interviews were also useful in gathering data about the misconceptions, perceptions, insights and attitudes of the participants concerning the topic at hand (McKenzie *et al.*, 2005).

There are numerous advantages of focus group discussions. They provide the opportunity to clarify queries and explore unanticipated matters that may arise. This may provide more in depth and rich data in the respondents' own words, compared to quantitative methods (Kreuger and Casey, 2009; Stewart and Shamdasani, 1990). In addition, group sceneries help individuals to feel more comfortable and less shy about the discussion of the topic. Kreuger and Casey (2009) submit that the group setting presents a more familiar atmosphere than a traditional interview because this format allows participants to influence and be influenced by others in the group.

However, there are some limitations to this method. Focus groups are not easy to conduct and are more problematic for researchers to control (Kreuger & Casey, 2009). This concern is factual with all approaches that involve questions and answers. A serious limitation of focus groups is that most focus group members are volunteers and from a specific community. This may make restrictions on the ability to generalise findings (Stewart & Shamdasani, 1990).

For the purpose of this study, four focus group discussions were planned and conducted. After the fourth focus group, it was determined that a range of ideas had been heard and no new information was being gathered.

3.8. Data Quality Assurance (DQA)

The state of acceptability in terms of the data being reliable and to ensure the trustworthiness, Guba's trustworthy strategy which is ideal for all qualitative studies was integrated in the study. This is the most widely used Strategies for analysing qualitative content so as to guarantee the trustworthiness of the data and this includes: Credibility, transferability, dependability, conformability and authenticity (Lincoln & Guba, 1985; Polit & Beck, 2012). The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's results are valuable and need more attention (Lincoln & Guba, 1985).

Credibility refers to the researcher's confidence that they have accurately recorded the phenomena under study (Shenton, 2004). From the perspective of establishing credibility, researchers must ensure that those participating in research are identified and described correctly. A number of steps were taken in order to confirm that this research observed credible standards. Initially, the researcher increased the trustworthiness of the findings by being involved in a prolonged engagement with the respondents (Flick, 2009). Secondly, considerable time was spent in the field gathering information in order to build warm relationships with the participants and to ensure a deep understanding of the context.

Transferability refers to the generalisability of the research findings to similar settings (Rule & John, 2011). However, due to the small sample size, the findings could not be generalised. However, as Shenton (2004) stated, generalisability is not the purpose of

qualitative research. Readers and fellow researchers may find value in the results of this qualitative study if they compare the findings of this study with others or with their own research and new information added to the body of knowledge hence, data quality can be assured.

Dependability refers to the degree to which the data, that has been captured and stated correctly, represents what has transpired in the field. The definition is according to (Guba & Lincoln, 1985). Dependability was achieved through making research instruments reliable by conducting a pilot study. The quality of documenting and recording of data are an integral part of the research's dependability (Flick, 2009). In order to ensure the dependability of this study, the participants in the Focus Group Discussions were recorded and precisely transcribed and conformability was used through " Bracketting" or "Epoche" taking the information as it comes from participants through verbatim reporting (Guba and Lincoln, 1994). This means that the data should accurately represent the information that the participants provided.

The last criterion which is authenticity refers to the degree to which researchers, accurately, display a range of realities (Lincoln & Guba, 1985; Polit & Beck, 2012). Additionally, member checking was conducted after transcribing verbatim and interpretation of data in order to check the authenticity of the work. Member check was meant to improve credibility, data trustworthiness, accuracy and transferability of a study. Creswell (1994) describes member checking as a procedure used by researchers to help improve the accuracy, credibility and transferability in qualitative research.

3.9 Data Collection Procedure

Data collection is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection procedure, clearance and introductory letters were sought from the University of Zambia Research Ethics Committee and Department of Primary Education to allow the researcher to do data collection. Written permission was also sought from the District Education Board Secretary (DEBS) in Chingola. At the school level, verbal permission was obtained from

the head teachers of respective schools to use their facilities for instance school hall and classrooms before proceeding with data collection.

Recruitment of participants (parents) that were members of Parent Teacher Associations was done with the help of the school managers using two methods. Firstly, PTA members were invited using letters describing the study and encouraging parents to take part in an interview. The letters were sent home via the primary school children. Thus, 7 parents were invited from each school. Secondly, face to face contact with parents during school meetings and child pick up time was considered to recruit parents in the study and this was followed up through phone calls. After the researcher was given permission to go ahead with data collection by the respective head teachers, she then went on to administer Focus Group Discussions with parents on different days each taking 40-50 minutes. All interviews were held in 4 local primary schools after school and weekends. However, before collecting data from the participants, the aim of the study was thoroughly explained to them and assurance was given that data to be collected was purely for academic purposes. During data collection, a voice recorder was used to record the conversations to capture opinions and perceptions of the participants in order to help the researcher with data analysis.

3.10. Data Analysis

Kasonde-Ng'andu (2013) defines data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study so as to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis are determined by the data type, variables of interest and the number of cases. Therefore, the data collected from the field through Focus Group Discussions on parents' perceptions and support towards PES learners was qualitatively analysed using themes.

Smith and Eatough (2006) argue that the thematic method is a suitable approach for analysing qualitative data when one is trying to find out what perceptions individuals have towards a particular situation they are facing, and how they make sense of their personal and social world. The method is especially useful when one is concerned with

the complexity, process and novelty of a phenomenon, in this regard Physical Education and Sport in the education system. This method of analysis allowed the researcher to categorise the collected raw data and generate themes from it in line with the objectives of the study and themes were descriptively presented. Therefore, the analysis of raw data enabled the researcher transform it into meaningful information. For confidentiality purposes, the names of respondents were not made known.

3.11. Ethical Considerations

Cohen, *et al.* (2000) explained that ethical issues are matters which are highly sensitive to the rights of others. In this regard, ethical issues were highly upheld in the study. Creswell (2009) argues that ethical issues need to be anticipated and effectively dealt with by the researcher in the research process. It is important, therefore, to emphasize on the need to take into serious consideration all ethical issues whenever a research is being conducted. Researchers need to take responsibility to secure the actual permission, interests and rights of people in the study as well as their privacy and sensitivity. All of these ethics must be honoured, unless there are other special reasons to do so, for instance, any illegal or terroristic activity (American Institute of Aeronautics & Astronautics, 2007).

That is why the researcher sought permission from the Research Ethics Committee, University of Zambia. All participants gave written informed consent. They were told that participation was completely on voluntary basis. This was done by explaining to them the procedure, relevance and purpose of the study. Regarding privacy, the participants were told that they were free to keep to themselves some information they did not feel comfortable disclosing and not ready to disclose. They were assured that they would not be punished for keeping private information to themselves. Confidentiality was assured to participants after agreeing to participate in the study and signing the informed consent. They were assured that the information they provided was for research purposes only and would be kept in a locked place accessed only by the researcher. There was also an assurance that the audio recordings which were done during the research would be destroyed when the research process was done.

Anonymity was assured. Participants' names remained undisclosed. Furthermore, the researcher assured the participants that names and personal details would not be revealed or published but represented by certain codes. This ensured anonymity. The principle of anonymity as pointed out by Trochim (2006) essentially means that the participant will remain anonymous throughout the study, even to the researchers themselves in some cases. Clearly, the anonymity standard is a stronger guarantee of privacy and very necessary. Therefore, withholding the identity of respondents ensured their safety as results generally did not reflect the views of particular individuals but the community as a whole. Ultimately, the researcher took full responsibility for the study and any unforeseen consequences it would attract. All the mentioned activities were done in order to ensure that the rights of the participants were respected and their dignity as human beings safeguarded.

3.12. Summary of the Chapter

This chapter discussed the methodology which was employed in this study. Under methodology, the following items were captured: philosophical assumption, the research design, target population, sample size and sampling techniques, research instruments, data quality assurance, data collection procedure, data analysis and ethical issues. Having presented the aforementioned, the next chapter presents the findings of the study from the respondents in Chingola District.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

The previous chapter outlined the methodology which was used by the researcher to come up with data by means of the stated research instruments. This chapter presents the findings of the study as was provided by the participants. The findings are presented according to the study questions which were:

- i. What perceptions do parents have towards Physical Education and Sport learners?
- ii. What kind of support do parents give to Physical Education and Sport learners?
- iii. What are the parent's perceived challenges if any that negatively affect their support towards Physical Education and Sport?

4.2 Perceptions of Parents towards Physical Education and Sport

The researcher took time to interact with the participants through Focus Group Discussions in order to appreciate their personal perceptions towards Physical Education and Sports learners in the 4 selected primary schools. The presentation of the findings concerning the perceptions of parents towards the Physical Education and Sport subject in the sampled schools was reported in a two-fold manner, namely positive perceptions and negative perceptions. Thus the study starts by presenting the positive perceptions and ends with the negative perceptions of parents towards Physical Education and Sport.

4.2.1 Physical Education and Sport Providing Job Opportunities

Regarding the positive perceptions that parents had towards Physical Education and Sport learners, the study found that Physical Education and Sport was deemed as a tool that helped to provide job opportunities to the children as it shaped their career pathway. To support this finding, one male parent stated that:

Well, mama (researcher) the Government of Zambia has done a very good thing to allow our children at this primary school to be playing boys' football. This game is changing the lives of people in different towns within our country. When we watch on T.V our own Zambian footballers in the national team, we feel very, very happy. Football players like Kalaba, Katongo, Chisamba Lungu, Tembo, Sinkala and so on, started playing football

when they were very young at primary schools in Zambia. Today, ba (Mr) Christopher Katongo is working has a fulltime footballer and he has money and a house through sports.

Similarly, another male parent added that:

Madam (meaning researcher) I think the PE and sport my 2 boys are learning at school will make them become great soccer players like Cristiano Ronaldo, Lionel Messi, Neymar Ronaldinho to mention a few. Children can make a lot of money in future.

Another male parent had this to say that:

I think this subject is so good because our children will become rich players overseas just like Lonado and Lonadinyo. Children are going to live well, yaa.

Further, a female parent added that:

Through learning sports, my son who loves football can have a chance to play for the local clubs. Sports can also lead my boy to professional soccer and he can start playing for Zambia national team.

4.2.2 Physical Education and Sport Causing Bodily Harm

The study revealed that Physical Education Sport as a teaching subject in primary school was a major source of concern. The study showed that during Physical Education Sport training sessions some children sustained serious injuries as result of accidents resulting in hospital costs and visits. The other fear was that during track-and-field events that required children to run at a faster speed or running that was normal but required many laps, some children could faint and perhaps die. Shading more light to this, one female parent stated that:

If I can remember very well, one day at school during Sports competitions, my son fell down and broke his left arm. I had to take him to the hospital all by myself. I paid money for x-ray and bought some drugs that the Doctor had prescribed from my own pocket without any support from the school.

Similarly, another male parent stated that:

Yaa, I have never liked some exercises like back-summer or summer Soult. During our time, my friend broke his neck. I really fear that my grandson might break his neck too and possibly having a permanent injury which can make him to stop schooling.

Another female parent added that:

Madam (researcher) the PE my daughter learns in school can result in bone dislocation during the exercises and that is my biggest fear about the subject.

4.2.3 Physical Education and Sport Causing Conflict with Religious and Cultural Beliefs

Parents of children said that they had religious and cultural beliefs they valued the most. These were religious beliefs attached to Christianity. Some participants were noted citing a Bible Verse in the book of Deuteronomy Chapter 5:22 that forbids a woman to put on men's clothing. Such parents pointed out that PES requires their children especially girls to put on clothing for boys during exercises or sports day and the act was against the Bible principles. Additionally, some participants were not for the idea to allow their children to engage in sports competitions like inter district or inter provincial scheduled on Saturdays or Sundays as these were special days to worship God. The study also indicated that during sports day girls could not dress modestly. They reported that PES brought in a new fashion of dressing that was against their traditional way of dressing. To support this, one female parent had this to say:

You know, the Bible which is the word of God does not encourage girls to wear clothes for boys like shorts and trousers. It is a sin.

Another male parent added that:

Madam (researcher) it is very, very wrong for children to take part in ball games that fall on a Saturday. Personally I would not allow my children to do sports on such a day. When we read the Bible in the book of Exodus 20: 8-10, we are encouraged to observe the Sabbath and keep it holy. Monday to Friday as well as Sunday, yes. Children can play games.

Furthermore, on cultural beliefs one female parent said that:

You see, for girls it is not nice to run anyhow and show their thighs in shorts which is really embarrassing, this was not the case during our time. The subject has brought the dressing of tight fitting sportswear that indicates body parts, something that is not acceptable in the community. This kind of dressing is a taboo in our culture. Surely girls are lacking descent PE uniforms.

(d) Physical Education, Sport and Property Damaging

The study showed that PES taught in schools made the boys and girls to break things both at home and school especially when trying to perfect the sports skills they were learning during training sessions such as kicking the ball, throwing the net ball, jumping and running. One male parent said that:

For boys even worst as they cause more harm than good when they try to play football, rounders, volleyball and netball. At home, they uproot flowers and during soccer playing, they kick balls towards the chickens and breaking the legs and this situation cause enmity in the neighborhood and the children are threatened to be poisoned by the complainants.

Another male parent added that:

I remember at one time when my child was playing football with friends near the classrooms, my son kicked the home made ball directly to the window and that is how it got broke. The school master made me to pay for the broken window. Even at home, these children like playing different sports within the yards. When it is time for soccer, they kick the home made ball in all the directions. When the ball lands on the roof top of the house, the sound is very irritating you know.

(e) Physical Education, Sport and Poor Academic Performance

The study revealed that children that were very good at sport paid little attention to academic subjects as they were seen to spend huge amounts of time on training sessions than studying other subjects which they were being taught in school. On this one male parent stated that:

Playing sporting activities is wasting time for studying other subjects my daughter is learning in school.

Another male parent added that:

Madam (researcher) you see, children also play games for school teams and are involved in competitions at District, Provincial and International level. Moving from one town to the other for many days without touching the books make the children to become dull at school.

(f) Physical Education, Sport and Health Benefits

The study showed that exposing children to PES in school made them to develop strong bones and helped them not to become lazy.

PE makes my children to be strong and fit. When they are not at school, they help me with little jobs at home for long hours without getting tired. They also assist me in doing farming and gardening activities and they can walk for 2 solid hours to the farm. My boys can even help me to cut down trees for charcoal burning which involves lifting up of heavy logs and putting them in one place for burning.

(g) Physical Education, Sport and Business Opportunities

The study reported that Physical Education was seen as a booster for local business as most of the local people sold their products such as food stuff and water during the time for sports competitions in primary schools. This was authenticated by one male parent who stated that:

To me this subject is very okay and it is helping children and parents to conduct some business during sports competitions. Around this time we sell water, soft drinks, ice blocks, bubble gums, sweets, popcorns, scones and fritters to children who participate in the sports activities and to those watching the track and field events. This happens when different schools meet at one point for competitions as children engage themselves in different sporting activities that will compel them to look for food and water for refreshment.

(h) Physical Education, Sport and Play

The study demonstrated that PES was associated with playing. A female parent stated that:

PE is more of playing when I compare it to other subjects, madam (researcher). My son likes playing football with his friends all day long and cannot help me with work at home.

Moreover, a male parent also said that:

My children like doing sporting activities whenever they knock off from school, but I stop them because it is disturbing their brain. Too much playing.

(i) Physical Education, Sport and Vices

The study also indicated that PES was perceived as a breeding ground for children's moral decay especially during sports competitions like inter-school events. During sports events children experienced peer pressure such as beer drinking, smoking marijuana, exchange of insults, fighting and having unwanted pregnancies. This was supported by a male parent who stated that:

When the children have gone out for sports competitions like inter school, inter District and inter provincial, they tend to have friends of the opposite sex which results in babies they did not expect. Children drink beer commonly known as "utujilijili" as they cheer up their friends participating in athletics or playing football. These children mix the beer with a soft drink and put in the drinking bottle and one might think a bottle has juice inside. They also smoke daga too much. No wonder they easily fight and insult when one team wins the other during sports completions in school grounds. Smoking marijuana is my biggest worry as this can make a child to become mad and stop school.

Another male parent pointed out that:

I really hate it when my daughter reports late after an afternoon training session or sports competition. Some girls especially in upper grades have got a hidden agenda.

4.3. Parental Support towards Physical Education and Sport Learners

The second research question sought to establish parental support towards PES learners. In order to establish the kind of support given to their children in primary schools, data was collected from the parents through FGDs. The responses from the parents showed

that they supported their children in PES. The following subthemes were identified; verbal encouragements, parents as PES role models, provision of PES attire as well as exercise books, pens and pencils.

4.3.1. Verbal Encouragements

The study indicated that parents had an upper hand in the education of their children. They could wake up their children when it was time to go to school and encourage their children to attend classes every day. The following were the submissions from a female parent;

I ask my 2 children to go to school every day so that they can learn all the subjects.

Another female parent stated that:

How I like it. You know, I always tell my son to involve himself in sports for example at home and at school. I also watch him play games.

4.3.2. Parents as Physical Education and Sport Role Models

The study showed that some parents were role models to their children in PE. On this, one female parent said that:

I would say, I set a good example to my child who is taking PE as a subject at school. Each morning I work up, I start my day by doing some exercises. I like to go jogging and this is very good for my health. Even the president, Mr. Lungu does some exercises.

4.3.3 Purchasing of Teaching and Learning Materials

It was reported that children in primary schools were provided with some of the training kits, exercise books, pens, pencils and pens. To support this, one male parent stated that:

Actually, I provide the PE uniform like canavas, short and T.shirt.

Another male parent said that:

Well, I only help my daughter with PE requirements like sports shoes when she is showing interest in sports. Otherwise no interest in sport, no support.

A female parent pointed out that:

As a way of giving help to my child in school, I usually buy exercise books in which my son writes PE notes, draws pictures and does class exercises. I also buy blue and black pens and pencils.

4.4 Parents Perceived Challenges that Affect Physical Education and Sport Support

The third research question sought to establish challenges that affect parental support towards PES learners in primary schools. The qualitative data was collected through FGD with parents. The following are the themes that emerged; financial constraints, busy work schedules, lack of awareness about PES requirements and lack of PES knowledge.

4.4.1 Financial Constraints

Findings showed that financial problems were one of factors that prevented most of the parents from giving adequate backing to PES learners in primary schools. To support this, one female parent stated that:

Madam (researcher) it is so difficult to support the education of your child when you are a single mother like me and not working anywhere.

Similarly, another male parent stated that:

To start with, I am jobless and I always don't have money to buy things that are needed during PE classes like football shoes, white PE short and T-shirt.

Another female parent submitted the following:

The truth of the matter is that sports training kit and PE text books are very, very expensive to buy nowadays. The ugly part of the whole thing is that I am not working. Things are hard.

Further, a male parent had this to say on the challenges:

Madam (researcher) I cannot lie to you, I fail to support PE programs because I am sick. I was told at the hospital by the Doctor that I have kidney failure. So most of the money that I raise is spent on drugs and transport when going to see the Doctor for medical checkup.

Another male parent said that:

As you can see with your two eyes, I am a lame man with no job. I am just struggling in order to make the ends meet by mending worn out shoes for my customers but then, only few people are giving me business. This situation makes it hard for me to support my daughter who is in grade 2.

4.4.2 Busy Work Routines

The study indicated that parents engaged themselves in different activities in order to put food on the table for the family. On this, one male parent had this to say:

The thing is that too many a time, I am out of my home town due to the mobile business that I do. I carry assorted goods in my lorry and sell in different towns by the market. When the goods finish, I usually travel to Tanzania to order the stuff. Yaa. I am rarely at home.

One male parent added that;

In our community a good number of parents do not have enough time to ask their children exactly what is needed for PE. Most of the time, they are found in beer halls drinking including myself.

Another female parent stressed that:

Madam (researcher) I am a single parent and it means everything falls on me. From sunrise to sunset, I am busy moving up and down in search of food and money. I am ever away from home and it becomes difficult to buy the PE requirements needed in school for my 2 daughters.

Another male parent reported that:

The main reason as to why I fail to support my children with PE requirements is that I am ever busy with a lot of work in the garden. Sometimes I even ask them to help me to water the vegetables and remove the unwanted plants. On a day when there is more work at my garden like transplanting tomatoes, my children do not even go to school. Again when the vegetables are ready, my children and I go to sell the different vegetables that we grow.

4.4.3. Lack of Physical Education and Sport Knowledge

The study recorded that some parents were lacking important knowledge about PES. One male parent had this to say:

It is too early to start providing PES attire to the children in primary schools. At primary sure! Children show interest in sports when they go to secondary school. The cost of living is high. I should focus on important things to buy now than getting the sports attire. Nowadays, a lot of school requirements are needed.

Similarly, another male parent stated that:

What it is, my grade 5 daughter is still young and do not take sports seriously. The teacher also prevents my child to participate in sports competitions especially running saying the child is young. The girl is short. Maybe the teacher also feels she is still young.

4.4.4. Lack of Awareness Concerning Physical Education and Sport Teaching and Learning Materials

The study revealed that parents were not knowledgeable of the PES requirements that were needed in order for their children to learn effectively. On this, one female parent said that:

I don't really know what need in Physical Education and Sport is.

Similarly, another male parent added that:

My child who learns at a government school does not come out and inform me about what is needed for PE class while the one I have taken to a catholic school explains to me the requirements she needs for the subject. At convent school, they even have a specific day to put on sports attire that is white short and white T-shirt. At the other government primary school there is nothing like that.

4.5. Summary of the Chapter

The chapter presented the findings of the study. The findings of the study demonstrated that the perceptions of parents towards Physical Education and Sport were in twofold, that is positive and negative perceptions. Parents indicated that they supported their children to learn Physical Education and Sport in primary schools by encouragement,

purchasing of books, pens, pencils and sports attire. The support did not go without challenges such as financial problems, lack of knowledge, lack of awareness concerning the requirements of the subject and busy work schedules. The next chapter discusses the findings of the study guided by the research questions.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. This chapter discusses the findings of the study. The discussion will be done under the following sub-headings which have been derived from the research objectives:

- i. Perceptions of parents towards Physical Education and Sport learners in 4 selected primary schools in Chingola District.
- ii. Parental support towards Physical Education and Sport learners in 4 selected primary schools in Chingola District.
- iii. Perceived challenges that negatively affect parental support towards Physical Education Sport in 4 selected primary schools in Chingola District.

5.2 Perceptions of Parents towards Physical Education and Sport

Under this theme, the study found that the perceptions of parents were two-fold, namely positive perceptions and negative perceptions. Positive perceptions: The findings revealed that Physical Education and Sport was deemed as tools that helped to provide job opportunities to the children as it shaped their career pathway. It was clear from the findings that learning physical education and sport at an early age could make children become competent with sports skills and result in becoming great soccer players on the local scene such as Kalaba, Katongo Chisamba, Tembo, Sinkala while at global level players such as Cristiano Ronaldo, Lionel Messi, Neymar and Ronaldinho to mention a few and enable them make a lot of money in future. As such, the assumption made from the finding was that only competent soccer players could be absorbed in sports industries and earn a good living.

This finding was in line with the revised curriculum of the Zambian Ministry of General Education (MoESVTEE, 2013) which emphasised the importance of sport, play, leisure and recreation in human development and character formation of young people by signing the International Convention on Cultural Rights. This implied that physical education should be perceived as a subject with potential for providing the general populace with more job opportunities that would make them become self-reliant. By so

doing, the dependence syndrome would be minimised as most people would develop the necessary skills for survival. Therefore, physical education and sport should be encouraged and supported by all well-meaning citizen in schools for the betterment of the nation.

Further, the findings revealed that Physical Education and Sport helped children by making them healthy. This perception from parents was pointed to massive exposure of their children to Physical Education and Sport in primary school which in turn facilitated the development of strong bones and helped them not to be lazy. The finding resonated with the findings of Bentley *et al.* (2012) who argued that children that participated in physical activities were very energetic and that most children were more active and healthy. Additionally, Nelly and Holt (2014) stressed that Physical Education and Sport was vital in physical development such as health and wellbeing of mankind. This entails that Physical Education and Sport made children to be strong and fit. This physical benefit of being active or energetic which children developed as a result of taking part in Physical Education and Sport could also benefit the parents with household chores when children were at their homes. One female parent mentioned that:

PE makes my children to be strong and fit. When they are not at school, they help me with little jobs at home for long hours without getting tired. They also assist me in doing farming and gardening activities and they can walk for 2 solid hours to the farm. My boys can even help me to cut down trees for charcoal burning which involves lifting up of heavy logs and putting them in one place for burning.

From these findings, it was clear that the subject contributed to the wellbeing of children. For this reason, Physical Education and Sport as a subject should be encouraged in schools as it prepares children for challenging ventures in their lives, not only at school but also in the community. However, parents should learn to help children in striking a balance between the house and school work which they expose their children to. The important role that parents play in the education of their children is well documented. These parents are said to be the first teachers of their children. As such, they can teach or encourage their children at home to execute the essential skills they learn in Physical Education and Sport. Just like any other subject, Physical Education and Sport as a school study area requires mastering key concepts and constantly perfecting the skills children learn as this may help them to become competent athletes. Since the subject has

theoretical and practical aspects, parents should encourage the children to invest more time in cultivating the knowledge part and do more of perfecting the various skills that they learn in Physical Education and Sport. 'A stitch in time, serves nine', goes the English adage. This means that in order for a child to become physically competent, he or she must make an effort towards skill perfection in sport, of course with the complete support of parents.

The findings further revealed that Physical Education and Sport increased business opportunities for the communities surrounding the selected primary schools in Chingola. This implied that parents who engaged themselves in income generating activities could use children's sports day as a tool to promote the products being sold. It was clear that school authorities in primary schools planned for sports competitions which were part of the curriculum. On such a day, parents and other spectators were allowed to attend the sports event whether at school, district or national levels and such occasions were the liveliest places in the locality. Thus parents who were in the business of food production could take advantage of such events and conduct their businesses successfully by selling to the athletes and fans during various sport disciplines.

The aforementioned was authenticated by one female parent who stated that, " *Around this time we sell water, soft drinks, ice blocks, bubble gums, sweets, popcorns, scones and fritters to children who participate in the sports activities and to those watching the track and field events*". The implication from this finding was that business runs smoothly due to the electric and energetic atmosphere attached to sports. Sports fans that clap and chant in support of their team, are involved in consuming the products that are on sale.

These sporting events and activities were perceived by the parents in the community as business promoters that provided them with market avenues for survival. The initiatives propelled by schools were interesting and of help to the community as they helped not only children in terms of making them fit but also provided a market avenue for business throughout the communities where the Sport competitions were held. This also promoted a sense of play amongst children as they enjoyed during the competition periods at the same time parents benefitted from the sports events thereby enhancing a sense of community belonging through the sharing of common values and tradition practices.

With regards to negative perceptions of parents towards the teaching and learning of Physical Education and Sport in schools, the study revealed that during Physical Education and Sport training sessions, children sustained serious injuries. This finding was in agreement with Dubois (2010) who argued that parental anxiety concerning child safety restricted what they allowed their children to execute. Similarly, Trigwell *et al.* (2015) contended that at environmental level, barriers to Physical Education were safety concerns such as injuries and other related harmful acts resulting from Physical Education. This implies that during the time for physical education training, children engaged in dangerous physical activities that made them sustain injuries which resulted in hospital costs. This added more burden on the livelihood of the family that was struggling with other financial responsibilities.

Regarding perceptions of parents towards Physical Education and Sport, it was further reported in the study that parents stressed fainting and death as their biggest fear. This clearly indicated that whenever children were involved in training sessions at school level, their parents became anxious about their children's welfare. The parents always wanted the best for their children and tried by all means to protect them from any form of harm. It was further explained that physical education and sport if not handled with care could cause an accident and perhaps lead to death. Thus, for physical education and sport to remain relevant in schools, Physical Education and Sport specialists should handle the training sessions for children as they are known to be conversant with the rules of physical activities. As such, they are the best practitioners to handle children during exercises in order to avoid unwanted accidents, permanent injuries, collapsing and death.

The study also found that girls' sports attire caused conflicts with the religious and cultural beliefs of parents in the communities. This finding was in agreement with the theory of Bronfenbrenner (1979) that guided the study and argued that interpersonal influences on Physical Education and Sport participation and nonparticipation is often influenced by significant others such as friends and family and role models. For instance, parents can have an impact on the education of their children for who they are, what they posit and perform. Interpersonal influences can also have an important effect on the choices, attitudes and behaviors a person adopts which a social ecological perspective takes into consideration. Thus, the influences of parents reinforce cultural beliefs and

traditions in which children are likely to imitate parents as such, families play an important role in shaping the future of children.

To echo the aforementioned, parents who practice Christianity as their religion are particular with the way a girl child is supposed to dress. This finding was supported when participants cited a Bible verse from the book of Deuteronomy Chapter 5:22 that forbid women to put on men's clothing for this act is not pleasing in the eyes of God. This means that parents that were strong Christians would not allow girl children to wear a short or trousers during physical training sessions in primary school.

Despite the parents being against the sports attire worn by girls during the trainings, teachers encouraged them to put on shorts and trousers because such dress code maximized the range of motion. The researcher advocates that teachers and parents should harmonise this situation by rethinking and starting to allow girls to wear appropriate athletic clothing that would enhance movement through their full range of motion thereby promoting physical literacy among the girls in primary schools in Chingola District of Zambia. In this sense, suitable sporting attire may not conflict with the spiritual values that parents teach their children for conformity reasons.

Additionally, the study reported that the teaching of Physical Education brought in new fashion of dressing that was against their tradition. This finding resonates with Carroll and Hollinshead (1993) who argued that Muslim females may find it hard to participate in sporting activities at school level as this may conflict with the Islamic requirements for modesty thus, both male and female were embarrassed to wear sports attire like shorts and expose their legs as the Islamic values were deeply rooted into them by their parents. Similarly, Trigwell *et al.* (2015) demonstrated that parents from multi-ethnic groups belonging to a Muslim faith reported a lack of culturally appropriate physical activity opportunities for girls. This purely shows that parents were inclined to some form of religious and cultural values and this was indoctrinated in their children through socialisation.

Parents lamented that the teaching of Physical Education had come with its own dress code which meant that girls would be exposing their body parts during the time of Physical Education practice. Parents felt that for girls it was not ideal to run anyhow because they exposed their thighs in shorts. This was embarrassing and it did not exist

during their time as youths. The subject also brought the dressing of tight clothes like slim fit cycling shorts and trousers which depict body parts, something that was not acceptable in the community. This implies that the revised school curriculum has numerous areas of concerns that need to be harmonized with the cultural and traditional beliefs in order to avoid conflicts with the people in various communities. This is due to the fact that communities are the custodians of the culture and that which has to be included in the school curriculum should reflect the cultural and religious aspirations of the people who make up communities as schools are sub domains of those communities.

The study also found that in some cases Physical Education and Sport caused poor academic performance. However, this finding contradicts the findings of Kumar (2017) who stated that physically active children are more likely to be academically motivated, attentive, and promising. In our study the children who performed poorly in academic work were observed to have been spending most of their precious time and attention on sporting activities as opposed to academic work, hence they paid very little attention to academic work. This means that a good number of parents are not cognizant of the positive link between Physical Education and Sport and the academic accomplishment (Sherman et al, 2010; Sheehy, 2006).

It was thus clear that such children did not take school work seriously as they were seen spending huge amounts of time on training sessions than studying other subjects which they were taught in school. This was seen as a waste of resources by parents as they argued that they were other important things that their children could have engaged themselves in rather than engaging in sporting activities. This argument was made solid when the participant cited as example of their children also being involved in playing games for school teams and during school competitions at District, Provincial or International level, where children could move from one town to the other for many days without touching the books. This was said to be contributing to making their children become dull at school as they could have so many issues to look at without prioritising studying. This, according to the participants, negatively affected the academic performance of the children. Thus, here, the researcher advocates for school managers to come up with a deliberate policy that would help to suggest some extra time for those actively involved in Physical Education and Sport for compensation in order for them to

recover the lost time thereby, helping children to strike a balance between academic work and practical subjects, particularly Physical Education and Sport.

The findings of the study also indicated that Physical Education and Sport was a breeding ground for moral decay. This is because Physical Education and Sport was associated with vices especially during sports competitions such as inter-school events. The results from the study revealed that spectators who happened to be pupils as well as athletes misbehaved within the school premises and outside the schools especially during sports competitions like inter-school, inter-district and inter-provincial events. In the focus group discussions parents explained how their children abused various substances and portrayed unruly behavior. To authenticate this finding, one male parent bemoaned the unsound behaviour as follows:

When the children have gone out for sports competitions like inter school, inter district and inter provincial, they tend to have friends of the opposite sex which results in babies they did not expect. Children drink beer commonly known as “utujilijili” as they cheer up their friends participating in athletics or playing football. These children mix the beer with a soft drink and put in the drinking bottle and one might think a bottle has juice inside. They also smoke daga too much. No wonder they easily fight and insult when one team wins the other during sports competitions in school grounds. Smoking marijuana is my biggest worry as this can make a child to become mad and stop school.

The researcher found it surprising that during sports events, children experienced massive peer pressure such as beer drinking, smoking marijuana, and exchanged insults and engaged in fighting. This finding implies that substance abuse can compel children to disrespect other people through vulgar language and fighting. This was further explained on the basis that when the children had gone out for sports competitions such as inter school, inter district and inter provincial for many days, they tended to engage in sexual relations which resulted in girls having pregnancies that they did not expect. This points to the fact that children always want to be accepted by their friends as being left out is devastating. As such, peer pressure becomes strong. Therefore, this state of affairs should be looked into seriously by the school administrators and Physical Education teachers.

When children are in school, they should be guided and protected from all forms of immorality and unruly behavior by the school as children are away from their parents during learning hours. Furthermore, once children are in camps, they should be kept and monitored by patrons and matrons that are specialists in Physical Education and Sport due to the fact that they are capable of giving athletes technical advice on how to behave before, during and after sporting competitions. This can lessen on peer pressure and shape the children into good citizens.

The other new knowledge that the study revealed was that Physical Education and Sport taught in schools made the boys and girls to break properties both at home and school especially when trying to perfect the sports skills they were learning during training sessions. This entails that Physical Education and Sport as a practical subject requires learners to practice their skills regularly lest they forget. This helps them to perfect their skill as they make Physical Education and Sport activities a part of their daily routine.

Regarding this finding, one male parent had this to say:

For boys even worst as they cause more harm than good when they try to practice sports skills at home. During ball games, they uproot flowers, break windows, kick balls on top of the roofs and the balls hit the chickens which result in breaking the limbs of these domestic animals and result in enmity in the neighbourhood and the children are threatened to be poisoned by the complainants.

The study also revealed that children lack vital training facilities in schools like football pitches. Worse still, the scenario is the same at residential homes more especially in the outskirts of Chingola District. As such, children have no alternative, but to sharpen the skills of different sporting activities in residential yards where they damage things in the environment and annoy the owners of homes. This trend makes the community to discourage children to perfect the Physical Education and Sport skills. In order to have primary school going children that are competent with Physical Education and Sport skills, the training facilities and equipment should be readily available both at community and school level. This can be achieved when parents put their heads together and lobby for funds from non-Governmental organisations that are willing to help children to develop physically and perhaps be absorbed in the sports industry when they are fully prepared and matured.

5.3. Parental Support towards Physical Education and Sport

Regarding parental support towards Physical Education and Sport, the finding of the study showed that parents provided verbal encouragements as support to their children. This finding was in tandem with the findings of Ransdell (2007) who stated that mothers' encouragements was positively related to their overweight children's interest in Physical Education. Additionally, Higginson (1985) stated that encouragement might even neutralize the negative effects of gender stereotypes on girls involvement in sports. Positive relationships were also noted between girls participation in sport.

The study revealed that parents sacrificed a lot for their children's' education as they could wake them up when it was time to go to school. Parents could also encourage their children to attend classes every day. From the foregoing, it is therefore clear that parents' encouragement impacts on their children's sporting activities. It is worth noting that encouragement in the pre-adolescent stage is central in continued participation in Physical Education and Sport. However, respondents in this study were merely encouraging their children to attend classes without inculcating to them the benefits of taking part in physical activities. On this, Brustad (1996) stipulated that parents' encouragement should be linked to children's attraction to physical activity, as well as their perceived bodily proficiency. Thus, parents or guardians should strive hard to arouse primary school going boys and girls to be energetic through developing their attentiveness to sports.

Another support from parents as revealed by the study was that parents had offered themselves as role models to their children through Physical Education and Sport. This finding was echoed by Edwardson and Govly (2010) who argued that role modeling was important and key as parents had a major impact on their children's attraction to participate in Physical Education as it modeled them in line with parents' aspirations. Similarly, Fredricks and Eccles (2004) argued that children tend to develop sports related values based on parents who recognize that competition and sport are vehicles for teaching children life skills and values..

Evidently, from the observations above it can be argued that when parents or guardians are in the forefront of modeling how to execute certain skills in sports, children can benefit a lot. This means that having a parent who is very active in sports that are both

organized and unorganized is significantly associated with frequent participation in more sports by the children. This finding on parental modeling portrayed a positive picture concerning the support that is given to Physical Education and Sport learners. It was thus clear that parents demonstrated to their children the importance of waking up in the morning and doing some physical exercises such as jogging, an initiative that was attributed to what the President of the Republic of Zambia was encouraging the general public to be participating in for the purposes of living healthy. This initiative was strongly supported by most of the parents. The parents also pledged to continue supporting it for the benefit of their children and the country at large especially in the educational system. Nonetheless, parents modeling sporting activities before their children must make sure they are competent with the skills and they should make the activities interesting and not boring as this can put off the children.

The study's findings also revealed that parents supported Physical Education and Sport through purchasing of teaching and learning materials for their children in schools. Similarly, Singogo (2017) puts it across that parents supported the education of their children through providing school requirements such as pens, pencils and books. Singogo (2017) maintained in his study that parents exposed children to the usage of modern technological gadgets such ipads, ZEdupads, laptops and smart phones in the acquisition of knowledge and skills. This was because most of the parents in the study had reported that children especially those in primary schools were provided with some of the Physical Education and Sport training kits such as shorts, t-shirts, sports shoes. Others were exercise books, pens, pencils and pens.

In light of the aforementioned result, parents are key stakeholders and partners in the development and provision of quality education as they play an important role in supporting their children through the provision of school requirements. The purchasing of both teaching and learning materials for children by parents as a support for Physical Education and Sport is a noble duty that should be encouraged and recommended by all well-meaning citizens including the Government of the Republic of Zambia through the Ministry of General Education. Nevertheless, parental support towards the children which included Physical Education short, T-shirt, canvas, books, pens and pencils was insufficient for the children that were pursuing the subject in primary schools of Chingola District.

There are a number of things which must be put in place in order for a Physical Education curriculum to be implemented effectively such as text books, sports facilities like swimming pools, football pitch, courts for basketball, netball, volleyball, and long tennis, as well as sports infrastructure that can help children to participate in indoor games for instance table tennis, aerobics, and board games such as chess among others. Other significant learning materials needed are training equipment for instance balls for various disciplines, gym mats, vaulting box, playing ground for track and field events, sports attire for different sports, stop watch, relay batons, and bean bags. The availability of sports infrastructure and equipment provide an ideal teaching-learning environment for Physical Education and Sport. This calls for cost sharing between the school and the parents. Like any other subject, a Physical Education and Sport curriculum is expensive to implement. It is for such reasons that parents are recognized as key stakeholders in education in order to facilitate the learning of their children.

5.4 Parents' Perceived Challenges that Affect Physical Education and Sport Support.

With regards to the perceived challenges that affect Physical Education and Sport support, the findings revealed that financial constraint was one of challenges that affected most of the parents in their efforts to give adequate backing towards the subject. This finding was in agreement with the results of Bentley *et al.* (2012) who argued that some of the barriers to Physical Activities were monetary cost and other resources. In our study most of the parents stated that it was so difficult to support the education of children when one was a single mother who did not work anywhere. This was further augmented by parents when they reported that being jobless as a parent, implied that there was not enough money to buy things that were needed during Physical Education classes. This entails that Physical Education and Sport as a subject demands so many requirements such as football boots, white Physical Education shorts, T-shirts and other items. The availability of resources for instance money would ensure that a variety of sporting facilities and equipment are provided adequately and would guarantee the element of diversity in sporting activities which may encourage participation of all the pupils. In order to complement the efforts of parents, the Government of the Republic of Zambia through the Ministry of General Education should encourage the initiative of cost-sharing

in which parents who may not afford to meet the required items for their children to learn Physical Education could be subsidized.

The findings of the study also revealed busy work routines among parents. Dubois (2010) similarly reported that parents in his study did not have sufficient time to support their children's physical education activities and were busy with family schedules. From our study it was clear that parents engaged themselves in different activities in order to put food on the table for the family. This was evident when parents reported that most of them were involved in so many ventures for them to make ends meet. The study indicated a lot of business ventures which parents engaged in such as mobile business and running other dealings of assorted goods from one different town to another in search of market.

Whenever the goods got finished, parents usually traveled to countries like Tanzania for them to procure other goods for sell in Zambia. This meant that parents were always preoccupied with a lot of things to do such that they were lacking time to discuss school related issues with the children and the school at large. This implies that in the community a good number of parents did not have enough time to ask their children exactly what was needed for Physical Education training sessions. In addition, during their free time some of the parents were found either in beer halls drinking or concentrating on other business ventures such as watering the garden and transplanting tomatoes as most of them survived through gardening.

From the aforementioned, it is therefore clear that parents had other commitments that hindered them from offering full support to their children's Physical Education and Sport. However, the education of children should be given priority by the parents. Children depend on the parents for educational assistance. Hence, it is the responsibility of parents to always create time for their children and enquire from them about the teaching and learning materials needed for the subject to be conducted effectively by the teacher. As such, parents may facilitate the teaching and learning of their children in school which can bring about good results in Physical Education and Sport.

Furthermore, the study found that some parents were lacking Physical Education and Sport knowledge. Similarly, Shooba (2013) reported that parents had lacked technical knowledge of subject curriculum and teaching methodology. Additionally, Makuba & Mafa (2013) also supported this finding by reporting that lack of knowledge by parents

on what was expected of them in children's education was a critical barrier to parental support. This was due to the fact that most of the parents typically believed that their children were too young to make decisions of participating in different sports when they were only attending primary school level. This was substantiated when parents stated that it was too early to have started providing Physical Education and Sport attires to the children at that lower level especially at primary school. They argued that at primary school level children were not ripe to show keen interest in sports until they went to secondary school. The challenge was further compounded by the high cost of living. As such some parents preferred to focus on buying home essentials than getting sports attires for one child when several other school requirements were needed for almost every child in the home.

Parents further argued and premised their views on some teachers who shared with them on the requirement of Physical Education and Sport in terms of age limit. For instance teachers guided them that a child who was in Grade 5 was still young to take sports seriously. As such, those children were prevented by their teachers from participating in sports competitions especially running saying that they were under-age. This information from both teachers and parents was timely as it appeared to be a measure that prevented the children from getting hurt as their bones were not yet strong enough to engage themselves in such vigorous activities. Based on this, the importance of allowing children to take formal Physical Education and Sport cannot be overemphasized. This can help to boost the brain of a child, promoting long life fitness, building social skills among others. As such, Schools through Parent Teacher Association should work hard to conduct sensitisation programmes for parents and guardians on the benefits of Physical Education and Sport which is taught to their children in primary schools.

Further, the study found that parents were lacking awareness concerning Physical Education and Sport teaching and learning materials. The finding was in agreement with Trigwell *et al.* (2015) who undertook a study on parents from multi-ethnic groups in England and revealed that there was lack of awareness pertaining to required physical activity guidelines recommendations for their children. Similarly, Mannathoko & Mangope (2013) found that parents in remote areas were not aware that they were supposed to offer their assistance in the teaching services in schools in contributing to their children's learning.

Evidently, from the above observation, it can be argued that lack of knowledge amongst parents regarding Physical Education and Sport requirements is a critical challenge to parental support towards the subject in selected primary schools of Chingola District. Parents lacked awareness of Physical Education and Sport teaching and learning materials such as textbooks, sports shoes for different disciplines and other materials as they were not communicated to by schools to buy for their children. Most of the parents stated that they failed to give full support in terms of teaching and learning materials for Physical Education and Sport in primary schools as they lacked the knowledge of the subject and the suitable materials required to enhance the teaching and learning process. As such they could not help children learning Physical Education and Sport materially and financially. This was also attributed to the fact that maybe most of these parents came from the homes where either their socio-economic status was low or lacked guidance.

Therefore, in order to strengthen this initiative of teaching and learning Physical Education and Sport in schools, there is massive need for the Ministry of General Education through the relevant authorities to heighten the sensitization campaigns in order to make parents aware of Physical Education and Sport as a subject in schools so that they can develop a better understanding of it and contribute immensely towards its demands for the teaching and learning to remain meaningful. This is because parent awareness is key as it enables children to have access to all that which they may require in schools to acquire and apply knowledge for their own progress.

5.5 Implication of the Theory to the Study

According to Ecological Systems Theory by Bronfenbrenner (1979) there are different environments that help the learner to develop. Therefore, factors which influence Physical Education and Sport behaviours occur within a multi-layered context and interpersonal influences are one of them. Relational influences on Physical Education and Sport participation or non-participation is often influenced by significant others such as parents who are well-known to possess the power to impact on a child's behavior by who they are and what they articulate and their actions. Parents coming from diverse cultures have beliefs and values that they impart to their children which can affect them either positively or negatively as children like to emulate parents. This means that interactive influences can have an effect on the choices, attitudes and behaviors a person

adopts. Thus, cultural factors and beliefs that parents are inclined to, may influence how children's Physical Education and Sport is perceived and supported.

5.5 Summary of the chapter

In this chapter, the findings have been discussed in some depth in relation to the research objectives and questions. Regarding the perceptions and support of parents towards Physical Education and Sport, the findings showed that parents had both positive and negative perceptions. The results also indicated the forms of support that parents rendered to their children such as encouragement, purchasing of PES attire, exercise books, ball pens and role modeling. Furthermore, the study revealed the challenges that were hindering parental support. These included financial setbacks, busy work schedules, lack of PES knowledge and lack of awareness concerning requirements for PES. The next chapter presents the conclusion of the study and suggests recommendations for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the findings by bringing out issues on the perceptions that parents have towards Physical Education and Sport (PES), support and challenges that affect parental support towards Physical Education and Sport. In this chapter, the conclusion is drawn on the basis of the findings of the study and thereafter recommendations based on the findings of the study are made. Finally, the chapter ends by suggesting areas for further research based on the findings of the study.

6.2 Conclusion

A number of conclusions can be drawn from the discussion of the findings. The study was based on three objectives and questions.

The first objective was to describe perceptions of parents towards PES learners. The findings of the study indicated that parents had both positive and negative perceptions towards the subject. Positive perceptions included: PES as a source of job opportunities, a tool for heightening community businesses and sharpening children to become physically active thus, the positive perception of PES can be viewed as benefits of teaching and learning the subject. Major negative perceptions were as follows: PES was regarded by parents as the main cause of bodily harm, peer pressure, poor academic performance and it was conflicting with religious and cultural beliefs. This state of affairs may demotivate parental support towards Physical Education and Sport hence yielding poor performance in sport across all sporting disciplines in selected primary schools.

The second objective was to establish parental support towards PES learners. The study indicated that a good number of parents could support PES learners verbally and purchasing of exercise books and PE attire. However, adequate parental support towards PES was lacking. For a primary school to implement a PES curriculum, a lot is needed to put in place for example, sports attire for varied disciplines, sport training equipment such as different balls for unique ball games, gym mats. Vaulting box, palls for high jump, Bean bags, relay batons, stop watch, PES text books for theory learning as well as training facilities for indoor and outdoor sporting activities for instance, football pitch,

basketball pitch, volley ball pitch, long tennis squash swimming pool, table tennis among others. Thus, a PES curriculum is expensive to implement just like any other subject. It is for this reason that combined efforts are much needed from both the school and the parents as this can enhance the smooth running of PES curriculum in school.

The third objective was to establish parents' perceived challenges that negatively affect their support towards PES. The prominent findings recorded were as follows: financial constraints, lack of knowledge and materials required to enhance learning of the subject and busy work schedules. It is clear that it takes a lot of resources for parents to support PES learners in school especially from large families. This means that PES teaching and learning materials are very expensive to purchase especially with homes that have a low socio-economic status (LSES). Additionally, parents found it difficult to involve themselves in sports related activities for their children as they were preoccupied with economic related activities so that they could put food on the table for their families.

The study suggests that parents have more of negative than positive perceptions towards PES taught in primary schools of Chingola and that parental support on PES learners is not adequately done due to the challenges that affect parents such as financial constraints, lack of awareness on specific PES teaching and learning materials and busy work schedules. The study has confirmed that negative perceptions towards PES coupled with insufficient support of the subject may not help children to become physically competent in four selected primary schools of Chingola district. It is clear that parents play an instrumental role in determining their children's PES levels through beliefs and their attitudes.

6.3 Recommendations

Based on the findings of the study, the following recommendations were made;

- i. Evidence from the study indicates that primary school going children were facing peer pressure during sports competitions. It is recommended that School based preventive strategies should involve peer education, anti-drug club meeting, life skills training and skills that promote behavior change.

- ii. It was noted from the study that PES was associated with bodily harm, poor academic performance, and property damaging. Hence, specialists in PES should be handling the children learning the subject for proper guidance and expert advice.
- iii. The findings of the study showed that PES conflicts with religious and cultural beliefs. It was recommended that parents and the PES teachers should harmonise on the decent sportswear to be worn by girls in order to encourage effective participation in PE training sessions or sports competitions.
- iv. The study demonstrated that Parents were facing some challenges that were affecting their support towards PES such as financial constraints. As such it was suggested that parents and School administrators should think outside the box, learn to be innovative, venture into income generating activities in order to support the teaching and learning of PES.
- v. The study revealed that parents were lacking PES knowledge, awareness of the teaching and learning requirements of the subject and that they had busy work schedules. Hence, it was recommended that schools through PTA meetings should be conducting workshops and seminars for parents in order to sensitise the benefits of PES, time management and the nature of the subject.
- vi. Due to religious practices that hinder children to participate in sports on the day of worshipping God, sports competitions to be held during working days only.

6.4. Areas for further research

Arising from the research findings of this study, some other aspects of this study area may not have been studied and these areas may need to be studied. The areas of the study which may be studied include:

- i. Research into the implications of cultural diversity to female participation in Physical Education and Sport in secondary education.
- ii. Future research may also be conducted to investigate how Physical Education and Sport can be implemented among children with special educational needs.
- iii. Research on preventive measures for substance abuse by school going athletes.
- iv. A research on strategies to increase parental participation into sports.

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APPENDICES

Appendix A: Informed Consent Form

Dear Respondents,

My name is **Lilian Kasonde**. I am currently a student at the University of Zambia pursuing a Master of Education in Primary Education. This research is a major requirement for me to complete my programme. Thus, this exercise is purely academic.

1) Purpose

To explore the perceptions and support of parents towards Physical Education and Sport in 4 selected primary schools of Chingola District.

2) Consent

Participating in this exercise is voluntary. You are free to decline to participate in this exercise if as a participant, you feel uncomfortable. This is either before or during the interviews.

3) Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

4) Rights of Respondents

All efforts will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they will suffer no harm as a result of participating in this exercise. Participants are free to seek for any clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent

I have read and I fully understand this document. I therefore agree/disagree to participate in this exercise.

.....
.....

Thank you for your time!!

Appendix B. Opening Remarks

OPENING REMARKS

I would like to thank you sincerely ladies and gentlemen, for coming here this afternoon. Our subject matter of discussion is “perceptions and support of parents towards Physical Education and Sport”.

Before we go deeper into our discussion, I have a few requests directed to you. We shall be tape recording our talks in order to refer back to your comments during writing the actual report. If any person is uncomfortable with the idea, please speak out and you may be at liberty to leave, as this is not a forcing matter. We will not indicate your name in the report. In the process of our conversation, please try as much as possible to speak clearly and loud enough so that you can be heard. Note that, it is very significant to be considerate of each other and allow one person to speak at a time. I will endeavor to make sure that everyone gets a chance to speak. Finally, please say precisely what you think. Never mind about what I think or what your neighbour thinks. We are here to exchange views, feelings, thoughts, ideas, and opinions and have a pleasant time doing it. Negative comments are as helpful as positive ones. As a part of our discussion, I will also be requesting you to carry out various easy mind mapping. A mind map simply means to write down as many thoughts, feelings, as you can within a short period of time. I will give you a specific topic and walk you through the process. I hope and pray that the discussion that takes place today will be valuable to all of you. Please relax and enjoy yourselves. We can now begin by introducing ourselves. Thank you for your attention.

Thank you for your time!!

APPENDIX C: Focused Group Discussion Guide

THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

THEMES FOR FOCUSED GROUP DISCUSSION

Dear Participants

I am a postgraduate student at the University of Zambia pursuing a master of education Degree in Physical Education. I am conducting a research entitled **‘Perceptions and support of parents towards Physical Education and Sport in 4 selected primary schools in Chingola District.** Kindly feel free, open and honest in your responses as all answers you give will be treated confidentially. However, should you feel free at any point of the study is the number of teachers in Physical Education enough to handle the number of your children at this school?

1. Why should parents get involved in their children’s Physical Education and Sport?
2. What are the perceptions of parents towards Physical Education and Sport?
3. What kind of support do parents render to Physical Education and Sports learners?
4. What challenges if any, affect parental support towards Physical Education and Sport learners?

Thank you for your time!!

Appendix D. Demographic Questionnaire for Parents

DEMOGRAPHIC QUESTIONNAIRE

1) Age: _____

2) Gender: _____

3) Occupation: _____

4) Level of Education:

a. Primary or secondary school

b. Completed secondary school

c. Some college

d. College graduate

e. Post-college graduate

7) How many children do you have?

8) Ages of your children _____

Thank you for your time!!

Appendix E: Field Work for Masters/PhD Students



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

Telephone: 291381
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Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 18.04.2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

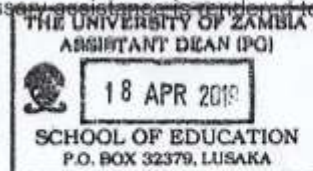
The bearer of this letter Mr/Ms. *Kasonde Lilian*..... Computer number. *2017014449*..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

Emmy Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION



cc: Dean-Education
Director-DRGS