CONSTRAINTS OF INTEGRATED SCHOOL CURRICULUM ON THE TEACHING AND LEARNING OF PHYSICAL EDUCATION IN SELECTED PRIMARY SCHOOLS IN KABWE DISTRICT

BY

MWENYA PAXINA SIAMUBI

A Dissertation Submitted to the University of Zambia in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Primary Education.

UNIVERSITY OF ZAMBIA

LUSAKA

2017

DECLARATION

I, **MWENYA PAXINA SIAMUBI**, declare that this dissertation represents my own work; that it has not previously been submitted by any other person for a degree at the University of Zambia or any other University and it does not incorporate any published work or material from another dissertation.

Signed: …….

Date : …….

COPYRIGHT

CERTIFICATE OF APPROVAL

This dissertation of **Mwenya Paxina Siamubi** is approved as fulfilling the partial requirements for the award of the degree of Master of Education in Primary Education by the University of Zambia.

Examiners:

Name:……... Signed:…… Date: ……

Name:……... Signed:…… Date: ……

Name:……... Signed:…… Date: ……

ABSTRACT

The study aimed at investigating the constraints of integrated curriculum on the teaching and learning of Physical Education in primary schools in Kabwe District in the Central Province of Zambia. Despite the Ministry of General Education introducing integrated school curriculum in Zambian primary schools, teachers encounter problems in the teaching of Physical Education in primary schools.

The study revealed that inadequate teaching and learning materials, lack of subject specialisation, negative attitudes towards the subject, inadequate knowledge about physical education activities and large classes were constraints encountered in the teaching and learning of physical education. The research findings on the teaching and learning methods used in the teaching of Physical Education were question and answer, discussion, lecture method, demonstration and discovery including group work, pair work, field trips and project work. The study further found that Physical Education promoted interactive teaching and learning atmosphere, physical fitness, guided learning, collaboration and willingness to share, mental strength, identification and perfecting on skills and development of leadership skills. Other benefits included promotion of self-discipline, cooperation, self- esteem, help in shaping bodies, makes learners' bodies build resistance to infections and reduce stress thereby enhancing academic performance.

The study concluded that if the teaching and learning of Physical Education could be effective and efficient in the integrated curriculum, there was need to improve on time allocated to teaching and learning of Physical Education in primary schools. Schools should enroll required number of pupils, provide adequate and modern materials and equipment, train specialised teachers to teach Physical Education in primary schools, schools to improve on physical education infrastructure including shower and change rooms, build school halls for indoor activities and motivate teachers and pupils.

The research, therefore, recommends that the Ministry of General Education and school administrators should provide all needed Physical Education materials and equipment which would motivate teachers and learners. Eduction Standard Officers must scale up their monitoring of schools and teachers to ensure schools and teachers were conducting Physical Education lessons in all primary schools. The Zambian Government through the Ministry of Education should conduct sensitisation to all stakeholders about the importance of teaching Physical Education in an integrated curriculum.

DEDICATION

I’m indebted and dedicate this dissertation to the following people:

My husband, Mr. Mwewa and our children Chilombo, Chinanda, Sieta, Chanda and Mwansa for having supported me all the way through my studies.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor, Dr. Joseph Ng'andu for his guidance, observations, intelligence and counsels facilitated in shaping intellectual and scholarly researcher.

Furthermore, I would like to commend Mr. Henry Tembo for his technical support rendered to have this document receive intellectual recognition.

Further appreciations are extended to colleagues whose support deserves special mention. These were: Matildah Kashishi, Enerst Chipampe Mukonko, Grace Shimishi, Jacqueline Lungu, Christine Katongo and William Bwalya Walawala for their exceptional encouragement. Thank you for the confidence you gave me.

In addition, I would like express my gratitude to all the lecturers in the Department of Primary Education for their unique, professional way of handling academic issues.

Finally, I would like to thank my workmates, all friends, relatives, participants and institutions that dedicated their time and energy to make this study a success.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

ABBREVIATIONS

CDT	Craft, Design and Technology
CL	Cooperative Learning
CTS	Creative and Technology Studies
DEBS	District Education Board Secretary
ECZ	Examinations Council of Zambia
FGD	Focus Group Discussion
MESTVTE	Ministry of Education Science Vocational Training and Early Education
MoGE	Ministry of General Education
NASPE	National Association for Sport and Physical Education
PE	Physical Education
PEO	Provincial Education Officer
PSI	Personalised System for Instruction
PTA	Parent Teachers' Association
SEN	Special Education Needs
USA	The United States of America
ZANIS	Zambia National Information Service
ZECF	Zambia Education Curriculum Framework

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background, statement of the problem, the purpose of the study, research objectives, and questions, followed by the models of curriculum integrated, conceptual framework, significance of the study, limitations, and operational definitions of the study.

1.2 Background to the Study

James (1989) defines education as a process of learning, which is aimed at improving moral, cultural, social and intellectual attributes of the pupils individually and members of social groups. The process of learning is looked at as training in the field of morals for individuals through which their potentialities are developed, the traits of the creator are inculcated in them and the culture of the people is transmitted to the coming generations. It is an instrument to change the social, cultural, economic and political set up of the society. Education is also considered a key to development (James, 1989).

Jacobs (1989) attempted to define curriculum options for an integrated curriculum by establishing five options from discipline-based to complete programme integration with degrees of integration namely parallel discipline, multidisciplinary, interdisciplinary, integrated day and complete integration.

In parallel discipline, Jacobs (1989) explain that the disciplines maintain themselves as separate entities but teachers attempt to sequence topics so that related ideas are taught concurrently within the separate disciplines. Multidisciplinary brings together related disciplines in a formal way for analysis and study by supporting a creation of a new course to be offered by finding relationships between existing disciplines. In the interdisciplinary, specific units of study are constructed to bring together all the disciplines within the schools' curriculum designed around themes, ideas which emerge from the regular curriculum and taught for a specific period of time as determined by the teacher. Integrated day is where a

theme-based full-day programme focus on learners interest and needs. In the complete integration, leaners determine their curriculum out of their life experiences, needs and interests to foster self-motivation, independence and goal oriented learners (Jacobs, 1989).

Jacobs (1989) concentrated the definitions of integration on what happens specifically with respect to disciplines if they remain separate entities, taught in regular time-frames and if their boundaries presented new time-frames created to better explore learning possibilities.

Physical Education is a science of human movement which dates back to the origin of mankind. Physical activities from time immemorial and until today form an element of life. Physical Education recognises the importance of physical, mental, emotional and social dimensions of human movement and emphasises the contribution of physical activity to the promotion of individual and group wellbeing (Pangrazi, 1995).

Holbrook (1996) states that learning involves acquisition of knowledge, concepts, skills and attitudes also central to teaching and learning of Physical Education. In addition, it plays the role of recognising its potential for integration with other curriculum areas. Physical activities conducted during Physical Education lessons are not only essential for a child's health, but are also critical for the child's ability to learn. Rink (1998) states that Physical Education is an essential subject matter dedicated to learning in the psychomotor domain and committed to developing lifetime physical activity patterns. Physically active children perform better academically, have better classroom behavior and attendance, psychological well-being, make fewer risky choices and are at a decreased risk for a host of chronic diseases including diabetes and obesity. Rinks (1998) explain that it is not by accident that the relevance of physical activities to the human body was recognised many centuries ago by the Romans when they said: 'Men's SanaIncorpore Sano' which means 'a healthy mind in a healthy body.'

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

Hasenkrüger (1969) revealed that during the early 1920s, many states passed legislation requiring Physical Education and throughout the early twentieth century, into the 1950s, there was a steady growth of Physical Education in the public schools. The evolution of Physical Education, along with other educational professions, reflected contemporary changes in society. However, shifts in curricular emphasis were evident when wars occurred and when the results of national reports were published. For example, as a result of the bombing of Pearl Harbor and the United States' entrance into World War II, the emphasis in Physical Education shifted from games and sport to physical conditioning. Similar curricular shifts were noted in 1953 when the Kraus-Weber study found that American children were far less fit than their European counterparts. As a result of this report, the President's Council on Physical Fitness was established to help combat the falling fitness levels of America's youths.

In Ethiopia, Siedentop and Tannehill (1999) explain that during the 1950s and the 1960s, Physical Education at the elementary level experienced tremendous growth. Today, many Physical Education programs emphasise overall fitness, referred to as *wellness*, as well as skill development. However, since the 1970s the number of schools offering daily Physical Education had drastically decreased- 1995 statistics from the Centers for Disease Control and Prevention (CDC) showed a drop from 43 percent in 1991 to 25 percent in 1995 (Tirusew, 1998).

In Nigeria, Akindutire (2014) revealed that since the early days of Nigerian history, Physical Education has always been considered as an integral part of educational system as obtained in several nations of the world. The awareness of the values of physical activities and sports, gave a boost to the prominence given to the practical and pedagogical aspects of physical education in all segments of the educational system in Nigeria, between 1950s and 1980s. Physical Education was a compulsory subject in the curriculum of primary and teacher education, while the National Policy on Education of 1970s and 1980s accommodated the programme for secondary education. However, it was rather disturbing to note that there had been a systematic decline in the fortune of physical education in Nigerian schools since 1990. Akindutire (2014) further explain that Physical Education, as a teaching subject, had suffered neglect in Nigerian educational institutions in the past, as its scope was limited to

exercises, physical drills or muscle building. National Policy on Education (2004) state that the Federal Government of Nigerian in its policy on education then, stressed the need to direct the quality of instruction at all levels, towards the promotion of educational, physical and psychological health of all children to enable them become functional and productive members of the society.

In the colonial era, Physical Education was introduced in Zambian schools as one of the academic disciplines taught in schools and still being taught but regarded with varying degrees of importance. It was an old subject in Zambian traditional education essentially practical in form of training, which was designed to provide good upbringing of the individual member of a given group to live a useful and happy life in society (Mwanakatwe, 1965).

In the olden days, Kakuwa (2005) states that Physical Education in Zambia included activities such as hunting, gathering food and dancing. However, there was evidence that the level of development of Physical Education varied from school to school. Physical Education in the 1970s carried low status in majority of the schools. In most schools it was popularly known as *'ifyakutoloka toloka'* which meant *'jumping about'* with children on dusty grounds behind class buildings and often reduced to '*votaba taba'* meaning '*jogging or running about'.*

Zambia has gone through a number of educational reforms since independence. In addition, there have been a lot of changes in terms of subjects taught in schools including Physical Education which was initially a standalone subject. In 1999, the Ministry of Education, under the Basic Education Sub Sector Investment Programme integrated the syllabus for primary schools from grade1-7 which was as a result of the Basic School Curriculum Reforms. The integrated Zambia Education syllabus for primary schools emphasised on developing creativity analysis, problem solving, and investigation in learners. Physical Education in this syllabus fell under Creative and Technology Studies (CTS) with other subjects such as: Home Economics, Art and Design, Industrial Arts and Music (MOE, 2003).

In November 2005, the United Nations (UN) General Assembly declared the year 2005 as the International Year of Sports and Physical Education (IYSPE, 2005) where the President of the Republic of Zambia announced the re-introduction of Physical Education as mandatory school curriculum and as a pillar to foster education, health and personal development.

The quality of teaching Physical Education in primary schools and the subsequent learning experience offered, has been contentious for some time. Perhaps more so recently with the proposed changes to education, and specifically Physical Education, as a result of recent curriculum reviews. Physical Education provides children with learning opportunities through the medium of movement and contributes to their overall development by helping them to lead full, active and healthy lives. Besides, Physical Education is distinguished from other curricular areas by its primary focus on the body and physical activity which is an integral part of the education of the child. It is complete through a diverse range of experiences providing regular, challenging physical activity, the balanced and harmonious development and general well- being of the child is fostered (Kakuwa, 2005).

In 2013, the curriculum was revised and the Zambia Education Curriculum Framework of 2013 came on board. Some prominent curriculum changes at this level for Creative and Technology Studies were that the lower primary school was to offer five learning areas while the upper primary was to offer seven learning areas. Creative and Technology Studies was to comprise key content for Technology studies, Music, Home-Economics and Expressive Arts in this case Physical Education (Ministry of Education Science Vocational Training and Early Education, 2013).

In placing emphasis on the importance of Physical Education, the Ministry of Youth and Sport policy of (2012:13) advocated that "teaching of Physical Education in learning institutions be mandatory" and other stakeholders had advocated for PE to be practically re-implemented in schools in line with Ministry of Education's approved of National curriculum that recognizes Physical Education to be a full time taught subject in schools. It is against such a background that the Ministry of Education Science Vocational Training and Early Education (2013) developed the Zambia Education Curriculum Framework (ZECF) to

provide further guidance on the preferred type of education for the nation. Because of the importance attached to practical subjects, the Ministry of Education emphasized that; there should be two path ways in the curriculum of which both should be examinable.

However, despite all the efforts the Ministry of General Education has put in place in ensuring that Physical Education is taught in schools and without realising the importance and the value of physical education, very few teachers in primary schools have taken up a challenge of teaching the subject. Although Physical Education has been integrated in the revised curriculum, it has not been accorded the attention it deserves by teachers in primary schools. The constraints of integrated curriculum on the teaching and learning of Physical Education in primary schools are not well established, hence the study to investigate the constraints of integrated curriculum on the teaching and learning of Physical Education in primary schools.

1.3 Statement of the Problem

Since the introduction of the integrated curriculum in Zambian primary schools, teachers were seen to experience problems in the teaching of Physical Education. Most teachers trained in colleges of education tend to specialise in particular subjects and hence, find it difficult to teach an integrated curriculum. In addition, teachers do not know what methods, teaching and learning resources to use when teaching Physical Education (Yambayamba, 2007). It is against this background that the researcher undertook the study to investigate constraints of the integrated school curriculum on the teaching and learning of Physical Education in selected primary schools in Kabwe district.

1.4 Purpose of the Study

The purpose of the study was to investigate the constraints of the integrated school curriculum on the teaching and learning of Physical Education in selected primary schools of Kabwe District in Central Province of Zambia.

1.5 Research Objectives

i. To investigate constraints of the integrated school curriculum on the teaching and learning of Physical Education.
ii. To establish the teaching and learning methods used for teaching Physical Education in an integrated curriculum.
iii. To ascertain benefits of teaching and learning Physical Education in an integrated school curriculum.

1.6 Research Questions

i. What constraints are faced in the teaching and learning of Physical Education in an integrated school curriculum?
ii. What methods are used for teaching and learning Physical Education in an integrated school curriculum?
iii. What benefits are there in the teaching and learning of Physical Education in an integrated school curriculum?

1.7 Models of Curriculum Integration

In attempts to help teachers understand curriculum integration, various authors have presented their models of integrated curriculum designed to explain the various stages of curriculum integration and ease the concern many educators have about how to blend content and create seamless curricula (Kysilka, 1998). In how to integrate the curriculum, Fogarty (1991) identified ten models of curriculum integration, ranging from the fragmented disciplines approach to a completely worked approach to curriculum planning. Between the fragmented and worked points of Fogarty's continuum, eight other models of curriculum integration:

i. **Connected**: ideas within each content area related to each other and connections made between prior knowledge and knowledge yet to be learned.
ii. **Nested:** organising skills needed within each discipline in order to completely understand the content.

iii. **Sequenced**: rearranging of topic within a discipline to coincide with those of another discipline.

iv. **Shared**: partnering of disciplines and units planned to focus on overlapping ideas or concepts.

v. **Webbed**: use of themes as a basis of the curriculum integration.

vi. **Threaded**: a meta-curriculum is designed around specific thinking, social or study and content becomes the vehicle for these skills to be learned

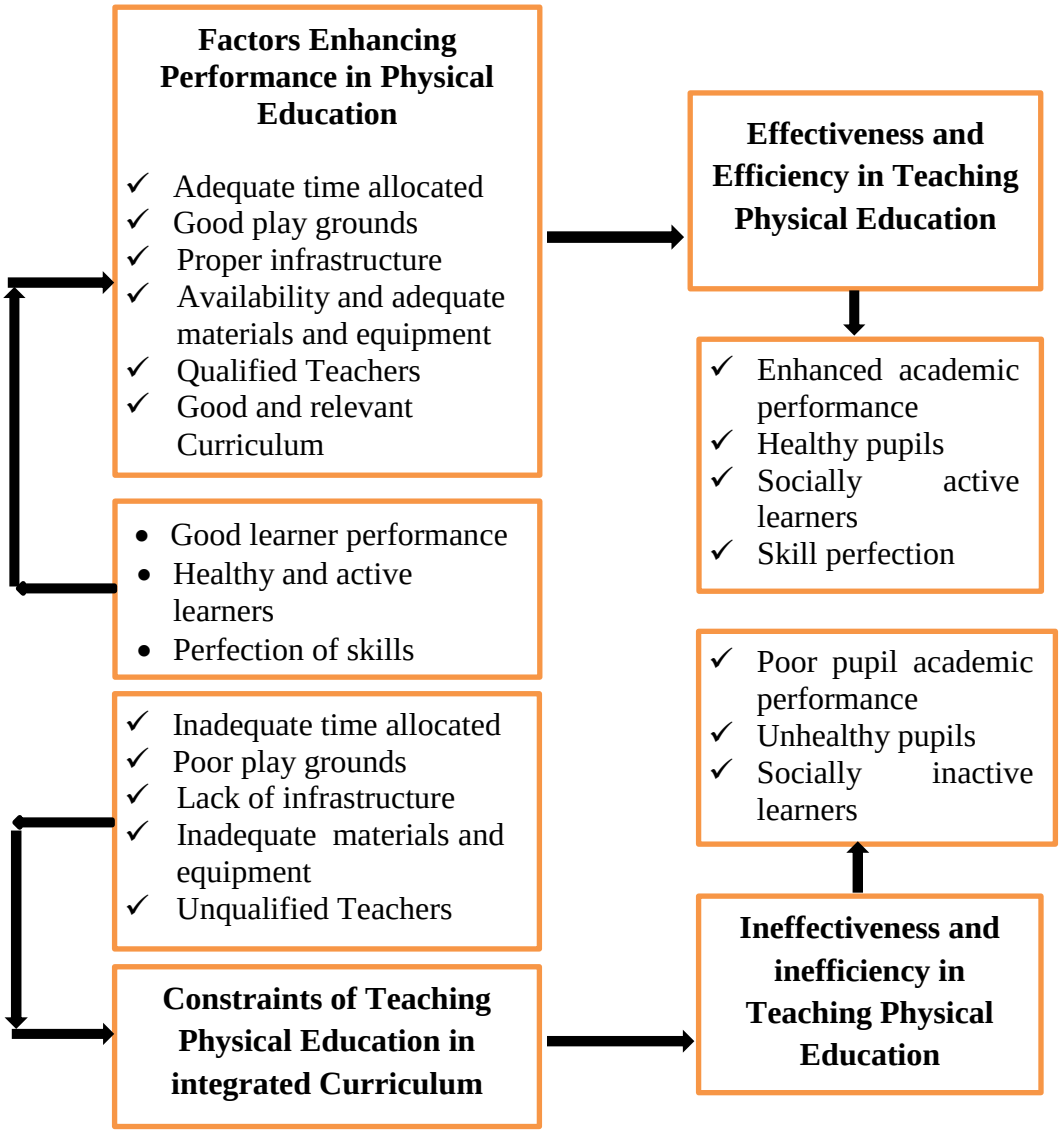
vii. **Integrated**: teams of teachers work together in all disciplines to find overlapping concepts and ideas around which they can plan units of study and implement them in common teaching time.

viii. **Immersed**: getting immersed in a field of study and filters information from content areas through own lens. Sharing of knowledge with other teachers.

The models presented by Fogarty (1991) raise the issue of what is meant by curriculum integration by incorporating skills within the disciplines-based curriculum while the dismantling of disciplines for a more comprehensive notion of curriculum meant only immersed and net-worked models being helpful in rethinking of the curriculum.

In this study, the researcher used; connected, sequenced, shared and threaded as the models of curriculum integration in collecting and analysing of data. Net worked integration requires learners to recognise relationships of ideas within and between the separate disciplines as well as ideas and learning strategies within and between learners.

1.8 Conceptual Framework



Source: Author, 2017

Figure 1.1: The Conceptual Framework on Constraints of Integrated School Curriculum on the Teaching and Learning of Physical Education

Figure 1.1 explains that the effective and efficient teaching and learning of Physical Education in primary schools is enhanced by adequate time allocation, good play grounds, proper infrastructure, availability of Physical Education materials and equipment handled by competent qualified teachers. For example; having well-furnished school hall for indoor activities, swimming pools and good well-marked play fields. On the contrary, lack of the

physical education materials and equipment, poor play grounds, unqualified teachers result in having unhealthy learners, poor performance with low self-esteem and display of unsocial traits.

1.9 Significance of the Study

The findings of the study may:

i. Provide a current analysis of the constraints of integrated school curriculum on the teaching and learning of Physical Education in Primary Schools and help curriculum developers focus on specific areas to revise.
ii. Provide a base for further research on the constraints of integrated curriculum on the teaching and learning of Physical Education in Primary Schools.
iii. Contribute to the body of knowledge on constraints of integrated curriculum on the teaching and learning of Physical Education in Primary Schools in Kabwe District, Central Province and in Zambia at large.
iv. Be helpful to the Ministry of General Education in adopting appropriate measures which would address the constraints of the integrated curriculum on the teaching and learning of Physical Education in Primary Schools.

1.10 Limitations of the Study

Although, constraints of teaching and learning may cut across the education system, the study was restricted to investigate the constraints of the integrated curriculum on the teaching and learning of Physical Education in primary schools.

The number of participants in the study was small compared to the target population of the district, province and the nation at large. Therefore, generalisation should be done with caution.

1.11 Operational Definitions

Constraints: difficulties or challenges that act as a barrier in the teaching and learning of physical education in primary schools.

Curriculum: the combination of subjects taught at an education institution, or topics taught within a subject of physical education. All Physical Education activities which are planned and guided by the school whether it is carried on in group and individual inside or outside the school.

Integrated: the combination of two or more subjects into broader subject areas.

Physical Education: the teaching and learning of physical activities in schools.

School: an institution in which children and teenagers are taught.

1.12 Summary

This chapter presented the background, statement of the problem, the purpose of the study, research objectives and questions, followed by the models of curriculum integration, conceptual framework, the significance of the study, limitations and operational definitions of the study. The next chapter will discuss related literature on the Integrated School Curriculum, constraints of teaching and learning of Physical Education in schools from across the globe, teaching and learning methods and benefits of teaching and learning Physical Education in an Integrated School Curriculum.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter one highlighted the introduction of the study on the constraints of integrated school curriculum on the teaching and learning of physical education in primary schools. This chapter will review related literature on the Integrated School Curriculum in Zambia and the constraints, methods and benefits of teaching and learning of Physical Education in an integrated curriculum from across the globe.

2.2 The Integrated School Curriculum in Zambia

The Ministry of Education (2010) explain that there were the 18 courses organised in seven study areas; Education and Professional Studies, Literacy and languages, Mathematics, Integrated Science, Social and Spiritual Moral Education, Technology Studies and Expressive Arts for the new primary school teacher course syllabi.

Walawala (2015) state that in wanting to deliver holistic education in primary schools, any government like Zambia has to monitor, supervise, evaluate and revise curriculum for primary schools and Primary Colleges of Education. Because of this reason, the government began to make changes in the curriculum for both Primary Teachers' Colleges of Education and Primary school syllabi (BESSIP 1999 to 2002).

The main position of the Zambian Government was to build up a holistic child through education and advocated for the integration the curriculum. After designing a Zambia Basic Curriculum Framework, the Ministry of Education through the Curriculum Development Centre started to implement new syllabi for Primary Schools, The Zambia Basic Education Syllabi GRADES 1-7 in 2003.

The Ministry of Education under the Basic Education Sub Sector Investment Programme, (BESSIP) carried out Basic School Curriculum Reforms necessitated by the need to solve long standing problems in the existing curriculum such as being overloaded,

compartmentalised, examination oriented and inflexible. The reforms were also an attempt by the Ministry of Education to capture the latest knowledge in the fast changing world, BESSIP from 1999 to 2002 (Walawala, 2015).

At primary school level, five study areas were made in which all old and new subjects were organised and grouped as a result of reforms done on the curriculum that the MOE (2003) undertook that:

> *In response to these reforms, new syllabi have been developed in five learning areas. The learning areas are; Literacy and Languages, Integrated Science, Creative and Technology Studies, Mathematics and Social and Developmental Studies.*

However, the MOE (2001) reflected the following rationale for the change of the curriculum:

> *In May 1996, The Government of the Republic of Zambia issued a comprehensive national policy on education known as "Educating Our Future". One of the aims of this policy is to improve the quality of education and to increase the number of teachers at primary and Basic Education Level.*

The Ministry of Education intention was to achieve its aim through the Zambian Teacher Education Course (ZATEC) which represented a radical shift in teacher education based on the principle of integration of the traditional subjects rather than their differentiation and a curriculum that was relevant and responsive to local needs by stressing active participation of learners and reflection on the learning process.

However, in as much as the Ministry of Education was trying to address the problem of crowded curriculum and repletion of topics in different subjects, it did not look at the foreseeable constraints that the integrated curriculum was to bring about in the teaching and learning of Physical Education in primary Schools. Hence, the study to investigate the constraints of integrated curriculum on the teaching and learning of Physical Education in primary schools

2.3 Constraints of Integrated School Curriculum on the Teaching and Learning of Physical Education

In Korea, Park (2008) state that since the 1950s, the Korean educational system had adopted the policy of teaching subject matter in separate lessons based on various subjects. The approach was heavily criticized, mainly for three reasons that: knowledge was constantly accumulating and fundamentally changing, and that there was a discrepancy between the learners' holistic perceptions of the world and the artificial fragmentation of content, and that there was the serious problem of learner alienation and a lack of engagement with school. Hence, curriculum integration was, therefore, extensively researched in Korea with focus on the need for curriculum integration (Hwang, 1998; Kim, 1992).

Kysilka (1998) was quick to state that the attention to integration was growing exponentially and with such rapid growth came confusion, uncertainty and concern over exactly what was meant by integration and how schools were about to implement the ideas.

Many studies have reported that curriculum integration was initiated in Korea in 1981, but that teachers did not actively participated in its implementation. Teachers' roles in and understanding of the curriculum were crucial to curriculum integration's proper implementation. Though theoretical frameworks were indeed comprehensive, detailed and thorough, teachers who did not understand these frameworks as they were not able to successfully implement the curriculum (Hwang, 1998).

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

In Zambia, The Ministry of Education (1996) state that pupils between the ages of five and 18 years of age are expected to learn in school to be taught by teachers. Learners attain the education that may prepare them to become productive members in their adult years. What they learn determine the choices they make when they enter the workforce or continue to higher education. This, however, is greatly threatened by lack of implementation or teaching

of Physical Education as a result of the integration of the curriculum. Learners that may have an opportunity to excel through skills attained in Physical Education when the subject is taught especially at elementary levels are denied of their bright future.

However, Osterhaus (2004) stated that teachers face a lot of challenges in teaching Physical Education arising from its integration with other subject areas. One of the challenges is that it is not easy to minimise imaginative experiences in order to include tactual, manipulative materials. This challenge is vividly seen in the teaching of Physical Education where teachers are unable to perform most of the activities in this subject and as a result shun the teaching of Physical Education in school in preference to others.

Additionally, Kirchner and Fishburne (2000) stated that teachers also have constraints in determining the content as most them find it difficult to teach Physical Education because of the integration and that the content of the syllabus is usually bulky to them and end up developing negative attitudes towards the subject. This is worsened by other factors inhibiting smooth implementation of physical education activities in schools such as the inadequate teaching and learning materials in schools and lack of specialised teachers for Physical Education. It was found that teachers in primary school were all trained to teach all the subjects but had difficulties to recognise pupils' needs and adapts their teaching methods appropriately; as a result they faced challenges in teaching Physical Education. Similarly, the Ministry of Education (1998) found out that teachers had negative attitudes towards teaching some subjects and most of them found difficulties to adapt to new methods that could benefit pupils. This prompted the researcher to investigate the constraints of integrated curriculum on the teaching and learning of Physical Education in primary schools.

Huntley (1999) explain that much research indicates that for curriculum integration to be successfully implemented, teachers must have knowledge of and learn how to effectively deal with school constraints and contextual factors. Thus, the education system should include in-service programs that provide teachers and principals with extensive theoretical knowledge related to curriculum integration along with practical experience.

Florian and Rouse (2001) revealed that teachers lack knowledge about Physical Education activities. They were actually quite knowledgeable, but that knowing and doing were very

different things. What teachers were able to do was constrained by subject department, school policy, the availability of resources, crowded and small classrooms. In addition, large classes also affect the teaching in elementary schools. In Egypt, Al-Sharif (2010) found out that unqualified teachers constituted a major problem especially in teaching Physical Education in Primary Schools. Teachers often conducted Physical Education lessons as supervised play as they had not undergone any training in Physical Education.

Mann, Williams, Ward and Janelle (2007) state that class size refers to the number of pupils required to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher. Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the pupils and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning. In a case where integration of the curriculum is concerned, the larger the size of the class the more constraints that arise in making relationships and correlations among subject learning arears.

Barnett, Beurden, Morgan, Brooks and Beard (2009) explain that there are arguments, which support the idea, that class size by itself has methods of teaching though there are scholars who strongly favor the need for appropriate number of pupils in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars. Because it is assumed that as the class size increase, pupils face any or all of the following problems any lack of clarity of purpose, lack of knowledge about progress, lack of advice on improvement, inability to support independent study, inability to support wide reading, lack of opportunity to discussions and inability to cope with variety of studies. Other problems include inability to motivate students.

Smith (1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educators believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, pupil relationship. As to how many students to have in Physical Education class, there is a general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp (1968) noted that:

> *Generally speaking, classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.*

Besides, Knapp (1968) in trying to answer the question on, 'how can class size affect effective teaching?' He replied that a teacher who approaches individual instruction by insisting upon guiding every detail of every student's movement can provide individual instruction for only a very small group. Therefore, instruction in limited class size requires more preparation before class begins. Space equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously within the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student's dependence on the teacher for direction, visual information, modeling, and explanations.

Similarly, in Kenya, the National Association for Sport and Physical Education- NASPE (2006) also recommends that the size of physical education class be consistent with those of other subject areas with a maximum of 30 per class for safe and effective instruction. When pupils with special needs are included in regular physical education classes, their placement should not cause an appropriate class size to be exceeded. Without a doubt, many physical education teachers today face class sizes larger than this with 40 pupils in a class and more.

Sadker and Sadker (1986) amplifies that when dealing with classroom management in relation to constant changes to the curriculum, the number of pupils per class, the type of activities, the amount of pupils with disabilities, the availability of resources and developing strategies to run a successful class and program will always be a challenge for teachers. Safety issues, effective lesson planning and delivery, and motivational and behavioral problems among pupils require the teacher to adjust plans to fit the specific circumstances of each class in order to maintain a level of organisation that satisfies the learning environment.

In addition, Pogrund, Fazzi and Lampert (1992) revealed that teachers' skills, use of teaching methods, practices, expertise and attitude constituted some of the challenges that

teachers face in teaching some practical subjects. In the art of teaching, anything a teacher does is going to be scrutinised by pupils. If the teacher serves as an ideal role model, demonstrates competence, as well as confidence, in the subject he or she is teaching, the pupils will respond positively. Kasser (1995) stipulates that teachers have many other dimensions in teaching if quality has to be realised by being academically knowledgeable and demonstrating care for the pupils through encouragements and concern.

Adedeji (1985) conducted a study in Nigeria on factors affecting teachers' efficiency in teaching. The study found that the organization of the school system affects how well the teacher is supported. School systems with programs such as mentors, a strong network of supportive teachers in a cooperative environment and administrators that are efficient leaders encourage a teacher to be highly successful.

Mutiti (2011) explain that in many Zambian schools, Physical Education class time was used as a time to take a break from serious class work. Though Physical Education has been made examinable in Zambian secondary schools, less effort is seen in its implementation because of numerous challenges teachers' face in schools starting from primary schools. Thus, it is likely that the potential academic benefit of Physical Education has been consumed by these challenges. Morgan and Hansen in (2008) stated that poor facilities and equipment were a realistic limit in teaching Physical Education which underestimated the quality and potential academic benefits of the subject. In support, Nyawali (2003) stated that budgetary problems had caused some schools to cut back on educational services, particularly in physical education and sport by not providing teaching aids, equipment and facilities for physical education in schools. Instead, there was too much emphasis on other academic disciplines for better results.

The teaching and learning of Physical Education seem a challenge as a result of the integrated curriculum. The critical question one could ask concerning constraints of the integrated curriculum in teaching and learning Physical Education is that, 'what constraints of the integrated curriculum are on the teaching and learning of Physical Education?' This study therefore sought to investigate the constraints of integrated curriculum on the teaching

and learning of Physical Education in primary schools in Kabwe District of the Central Province of Zambia.

2.4 Teaching Methods used in teaching Physical Education in an integrated Curriculum

Posner (1992:35) states that as far as teachers are concerned "no one is in any doubt that the chief agent in the process of educational reform is the teacher." This entails that teachers play a crucial role in determining the success or failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her altitude, skill, and experience is the most important of all in determining the success or failure of the process of curriculum implementation.

The curriculum recognises that the child should be an active agent in his or her own learning and that the child's existing knowledge and environmental experience should be the starting point for new knowledge. Department for Education and Skills (2003: 20) stipulates that:

> *It is the quality of teaching more than anything else that determines the success of the child's learning and development in school. The school ethos, which includes the teacher and his or her relationship with the child, is viewed as being of paramount importance in the learning process and when children are accorded a positive school experience which includes development of their literacy, numeracy and communication skills, which in turn enhances their self-esteem and confidence and their motivation to learn is increased. The pedagogic principles of the integrated curriculum which characterise the above learning processes are as follows: the child's sense of wonder and natural curiosity is a primary motivating factor in learning; the child is an active agent in his or her learning; learning is developmental in nature.*

The integrated curriculum is also clear that approaches to teaching vary to complement learning and take into account the differences in children, their interests and motivation, their varied personalities and the many ways in which they learn. It is stated in the curriculum that the teacher needs to adopt innovative approaches to teaching and to be aware of changes and developments in educational theory and practice.

Killen (2007) stipulates that there are currently eight dominant instructional models and methods to teaching Physical Education. These are by no means the only methods used to teach Physical Education but they occur most frequently in the literature. Five (5) methods have been adapted for Physical Education from other settings or content areas. The remaining three (3) were developed exclusively for use on Physical Education settings.

Metzler (2011) simplified and illustrated that the five models and methods adapted for Physical Education from other settings include direct instruction, cooperative Learning, Personalised System for Instruction (PSI), peer teaching and inquiry teaching. The three models and methods developed exclusively for Physical Education were Sport Education, Tactical Games Approach- (Teaching Games for Understanding- TGfU, Games-based Approach, Play Practice, and Game Sense) and teaching for Personal and Social Responsibility through physical activity.

2.4.1 Direct Instruction Method

Metzler (2011) explains that Direct Instruction Method is a traditional Physical Education lesson model which typically relies upon the direct teaching of new skills in isolation followed by a drill to practice the new skill via repetition and then concluding with a game to apply the skill in context. This traditional model of Physical Education instruction typically relies heavily on direct instruction teaching strategies. In Hattie's (2009) synthesis of research, it was found that direct instruction was one of the most influential teaching strategies that linked to pupil achievement and direct instruction as a teaching strategy in Physical Education is no exception.

Hattie (2009) explains that some of the most effective Physical Education curriculum that has been demonstrated improved FMS within primary schools using controlled trailed studies was based on direct instruction teaching methods. Examples of these include Sport Physical Activity and Recreation for Kids Physical Education study in the United States and Move it Groove it study in Australia.

According to Hattie (2009), direct instruction is incorrectly and frequently confused with didactic teacher-led, talking from the front of the class teaching. Direct instruction involves seven major steps of which can be used to create a very powerful Physical Education lesson that will improve FMS development in your students. These steps are adequate lesson preparation, establishing the success criteria, build a 'hook', perform guided practice, conclude with independent and cooperative practice and lastly lesson closure.

2.4.2 Cooperative Teaching Method

According to Hopkins and Harris (2000) cooperative teaching is considered highly helpful when used correctly, pupils are put in groups to work together and usually not grouped by ability, but put in a group of a variety of levels and are given tasks to accomplish together. One of the strengths of this method is that the teacher can assign specific tasks to pupils at different ability levels.

Blakely, Lang and Hart (1991) indicated that cooperative method of teaching promoted a sense of mutual responsibility among the pupils. They learnt to put in more effort to research for the topic and apply effective methods to get the result. Cooperative group work assists in developing both social and intellectual skills as well as helping practicing the skills of negotiation, organization and communication. Similarly, Slavin (1990) revealed that cooperative incentive structures where two or more individuals depend on each other for a reward that they will share if they are successful themselves had significant effects on the achievement of individual pupils; group rewards for group products did improve pupil achievement.

Kyndt, Lismont, Timmers, Cascallar and Dochy (2013) describes that Cooperative Learning (CL) is more effective than both competitive and individualistic approaches to learning. Some evidence in physical education specifically states that cooperation is far superior to the narrow conception of competition (winning and losing) in promoting achievement for all age groups. According to Stanne, Johnson and Johnson (1999) Cooperative Learning can promote student achievement in the physical, social, cognitive, and affective domains.

Cooperative Learning has also been shown to promote inclusion, engagement, and active participation in learning with diverse learners who hold various learning needs. This Cooperative Learning approach to physical education is capable of meeting a wide range of educative goals in physical education (Dyson and Casey, 2012).

Johnson and Johnson (2009) state that the fundamental underpinning of a Cooperative Learning Method in Physical Education is that pupils 'sink or swim together'. In other words, pupils are dependent on one another to learn and not just the teacher. Indeed, Cooperative Learning places academic and social learning at par with one-another and students are required to work together in small groups to learn without direct or persistent instruction from the teacher. Consequently, and in order for teachers to support students in working together and constructing new understandings, the teacher should plan for and implement a number of micro strategies. However, please note that these vary dependent on different interpretations of the Cooperative Learning approach adopted and might also be referred to as benchmarks or elements.

This method if well used in the integrated curriculum, guides and helps teachers and learners appreciate the link that exist among different disciplines. Learners are fully engaged in the learning process and gain the ability to relate concepts derived from fragmented academic areas.

2.4.3 Question and Answer

Holbrook (1996) specifies informal teaching methods like questioning which are always known to be effective methods due to their interactive nature. Today every teacher still uses this method. Questions asked in the learning situation will vary with the purpose of the lesson, the category of pupils and their level of understanding. Good questions are those which encourage pupils to find links between things or ideas, draw inferences, explain facts, make judgments or generalizations, interpret, apply skills and understanding solving of problems, analyze situations and discover new applications for ideas. Other good questions can be asked and answered in the affective area of learning. Questions included here are those which encourage pupils to consider values, attitudes feelings, interests, beliefs and

emotions all of which are likely to affect their behavior, choice and direct the teacher in selecting the teaching methods.

Similarly, Lydon and McGraw (1973) revealed that questions are asked by the teacher with an intention to know what the pupil has learned from earlier discussions and helps in deciding what should be taught further. It is important to understand that question and answer method is used by teachers in teaching all pupils in schools. Though this kind of method is used, it seems to be a problem to teachers in teaching Physical Education to pupils. They find it difficult in how to select teaching methods.

The question and answer teaching and learning method is a common one and used more often in all disciplines. It promotes the interaction between the learners and teachers thereby creating immediate feedback and helps learners get focused in the learning process. Question and answer method is widely used even in other teaching and learning methods. This study therefore, sought to establish how the constraints of the integrated curriculum on the teaching and learning of Physical Education in primary schools.

2.4.4 Lecture Method

Powell and Nelson (1997) postulated that lecturing is the most common method of instruction and process of teaching by giving spoken explanations of the subject that is to be learned. This method should often be accompanied by visual aids to help pupils visualize an object or problem. Many teachers use this teaching method almost exclusively as it is considered to be the simplest and can cover large amounts of material in a short period of time. In addition, Davis and Hopwood (2002) stated that while adopting the lecturing method, the teacher should give an introduction, a proper summary and make sure that the information is specific to the audience. Lecturing method should be accompanied with suitable examples for the better understanding of the pupils. It is like a discourse on a particular subject or topic that is for the entire class or public.

Davis (2003) explains that the human brain absorbs more and understands better when visual aid facilitates learning. The method works on three criteria- observing, retaining and replicating. The pupils learn more by observing things and through initiation of activities.

Though, the lecture method is used with other methods in teaching pupils in schools, teachers still find difficulties on how to select suitable methods in teaching Physical Education. If this problem is not dealt with, teachers will continue having difficulties in teaching Physical Education in schools. In the end, pupils will continue lagging behind in their academic work. However, it is not known as to how teachers select suitable teaching methods used in teaching Physical Education hence this study.

2.4.5 Demonstration Method

Davis and Hopwood (2002) expressed that inquiry-based learning is based on the scientific method and can be used for virtually all subjects though it takes a lot of time, energy and planning but is often very effective. Pupils' practical problem solving and critical thinking skills are observed to arrive at a conclusion. The method is extremely pupil-centered and pupil-directed and can be modified at any level, reaching them where they are. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

Quist (2000) found that demonstrations help to raise pupil interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts .With the help of demonstrative teaching, pupils get an opportunity to explore the various aspects and understand the theory from a different perspective. Similarly, Blakely *et al*. (1991) state that demonstration enhances the pupils' understanding by practically applying the knowledge and sharpening their skills. Pupils are capable of identifying and organizing the subject matter in a more efficient way and practical experimentation is a very good method used for demonstrating the subject as it stimulates thinking and the formation of concepts and generalizations.

Mumba (1996) conducted a study on community based approach in Zambia on inclusion through democracy and human rights. The study found that the quality of education in Zambia had deteriorated and the society as a whole was concerned about that trend. Most experienced teachers, who work in isolation from their fellow teachers, continue to teach in the same way they did when they first qualified decades before.

Many studies have been conducted on methods used in teaching pupils in schools. However, it was not known as to how teachers who have difficulties in selecting suitable methods teach Physical Education.

2.4.6 Personalised System for Instruction in Physical Education

Darst, Pangrazi, Brusseau and Erwin (2014) states that the Personalised System of Instruction (PSI) model was developed by Keller and Sherman during the 1960's out of the field of experimental behavioural psychology and based on five major characteristics of self-pacing, mastery learning, teacher acting as a motivator, emphasis on the written word for study materials and student proctors.

The goal of using the PSI approach is to allow students to learn independently so that the teacher could interact with the students needing the most assistance. The PSI approach acknowledges that not all students have the same interests and abilities. It therefore allows students to progress at a rate that coincides with their individual abilities. Students with higher skills are allowed to progress at faster rates while other students may take additional time to complete each activity. The evidence supporting the PSI is very similar to the other mastery learning programs however descriptions of the use of PSI to teach physical education are limited (Hannon, Holt and Hatten, 2008).

Tousignant (1983) described the use of PSI for teaching a school tennis program. She acknowledged that the system has its drawbacks and potential benefits due to the need for careful planning by the teacher. The key features to the effective implementation of the PSI model in a physical education program include;

- Pupils proceeding through the course at their own pace;
- Pupils demonstrating mastery of each component of the course before proceeding to the next;
- Teachers being involved more in 'tutorial-type' support of students in that they provide motivation for pupils to complete work, teaching intervention as required and help individual pupils attain the stated goals of the physical education course.

2.4.7 Peer Teaching in Physical Education

Using peers as co-teachers (of themselves and others) is a quite powerful teaching strategy, particularly, if the aim is to teach pupils the ability to self-regulate and control their own learning and to become teachers of themselves. It is less effective if it is employed as a teaching strategy whereby older pupils simply teach struggling younger pupils.

Barnett *et al.* (2009) explain that in a Physical Education context, peer teaching has been predominately used in primary schools and as a method of fostering inclusion of learners with disabilities into regular physical education classes. In some specific Physical Education studies, the concept of Class Wide Peer Tutoring (CWPT) has been suggested as being a better teaching strategy than traditional approaches of peer teaching. CWPT involves the whole class adopting reciprocal roles of tutor and tutee in the physical education classes. It has been demonstrated as an effective teaching strategy in regular and adaptive/inclusion physical education programs across primary and secondary school settings. Suggested key elements of CWPT to be used in physical education classes are teams– small groups of four to six students are the best, Peer Dyads– within each team, pupils are paired (or pair themselves) with a peer and practice time and task cards where tasks for each team or pair or pupil are presented on a task card. The teacher demonstrates the task and the pupils follow the directions on the card which usually involves a detailed description of the activity demonstrated by the teacher.

After demonstration by the teacher, Kretchmar (2006) explains that short periods of up to five minutes are allocated for individual practice of the activity on the task card. After that there should be what is known as partner check– where pupils are given time to do a partner check whereby after the tutee has performed the task on the task card several times, the tutor gestures whether the task was completed correctly. If the task was not completed correctly, the tutor indicates to the tutee which critical element of the task was incorrect. Then comes on sharing team performance and goal setting where at the start of each lesson the teacher establishes a specific goal for each team based on the performance results they posted from the previous lessons.

One major advantage of adopting a peer teaching approach in Physical Education is that it provides learners with individual feedback frequently on their performance and the teacher can quickly identify those who need more assistance than others (Quay and Peters, 2009)
While peer teaching is quite a powerful teaching strategy as learners are used as co-teachers, the teaching method is however, deemed less effective if employed solely as a teaching strategy where some pupils help others in the learning process and sometimes makes teachers relax forgetting their role to facilitate. Teachers quite often take advantage and opt to do other things instead of facilitating the learning process.

2.4.8 Inquiry-based Teaching in Physical Education

Inquiry-based teaching stems predominately out of Science Education and aims to develop challenging situations in which learners are asked to observe and question constructs, posture explanations of what they observe; devise and conduct experiments in which data is collected to support or refute their theories; analyse data; draw conclusions from experimental data; design and build models; or any combination of these types of activities. As such, these types of learning experiences are designed to be open-ended in that learners are not expected to simply reach the 'right' or 'correct' answer for the question they are confronted with. When an inquiry-based teaching method is being used, the teacher is more concerned with learners 'processes' of reaching their conclusion (Johnson and Johnson, 2009).

In a Physical Education context, inquiry-based teaching approaches according to Darst *et al.* (2014) are often used when learners already have a basic understanding of sports and games. Teachers can use this teaching strategy to help pupils understand when to apply certain skills. What to do when they are not in possession of the ball, or where they can best move to receive a ball, or defend against a pass to name a few examples. Inquiry-based teaching can be used to foster pupils' critical thinking in game situations and provide them with the opportunities to explore games and sports in new and innovative ways. However, if learners do not have the basic understanding, proficiency and application of motor skills, the inquiry-based teaching approach may not be an appropriate teaching strategy.

2.4.9 Tactical Game Teaching Method in Physical Education

Bunker and Thorpe (1982) acknowledged and said it is worth noting that this teaching approach was to be found in Physical Education curricula across the United Kingdom, Canada, Australia, New Zealand and the United States and was adapted in several different forms across these countries. Tactical Game Teaching Method meant Teaching Games for Understanding- TGfU, Games Sense, Play Practice, Games Concept approach, Games-centred learning or Tactical strategy. Whatever name it may hold in your specific curriculum and literature is unimportant. What is important is that all these models above are derivatives from the original David Bunker and Rod Thorpe's TGfU model and may change slightly based upon specific interpretations, context and educative agendas.

Furthermore, Bunker and Thorpe (1982) state that all these models are underpinned by the 'Games Classification System' whereby most games and sports placed in categories and taught based on sharing *similar intent.* The categories of games are Target, Net/wall, Striking/fielding or Territorial/Invasion games.

Schirato (2007) explains that Tactical Games Teaching Method assist teachers and pupils by recognising that skills and tactics learned in one particular sport can in fact be transferred into other games of similar intent. Secondly, it removes any preconceptions that a teacher or learner may hold to a particular sport instead allows knowledge to be shared and maintained enthusiasm. Challenging children to find solutions to problems is a central feature of Tactical Games Teaching Methods. This takes the form of presenting questions to learners that cannot be answered simply with closed 'yes or no' responses, but rather questions that are open-ended and require children to think deeply about their answers and seek complex solutions. Learners are faced with the dilemma of how to improve their own and that of their team's performance. Unlike the traditional direct instruction approach, the tactical structure of 'game play' requires investigation. In order to accomplish this, there may be a focus on the broader questions 'What does the team need to do and what do I need to do in order to succeed in this game?' Stressing the idea of the 'team' and the 'game' however, will encourage the learners to think about their team tactics and the strategies they use in playing the game as a team. Deeper investigation of the questions: 'what is strategy? or what are

tactics?' may help to clarify for learners the significance of these concepts and present opportunities to teach the meta-language of games.

Bunker and Thorpe (1982) state that based on the early tactical games approach models, there are essentially six stages a teacher progresses learners through; the game, game appreciation looking with four considerations for t*he modalities of scoring, the players' rights, the liberty of action and the modalities of physical engagement*. Other stages flow to tactical appreciation, decision making, skill execution and performance.

The outlined eight dominant instructional models and methods currently used in the teaching of Physical Education include direct instruction, cooperative Learning, Personalised System for Instruction (PSI), peer teaching and inquiry teaching. Other methods comprise the Sport Education, Tactical Games Approach and teaching for Personal and Social Responsibility through physical activity. The methods, however, do not bring out the aspect of integration, hence, the study to investigate the constraints of integrated curriculum on the teaching of Physical Education in Primary Schools.

2.5 Benefits of Teaching Physical Education in an Integrated Curriculum

Snyder (2001) explain that in an integrated unit, a broad theme is chosen that cuts across disciplines, so each content area, or intelligence can explore the central idea in a meaningful way while maintaining the integrity of each discipline. Snyder (2001) further state that application and synthesis of ideas from one discipline to another are encouraged, leading learners to develop deeper understanding and critical thinking through the comparing and contrasting of ideas. The explanation is significant in the integrated curriculum and especially in the integration of Physical Education with other curricula areas. Concepts from one discipline are used to help teach or reinforce a concept in another curricular area.

Friend and Cook (2003) state that Physical education has many objectives which are developed by other subjects such as English, art, music, mathematics and especially social, personal and health education. The development of these subjects can be enriched through a programme of physical education which is broad and balanced.

Kysilka (1998) acknowledged that with many new ideas in education, integrated curriculum had permeated the professional literature with numerous articles advocating its adoption by schools to solve many of the curriculum problems confronting education. Teachers and learners need to work cooperatively in the education process to ensure successful learning as networked integration also require learners to recognise relationships of ideas within and between separate disciplines as well as ideas and learning strategies within and between learners.

In as far as Language and literacy is concerned, the use of a varied movement vocabulary (verbs, adverbs), the interpretation of directions, descriptions of movements, discussion of rules and writing or telling of experiences in sport or outdoor activities all help to develop and enrich language. Poetry and literature may be used as stimuli for dance (Department for Education and Skills, 2003).

Social Studies becomes well integrated with Physical Education. For example, the development of geographical skills such as using maps is promoted as the learners engage in outdoor activities. In addition, the study of the environment, weather and terrain can be undertaken through outdoor activities. The origin of dance music and the history of games and sports can be explored. Local, national and international sports can form the basis for study (Department for Education and Skills, 2003).

With Arts education, Department for Education and Skills (2003) mention that non-verbal communication can be developed through gymnastics and dance, linking with activities in the drama lesson. Themes from sporting experiences and outdoor activities can be explored through drama also and may form the springboard for art work. Music can be used for warm-up activities and complements gymnastics and dance lessons. Art work can inspire ideas for dance and dance movements and themes may be interpreted in a variety of visual arts media, e.g. drawing, painting, clay and costume design. National tunes for sporting occasions can be explored, as well as folk songs or campfire songs during outdoor activities.

In Mathematics, Department for Education and Skills (2003) indicates that Physical Education is integrated with opportunities that are provided to develop appreciation of shape

and balance and to estimate, measure and compare. Results may be recorded, angles may be explored and league tables examined.

It has been long established in education that there are three key learning domains that make up the foundation of teaching and learning and these are: psychomotor, cognitive, and affective. The affective learning domain encompasses the social, emotional and psychological components of life, including getting along with others, respecting physical and cultural differences, developing an appreciation for fitness and physical activity for longevity and overall health and wellness, working with partners and within groups successfully, respecting authority, embracing fair play and sportsmanship, and increasing self-esteem (Bloom, 1974).

Learning for the child takes place in many ways and the curriculum accords equal importance to what a child learns and the process by which he or she learns it. On the curriculum integration, the Primary School Curriculum is designed to nurture the child in all dimensions of his or her life– spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. Department for Education and Skills (2003: 6) mention that the curriculum's vision of education is expressed in the form of three general aims:

1. To enable the child to live as a child and to realise his or her potential as a unique individual;
2. To enable the child to develop as a social being through living and co-operating with others and so contribute to the good of society;
3. To prepare the child for further education and lifelong learning.

Kelly (1982) suggests that the integrated curriculum is part of a move towards a more 'open' society in which knowledge is freely available. The effect of this is seen in schools: 'when subject boundaries are strongly maintained, the organisation of the institution remains firmly in the hands of the Head and the heads of the subject departments. It also suggests that curriculum integration produces a different attitude in knowledge to children - a greater willingness to share and collaborate. 'The whole substance of inter-pupil relationships is changed. This goes for pupil-teacher relationships too: the teacher is not 'set in authority' but becomes 'an authority'.

Whitehead (1992) points out that some themes can only be dealt with in an integrated curriculum. No adequate examination of racial problems or relations between the sexes, for example, can be undertaken within any one discipline. Similarly, Kelly (1982) asserts that in his later book, he also suggests that a changing society will inevitably create new bases for the organisation of knowledge: CDT (Craft, Design and Technology) and for example Life Skills.

Schwab (1964) underlines this point about the changing nature of knowledge: The revisionary character of scientific knowledge accrues from the continuing assessment and modification of substantive structures. Pointing out the dangers of a purely dogmatic, inculcative curriculum, Schwab (1964) further suggests that unless pupils appreciate the limitations of the enquiry that produced the knowledge, they will be bewildered by revisions. On the other hand, if they are given freedom to speculate on the possible changes in structures, they will not only be prepared to meet future revisions with intelligence but will better understand the knowledge they are currently being taught.

In relation to integration of the curriculum and performance including academic achievement, a thorough review 'examining the literature relating to physical activity, fitness and academic achievement' Martin (2010) pointed out that there was a positive association between children's physical activity participation and academic achievement. A two year physical activity intervention led to significant improvements in children's Math's scores (Hollar, Messiah, Lopez-Mitnik, Hollar, Almon and Agatston, 2010)

On the benefits of teaching Physical Education in an integrated curriculum, Gardner (1983) state that Physical Education and integrated curriculum improves attendance rates of learners, better holistic view of each learner, learners have a deeper understanding of where they are at and what their next steps are, greater connections with Learners, better consistency for learners through expectations and Learning Strategies.

Further, Coe, Pivarnik, Womack, Reeves and Malina (2006) highlighted that academic achievement of children in a case study group (who received extra physical education) was significantly higher than children who were in a control group (who did not receive extra Physical Education) in a second year follow-up. Greater vigorous physical activity out of

school resulted in higher test scores. Physical activity was a significant positive predictor of academic achievement. Body mass index, diet and physical activity explained up to 24% of the variance in academic achievement after controlling for gender, parental education, family structure and absenteeism (Siedentop, 2001).

Graham, Holt/Hale and Parker (2012) refer to Physical Education programme as another way in which communication can be enjoyed as learners learn to appreciate and embrace diversity of ability and individual preference within a group and approach activities as a means of socialisation and integration in the curriculum. Friend and Bursuch (1996) explain that it is important to consider the short term and long term goals for the learners with moderate general learning disabilities. Many learners with moderate general learning disabilities have difficulties forming friendships with others. A well implemented and balanced Physical Education programme fosters a positive attitude towards socialisation through physical activity (Friend and Bursuch, 1996).

The benefits that accrue as a result of teaching and learning of Physical Education are numerous but mostly looked at solely in the field of Physical Education, hence, the study to focus on the benefits of teaching and learning Physical Education in an integrated curriculum. The benefits outline only what Physical Education has on an individual human being and no relationship with other subject areas.

2.6 Chapter Summary

This chapter reviewed related literature on the integrated curriculum in Zambia, methods, benefits, and constraints of teaching Physical Education in primary schools. The Ministry of education aim of integrating the school curriculum was I the approach of coming up with an holistic type of education by getting rid of the crowded curriculum. Teaching and learning methods used in Physical Education in an integrated curriculum were simplified and taught using the five models and methods which include direct instruction, cooperative Learning, Personalised System for Instruction, peer teaching and inquiry teaching. Additionally, Sport Education, tactical games approach and teaching for Personal and Social Responsibility through physical activity were the three models and methods developed exclusively for Physical Education. On the benefits, Physical Education and activities help in enhancing

psychomotor, cognitive, and affective learning domain while constraints are those that boarder learners, teachers and administrators. The revised curriculum did not address the constraint of integrated curriculum on the teaching and learning Physical Education. There is little information on the benefits of Physical Education in line with the integrated curriculum Hence, this study to investigate the constraints of integrated curriculum on the teaching of Physical Education in Primary Schools. The next chapter will then outline the methodology used in the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature from different scholars and nations on the methods, benefits and constraints of teaching physical education in primary schools. This chapter will now outline the methodology that was used in the study and these were the research design, the population, sample, sampling techniques, research instruments used, data analysis and the ethical consideration used for collecting data.

3.2 Research Design

Kombo and Tromp (2013) defined a research design as the structure of research while Ghosh (2004) states that it is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. A case study research design using the qualitative approach was used to allow the researcher to interact with the research participants in order to collect in-depth data.

3.3 Study Area

The study was conducted in Kabwe District in Central Province of Zambia in five primary schools namely Palibe, Kansele, Chapuswike, Tumfwane and Mbelenge Primary Schools all pseudo names.

3.4 Pilot Study

A pilot study was carried out at Twalubuka and Airport Primary Schools and was representative of teachers, head teachers, and pupils with the similar features of the category on which Focus Group Discussion guides, questionnaires, and interview schedules were used.

A pilot study was conducted to ensure that items found in the questionnaires and other instruments asked what needed to be found out in order to improve on validity and

reliability. White (2005) points out that on the basis of the responses from the pilot study, interpretation of the questionnaires by participants ensures reliability of administering of the final study.

3.5 Population

Best (2006) points out that population is the specific collection of elements one will study. The study focused on all Teachers, Head teachers and pupils in selected Primary School of Kabwe District.

3.6 Sample Size

Bless and Achola (1998) explains that a sample is a small amount or part of the population, used as an example of the character, features, or quality of the whole. Therefore, a sample is a portion of the population and refers to the number of participants selected from the universe to constitute a desired sample. For the purpose of this study, a total sample of 80 participants was involved from the five selected Primary Schools, comprising 40 pupils, five Head teachers and 35 teachers.

3.7 Sampling Procedure

Random sampling procedure for school teachers and purposive sampling for head teachers were used. Seven names from the list of all teachers from each school were randomly selected to make a total of 35 teachers to participate in the study while purposive sampling was used for five school head teachers. Eight pupils from each school were randomly selected making a total sample of 80 participants as indicated in Table 3.1. The study targeted both female and male teachers and pupils involved in the teaching and learning of Physical Education to exclude bias of the results.

Table 3.1: Participants from Schools

School	Teachers		Head Teachers		Pupils		Total
	M	F	M	F	M	F	
Palibe	3	4	-	1	4	4	16
Kansele	2	5	1	-	4	4	16
Chapukwike	4	3	-	1	0	8	16
Tumfwane	4	3	1	-	4	4	16
Mbelenge	3	4	-	1	4	4	16
Grand Total	**16**	**19**	**2**	**3**	**16**	**24**	**80**

Source: *Field Data, 2017*

3.8 Instruments for Data Collection

A research instrument is defined as a tool chosen by the researcher to collect required information (Kothari, 2004). In this study, three research instruments were used and these were: interview schedules, Focus Group Discussion guides, observation sheets and semi-structured questionnaires to collect data from the participants.

3.8.1. Interview Guide

A list of structured questions were prepared by the researcher to collect in-depth data. According to Best (2006) structured questions are a list of questions prepared by the researcher to guide the participants and even help in making follow-ups on unclear responses during the interview. Structured questions are also used for mid interview clarification and for further questions to be asked and explored (Anderson, 1990). Interviews were conducted to collect data from the School head teachers from the five selected schools in Kabwe District.

3.8.2 Focus Group Discussion Guide

Focus Group Discussion provides a huge amount of information in a shortest period of time and help triangulate with more traditional form of questionnaires, interviews, and observation (Kombo and Tromp, 2006).

In order to collect a lot of data within the shortest period of time, a total of five Focus Group Discussions were held with pupils from the selected schools. Each Focus Group comprised

eight pupils both boys and girls. Seated on a round table, the researcher used the interview guide with a number of questions asked to participants. Flexibility was achieved as the researcher had the power to change the order in which the questions were asked, removed, added or reworded questions as the conversation progressed (McMillan and Schumacher, 2001).

The researcher ensured that each pupil participated in the discussion and recorded all the responses from each participant. The same procedure was employed in all the selected schools.

3.8.3 Observation

According to Wajnryb (1992) observation, as a method of collecting research data, involves observing behaviour and systematically recording the results of those observations guided by the research questions or checklist. The purpose of the observation is to collect information that one can later use and the technique is useful for gathering information on most focus areas. In this study, teachers were observed teaching Physical Education in schools while physical education equipment and facilities were also monitored.

3.8.4 Semi Structured Questionnaires

According to Cohen, Manion and Morrison (2007) a questionnaire increases the external validity of the study done in the natural setting. A questionnaire allowed the researcher to use the same question items to all the randomly selected teachers from five selected schools. This helped to gather data within a shortest possible time. 35 questionnaires were administered to randomly selected teachers from the five selected schools.

3.9 Procedure for Data Collection

Permission was sought from the University of Zambia, District Education Board Secretary's office, and Head teachers to conduct the study in the selected institutions. The researcher introduced and explained the aim of the study to the participants before collecting data. A convenient random and purposive, non-probability sampling technique was used to select the participants for this study and the researcher targeted participants thought to give the

data required. Both male and female teachers, as well as male and female head teachers were interviewed. Head teachers were picked by virtue of their positions held. Head teachers in schools were asked for permission to administer questionnaires and conduct focus group discussions with teachers and pupils respectively. The data collection ended when there was information saturation otherwise the interviews would have continued. At the end of the interview 80 participants were involved.

3.10 Data Analysis

Data analysis entails categorising, ordering, manipulating and summarising the data in order to describe them in meaningful terms. It can be described as the process of examining the collected information by deductions and inferences from it. Kombo and Tromp (2006) state that analysis of data can be done qualitatively or quantitatively. For this study, data were compiled, checked and analysed using thematic analysis with simple tables, figures, and charts generated from excel.

3.11 Ethical Considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and other related values. Permission to conduct the study in schools was sought from the University of Zambia, the DEBS office and head teachers from respective institutions. The researcher further promised the participants of the study that the information which was collected from them was not going to be transferred to third parties in truthful and not be exploited for any undertaking other than the purpose of the research study.

Besides, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed was minimized. The researcher ensured that basic ethical principles guiding the research were observed. Honesty, openness, informed consent, privacy, and confidentiality were upheld.

3.12 Summary

This chapter outlined the methodology and methods that were used in the study. The research design, the population, sample, sampling techniques, research instruments used, data analysis and the ethical protection of participants used for collecting data were outlined. The next chapter will present the research findings on the constraints of integrated school curriculum on the teaching and learning of physical education in primary schools of Kabwe District in the Central Province of Zambia.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

The previous chapter outlined the methodology and methods that were used in the collection of data for the study. This chapter presents the research findings on the constraints of integrated school curriculum on the teaching and learning of physical education in primary schools.

This chapter deals with presentation and analysis of the data collected through questionnaires, interviews, Focus Group Discussions and observations. The data is presented in tables, figures and lists accompanied by analysis and textual description. The chapter will start by clearly outlining the composition of the participants of the study before the presentation of the findings on the methods, benefits and constraints of teaching and learning physical education in primary schools. The findings are presented in themes according to the following research questions used in the collection of data for the study:

i. What constraints are faced in the teaching and learning of Physical Education in an integrated school curriculum?
ii. What methods are used for teaching and learning Physical Education in an integrated curriculum?
iii. What benefits are there in the teaching and learning of Physical Education in an integrated school curriculum?

4.2 Participants

The study involved the teachers and pupils as participants while head teachers were used as informants as indicated in Table 4.1.

Table 4.1: Composition of Participants from Schools

School	Teachers		Head Teachers		Pupils		Total
	Male	*Female*	*Male*	*Female*	*Boys*	*Girls*	
Palibe	3	4	-	1	4	4	16
Kansele	2	5	1	-	4	4	16
Chapukwike	4	3	-	1	0	8	16
Tumfwane	4	3	1	-	4	4	16
Mbelenge	3	4	-	1	4	4	16
	16	***19***	***2***	***3***	***16***	***24***	***80***
Grand Total	***35***		***5***		***40***		

Source: *Field Data, 2017*

As shown in Table 4.1, the study involved five primary schools comprising a total study population of 80 participants. There were 35 teachers (16 males and 19 females) and 40 pupils (16 boys and 24 girls). In addition, five head teachers (two males and three females) were used as informants for the study making a total of 80 participants.

There were more female than male participants brought about due to the use of girls' schools and more female teachers from the sampled institutions. There were 46 female and 34 male participants.

4.3 Constraints of Integrated Curriculum on the Teaching and Learning Physical Education

Asked on the constraints of the integrated curriculum on the teaching and learning of Physical Education in primary schools, Table 4.3 highlights the responses given by pupils, teachers and headteachers.

Table 4.2: Constraints in the Teaching of Physical Education

CATEGORY OF PARTICIPANTS	RESPONSES
PUPILS	❖ No balls and goal nets ❖ Over crowding ❖ Lack of Physical Education attire ❖ Limited time ❖ Some teachers do not have interest in teaching Physical Education ❖ School ground outside school ❖ No space near school to do Physical Education activities ❖ Uneven and rough surface play grounds ❖ Girls feel shy
TEACHERS	• Lack of trained Teachers • Lack of material and equipment/ facilities • Limited time allocated to Physical Education • Lack of time/ time tabling of Physical Education • Too many pupils in a class • Negative attitude by some by pupils especially girls • Unsuitable play grounds • Lack of showers and changing rooms • Lack of hall for indoor activities • Lack of PE attire • Some topics in the integrated curriculum do not match with status of schools e.g. swimming pools • Challenges of weight with some learners and teachers to perform certain activities • Lack of support from some administrators
HEAD TEACHERS	✓ Lack of trained and specialised Teachers ✓ Lack of material and equipment/ facilities ✓ Poor infrastructure ✓ Inadequate time for Physical Education ✓ Lack of interest by pupils ✓ Unsuitable play grounds ✓ Lack of showers and changing rooms ✓ Lack of hall for indoor activities

Source: Field Data 2017

These responses were given out during the Focus Group Discussions, questionnaires with pupils and through the interviews administered to the teachers and head teachers. These findings were in line with Florian and Rouse (2001) who revealed that teachers' inadequate knowledge about Physical Education activities, non-availability of resources, crowded or large classes also affect the teaching of Physical Education in elementary schools.

Similarly, Kretchmar (2006) explained that most of the teachers find it difficult to teach Physical Education because of inadequate teaching and learning materials. Lack of subject specialised for teachers in primary schools is another factor contributing to ineffective teaching of Physical Education in schools. Primary Teacher Training Colleges train teachers to teach all the subjects where mastery or specialisation in some skills cannot be realised.

Head Teachers Views

Head teachers interviewed said more on the inadequate of teaching and learning materials, lack of subject specialisation of physical education in schools, lack of indoor facilities and play grounds. In support, Nyawali (2003) bemoaned lack of teaching aids, equipment and facilities for Physical Education in schools. Budgetary problems had equally caused some schools to cut back on educational services, particularly in physical education and sport.

Teachers Views

Teachers talked more about inadequate time allocated to physical education, large classes and inadequate teaching and learning materials. Tirusew (1998) explains that since teaching learning process depends almost entirely on communication between teachers and pupils, the number of pupils in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the class size, the more difficult communication between the teacher and pupils becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be.

Pupils Views

Pupils just like the teachers and Head Teachers expressed lack of interest by teachers in teaching physical education, lack of equipment and materials like balls and goal nets,

Physical Education attire, play grounds, uneven surface play grounds. In addition, pupils said limited time, girls feeling shy and having some play grounds outside and away from school premises were some constraints they faced in learning Physical Education in schools. The later was raised in the aspect of integrated curriculum as they were also supposed to learn other subject areas integrated, hence having limited time for Physical Education.

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

Teachers' Competency in Teaching Physical Education

Asked if teachers were competent in teaching Physical Education in schools, Figure 4.1 displays responses

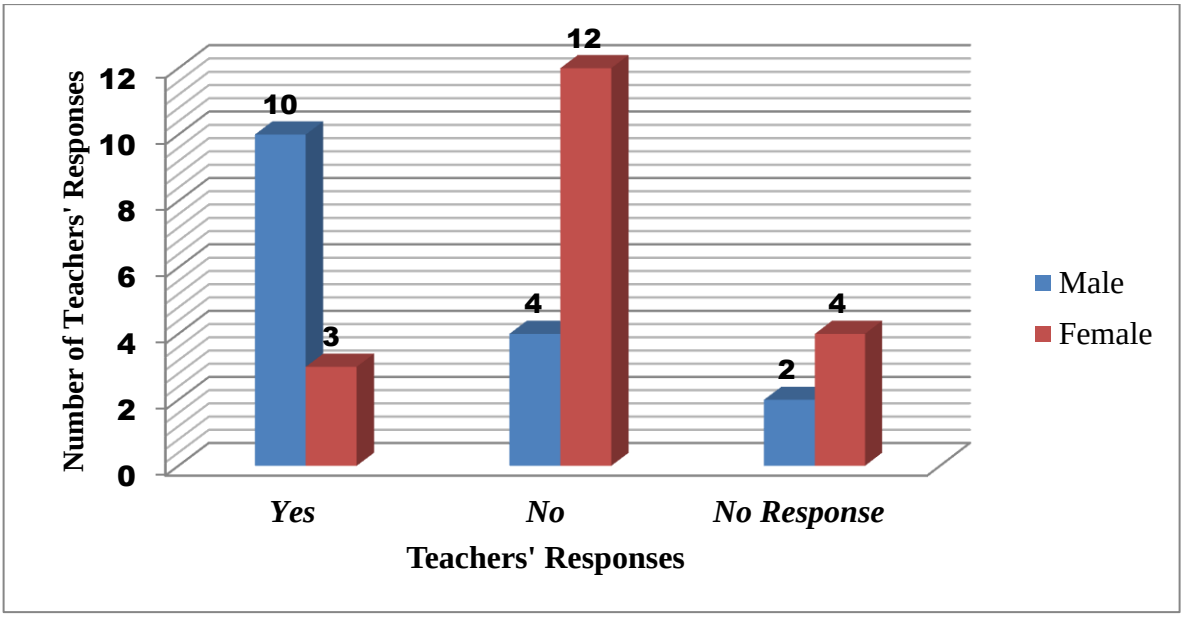


Figure 4.1: Teachers Competence of Teaching Physical Education in Primary Schools

Information in Figure 4.1 illustrates that male teachers were competent in teaching Physical education than female teachers. 10 male teachers out of the 16 said they were competent, 4 said they were not while only 2 could not give any response. On the contrary, only 3 female teachers said they were competent in teaching Physical Education out of the 16 female teachers, the majority 12 said they were not and 4 of them gave no response.

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

In addition, Mutiti (2011) reports that the amount of Physical Education taught was dwindling in many Zambian schools as its time was given to other academic subjects . This was due to the fact that Physical Education was regarded as a play subject and less important by both teachers (administrators included) and pupils as seen by the few number of schools offering Physical Education despite it being made examinable by the government.

Frequency of Teaching Physical Education

Asked how often teachers teach Physical Education in schools, Figure 4.2 displays responses.

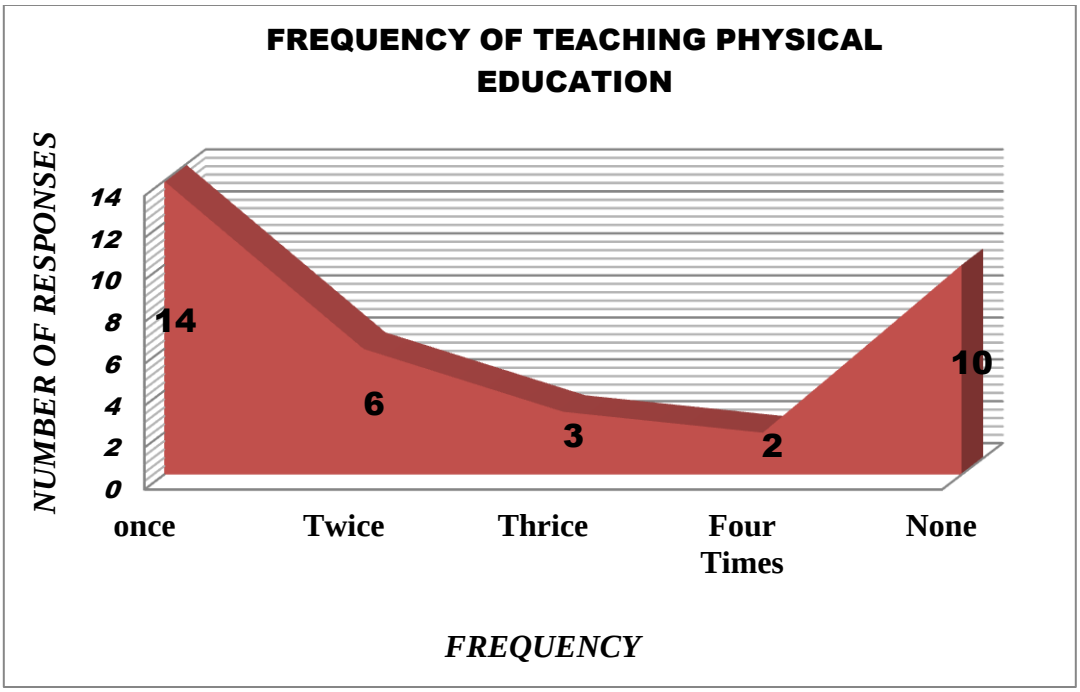


Figure 4.2: Frequency of Teaching Physical Education in Primary Schools

Figure 4.2 highlights the frequency or the number of times Physical Education was taught in Primary schools. There were more times that the subject was not taught than when it was, out of 35 teachers, 14 said it was taught once a week, 6 said twice, 3 said thrice while only 2 said it was taught four times in a week and 10 said it was not taught at all.

One pupil said:

> *Tatuya muku sambilila PE limbi pala pita na inshita pakutufuda*
>
> *(We rarely go for Physical Education Lessons)*

While another pupil said:

> *Tusambililafye PE nga bakafundisha ba new baisa pasukulu nangu nabena banenuka mukuya kwa nshita.*
>
> *(We only learn Physical Education regularly when new teachers come at school and with time they also stop but experience a lot of activities when teachers from colleges come during practice.)*

Similarly, one teacher said:

> *The teaching of Physical Education in school is very rare as we tend to concentrate on other subjects to improve on literacy.*

One head teacher was honest to state that:

> *I do not normally see my teachers teach Physical Education in school!*

The participants' responses showed that there were fewer number of times Physical Education was taught in Primary schools or not taught at all. Therefore, if Physical Education was taught once in week which meant that it was only taught 12 times in a term and maybe 36 times in a year compared to other subjects taught more than once in a week.

Competence of Teachers Teaching Physical Education

Asked on how easy it was to teach Physical Education in the integrated curriculum, Figure 4.3 displays responses

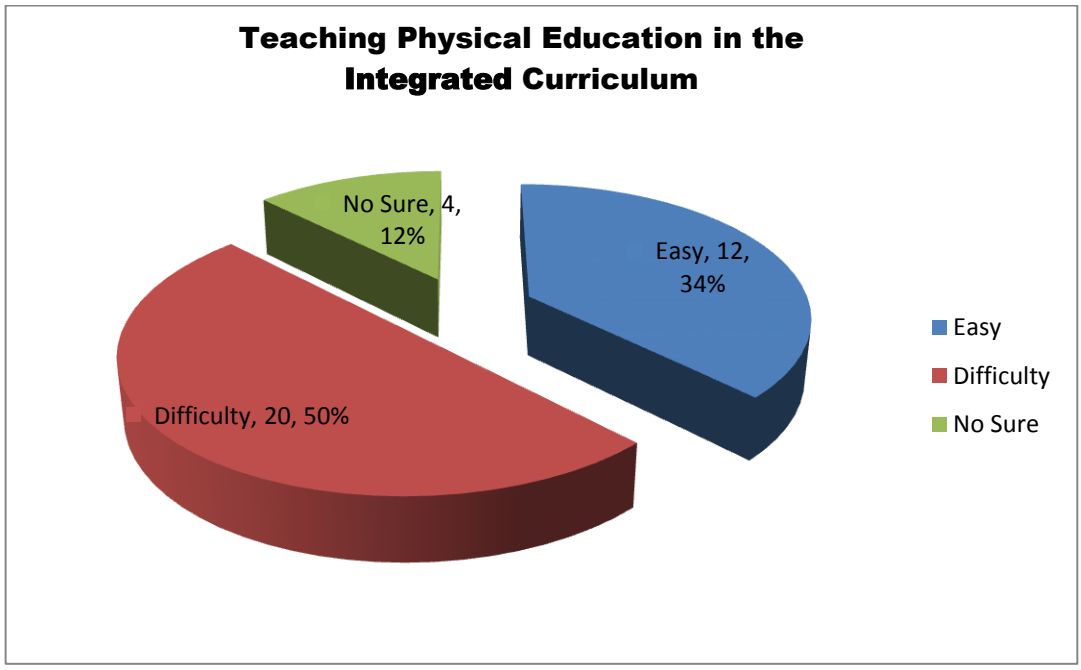


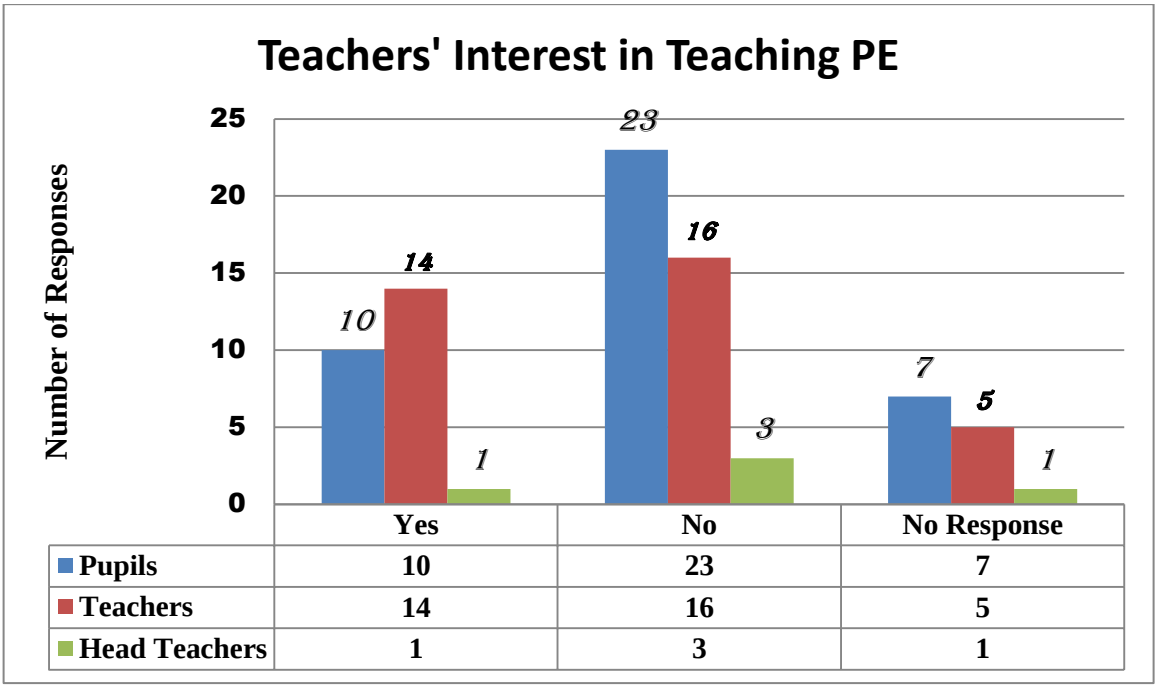
Figure 4.3: Teaching Physical Education in the Integrated Curriculum

Figure 4.3 highlights the response from teachers and Head Teachers on how easy the teaching of Physical Education was as regards to the integrated curriculum. The majority of

teachers 19 out of 35 said it was difficulty while only 12 said it was easy and 4 were not sure. Head Teachers on the other hand said teaching Physical Education in the integrated curriculum was very easy.

Teachers' Interest in the Teaching of Physical Education

Asked if teachers enjoy teaching Physical Education in schools, figure 4.4 shows responses from participants



	Yes	No	No Response
Pupils	10	23	7
Teachers	14	16	5
Head Teachers	1	3	1

Figure 4.4: Teachers' Interest in Teaching Physical Education in Primary Schools

Participants' responses indicated that teachers did not have interest in teaching Physical Education in Primary Schools. Out of 80 participants comprising 40 pupils, 35 teachers and 5 Head Teachers, only 25 (10 pupils, 14 teachers and 1 Head Teacher) said teachers had interest teaching Physical Education in schools with 13 (7 pupils, 5 teachers and 1 Head Teacher) not being sure if teachers had interest or not. The majority 42 (23 pupils, 16 teachers and 3 head teachers) said teachers had no interest teaching Physical Education in Primary Schools.

From above findings, teachers themselves were in the majority to state that they had no interest in teaching Physical Education in Primary Schools. Head Teachers and pupils too noticed that teachers had no interest teaching the subject.

Researchers' Observations made from the Field

The researcher made observations in two folds that were through lesson observation and monitoring of physical education equipment and materials in schools.

During lesson delivery by teachers the researcher observed the following:

i. Inability to teach the lesson within time frame set
ii. Large classes handled by one teachers- a class of about 55 pupils on average
iii. Use of different teaching methods ranging from demonstration, group work, pair work, question and answer
iv. Inability to integrate Physical Education in other subject areas
v. Teaching within a confined play ground
vi. Teachers using imaginary play fields like volleyball court
vii. Teachers inability to demonstrate physical activities
viii. Poor class control and management
ix. Learners not wanting to end Physical Education lessons
x. Classes walking some distance to the play grounds
xi. Teachers ending physical education lessons with a game or a dance

While during monitoring of equipment and materials, the researcher observed the use of rough and limited play grounds as shown in Figure 4.5 below, lack of materials and Physical Education attire, lack of school halls for indoor activities and lack of change rooms made teaching of Physical Education a constraint in the integrated curriculum.

Source: Field Data (Photo taken by the author: 1 March, 2017)

Figure 4.5: Rough and limited Play Grounds

The above researchers' observations were in affirmation to the participants' responses as alluded to earlier. These findings on the constraints of Physical Education were consistent with those by Hardman (2008) who observed that Physical Education was one of the most marginalised subject in school curricula worldwide and teachers' inability to perform or demonstrate most of the activities. Figure 4.6 illustrates deficiencies in the teacher demonstrations.

Source: Field Data 2017

Figure 4.6: Teacher Demonstrating in a Physical Education Lesson

The teachers' posture and stance when demonstrating Physical Education signified lack of knowledge and skill. In addition to other constraints, some teachers' had negative attitudes towards teaching the subject with most of them finding difficulties to adapt to new methods that could benefit pupils, large classes also affected the teaching and learning in elementary schools coupled by unavailability of resources.

The findings were in line with a study conducted by Adebayo (2015) on the barriers to teaching of Physical Education in Nigerian Secondary Schools which revealed that teacher competency was 3.038 calculated F-ratio and it was most significant barrier in teaching physical education in secondary schools in Ekiti State. The study further revealed that facilities and equipment calculated F-ratio was 2.142, students' interest in physical education calculated F-ratio was 2.104 while overloaded curriculum calculated F-ratio was 2.051. The variables tested were duly significant because they were all higher than level of significance which was 0.05.

4.4 Teaching Methods used in the Teaching and Learning of Physical Education in an Integrated Curriculum

This section focuses on the teaching methods used in the teaching and learning of Physical Education in an Integrated Curriculum in primary schools.

The following were the teaching methods as given by participants:

i. Question and Answer
ii. Discussion
iii. Lecture
iv. Demonstration methods- using part, whole and whole-part-whole methods
v. Use of games
vi. Inquiry- brain storming
vii. Discovery
viii. Group work
ix. Pair work
x. Individual work- learner based activities

xi. Field trips or excursion- education tours

xii. Cooperative teaching

xiii. Direct instructions

xiv. Independent study

xv. Project work

xvi. Direct and indirect methods

The methods used in the teaching and learning of Physical Education in Primary Schools were numerous. One teacher said:

> *Methods that I use in teaching learners are those that involve learners to a large extent, I involve them in demonstrations and execution of physical education activities. Some of the methods I use include teacher and pupil demonstration, group and pair work.*

Another teacher said:

> *In realising perfection of certain skills, I put pupils into small groups to work on a concept, skill or task. This teaching strategy helps me to foster teamwork and respect and gives pupils ownership of the skill and responsibility for their own learning.*

Five out of the 35 teachers said project work and individual learner based activities are given to pupils to enhance their understanding as one teacher said:

> *I also pair pupils and allow them to practice a skill demonstrated at home, ask them to explore more about it and ask them to come and demonstrate to others later.*

While another teacher said:

> *When I'm teaching in a Physical Education lesson, I give learners assignments to make some models like footballs, netballs and bean sacks to use during classes.*

In addition, during a Focus Group Discussion with pupils, one pupil said:

> *Bakafundisha limo balatulondolwela na ukutalnga ifya kuchita elyo na ifwe twakonkeleshamo ukulinganafye na ifyo bakafundisha balefwaya. Limbi nalyo bakafundisha balasalapo umo pali baifwe ukutulangisha ifyakuchita elyo talakonkeleshamo.*

(Teachers explain and demonstrate the activities they would want us to do then ask us to repeat until we demonstrate as the teacher wants but in some cases we pupils are asked to demonstrate for other to follow).

Another pupil said:

I enjoy the use of games during physical education lessons because we play with friends and it's very interesting to compete and win and dances are good.

Furthermore, all the head Teachers interviewed said they always advocated for use of learner-centred methods in teaching. They highly talked about the use of independent, group work, pupil demonstrations and encouraged the use of games in the teaching of Physical Education.

The study found that in an integrated curriculum teachers used more learner- centred methods that made learners get fully involved in the lesson delivery. The variety of methods used though many can be summarised into five main teaching methods namely cooperative teaching, question and answer, lecture, demonstration methods summarised by the use of games and education tours.

These findings were consistent with Holbrook (1996) who outlines many methods used in teaching pupils in schools which include cooperative teaching, question and answer, lecture, demonstration methods, use of games and education tours.

4.5 Benefit of Teaching Physical Education in an Integrated Curriculum

This section explores the benefits of teaching and learning of Physical Education in an integrated curriculum in primary schools.

Asked on the benefits of teaching and learning of physical education in an integrated curriculum in primary schools, responses from pupils, teachers and head teachers are outlined in Table 4.3.

Table 4.3: Responses of Benefit of Teaching Physical Education

PUPILS	TEACHERS	HEAD TEACHERS
✓ Physical fitness ✓ Relaxing ✓ Making friends ✓ Travelling to different places ✓ Perfecting skills	• Responsibility • Appreciating relationship with other subject • Self-esteem • Coordination • Identification of talent • Development leadership skills • Improve mental strength • Enhances social interaction • Helps in maintaining body posture • Entertainment • Help blood circulation • Learn and perfect different skills • Promotes self-discipline • Promotes cooperation • Cardiovascular fitness • Satisfaction of pleasure	✓ Enjoyment and satisfaction ✓ Development of personality, mind and body physical fitness ✓ Exposure of pupils ✓ Income generation ✓ Promotes socialisation ✓ Reduces stress ✓ Promotes muscular coordination ✓ Burning of body fats thereby shaping the body ✓ Mind alertness ✓ Enhances good blood circulation and improves cardiovascular fitness

Source: Field Data 2017

Head Teachers' Views

As Table 4.3 illustrates, the head teachers' views on the benefits of integrated curriculum of the teaching and learning of physical Education were that learners reduce stress, improves mind alertness and cardiovascular fitness. Other benefits included learners' appreciation and satisfaction of pleasures as they are exposed to different situations and places, income generating, muscular coordination and development of personality, mind and body fitness and promotes socialisation.

The findings were consistent with Costa (1995) who highlighted that Physical Education has a special importance as it prepares the individual from all his physiological, physical and

skills sides to live in the future a healthy and suitable life. Physical education is an important aspect of general education aiming to prepare humans physically, socially and emotionally to be productive members in the society.

Teachers Views

The teachers' findings were not different from the head teachers on the benefits as they said Physical Education activities builds in individuals a sense of responsibility and appreciation, identification of talent and on the health aspect improves on mental strength, body posture and builds a resistance to infections. Physical Education activities further promote cooperation and coordination, develop leadership skills, enhances social interaction, self-discipline and help perfect different skills.

The findings were in line with Graham *et al*., (2012) who stated that social and moral behavior learned in the quality Physical Education setting transfers to life skills in other settings and interactions. When pupils feel supported in their learning they often exhibit leadership qualities; they become decision-makers, learners engage in activity with others who possess varying skill levels and abilities and are charged with the task of including all peers in a given sport or fitness activity and they develop an appreciation for the importance of lifelong physical activity and recreation. Perlman (2014) further alluded to benefits of physical education activities as helping in promoting interactive teaching and learning atmosphere, physical fitness, guided learning, collaboration and willingness to share.

Pupils Views

The pupils outlined some benefits of physical education as it helps in perfecting skills, as a means of relaxation, improving on body fitness and makes them travel to different places thereby making friends. These findings were in line with that of Kelly (1982) who revealed that the integrated curriculum is part of a move towards a more 'open' society in which knowledge is freely available. It promotes learner interaction and also produces a different attitude to knowledge in children- a greater willingness to share and collaborate. The whole substance of inter-pupil relationships is changed.

The participants (pupils, teachers and head teachers) responses pointed to the realisation and promotion of physical fitness, enhancing cardiovascular and mental strength, identification of talent, promoting self-esteem and exposure of learners among others as benefits of Physical Education. Pupils' responses were more of making pleasurable moments and attaining physical fitness while that of teachers and head teachers went further to focus on health benefits and future income generating activities of learners.

4.6 Summary

This chapter presented the research findings on the constraints of integrated curriculum on the teaching and learning of Physical Education in Primary Schools presented in themes according to research questions. The research findings revealed that the constraints of integrated curriculum on the teaching and learning of Physical Education in primary schools were inadequate time, large number of pupils in one class compromising on the effectiveness and efficiency of teaching the subject. Other constraints were lack of trained and specialised teachers, Physical Education attire, poor infrastructure and lack of interest by some teachers and pupils, lack of material and equipment, unsuitable play fields or grounds, lack of showers and changing rooms, lack of halls for indoor activities, and negative attitude by some teachers and learners. Hence, found it a constraint to apportion periods on the time table accordingly.

The findings further revealed that the methods used in teaching and learning of Physical Education in an integrated curriculum were question and answer, discussions, lecture methods, demonstration and discovery including group work, pair work field trips and project work. The methods were summerised as cooperative teaching, question and answer, lecture, demonstration methods with the use of games and education tours.

Finally, the findings revealed that Physical Education promoted self-discipline, cooperation, self- esteem, resistance to infections, enhance endurance and reduce stress. Integrated curriculum aimed at interactive teaching and learning atmosphere which enhanced academic performance. The following chapter will, therefore discuss the research findings to address the research objectives of the study.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

The study aimed at investigating the constraints of integrated curriculum on the teaching and learning of Physical Education in schools. Chapter four presented the research findings in relation to the research questions. This chapter will discuss the research findings to address the following objectives of the study:

i. To investigate constraints of the integrated school curriculum on the teaching and learning of Physical Education
ii. To establish the teaching and learning methods used for teaching Physical Education in an integrated curriculum.
iii. To ascertain benefits of teaching and learning Physical Education in an integrated school curriculum

5.2 Constraints of Integrated Curriculum on the Teaching and Learning of Physical Education

The findings of the study from the Focus Group Discussions, questionnaires and through the interviews administered to the pupils, teachers and head teachers revealed a range of constraints of the integrated curriculum on the teaching and learning of Physical Education. The constraints among others included inadequate time for Physical Education as preference was made to other academic subjects, lack of trained and specialised Teachers, lack of material and equipment or facilities, lack of Physical Education attire, poor infrastructure and lack of interest by some teachers and pupils. Other constraints were unsuitable play grounds, lack of showers and changing rooms, lack of halls for indoor activities, too many pupils in a class and negative attitude by some pupils especially girls including lack of support from some administrators and lack of integrated books in schools.

The teaching of Physical Education under the integrated curriculum is enshrined in Creative and Technology Studies which comprise key content for Technology, Home Economics and

Expressive Arts at lower primary Grades 1 to 4 and embedded just in Expressive Arts at upper primary school Grades 5 to 7. It's in Expressive Arts that Physical Education is taught along with Music and Art (Ministry of Education Science Vocational Training and Early Education, 2013). This in itself has been a very big challenge as the findings revealed. There was too much preference to teaching other academic subjects at the expense of Physical Education. The constraint of the integrated curriculum on the teaching and learning of Physical Education was that it does not appear on the time table as a stand-alone teaching subject and gives rise to other difficulties or teachers not interested taking advantage by not teaching the subject in primary schools. A teacher of a particular class has to ensure that integratively, he or she teaches Technology, Home Economics, Expressive Arts, Music or Physical Education. This means that during scheming stage, the teacher has to state when to teach any of the integrated subjects in a week or across weeks.

Some teachers and pupils indicated that non-timetabling of Physical Education was contributing greatly non-teaching of the subject and subsequently receiving low status in the academic cycles. The reason behind teaching of Physical Education interactively with Home Economics and Expressive Arts and ultimately with other subject learning areas is the appreciation and the link that exists among the subjects. For instance, when teaching Physical Education learners and teachers have to know that it is a physical activity, it therefore demands learners to realise the importance of blood circulation in Integrated Science, the aspect of burning fats and energy loss. Home Economics comes with the importance of nutrition. In addition, Expressive Arts as subject equips learners with skills of drawings cut across the disciplines and significantly acknowledging drawing of human skeleton twined in integrated Science thereby learners appreciating types of movements, joints and what should be done to maintain and take of them during physical education activities.

The integration of Physical Education in the curriculum has made it a challenge as it did not address the issue of enrolment in primary schools. Zambia through the Ministry of General Education has a Free Education Policy where all pupils aged seven have a mandate to be in school. No head teacher has a right to deny any child access a school place in any primary school.

The teacher-pupil ratio has compromised the teaching of Physical Education as the findings revealed that teachers were teaching more than 50 pupils in a class. For example, in one school, a teacher had 55 pupils on average at his disposal and teaching Physical Education was problematic; challenges with class management, difficulties attending to individual learners and time management. Knapp (1968) observed that the class size should be limited to between 30 and 40 as the maximum number of pupils in class if teaching and learning of Physical Education could be effective and efficient. Having a manageable number of pupils in class would enable a teacher attend to learners individual needs, be able to teach within the time frame and allow effective application of the methodologies as planned by the teacher. Learners would further be given enough space to perform activities, use of limited material and equipment which would enhance acquisition of necessary knowledge, competencies and skills.

The issue of teachers handling large classes was brought out as constraint of the integrated curriculum on the teaching and learning of Physical Education in Primary schools in relation to class control and communication. Teaching and learning process depends on communication between teachers and pupils, the number of pupils in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, Tirusew (1998) states that the larger the class size, the more difficult communication between the teacher and pupils becomes, the more the effectiveness of teaching would be hindered and the lower the quality of education would be.

Bailey (2006) articulates that teaching is a complex and dynamic activity and during a lesson many things occur simultaneously and it is not possible to look at what each child could be doing in a very large class. While Smith (1961) mentioned the following disadvantages that come as the result of large class, individualisation of instruction in limited, instruction tends to be lecture with out-group participation, oral communications with in the classroom from pupil to pupil and to teachers and minimized and written work is assigned less frequently and when assigned, receives less teacher attention and pupils are less well known to teachers as individuals. Teaching is one of the most challenging professions. Working with young people as they develop their personality is a rewarding

experience. Teachers help to develop the minds of young people to the end that they can cope with problems affecting them and that of others.

Large classes compromise teachers' time management of Physical Education lesson. The academic learning is a consequence of effective time management in the class room. The various tasks performed in the class room are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by pupils. All these have an impact on pupil learning and, therefore, require proper attention. However, with a big number of pupils in Physical Education class makes teacher unable to manage time.

The National Association for Sport and Physical Education (2006) states that as class size increases above recommended levels, safe and effective instruction may become compromised. Large class sizes manifest in other consequences like decreased instructional time due to management issues, insufficient amounts of equipment and activity space, decreased practice opportunities resulting in a slower rate of learning and decreased pupil time spent in activity during class. Other consequences include decreased ability of teacher to provide individualised instruction, increased risk of pupil injury and increased opportunity for off task behavior of students.

The findings further revealed that there were fewer number of times that Physical Education was taught in Primary schools or not taught at all. This is in line with the observation made by DiFiore (2010) that reduced curriculum time was a constraint in the teaching of Physical Education in schools. The aspect of time as a constraint of integrated curriculum on the teaching and learning of Physical Education brought about many other challenges. Physical Education is both an out and indoor activity and learners together with teachers have to relocate to either school halls for indoor activities or play fields for out-door activities. Time in whatever movement becomes a factor that made it difficult to teach the subject without affecting other subjects within time table. Leaners have to change attire from their usual school uniform to physical education attire which require some time and in the end affect time meant for other subjects and Physical Education itself. The movements involved consumed time making it difficult for teaching and learning of Physical Education in an

integrated curriculum in primary schools. In all the schools where the study was done, the researcher also affirmed to the participants findings that play fields or grounds for out-door activities are situated outside the school main campus which require learners and teachers to move coupled by changing of the attire.

All the afore-mention challenges surrounding short-coming with time eventually lead to having inadequate time in teaching Physical Education and was a constraint arising from integrated curriculum. That compromised on the effectiveness and efficiency in the teaching and learning of Physical Education in an integrated school curriculum. Hardman (2008) supported by explaining that the principal reasons for the reductions in physical education programs over the past years was lack of time. In Zambia, now there are issues of provinces, districts and schools competing in getting better results in national examinations and as a result teaching and learning of Physical Education was mainly sacrificed thereby spending more time improving on literacy to enhance performance in other subjects. Time for teaching and learning Physical Education was often shelved or reduced and spend more time on other academic subjects in an effort to compete favourably in nation examinations. This is the aspect that made teachers state that some administrators were not supporting the teaching of Physical education in primary schools. This observation is supported made by DiFiore (2010) that negative perception from the school administrators and teachers underestimate the importance of Physical Education.

DiFiore (2010) further observed that there was immense pressure for learners to perform well in National Examinations which forced them to most of the time to other academic subject areas. Mutiti (2011) supported and said that the amount of Physical Education taught was dwindling in many Zambian schools in favour of other academic subjects. This was due to the fact that Physical Education was regarded as a play subject and less important by both teachers and pupils.

All the schools where the study was done did not have showers rooms and changing rooms, an aspect that teachers and learners both raised. Learners especially the girls were mostly disadvantaged in participating learning Physical education in primary schools as issues of privacy were not guaranteed. Most teachers and learners tended to lose interest in teaching

and learning the subject. Issues of Physical Education attire was complementing with lack of changing rooms which falls in as a constraint of the integrated curriculum on the teaching and learning of Physical Education. Learners were in all cases asked to come with Physical Education attire from their homes whenever they were to have a lesson a day before and they come with assorted ones which require some time changing immediately before and after the lesson.

The findings from all the participants revealed that lack of trained and specialised teachers to teach Physical Education in primary schools was a constraint of integrated curriculum. Primary school teachers were all exposed to teaching of Physical Education from teacher training institutions with or without interest. Therefore, mastery or expertise in teaching the subject goes only to those with interest to teach the subject. This was one of the constraints that all participants raised during the collection of data. Notably, as learners seemly expressed interest to go out and learn, some teachers were said not to be for idea of teaching Physical Education in primary schools.

The research findings revealed that most teachers did not have interest teaching Physical Education in primary schools. Out of 80 participants composed of 40 pupils, 35 teachers and 5 Head Teachers, 42 (23 pupils, 16 teachers and 3 head teachers) said teachers had no interest teaching Physical Education in Primary schools. The findings were also confirmed by the observation made by the researcher as lessons observed could tell that teachers do not teach but only did that because of the study. Lapses in teaching methodologies, lesson delivery procedure, teachers' inability to demonstrate physical education activities and skills were evident to conclude that teachers had no interest and infrequently taught the subject. As Figure 4.6 in the previous chapter depicted a teacher's posture demonstrating in a physical education lesson. The teachers' posture spoke volumes; she was not concerned or did not know how to demonstrate the activity and ended up using other pupils to demonstrate. Mina (1981) in a study conducted in Egypt established that too often unqualified teachers constituted a major problem especially in primary education for the subject. In some cases classroom teachers who usually had little or no training in Physical Education conducted physical education lessons as supervised play.

Teachers' positive attitude towards new changes in the curriculum is therefore very important to adapt and implement as outlined. Florian and Rouse (2001) explains that teachers' attitude is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment and most educators are convinced that teachers' attitudes are very important dimensions in the teaching process of Physical Education. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Pupils with teachers of positive attitude towards teaching and the curriculum are found to be high-level achievers in learning. Therefore, without the positive attitudes to the subject and approaches of teaching, negative attitude teachers may harm or injure the whole process of teaching. Necessary technical knowhow is the one who can demonstrate his/her ability to bring about the intended learning outcomes. Park (2008) in his study on 'Implementing Curriculum Integration' illustrates that teachers were unable to fulfill the expectations placed upon them by the idea of curriculum integration. The teachers claimed that they were not equipped in terms of knowledge and materials for covering the proposed aims of an integrated curriculum. The study implied that Korean teachers needed guidelines for dealing with immediate practical questions and problems encountered when implementing curriculum integration.

Physical Education is an integral part of the education system, one that is all too often overlooked or viewed as inconsequential. However, in an increasingly sedentary society, Physical Education should be valued more now than ever. A major difficulty in present day Physical Education is the unwillingness of present day teachers to adopt progressive teaching practices that relate to their pupils, and make physical education appealing and inclusive to all. The success of any educational system depends on good teachers. Teachers cannot be replaced with any other type of instructional material in the educational system. So, in an educational system, teachers are the basic factor for its success. Teachers' duties of profession have many other dimensions on quality of teaching which requires individuals who are academically able and who care about the well-being of pupils (Kasser, 1995).

However, even when some teachers and learners expressed unwillingness to teach and learn Physical Education in primary schools, the majority of the learners enjoyed the lessons outside the class. The researchers' findings also confirmed on the participants views as

evident in the lessons observed as learners wanted to go on and on avoiding the teacher to end physical education lessons. Even when the teacher had ended the lesson learners opted to remain and continue building up on where their teachers had ended. Physical education is such a unique field in schools, because it has many different aspects that need to be taken into consideration when running a physical education class. Pupils are not simply taught material from the curriculum to understand it, but physical education maintains a more interactive atmosphere with pupils collaboratively learning, trying, creating, improvising, leading and following.

Sadly, the only times that learners enjoyed learning the subject was said to be when teachers on teaching practice were in schools. Teachers on teaching practice were said to suffer a great deal in terms of teaching that some permanent teachers abused and made them teach the subject on their behalf whilst they watched or went out to do something else. The aspect of interest was also compounded by challenges of weight with some teachers and learners in performing certain activities. Some teachers were said to fail to demonstrate certain skills thereby making learners incapable to participate in learning Physical Education. The findings from the study revealed that mostly male teachers were competent in teaching Physical Education than female teachers though in some cases female teachers were. In support Morgan and Hansen (2008) elucidated that physical educators at schools showed lack of knowledge, skill and concern for physical education thereby limiting the potential academic benefit of daily and quality Physical Education. Posner (1992) observed that teachers are the chief agents in the process of educational reform as they play a crucial role in determining the success or failure of any curriculum implementation. Therefore, a teachers' attitude, skill, and experience are crucial in determining the success or failure of empowering learners.

Appropriate infrastructure is a very important element if results of any activity have to be realised. Teaching and learning of Physical Education require infrastructure that support physical education activities. This alongside teaching and learning materials and equipment facilitate effective and efficient teaching and learning of Physical Education. For example, swimming pools, none of the school had a swimming pool where teachers and learners could

teach and learn swimming skills. Hence, some topics in the integrated curriculum did not match with status of schools without swimming pools.

Play fields or grounds were vital if learners had to learn skills effectively and efficiently. Play fields or grounds in all the schools under study had deficiencies as they were said to be rough, no proper marking, situated some distance away from class rooms while some cases not available. These deficiencies compromised on the effectiveness or efficiency of teaching Physical Education in primary schools. Mbelenge Primary School did not have play fields and teachers and learners were forced to use the neighbouring school play fields or grounds or at a nearby church which were not of standard. These shortcomings made learners unable to acquire skills and fitness as during competitions like inter districts they were exposed to standard well marked grounds and running trucks where they failed to withstand their strength and endurance. Adequate and thorough preparations for competitions eminent from teaching and learning of Physical Education and then supplemented by other trainings where learners were exposed to train for competitions. Physical Education, therefore, is beneficial in preparing the learners not only socially but psychologically as well. The participants' views were confirmed by the researchers' observations who also found that the play fields were rough, not made to standards and situated away from school main campuses making teachers and learners walk some distances to play fields.

The similar findings go to indoor activities like floor activities like Tennis, Bad Minton to mention but a few. Schools where the study was conducted did not have facilities like school halls to facilitate the teaching and learning of these indoor activities for learners to effectively and efficiently acquire necessary knowledge, competencies and skills. The pupils are expected to achieve outcomes such as understanding the knowledge presented in the curriculum, becoming competent in activities presented, and being able to apply those concepts to incorporate more physical activity and healthier lifestyle practices as they age. However, not all physical education programs in as planning, facilities and equipment, pupil population to mention but a few help teachers and learners achieve outcomes.

The integrated curriculum models advocates for the relating ideas and content of different disciplines and as such with the constraints advanced above, the whole purpose of

integration is defeated. However, is the motive behind integration could be achieved, then constraints of the integrated curriculum ought to be addressed amicably.

5.3 Teaching Methods used in Teaching and Learning of Physical Education

The participants outlined various teaching methods used in the teaching of physical education. The teaching methods allowed teachers and learners interact to enhance teaching and learning. For example, teaching methods like question and answer, discussion, demonstration, group work, use of games and field trips to mention but a few help learners to learn a great deal of the competencies and skills.

It was also learnt that the teaching of physical education help learners shape their skills as they prepared for inter house, schools and later inter districts and provinces competitions in various disciplines. Among the disciplines most prominent were football, netball, athletics-field and track events including indoor activities. Athletics were said to have benefited much from most activities learnt from physical education lessons in schools. On the other hand, pupils acquired knowledge for a lot activities exposed to them in subsequent competitions in schools and districts.

Teaching methods used in teaching Physical Education were mostly learner-centred approaches but lecture method which is teacher-centred was also used to supplement the effective and efficient way to teach aimed at enhancing learner performance and understanding.

In an integrated curriculum, Department for Education and Skills (2003) explain that teachers decide on an approach to their teaching depending on the context in which they are teaching, which includes the nature of the pupils and the circumstance pertaining at a particular time, such as time of day, or the season, aims of the lesson or previous experience of the class. Particular contexts may also demand particular pedagogic approaches. The teacher teaching styles can include leading and demonstrating from the front of the class, or adopting a more pupil-centred approach where the teacher shapes the framework within which the pupils work and then encourages them to make their decisions under guidance. Whether a teacher considers her/himself as part of the group where whole-group decision

making is encouraged; prefers to be fully in charge and tell pupils what to do; or ‘goes with the flow’ letting each lesson evolve in its own way, is all part of teaching style.

The teacher teaching physical education activities has to keep instructions clear and simple, and have pupils repeat instructions, give a demonstration of the task, do a verbal analysis of the task, have the pupil perform the task and affirm the pupil’s effort. Further, allow adequate time for pupils to respond to questions or to formulate what they want to say, give good visual demonstrations, reaffirm good examples and practices and use additional equipment to suit the needs of the pupils.

Some of the methods used by teachers were those that promoted and brought pupils with different learning abilities together. For example, in using pair work, learner based activities as teaching method in physical education were inclusive as they forced learners to work independently, in pairs with a lot of learner based activities and later promoting cooperative teaching approaches. Holbrook (1996) points out that inclusive learning is now encouraged and as such all learners with different learning abilities have to be taken care of when teaching and that calls for thorough lesson preparation and delivery. When planning for teaching and learning in the area of Physical Education a variety of teaching strategies needs to be considered in order to respond to potential areas of difficulty pupils with different abilities. Different abilities may be in line with fitness levels, language and communication, coordination and balance to mention but a few. A teacher has to employ and vary activities in the lesson to include the use of gross motor skills with regular short periods of exercise daily. Above all, in understanding different capabilities and needs, a teacher can as well consult with parents or guardians regarding learners.

Furthermore, the use of demonstration methods allowed the teachers and learners learn by doing and then perfect the skills. In demonstration, teachers used different approaches like part, whole and whole-part-whole methods which made it easier for learners to grasp the concept and skill easier. Davis (2003) explains that the human brain absorbs more and understands better when visual aid facilitates learning as pupils learn more by observing things and through initiation of activities.

Similarly, learners too were meant to demonstrate some activities to show if they mastered the skills learnt and in other situations faster learners were made to demonstrate for others not only to see but make it simple as coming from their mates. Integrated curriculum advocates for the use of direct teaching approaches. A direct approach to teaching aims to acquire new knowledge and skills through a structured sequence, often beginning with modelling, demonstration or illustration by the teacher. Lessons typically proceed to individual or group work and often end with whole class review (Department for Education and Skills, 2003).

However, play fields proved difficult to demonstrate certain skills like head roll due to roughness of some play fields. The teachers were then forced to use lecture method by explaining the concept behind head roll skill avoiding to be scratched by the roughness of the play fields. Some of the play fields were not only rough but had been used by communities around as roads as seen in Figure 4.6 in chapter four. To teach effectively, one must plan successfully. Effective planning means knowing how to facilitate a positive learning experience for all pupils. The teacher uses his or her best professional judgment to decide which method; strategy and technique will work best for a particular situation.

Co-operative teaching is becoming more prevalent with an increasing number of learning support and resource teachers working with class teachers in classrooms (Department for Education and Skills, 2003).

The models of curriculum integration aim to connect, sequence, share, thread and integrate disciplines thereby achieving the whole essence of appreciating the relationship among them. Teachers ought to cooperate and help each other in areas where one has lapses to learn from another in perfecting deliver of the concept or skill to the learners

5.4 Benefit of Teaching and Learning of Physical Education in an Integrated School Curriculum

A number of benefits arising from the questionnaires, Focus Group Discussions and interviews from pupils, teachers and Head Teachers respectively were outlined. The benefits of teaching and learning of physical in an integrated curriculum raised ranged from those

that border on appreciation and coordination with other subject areas to personal health, cooperation and building team work. Physical fitness, enhancing cardiovascular and mental strength, identification of talent, promoting self-esteem and exposure of learners were said to be benefits arising from teaching and learning of Physical Education. Other benefits of Physical Education included making pleasurable moments, attaining physical fitness and future income generating activities for learners.

The benefits of physical activities are numerous and summerised into physical, mental, social and environmental. Perlman (2014) explains that all children benefit from physical activity as it provides a range of physical, social, cognitive and emotional benefits. Regular engagement in physical activity provides: an environment where children can build and develop social skills like turn taking, patience, cooperation, and teamwork. Other benefits physical activity include the opportunity to build basic physical fitness dimensions including muscle strength and endurance, cardiovascular endurance, flexibility, balance, coordination, and agility, increased self-esteem, self-confidence and sense of self-competence, improved body composition, an increased sense of belonging and acceptance in a group, decreased risk of health complications such as obesity, high blood pressure and diabetes in later life to mention but a few (Perlman, 2014).

Physical education is a cross cutting issue that if well taught and learnt teachers and learners integrate and find linking points with other subject areas. For example, when teaching about blood circulation in science, teachers and learners ought to understand that when exercises are being done, the heart is at work distributing blood around the body. In addition, issues of the heartbeat, pulse rate and temperature to mention but a few come into play. Physical Education in school plays an important role in educating and developing learners' attitudes and awareness towards sports, as the learners learn and practice sports in school or in pastime will enable them to practice it in their daily lives outside school (Al-shinawi, 2006).

In stating the benefits of teaching Physical Education in an integrated curriculum, Friend and Cook (2003) mentions that Physical Education develops the body's strength and physical well-being and provides opportunities through which learners can improve fine and gross motor co-ordination, concentration and listening skills, self-esteem, self-confidence,

games skills, creativity, and the ability to co-operate and communicate with others. It promotes the overall development of each learner as a whole person. Each learner is challenged at personal level. Physical Education is also a very sociable subject, involving a high level of appreciation and acceptance of others (Department for Education and Skills (2003). This therefore, helps learners and teachers too in finding linking points with other learning discipline like Social Studies in topics of relationships.

In addition, physical activity improves in behaviour, attention span and brain development, an outlet for excess energy, a mechanism to assist children to cope with stress and anxiety, an improved quality of sleep, an opportunity to interact with others and make new friends, a source of enjoyment, healthy entertainment and children have fun when they are active. Physical Education is one subject that improves on attendance in schools. Every time when schools have physical education activities, the number of learners in schools increases and this is normally the trend during the sports calendar. When district undertake inter-houses, Zones and schools, the learners' attendance in school is overwhelming.

According to Adams (2012), Physical Education is one of the most important thing teachers can give to their children. It plays an important role in the physical growth and development of learners through which learners acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for learners to express themselves through movement and physical activity aiming at promoting the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities. This helps leaners to develop into a complete person for their own fulfillment and that of the good of society.

Friend and Bursuch (1996) state that Physical Education helps a great deal learners with moderate general learning disabilities that experience difficulties with basic co-ordination, balance, left and right orientation, rhythm, spatial and body awareness, listening and responding, language, concentration, and self-confidence. Activities suggested in the Physical Education guidelines provide opportunities to address these skills.

Many learners with moderate general learning disabilities have varied physical needs and abilities. Considerable flexibility, therefore, exercised in planning a programme that meets

the needs of each particular school, class and learner. Regular opportunities to practice skills, along with access to a wide range of stimulating equipment and apparatus, allow learners to demonstrate progress and experience success for as long as they all have access to the broadest possible curriculum in Physical Education (Friend and Bursuch, 1996)

In addition, Friend and Cook (2003) mention that Physical Education provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills, and build character. It serves to complement other educational areas in promoting the desired outcomes of education. In particular, Physical Education helps to cultivate healthy habits, teamwork and resilience. It is also a learning process that focuses on increasing knowledge and affecting attitudes and behaviors related to physical activities including exercise, sports, games, dance, aquatic games and outdoor activities. These benefits accrue and spread into other disciplines

In Integrated Science, the emphasis in the Physical Education programme on promoting enjoyment of and positive attitudes towards physical activity and its lifelong contribution to health complements the integral unit of the Science programme 'Taking care of my body'. Engaging in activities outdoors can be linked with the constituent unit 'Environmental awareness and care'. Games and athletics provide valuable opportunities for the child to learn to accept decisions and rules and to develop the concept of fair play, which the unit 'Relating to others' explores. Swimming and other aquatic activities can promote safety considerations developed in the unit 'Safety and protection (Friend and Cook, 2003). This concept is well blended in Fogarty (1991) curriculum integration of connection, sequence, shared, thread and webbed models that topics within a discipline should be rearranged to coincide with those of another discipline.

Physical Education therefore is very important as it gives children learning opportunities through the movements because it contributes to their overall development by helping them lead a full, active and healthy life. Physical Education recognizes the physical, mental, emotional, and social dimensions of a human movement, and emphasizes the contribution of physical activity to the promotion of individual and group wellbeing. It is a springboard for involvement in sports and physical activities throughout life. Physical Education enables a

child to communicate with others and appreciate the natural environment as well as contribute to moral education and development (Department of Education and Science, 2003).

Adams (2012) substantiates the benefits of Physical Education that schools can lift the performance and outcomes for their pupils by offering programs designed to maximise participation, enjoyment and personal reward. High-performing schools utilise school sport and physical education programs to help motivate pupils and support learners in their academic work. This position is supported by growing evidence that sport and physical education have positive influences on pupils' academic achievement. Physical activity has been demonstrated to have a positive effect on concentration, memory and classroom behavior. Pupils who have increased time participating in Physical Education and Sport have increased academic performance. In addition, studies on the benefits of school Physical Education and Sport has shown that as a result of investing in these activities the schools themselves become 'happier, healthier and more successful; pupils have greater confidence and self-esteem.'

Pangrazi (2007) further explains that there is substantial consensus among Physical Education experts that the field's most important goals are to promote life-long physical activity and to support the physical, psychological and social development of school-aged youth. In more concrete terms, these goals mean, among other things, development of intrinsic motivation for physical activity, strengthening the self-concept, learning to take personal responsibility and adopting cooperative skills. When these kinds of objectives are provided, pupils learn to be independent, to make decisions concerning their learning process and to become responsible for themselves and others. This is precisely one of the basic ideas of the spectrum, namely to shift decision making and responsibility, little by little, from teacher to pupil.

The benefits of curriculum integration are numerous and in line with the desire of the Ministry of Education of realising the holistic buildup of learners, improve quality of education and increase on the number of teachers at primary level. The relationship that

exists among different disciplines is all that matters for learners to actively participate and reflect on the learning process.

5.5 Summary

This chapter discussed the research findings to address the research objectives of the study. The constraints were inadequate time for Physical Education as preference was made to other academic subjects. Hence, not time tabled but taught integratively as Creative and Technology Studies alongside Home Economics and Expressive Arts compounded by teachers' inability to integrate Physical Education with other subject areas. Other constraints of the integrated curriculum on the teaching of Physical Education in primary schools were large classes compromising on effective and efficient lesson delivery, lack of trained and specialised teachers, lack of Physical Education attire, poor infrastructure and lack of interest by some teachers and pupils, lack of teaching and learning materials and equipment or facilities. Other constraints were unsuitable and to some extent lack of play fields or grounds, lack of showers and changing rooms disadvantaging mostly girl-child, lack of halls for indoor activities, and negative attitude by some teachers and learners coupled by lack of support from some administrators.

Therefore, if the teaching and learning of Physical Education in an integrated curriculum was to be successfully effective and efficient in primary schools, play fields or grounds were to be available, adequate and in good shape with showers and changing rooms, school halls for indoor activities, having a considerable number of pupils in a class which ultimately creative positive attitude in teachers and pupils. These constraints limit the correlation and connections with academic discipline due to loss of time in tuning to other lessons or disciplines. The following chapter will conclude and make recommendations based on the research findings of the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The previous chapter discussed the research findings according to the research objectives and this chapter has two parts: the conclusions and recommendations arising from the findings of the study. The objectives were to: establish the teaching/learning methods used for teaching Physical Education, ascertain benefits of teaching and learning Physical Education in an integrated school curriculum and investigate constraints of the integrated school curriculum on the teaching and learning of Physical Education.

6.2 Conclusions

Through questionnaires, interviews, Focus Group Discussions and observations and based on the research findings, this study concludes that the constraints of integrated curriculum on the teaching and learning of Physical Education in primary schools were inadequate time for the subject as it was integrated in Creative and Technological Studies taught alternatively with Home Economic and Expressive Arts. The aspect of time made the subject acquire low status as some teachers and learners could avoid it in preference to other academic subjects. This made some administrators not supporting the teaching of the subject as they also focused on improving results in other learning disciplines because higher authorities were always on them to produce competing results to other schools and regions. A large number of pupils in one class was another constraint as a teacher could be exposed to an average of 55 pupils in a class compromising on the effectiveness and efficiency of quality lesson delivery. Other constraints included lack of trained and specialised teachers, Physical Education attire, poor infrastructure and lack of interest by some teachers and pupils, lack of material and equipment, unsuitable play fields or grounds, lack of showers and changing rooms, lack of halls for indoor activities, and negative attitude by some teachers and learners.

The findings revealed that the methods used in teaching Physical Education were numerous and varied according to an activity and availability of teaching and learning materials.

Among the teaching methods as advanced by participants were; question and answer, discussion, lecture methods, demonstration and discovery. While other methods included group work, pair work, field trips and project work. These methods were either direct or indirect teaching methods generally summed up as cooperative teaching, question and answer, lecture, demonstration methods with the use of games and field trips. The study, therefore, concludes that direct instruction approaches, question and answer, lecture, demonstration and cooperative teaching methods including games were used by teachers in schools.

The findings further revealed that there were a lot of benefits of the integrated curriculum on the teaching and learning of Physical Education. Pupils' views were that Physical Education helped them improve on physical fitness, perfecting skills, facilitated and extended their social networks by making friends through travelling to different places and satisfaction of pleasure. Teachers' and Head teachers' views on the benefits of integrated curriculum on the teaching and learning of Physical Education included improving on academic performance as the physical activities helped on shaping their mental strength, identification and perfecting on skills, development of leadership skills and generally appreciate the relationship that exist with other subject areas. Other benefits were promotion of self-discipline, cooperation, self- esteem while on the health side physical activities made learners bodies build resistance to infections, enhance endurance and help in shaping bodies and reducing stress. Holbrook (1996) states that Physical Education activities conducted during Physical Education lessons are not only essential for a child's health, but for the child's ability to learn as well. Physically active children perform better academically in other subject areas, better classroom behavior and attendance, and have better psychological well-being, make fewer risky choices, and are at a decreased risk for a host of chronic diseases including diabetes and obesity.

Above all, the study concludes that Physical Education promoted interactive teaching and learning atmosphere, physical fitness, guided learning, collaboration and willingness to share. The benefits of Physical Education boarder on aiming at preparing human bodies physically, socially, emotionally and further aid learners to be productive members in the society. When these aspects are put together, an individual is said to have grown in a

balanced manner as a whole. If learners' health is improved and sustained then, learning in all other subjects becomes easier thereby enhancing academic performance.

Therefore, in realising the effectiveness and efficiency of teaching Physical Education in primary schools, there was need to address the constraints that arise as a result of the integrated curriculum by ensuring that sufficient time is made available to the subject. Work on improving play fields or grounds suiting physical education activities and provide teaching and learning materials and equipment as the subject helps in improving physical fitness, social, emotional that leads to enhancing academic performance in other learning areas. Fogarty (1991) integrated curriculum models advocate for the realisation and appreciation of the relationships that exist among different disciplines that help develop learners holistically. The aim and desire of the Ministry of Education in integrating the curriculum was coming up with a curriculum that was relevant and responsive to local needs thereby stressing active participation of learners in the learning process.

6.3 Recommendations

With reference to the constraint of integrated curriculum on the teaching and learning of physical education in primary schools, the following recommendations, based on the findings of the study were made:

1. Education Standard Officers must scale up their monitoring of schools and teachers to ensure schools and teachers are conducting Physical Education lessons in all primary schools.
2. The Zambian Government through the Ministry of Education should conduct sensitisation to all stakeholders about the importance of teaching Physical Education in an integrated curriculum.
3. The Ministry of General Education and school administrators should provide all needed Physical Education materials and equipment which would motivate teachers and learners
4. The Ministry of General Education through the Standard Officers should ensure that all administrators in schools monitor integrated curriculum on the teaching and learning of Physical Education seriously and come up with local policies on the implementation.

5. There is need for the Ministry of General Education through Teacher Training Institutions to train more specialised Physical Education teachers assigned to teaching the subject in primary schools.
6. The Ministry of General Education and District Councils should ensure they put up play parks around communities to allow learners continue exploring Physical Education activities in their communities.

6.4 Suggestions for Further Research

The research further suggests some studies;

i. To investigate the relationship that exists among the subjects integrated with Physical Education in Primary schools.
ii. To establish the inclusive teaching and learning of Physical Education in Primary and Secondary Schools.
iii. An evaluation of the implementation of the Physical Education in private schools.

6.5 Summary

This chapter has made conclusions and recommendations based on the research findings and further suggested the future research.

REFERENCES

Adams R. D. (2012). 'A look at Changes in Teacher Perception and Behavior across time: Perceived Problems of Beginning Teachers**.** *Review of Educational Research,* S4 (2)2 43-178.

Adebayo L. O. (2015). Teaching Physical Education in Nigerian Secondary Schools is a Barrier: An Implication For Future Generation. International *Journal Of Education, Learning And Development Vol.3, No.5, Pp.38-53.*

Adedeji, J. A. (1985). *The Teaching of Physical and Health Education*. Nigeria: Inter-Printers Ltd. Bucher.

Akindutire, I. S. (2014). The Declining Profile of Physical Education Programme in Educational Institutions in Nigeria. *Journal of Sports and Physical Education (IOSR)* e-ISSN: 2347-6737, p-ISSN: 2347-6745, Volume 1, Issue 4, pp. 15-19.

Al-Sharif, E. M. (2010). Evaluation of Student/ Teacher teaching competencies in the Curricula and Teaching Methods of motor expression in the light of quality academic standards. *World Journal of Sport Sciences,* 3(S): 331-358.

Al-shinawi, A. (2006). The Role of Sports Unions and Sports media in developing school sports. Study in the Omani ministry of Education, *Masqat,* 11-13 December, 2006

Anderson, G. (1990). *Fundamentals of Educational Research*. London: Falmer Press.

Arnold, P. J. (1985). *Meaning in Movement, Sport and Physical Education*. London: Heinemann.

Bailey, R., (2006). *Physical Education and Sport in School: A Review of Benefits and Outcomes.* London: Reohamptone Lane.

Barnett, L. M., van Beurden, E., Morgan, P. J., Brooks, L. O., and Beard, J. R. (2009). Childhood motor skill proficiency as a predictor of adolescent physical activity. *Journal of Adolescent Health, 44*, 252-259.

Best, J. W. (2006). *Research in Education.* (4th ed). New Jersey: Prentice Hall, Inc.

Blakely, K., Lang, M., and Hart, R. (1991). *Getting in touch with Play*. New York: The Lighthouse, Inc.

Bless, C. and Achola, P. (1988). *Fundamentals of Social Research Methods: An African Perspective.* New Jersey: Prentice Hall, Inc.

Bloom, B. S. (1974). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1-2*. Longmans: McKay.

Bunker, D., and Thorpe, R. (1982). *A Model for the Teaching of Games in the Secondary School*. London: SAGE.

Coe D. P, Pivarnik J. M, Womack C. J, Reeves M. J, Malina R. M. (2006). Effect of Physical Education and Activity levels on Academic Achievement in Children. *Medicine and Science in Sports and Exercise*; 38:1515-1519.

Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education* (5th ed.) New York: Jersey Pencil Hall. Inc.

Costa, A. (1995). A glossary of thinking skills, Developing mind, Resource book for teaching. London: Heinemann.

Darst, P. W., Pangrazi, R.P., Brusseau, T.A., and Erwin, H. (2014). *Dynamic Physical Education for Secondary School Students (8th Ed.)*. Pearson: Boston.

Davis, P. (2003). *Including Children in Mainstream Classrooms: practical guide*. London: Mcmillan Ed. Ltd.

Davis, P. and Hopwood, V. (2002). Including Children in the mainstream primary school classroom, *Journal of Research Education*, 2 (3), 1-11.

Department for Education and Skills (2003). *Pedagogy and Practice*. Crown: United Kingdom

Department of Education and Science (2003). *Physical Education in the National Curriculum***.** London: HMSO.

DiFiore, G. J. (2010). *The Shape of Physical Education, Health and Wellness Programs in High-need Middle Schools* (Doctoral Dissertation, New York University, 2010). ProQuest. (UMI No: 3404693).

Dyson, B., and Casey, A. (2012). *Cooperative Learning in Physical Education: A Research-Based Approach.* London: Routledge.

Federal Ministry of Education (2004). *National Policy on Education*. Lagos: Federal Government Press.

Florian, G. and Rouse, J. (2001). *Physical Education for Elementary School Children*. Dubuque: Brown and Benchmark Publishers.

Fogarty, R. (1991). The Mindful School: How to Integrate the Curriculum. Pallantine: Skylight Publishing.

Friend, M. and Bursuch, W. D. (1996). *Including Students with Special Needs: A practical guide for classroom teachers.* Boston: Allyn & Bacon.

Friend, M. and Cook, L. (2003). *Interactions: Collaboration Skills for School Professionals (4th ed.)* Boston: Allyn and Bacon.

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books

Graham, G., Holt/Hale, S. A., and Parker, M. (2012). *Children moving: A reflective approach to teaching physical education* (6th ed.). McGraw-Hill: New York.

Ghosh, B. N. (2004). *Scientific Methods and Social Research*. New Delhi: Sterling Publishers (Pvt) Limited

Hannon, J. C., Holt, B. J., and Hatten, J. D. (2008). Personalized System of Instruction Model: Teaching Health-Related Fitness Content in High School Physical Education. *Journal of Curriculum and Instruction*. 2(2): 20-33.

Hansen, L. W. (2009). *Six Fifth Grade Students' Experiences Participating in Active Gaming during Physical Education classes*. Tampa, Florida: University of South Florida.

Hasenkrüger, H. (1969). *Der Lehrplan für den Sportunterricht – eine historische, vergleichende und empirische Studie.* Halle: Unpublished B Dissertation Manuscript.

Hardman, K. (2008). Physical Education in Schools: A Global Perspective. *Kinesiology*, 40(1): 5-28.

Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Holbrook, C. (Ed.) 1996). *Young Children: A Parent's Guide.* Bethesda, MD: Woodbine House, Inc.

Hollar, D., Messiah S. E, Lopez-Mitnik, G., Hollar T. L, Almon M., Agatston, A. S. (2010). Effect of a two-year obesity prevention intervention on percentile changes in body mass index and academic performance in low-income elementary school children. *American Journal of Public Health*, 100:646.

Hopkins, D. and Harris, A. (*2000*). *Creating the Conditions for Teaching and Learning: A Handbook for Staff Development Activities*. London: David Fulton.

Hwang, Y. (1998). A Recent trend of Educational Research for Curriculum Integration. *The Journal of Chunnam Education, 92*, 91-100.

International Year of Sports and Physical Education (2005). *Report on International Year of Sports and Physical Education: Sports for a Better World.* Geneva: IYSP

Jacobs, H. H. (1989). *Interdisciplinary Curriculum: Design and Implementation*. Alexandria, VA: Association for Supervision and Curriculum Development.

James, Q. (1989). *Effective Secondary Teaching Definition Standards and Trends*. New York: Harper & Two Publisher.

Johnson, D., and Johnson, F. (2009). Joining Together: Group Theory and Group skills. Upper Saddle River: N.J. Pearson

Kakuwa, M. (2005). *Zambian Traditional Games and Activities*. Oslo: Norway.

Kasser, Susan L., (1995). *Inclusive Physical Education*. Champaign: Human Kinetics Publishers, Inc.

Kelly A. V. (1982). *The Curriculum: Theory and Practice* London: Harper and Row.

Killen, R. (2007). *Effective Teaching Strategies: Lessons from Research and Practice* (4th ed.). Melbourne: Thomson/ Social Science Press.

Kim, D. (1996). A Model for developing Integrated Curriculum at the School level. *The Korean Journal of Curriculum Studies*, *14*(3), 18-40.

Kirchner, G. and Fishburne, G. J. (2000). *Physical Education for Elementary School Children*. Dubuque: Brown and Benchmark publishers.

Knapp. C, (1968***).*** *Teaching Physical Education in Secondary Schools.* A text book on Instructional methods. McGraw Hillbook Company.

Kombo, D. K. and Tromp, D. L. A. (2013). '*Proposal and Thesis Writing: An Introduction*.' Nairobi: Pauline Publishers.

Kothari, P, (2004). *Strategies for Teaching Students with Heavy Impairment***.** San Jose State: University Cohort.

Kretchmar, S. (2006). Ten more reasons for Quality Physical Education. *Journal of Physical Education, Recreation and Dance,* 77(9), 6-9.

Kyndt, E., Raes, E., Lismont, B., Timmers, F., Cascallar, E., and Dochy, F. (2013). A Meta-Analysis of the Effects of Face-to-Face Cooperative Learning. Do recent studies falsify or verify earlier findings? *Educational Research Review*, 10, 133-149.

Kysilka, M. (1998). Understanding Integrated Curriculum. *The Curriculum Journal.* Vol. 9, No. 2, pp. 197-209. ISSN 0958-5176.

Lydon, W. and McGraw, M. (1973). *Concept Development for Children.* New York: American Foundation Ltd. Mababari Krueger Publishing Company.

Mann, D.Y., Williams, A., Ward, P., and Janelle, C.M. (2007). Perceptual-cognitive expertise in sport: A Meta-Analysis. *Journal of Sport Exercise Psychology*, 29(4), 457-478.

Martin, K. (2010). *Brain Boost: Sport and Physical Activity Enhance Children's Learning*. School of Population Health, The University of Western Australia. May 2010.

McMillan, J. H. and Schumacher, S. (2001). *Research in Education: A Conceptual Introduction*. New York: Longman.

Metzler, M. (2011). *Instructional Models for Physical Education* (3rd Ed.). Scottsdale, AZ: Holcomb Hathaway. .

Ministry of Education (1996). *Educating Our Future: National Policy on Education*. Lusaka: Zambia Education Publishing House.

Ministry of Education (1998). *Physical Education Syllabus*. Lusaka: Curriculum Development Centre.

Ministry of Education (2003). *Curriculum Framework*. Lusaka: Government Printers

Ministry of Education (2003). *Zambia Basic Syllabi*. Lusaka: Government Publishers.

Ministry of Education (2010). *Basic Education Sub Sector Implementation Programme 1999 to 2002.* Lusaka: Government Publishers

Ministry of Education Science Vocational Training and Early Education. (2013). *Zambia Education Curriculum Framework.* Lusaka: CDC.

Ministry of Youth and Sport Policy (2015). *Towards a Skilled, Enlightened, Economically Empowered and Patriotic Youth: Imparting Positively on National Development*. Lusaka: Ministry of Youth and Sport.

Morgan, P. J. and Hansen, V. (2008). Classroom Teachers' Perceptions of the Impact of Barriers to Teaching Physical Education on the Quality of Physical Education Programs. *Research Quarterly for Exercise and Sport*, 79(4), 506-516.

Mutiti, M. (2011). *Factors contributing to the Poor Status of Physical Education in selected Schools of Chongwe District, Unpublished Thesis*.

Mwanakatwe, J. (1965). *The Growth of Education in Zambia since Independence*. Lusaka: Oxford University Press.

National Association for Sport and Physical Education. (2006). *Teaching Large Class Sizes in Physical Education: Guidelines and Strategies*. Reston: Author.

Nyawali, P. (2003). *Factors Affecting the Effective Teaching and Learning of Physical Education in Schools.* Lusaka: University of Zambia Press.

Osterhaus, S. (2004).Teaching Methods Used in Primary School. Texas: Texas School.

Pangrazi, R. (2007*). Dynamic Physical Education for Elementary School Children*. 15th ed. San Francisco: Pearson-Benjamin Cummings.

Park, M. (2008). Implementing Curriculum Integration: The Experiences of Korean Elementary Teachers. *Asia Pacific Education Review*. Vol. 9, No.3, 308-319

Perlman, D. (2014). Motivating the Student: Sport Education can be a Framework for Success. *Journal of Physical Education, Recreation and Dance, 85(6),* 12-16.

Pogrund, R., Fazzi, D., and Lampert, I (eds.). (1992). *Early Focus: Working with young blind and visually impaired children and their families*. New York: American Foundation for the Blind.

Posner, C. J. (1992). *Analyzing the Curriculum.* New York: MaGraw HillInc.

Powell, S. and Nelson, B. (1997). Effects of choosing Academic Assignments on a Student with attention Deficit Hyperactivity Disorder. *Journal of Applied Behavior Analysis, 30*(1), 181-183

Quay, J., and Peters, J. (2009). Skills, Strategies, Sport, and Social Responsibility: Reconnecting Physical Education. *Journal of Curriculum Studies, 40(5)* 601-626

Quist, D, (2000). *Primary Teaching Methods*. London and Oxford: MacMillan Education Ltd.

Rink, J. E. (1998). *Teaching Physical Education for Learning (3rd ed.)*. Boston: McGraw-Hill.

Sadker, E and Sadker, P. (1986). *Questioning Skills*: *Classroom Teaching Skills.* Lexington: D.C Health and company.

Schirato, T. (2007). *Understanding Sports Culture*. London: SAGE.

Schwab, J. (1964). *Structure of the Disciplines: Meanings and Significances.* Boston: McGraw-Hill

Siedentop, D. (2001). *Developing Teaching Skills in Physical Education.* London: Mayfield Publishing Company.

Siedentop, D. and Tannehill, D. (1999). *Developing Teaching Skills in Physical Education 4th ed*. New York: Mayfield Publishing Company.

Sigfusdottir I. D., Kristjansson A. L., Allegrante J. P. (2006). Health Behaviour and Academic Achievement in Icelandic School Children. *Health Education Research*. June 9.

Slavin, R. E. *(*1990*)* Cooperative Learning: Theory, Research and Practise. *Upper Saddle River, New Jersey: Prentice-Hall.*

Smith, W. E. (1961). The Dictators Encyclopedia, *Engle Wood Clift.* New York: Jersey Pencil Hall. Inc.

Snyder, S. (2001). Connection, Correlation, and Integration. *Music Educators Journal*, March, Vol. 87 Issue 5, pp 32.

Stanne, M., Johnson, D. W., and Johnson, R. (1999). Social interdependence and motor performance: A meta-analysis. *Psychological Bulletin*, 125 (1), 133-154.

Tirusew, T. (1998). Issue Surrounding the Academic Efficiency of Addis Ababa University-AAU *Institutes of Educational Research (IER)*

Tousignant, M. (1983). PSI in PE – it works. *Journal of Physical Education, Recreation and Dance*, 54, 33-34.

Walawala, W. B. (2015). *Effects of the Differences between Expressive Arts and Creative Technology Studies on the Teaching of Music in Selected Primary Schools of the Copperbelt Province in Zambia.* A dissertation submitted to The University of Zambia in partial fulfilment of the requirement for the award of Master of Education in Primary Education. Lusaka: The University of Zambia Press.

Wajnryb, R. (1992). *Classroom Observation Tasks*. New York: Cambridge University Press

White, C. J. (2005). *Research: A Practical Guide*. Pretoria; Ithuthuko Investments.

Whitehead, A. N (1992). *The Aims of Education.* London: Williams and Norgate.

Yambayamba, K. E. S. (2007). *Developing Teaching Skills in Physical Education*. London: Mayfield Publishing Company.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

APPENDIX 1: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Dear Sir/ Madam,

I am a postgraduate student at the University of Zambia carrying out a research on the constraints of integrated curriculum on the teaching and learning of physical education in primary schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

SECTION A: BACKGROUND INFORMATION:

1. Sex: Male [ ] Female [ ]
2. Age 18 – 29 years [ ]
   30 – 39 years [ ]
   40 – 49 years [ ]
   50 and above [ ]
3. For how long have you served as a Head teacher?
   5 years [ ]
   5 – 10 years [ ]
   11 – 20 years [ ]
   20 and above [ ]

SECTION B

Answer the following question

Challenges of the integrated school curriculum on the teaching of Physical Education

1. Where you trained to teach PE?
2. Do you provide teachers with any materials/equipment to use in teaching PE?

3. If the answer is yes in question 2, list some of the materials/equipment used in the teaching of PE.
    a. ……
    b. ……
    c. ……
    d. ……
4. Do teachers enjoy teaching Physical Education?.....
5. Do teachers face problems in the teaching of Physical Education?.....
6. What are some of the challenges do your teachers face in the teaching of Physical Education?
    a. ……
    b. ……
    c. ……
    d. ……
    e. ……

Teaching methods used for teaching Physical Education

7. Are you aware of the integration of PE in CTS?.....
8. Is PE on the class or school time table?.....
9. How often do you monitor the teaching of PE?.....
10. Do teachers easily conduct practical lessons in PE?.....
11. Are your teachers competent in teaching PE?.....
12. From the new syllabus do teachers find it easy to identify PE topics?.....
13. List some of the methods that you use in the teaching of Physical Education?

a. ……
b. ……
c. ……
d. ……
e. ……

How pupils benefit from Physical Education in the integrated curriculum

14. Are pupils actively involved in Physical Education activities?.....
15. What are some of the activities are pupils involved in Physical Education?
    a. ……
    b. ……
    c. ……
    d. ……
16. How do pupils benefit from Physical Education?
    a. ……
    b. ……
    c. ……
    d. ……
    e. ……

Thank you for your cooperation

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

Dear Sir/Madam,

I am a postgraduate student at the University of Zambia carrying out a research on the constraints of integrated curriculum on the teaching and learning of physical education in primary schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

Instructions:

Please indicate your response/answer to each question or statement by ticking or filling in the appropriate blank spaces provided.

SECTION A BIO DATA

1. Sex: Male [ ] Female [ ]
2. Age 18 – 29 years [ ]
   30 – 39 years [ ]
   40 – 49 years [ ]
   50 and above [ ]
3. For how long have you served as a teacher?
   5 years [ ]
   5 – 10 years [ ]
   11 – 20 years [ ]
   20 and above [ ]

SECTION B

Answer the following question

Challenges of the integrated school curriculum on the teaching of Physical Education

1. Were you trained to teach PE? Yes [ ] No [ ]
2. Are you provided with any materials/equipment to use in teaching PE
   Yes [ ] No [ ]
3. If the answer is yes in question 11 list some of the materials/equipment used in the teaching of PE.
4. Is PE on the class or school time table? Yes [ ] No [ ]
5. Do you enjoy teaching Physical Education?
6. Do you face problems in the teaching of Physical Education?
7. What are some of the challenges do you face in the teaching of Physical Education?
   a. …….
   b. ……
   c. ……
   d. ……
   e. ……

Teaching methods used for teaching Physical Education.

8. Are you aware of the integration of PE in CTS Yes [ ] No [ ]
9. Do you teach PE? Yes [ ] No [ ]
10. How often do you teach PE in a week?.....
11. Do you easily conduct practical lessons in PE? Yes [ ] No [ ]
12. Are you competent in teaching PE? Yes [ ] No [ ]
13. From the new syllabus do you find it easy to identify PE topics
    Yes [ ] No [ ]
14. List some of the methods that you use in the teaching of Physical Education?
    a. ……
    b. ……
    c. ……

d. ……..

e. ……

How pupils benefit from Physical Education in the integrated curriculum

15. Do you involve pupils in Physical Education? Yes [ ] No [ ]

16. What are some of the activities are pupils involved in Physical Education?

a. ……

b. ……

c. ……

d. ……

17. How do pupils benefit from Physical Education?

a. ……

b. ……

c. ……

d. ……

e. ……

Thank you for your cooperation

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

APPENDIX 3: FOCUS GROUP DISCUSSION GUIDE

Dear Sir/Madam,

I am a postgraduate student at the University of Zambia carrying out a research on the constraints of integrated curriculum on the teaching and learning of Physical Education in primary schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

A. Challenges of the integrated school curriculum on the teaching of Physical Education

1. Mention the subjects you learn at this school
2. Do you learn Physical Education?
3. If the answer is yes in question 2, how often do you learn Physical Education?
4. Do you like (enjoy) learning Physical Education?
5. Do you use materials/equipment during Physical Education lessons?
6. Do you encounter (face) problems in learning Physical Education?
7. Is Physical Education on the class time table?
8. What are some of the challenges do teachers face when teaching Physical Education?

B. Teaching methods used for teaching Physical Education.

9. What topics/activities do you like in Physical Education?

10. Where do you learn Physical Education from?

11. Do your teachers conduct practical lessons during Physical Education?

12. Is your teacher competent in teaching Physical Education?

13. What are some of the methods do your teachers use in teaching Physical Education?

C. How pupils benefit from Physical Education in the integrated curriculum

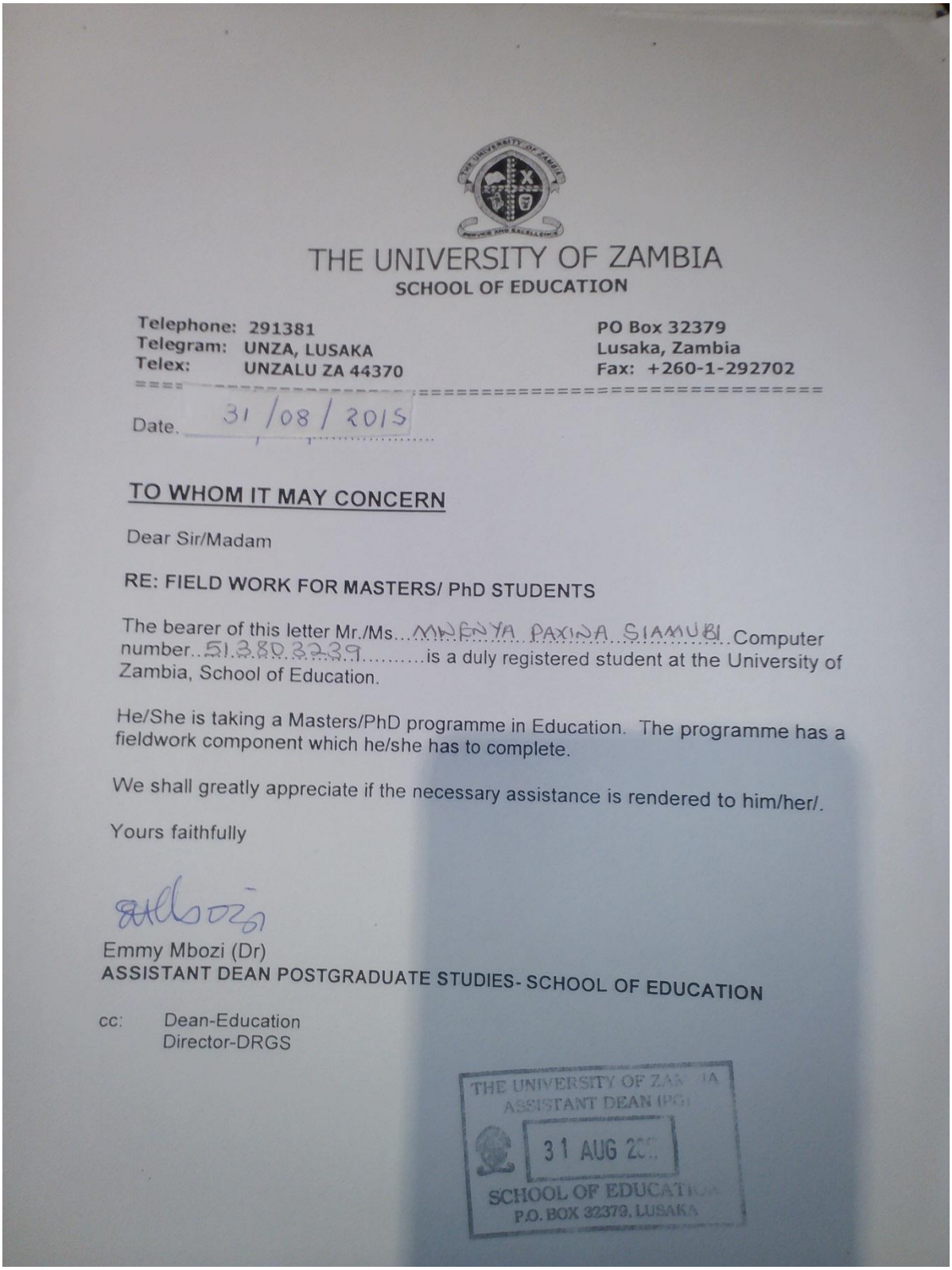
14 Are you involved in Physical Education? Yes [ ] No [ ]

15. What are some of the activities are you involved in Physical Education?

16. How do benefit from Physical Education?

Thank you for your cooperation

APPENDIX 4: AUTHORITY TO CONDUCT RESEARCH FROM UNZA



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

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

Date. 31/08/2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms...MWENYA PAXINA SIAMUBI.....Computer number..513803239.....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/.

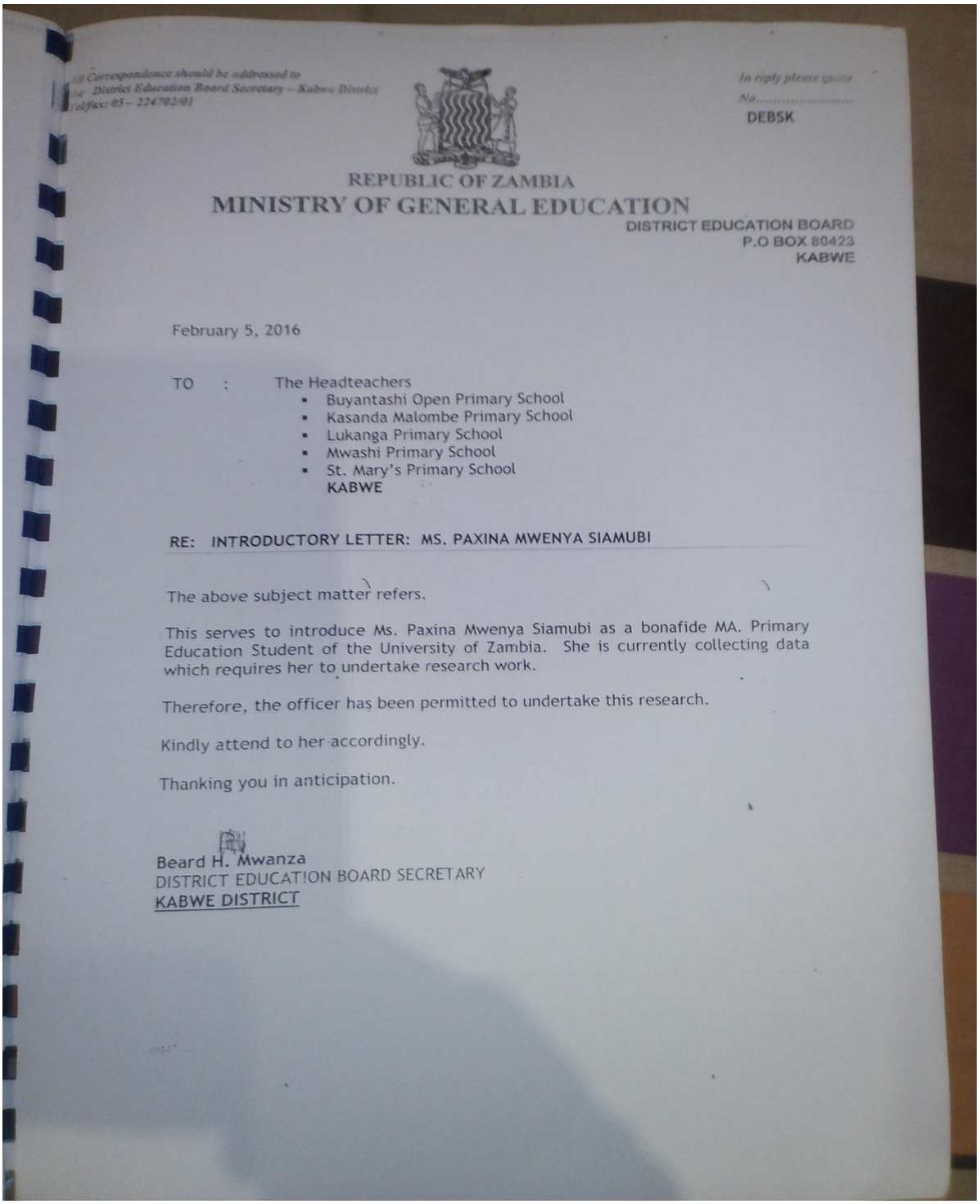
Yours faithfully

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

cc: Dean-Education
Director-DRGS

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)
31 AUG 20[illegible]
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

APPENDIX 5: AUTHORITY TO CONDUCT RESEARCH FROM DEBS



All Correspondence should be addressed to
The District Education Board Secretary – Kabwe District
Tel/fax: 05 – 224702/01

In reply please quote
No.....
DEBSK

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

DISTRICT EDUCATION BOARD
P.O BOX 80423
KABWE

February 5, 2016

TO : The Headteachers
- Buyantashi Open Primary School
- Kasanda Malombe Primary School
- Lukanga Primary School
- Mwashi Primary School
- St. Mary's Primary School

KABWE

RE: INTRODUCTORY LETTER: MS. PAXINA MWENYA SIAMUBI

The above subject matter refers.

This serves to introduce Ms. Paxina Mwenya Siamubi as a bonafide MA. Primary Education Student of the University of Zambia. She is currently collecting data which requires her to undertake research work.

Therefore, the officer has been permitted to undertake this research.

Kindly attend to her accordingly.

Thanking you in anticipation.

Beard H. Mwanza
DISTRICT EDUCATION BOARD SECRETARY
KABWE DISTRICT