

**PERCEPTIONS OF PHYSICAL EDUCATION AMONG PUPILS IN
SELECTED SCHOOLS OF LUSAKA DISTRICT, ZAMBIA**

BY

KAPEMBWA GLYNISS

**A dissertation submitted to the University of Zambia in partial fulfillment of the
requirements for the award of Degree of Master of Education in Primary Education
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DECLARATION

This dissertation is my original work and has not been presented for a degree in any other University.

Signature----- Date-----

GLYNISS KAPEMBWA

Computer number: **512801496**

Email: kapembwaglyniss@yahoo.com

DEDICATION

This study is tenderly devoted to my beloved husband, my four children and all concerned Physical Education specialists.

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CERTIFICATE OF APPROVAL

This dissertation prepared by Glyniss Kapembwa is approved as fulfilling part of the requirements for the award of the degree of Master of Education (MED) in Primary Education (Physical Education) by the University of Zambia.

EXAMINER ONE

Name.....Signature.....Date.....

EXAMINER TWO

Name.....Signature.....Date.....

EXAMINER THREE

Name.....Signature.....Date.....

LIST OF ACRONYMS

APA	American Psychological Association
ANOVA	Analysis of Variance
CAD	Coronary Artery Disease
CIT	Critical Incident Technique
CPEFS	Council of Physical Education Fitness and Sports
CSPPA	Children’s Sport Participation and Physical Activity
DEECD	Department of Education and Early Childhood Development
ICPES	International Charter of Physical Education and Sports
MOESVTEE	Ministry of Education Science, Vocational Training and Early Education
PE	Physical Education
PETAZ	Physical Education Teachers Association of Zambia
SECS	School Extra-Curricular Sports
SECSA	School Extra-Curricular Sporting Activities
SPSS	Statistical Package for Social Science
SS	Social Skills
UNESCO	United Nations Educational, Scientific and Cultural Organization
USDHHS	United States Department of Health and Human Services
USMA	United States Military Academy
WHO	World Health Organisation

ABSTRACT

This study purposed to gain insights into pupils' perceptions of Physical Education (PE) among selected secondary Schools in Lusaka District. Lack of adequate knowledge on how pupils perceived PE necessitated this research whose results could be relevant to educators, researchers, policy makers and others. The study employed both qualitative and quantitative approaches in the context of a survey research design. Purposive sampling techniques were used to select 210 pupils from three secondary schools of Lusaka Province. Data collection instruments included semi-structured interview guide, focus group interview and unstructured observations. Results were analyzed using constant comparative analysis and therefore, all uniform phrases and words that emerged from responses were grouped and quantified using manual coding and thereafter, discussed and interpreted.

The discussion of results showed that indeed, PE does not only need to focus on various psychomotor skills, but also on the development of cognitive skill within the classroom environment. Generally, PE was perceived to be an easy subject that would promote physical fitness, personal enjoyment. Meanwhile other views showed that PE was a less interesting subject in class than when done from outside and that it is a subject for pupils who are interested and talented in sports. It was noted that pupils' perceptions of PE were more biased on the constructed field of PE than its meaning, which pointed to an existing gap between the psychomotor and the cognitive domains, hence, the need to teach PE as an academic subject in the classroom. It was also noted that pupils preferred outdoor activities than learning PE in class because they were more interesting than being in class, promoted physical fitness, and reduces school stress. It was further noted that only very few pupils were able to associate PE to a broader array of themes other than outdoor physical activities because they lack a cognitive knowledge orientation about PE. There was also an outcry that there were few trained and motivated teachers, inadequate material resources and poor timetabling of the subject. These, among other factors made the pupils to feel that PE would rather be an outdoor based than as a subject in a classroom environment.

Nevertheless, some measures such as change of pedagogical approaches, retention of PE on timetable, exchange programmes, among others were proposed to be among some measures that would expedite pupils' interest in PE. The main recommendations of the study included creation of awareness programmes which should change wrong perceptions of the subject so as to embrace its intellectual domain and the urgent need to implement end of year examinations in PE and

CHAPTER ONE

INTRODUCTION

1.1: Background

In Zambia it has been observed that schools emphasize participation in school extra-curricular sporting activities such as athletics and ball games rather than the teaching and learning of Physical Education as a classroom subject. Pupils prefer participating in school sporting activities to learning of Physical Education as an academic subject. Zulu (2010) reported, 'School sports have been seen to be more prominent and popular among pupils than Physical Education in Zambia'. Siedentop (2004) also stated that most intriguing and disturbing issues facing Physical Education in most countries is lack of interest and support for Physical Education as a classroom subject.

In today's world, participation in sports activities has been made available in most schools, communities and countries due to the benefits it offers to humanity (Abdullah and Fauzee, 2002). A lot of people have appreciated the importance of sporting activities although others have paid little or no attention to physical activities and exercises. Abdullah and Fauzee (2002) argued that extra-curricular sports improve human respiratory system, strengthen muscles of the heart and increase its volume. Moreover, Bouchard, Shepherd and Stephens (1993) describe physical activities through extra-curricular sports as activities that stimulate the body, strengthen human skeleton, muscle contraction and increases energy levels necessary to improve learners' concentration in class. To this effect, studying attitude towards physical activities is an important element in Physical Education curriculum, because it would assist pupils to develop and strengthen positive thinking towards physical education through participation in physical activities during and possibly after school life (Silverman and Subramanian, 1999).

Although almost everyone knows that physical activities such as those offered through Physical Education could offer many mental, physical and academic benefits, practically, there are very few people that have realized the importance. As such, few people including those in schools show little interest in physical education related activities. This state of affairs is actually a mockery to The Council of Physical Education Fitness and

Sports' (2009) recommendation that schools should provide opportunities for every child to participate in physical activities as well as ensuring that desirable attitudes and values which promote future participation in physical activities are developed.

Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE 2012) in Zambia has embarked on the national programme of training teachers in physical education at college and university levels in order to enhance the teaching and learning of Physical Education in the country. The Ministry is constantly ensuring that quality and pupil-focused support is provided in the teaching and learning of Physical Education at all levels (Ministry of Education 1996). Despite a well defined policy on physical education put in place by the Zambian government and, which states that, physical education should be taught as a compulsory subject at all levels of education in the country, there seem to be a biased conception by pupils towards Physical Education and School Extra-Curricular Sporting Activities (SECSA) such as athletics, ball games and many other sporting activities offered in Zambian schools.

In most Zambian schools, Physical Education has been downgraded such that some learners use such periods for cleaning classrooms, loitering and having fun on the school playing fields. Siedentop (2007) noted that there has been a decrease of physical education programmes in schools due to pressure from the school curriculum to reduce time spent in 'free play'. A good example is where a certain government school in Lusaka has turned swimming pool and change rooms into residential flats for teachers. This shows clearly how educators barely appreciate the importance of Physical Education in the development of a child. It has also been observed that some trained teachers of physical education, who are deployed in government schools to offer Physical Education as an academic subject are requested by school administrators to teach other subjects such as Religious Education, History or Biology in place of Physical Education. In certain instances, some of these teachers are simply made to be in charge of School Extra-Curricular Sports (SECS) and sometimes not even given an opportunity to oversee school sports activities, as if that was not enough Physical Education periods for some reason are used for revising other academic subjects. This has made many pupils to pay

little or no attention to the subject but focusing more on subjects like English language, Mathematics and Science.

Another interesting observation is that of school administrators (Head teachers) in both primary and secondary schools throughout the country have formed Sports Association called Head Teachers Sports Association (HTSA), which unfortunately only promote the effective running and organization of School Extra-Curricular Sports (SECS) unlike the teaching and learning of Physical Education as a subject. According to Woods et al., (2007), there is a general belief that Physical Education in schools is dominated by team games rather than on learning and improvement of whole individual pupil's performance. This probably explains why pupils in Zambia are always seen to have keen interest in sporting activities not in physical education as an academic subject. In fact, certain pupils openly complain once they discover that Physical Education has been allocated to them as a subject and, they usually request for another subject to replace Physical Education. However one would find the same child actively participating and performing very well in school extra-curricular sporting activities. The separation of Physical Education and School Extra-Curricular Sports has shown clearly that there is a misconception between Physical Education and School Extra-Curricular Sporting Activities among many people. Whilst in Cuba, the former Minister of Sports Youth and Child Development, Chishimba Kambwili made the following remarks which auger with what is stated above:

“The country has not paid much attention to the teaching and learning of physical education as a subject, and this has made it difficult for the country to prepare children for future sports, the country should ensure that teaching and learning of Physical Education is considered seriously.”

The above remark shows that the country puts more emphasis on sporting activities than the teaching and learning of Physical Education. Despite the Ministry of Education Science, Vocational Training and Early Education implementing the revised curriculum with an emphasis of vocational career path-way and Physical Education as one of the vocational subjects to be taught as a compulsory subject, very few schools have embraced it, thus, most pupils are not ready to take Physical Education as an academic subject. It is

from this background that the research was undertaken in order to get insights on how Physical Education is perceived among pupils.

1.2: Statement of the Problem

Despite government efforts in promoting physical education as a subject in Zambian schools, not much teaching and learning of the subject takes place, but rather School Extra-Curricular Sports are promoted which allow only few talented and interested learners in sports taking part in sports activities. Further, it has been observed that most learners at different levels of education accept and actively participate in School Extra-Curricular sporting activities but shun taking Physical Education as a subject. This could partly be attributed to perceptions learners uphold about the subject, but are unfortunately not yet known. Therefore, it is worthwhile investigating their perception of Physical Education so as to rethink existing strategies to engage learners in Physical Education.

1.3: Purpose of Study

The purpose of this study was to gain insights into pupils' perceptions of Physical Education among selected secondary Schools in Lusaka District.

1.4: Specific objectives of the study

1. To determine the meanings pupils attached to Physical Education.
2. To examine why pupils preferred extra-curricular sporting activities to taking physical education as a subject.
3. To ascertain pupils' views on what should be taught in Physical Education apart from outdoor sporting activities.
4. To explore measures that must be put in place in order to promote pupils' interest in Physical Education as a classroom subject.

1.5: Specific research questions

1. How do pupils perceive Physical Education?
2. Why do pupils prefer extra-curricular sporting activities to taking physical education as a subject?
3. What should be taught in Physical Education apart from outdoor sporting activities?

4. What measures must be put in place in order to promote pupils' interest in Physical Education as a classroom subject?

1.6: Significance of the Study

It is hoped that the study would generate information about pupils' perception of physical education and suggest possible strategies of dealing with such perceptions of physical education as a subject. Therefore, the findings of the study would be useful to policy makers, school managers, teachers and pupils, who are faced with the misconception of Physical Education. The Ministry of Education Science, Vocational Training and Early childhood education will find the study beneficial in planning and identifying problems that have led to physical education to be regarded as a subject of low esteem among pupils. Educators and researchers who are trying to develop Physical Education as a subject in Zambian communities are also likely to find this study to be of great benefit.

1.7: Operational definitions of terms

Perception - Refers to various views or understandings of Physical Education among pupils.

Physical Education - Refers to the subject put in place by the Ministry of Education for pupils to learn and participate in regular physical activities that assists in developing and maintaining physical fitness throughout their lifetimes, such activities are taken by pupils during the normal school programme as an academic subject.

Extra-Curricular Sports - Refers to school sporting activities performed by pupils after the normal school programme or sporting activities taken as electives.

Sporting Activities - Refer physical activities performed by pupils through competitive games and physical activity.

1.8: Theoretical Framework

This study was guided by Social constructivist learning theory. "Perception is one of our most important mental processes, if we could not perceive anything, then we would know nothing except the content of our own minds" (Groenewald, 2004:3). Knowing only the

content of our mind makes us apt for presumptuous decisions and would make us fail to make informed choices for daily emerging learning themes such as those in PE. This research applied two types of perceptions namely; internal perception that tells us what is going on in our bodies and external perception that tells us about the world outside our bodies, because it was aimed at investigating how pupils make sense of PE under the influence of their backgrounds (Ibid). According to Hein (1991), the latest catchword in educational circles is "constructivism," applied both to learning theory and to epistemology both to how people learn, and to the nature of knowledge. Social constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually (and socially) constructs meaning as he or she learns. Constructing meaning is learning, there is no other kind, argued Hein (1991).

The dramatic consequences of this view are twofold namely; focusing on the learner in terms of learning (not the subject/lessons to be taught) but grasping of content. Moreover there is no knowledge independent of the meaning attributed to experience (constructed) by the learner, or community of learners. These principles of constructivism were observed by bracketing whatever preconceived academic notions about Physical Education which the researcher might have had in order to allow emergence of crude construction of reality based on pupils' own learning backgrounds. Constructivist theory was mainly championed by scholars such as Dewey, Piaget and Vigotsky among others. Adherence to this theory implies that we have to put aside Platonic and all subsequent realistic views of epistemology (theory of knowledge). We have to recognize that there is no such thing as knowledge out there independent of the knower, but only knowledge we construct for ourselves as we learn. learning is not understanding the "true" nature of things, nor is it (Plato suggested) remembering dimly perceived perfect ideas, but rather a personal and social construction of meaning out of the bewildering array of sensations which have no order or structure besides the explanations which we fabricate for them (Adler, 2001).

Constructivist theory looks towards all those wonderful, individual living beings each of whom creates his own model to explain nature. If we accept the constructivist position

we are inevitably required to follow a pedagogy which argues that we must provide learners with the opportunity to interact with sensory data and construct their own world as was the case in this research. Thus, pupils were at liberty to interpret PE and related learning issues based on their own socially constructed reality. Hein (1991) further adds that learning is an active process in which the learner uses sensory input and constructs meaning out of it. It is not the passive acceptance of knowledge which exists in the external world, but that learning involves the learners engaging with the world. Learning consists both of constructing meaning and constructing systems of meaning. Each meaning we construct makes us better able to give meaning to other sensations which can fit a similar pattern. The crucial action of constructing meaning is mental because it happens in the mind. Learning is a social activity. Our learning is intimately associated with our connection with other human beings, as well as casual acquaintances with society. Learning is contextual we do not learn isolated facts and theories in some abstract insubstantial land of the mind separate from the rest of our lives, we learn in relationship to what else we know, what we believe, our prejudices and our fears. One needs knowledge to learn, it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. If we reflect on anything we have learned, we soon realize that it is the product of repeated exposure and interaction with our immediate environment as well as mental processes (Hein, 1991). Contextually, the researcher was alert to such lived experiences or pupils' background within their school environment and with particular focus on PE.

1.9: Organization of the dissertation

In this study, the first chapter presents an overview of Physical Education and how the subject has received little attention among school going children in the country, despite evidence that Physical Education as a subject offers greater benefits in the development of a human being. The problem statement is presented including the purpose and specific objectives of the study as well as research questions and significance of the study.

Chapter two presents the literature review from different spatial contexts namely global, African and Zambian contexts. Within this chapter, highlights of a history of Physical

Education; the general perception of Physical Education and Schools Extra-Curricular Sports in society and its status in schools around the world are reviewed.

The research design and the methods for data collection and analysis are discussed in chapter three. The results are discussed in Chapter four whereas as chapter five discusses the results of the study. A summary of the usefulness of the study and recommendations are outlined in chapter six where direction for further research is also outlined.

CHAPTER TWO

LITERATURE REVIEW

2.1: Introduction

This chapter presents a review of related literature on Pupils' perception of Physical Education. The presented literature provides a frame of references pertaining to the understanding and role that Physical Education plays in educating young ones as such; the reviewed literature also focuses on the perception of the subject from the historical background, global, continental and national levels. The chapter closes with a summary of the reviewed literature.

2.2 Brief History of Physical Education

From the late 1700s to the mid-1800s, three nations—Germany, Sweden and England influenced the early development of physical education in the United States. German immigrants introduced the Turner Societies, which advocated a system of gymnastics training that utilized heavy apparatus such as side horse, parallel and horizontal bars in the pursuit of fitness. In contrast, the Swedish system of exercise promoted health through the performance of a series of prescribed movement patterns with light apparatus such as wands and climbing ropes. The English brought sports and games to America with a system that stressed moral development through participation in physical activities. The influence of these three nations laid the foundation for sport and physical education in America. The 1800s were an important time for the inclusion of physical education in schools across America. The Round Hill School, a private school established in 1823 in Northampton, Massachusetts, was the first to include physical education as an integral part of the curriculum (Murray, 2012).

In the 1820s Physical Education became popular among educators. However, the change in the educational programmes saw Physical Education becoming less important in the eyes and thinking of many educators in comparison to other academic subjects such as Mathematics, English Language, Sciences and others. Most schools concentrated on the teaching of academic subjects. Regarding Physical Education, an emphasis was on the

teaching of gymnastics, hygiene and body care (Siedentop, 2004). The emphasis on gymnastics and hygiene shows that educator at that time did not understand how broadly the subject could be taught in schools.

Siedentop (2004) further explains that many countries adopted Physical Education curriculum in their schools with dancing as a major component of the subject and it also became popular in most schools, some years later, participation in school sporting activities such as track events, field events and football became more prominent and this was encouraged in all learning institutions. The adoption of dancing and introduction of track and field events as the main component of Physical Education in the school curriculum was still not exhaustive enough to meet the practical coverage required in Physical Education.

The history context of Physical Education shows that society at that time realised the significant role that the subject plays in the development and education of a child. The outward role of Physical Education expanded over the years with a lot of challenges and misunderstandings, rather in the later years; its purpose was made available for people to discuss further on how best the subject was to be offered effectively to the learners.

Centuries later, educators realised the importance of Physical Education and the benefits it can offer in the development of a child, as such educators adopted a programme that embraced remedy to an inactive life style. Hardman and Marshall (2001) stated some of the components of Physical Education which included physical fitness for labour productivity, military defence, health body, competitive performance and associated motor skills development, play and movement concepts, psychosocial, social and moral development, recreational activities and many others.

However, the misunderstanding of Physical Education as a subject in the life of an individual learner still brought about indifferences about the subject, which led to Physical Education being regarded as a subject of lesser importance in the life of a human being compared to other academic subjects. As a result, pupils who were good at sporting activities and whoever was interested in Physical Education was regarded to be of low

status or likely to fail examinations in other technical subjects such as chemistry, physics and mathematics (Siedentop, 2004).

2.3 General global cases on perceptions of Physical Education

Years ago, positive attempts have been made to formally re-introduce Physical Education as a subject in schools. The Karageorghis and Lee Proest (1999) stated that in many regions of the world, Physical Education is considered as a non-productive activity, less important to a successful future than the so called academic subjects. In other words, it is believed that one cannot build a career on it despite the overwhelming evidence that sport is an industry in which one can make a living as it is in the western world such as United States of America, and many European countries. Masogo, Cooper and Molefe (1997) in Amusa (1999) also wrote that most educators believe that subjects such as Mathematics and English are deemed to be productive as many believe that such subjects equip students with skills to solve real life problems and that they encompass a sense of outcome compared to what Physical Education can offer, this concept has created negative attitude towards Physical Education and the general participation in the subject by most school going children. Commonly, Physical Education is viewed as a subject that cannot equip learners with skills that can build future careers by most educators.

However, in the Philippines, Physical Education is not only narrowed to physical activities such as field and track events but extended to football and dancing among others. Further, there is a general consensus that everyone should be concerned about Physical Education because access and regular participation is a fundamental human right more also it is considered as an essential component of a healthy lifestyle (UNESCO, 2008).

Since regular participation in physical activities is a fundamental human right, programmes that prepare children for lifelong physical activity must be formally organized, well designed and professionally led in all learning institutions. According to the American Psychological Association (APA) (2014), stress interferes at least moderately with those engaged in academics on a daily basis. It has also been found that regular participation in physical exercise decrease overall levels of tension, elevate and

stabilize mood, improve sleep, and improve self-esteem (Bowa, 2014). Such qualities of health lifestyle can be acquired if quality school physical education programmes are put in place to provide young people with opportunities to develop the values, knowledge and skills they need to lead physically active lives, build self-esteem, and to promote and facilitate physical activity in the lives of others.

In addition to the role physical activity plays in contributing to public health, and consistent with Articles 2 and 3 of the UNESCO International Charter of Physical Education and Sport (ICPES) (UNESCO, 1978), physical education and sport can also provide a universal language to bridge social, racial, gender and religious divides. From what has been revealed, physical education has the potential to promote not only physical fitness, but also peace, develop personal qualities essential to democracy such as leadership, tolerance, solidarity, cooperation and respect, and provide a means of inclusion for marginalised individuals and groups. This is what students especially in Zambian context need to be enlightened about. Indeed by its definition, Physical Education is the study, practice, and appreciation of the art and science of human movement" (Harrison, Blakemore and Buck, 2001), but while movement is both innate and essential to an individual's growth and development, it is the role of physical education to provide instructional activities that not only promote skill development and proficiency, but also enhance an individual's overall health. Physical education not only fulfils a unique role in education, but is also an integral part of the schooling process. It therefore, needs as serious attention as would be rendered to other subjects such as sciences.

Worldwide Physical Education as an academic subject is going through a period of an identity crisis among school going children though participation in physical activities have been made available in most schools. The perceptions and understanding of Physical Education are important building blocks in influencing pupils' attitude towards the subject. According to Carlson (1995), the nature of interaction between the teacher and learners usually influences the perception and understanding of every subject offered in school. During Physical Education lessons pupil-teacher interaction is mostly high

especially when the teacher is committed to duty and becomes low if pupils are left alone compared to teacher-pupil interactions in other subjects. Such kind of interactions leads to positive or negative attitude toward Physical Education among learners. Carlson (1995) also cited teaching behaviours as strong indicators for either positive or negative perceptions of Physical Education.

The United States Department of Health and Human Service (USDHHS) (1996) reported that daily attendance of students in Physical Education classes had dropped from 42 to 25 per cent from 1991 to 1995; this was attributed to the reluctance of students enrolled in Physical Education classes. It concluded that pupils associate Physical Education to playing pleasurable and competitive games, arguing that if there is no competition in activities related to physical education then; Physical Education cannot be perceived as a core subject. This clearly shows that pupils were only able to appreciate and associate physical education to entertaining activities unlike classroom learning process.

Coelho (2000) also conducted his study at the United States Military Academy (USMA) on how students perceive Physical Education. The study revealed that encouragement, additional instruction and grading system influenced the way learners perceived PE. Using the Critical Incident Technique (CIT) (Coelho, 2000) irrelevant content, unnecessary competitions associated with teasing losers as well as negative early childhood orientation contributed to a negative attitude towards PE. Coelho (2000) also showed that learners who had injuries and witnessed physical fighting between competing teams developed very negative feelings about PE altogether and resolved not to take it as a subject. Although Coelho's study mentioned additional instruction as a motivating factor to appreciate PE, the context was too general and lacked specific classroom context. The current research established that classroom teaching of PE as a subject would enhance pupils' appreciation of the subject and would enable them think beyond physical engagement in sports to include social tolerance and intellectual development.

The study by Norris (2014) in Arizona identified PE as an integral part of the total education of every child Kindergarten through 12th grade. The study noted that the

overall goal of a quality physical education program is to produce physically educated persons that will learn to live healthy and active lifestyles and that, one critical factor in assisting in the quality of physical education of our students is having a qualified physical education teacher within the classroom who can plan and implement such a programme. The study by Norris targeted PE teachers unlike learners and, although there could be a connection between teachers' and pupils' perceptions of PE, their conceptualization of the subject may not necessarily be the same.

Ghofrani and Golsanamlou (2012) conducted a study in Iran where they examined students' attitudes' towards PE lessons and their perceptions of Physical Education lessons. The methodology of this study was a quantitative research. Much as we can appreciate the study by the two scholars, it should honestly be mentioned that, when studying perceptions, it is not very appropriate to use a questionnaire because it is a very quantitative tool and cannot bring out the deep insight into the issue being investigated and also lacks authenticity of thought from the respondents because it already has premeditated or preset answers. Perceptions require bracketing researchers own answers and allow respondents to say what is happening in their minds based on *a posteriori*. Moreover, most statistical tools which were used for analyzing the data are incompatible with the type of data collected. Generally, the quantitative approach was not the best approach as it only provided prescriptive answers which may not be valid in a perceptual study. The major knowledge gap identified is that, the two researchers did not emphasize teaching of PE as a subject in a classroom environment, but rather focused on how students generally felt about PE. However, the current study showed among other things that, PE is a subject like any other and that it goes beyond mere sporting activities as also demonstrated in a study conducted in Philippine.

Kang and Kim (2012) also investigated middle school students' perceptions of specific factors related to enjoyment in physical education (PE). Like Ghofrani and Golsanamlou (2012), Kang and Kim (2012) also used a Likert type question on general enjoyment in PE and an open-ended question regarding the factors underlying enjoyment in PE. Physical Education was perceived to be fun and enjoyable because it was considered to

be a break from classroom work, enabled contact with friends and helped to release stress, promote health and fitness and a feeling of achievement. PE was considered to be a practice based subject unlike theoretical. The latter finding inherently shows us that we probably need to change the pedagogical approach in order to raise interest. The current study also noted that reorienting PE to purely outdoor learning would foster change among learners unlike confining them to classroom. However, the main setback to this idea is that learners might end up reducing PE to physical activities when in actual sense; it goes beyond mere physical activities.

Although some American cases shown above implicitly show that PE may reduce academic achievement, Two-thirds of Canadian parents believe more time devoted to physical education would improve academic achievement (Reid, 2013). Parents and Canadians more generally, are recognizing that the benefits of raising healthy, physically active children spin out into other facets of their lives. By receiving quality physical and health education, students are equipped with the tools to make them healthy, resilient, and productive members of the community. The survey also explored Canadians' support for broader action on preventative health measures and found that more than four-in-five (85 per cent) Canadians agree that federal and provincial governments should devote a greater percentage of the health care budget to investing in preventative measures (Reid, 2013).The Canadian case study clearly shows a more accurate nature and spirit of PE because respondents never narrowed PE to physical activities only but went on to link it to how it promotes the physical, mental, intellectual and academic achievement among active participants. Perhaps what needed to be emphasized is that, such deeper meanings of PE could best be understood if a subject was formally taught in class.

Gavin, Mcbrearty and Harvey (2013) also did a research in Montreal, Quebec where they particularly asked participants how sports and physical activity might influence behaviors, emotional states, personal characteristics, and other outcomes. The main shortcoming in this study was over emphasis on sports activities rather than teaching PE as a classroom subject.

In its worldwide survey report, UNESCO (2014) notes that, Legal and perceived actual status of physical education and its teachers is a contentious issue: the former can be subject to 'local' interpretations and/or implementation and the latter to variable perceptions. Globally, and for the most part regionally, in actual practice physical education is considered to have lower status than other subjects, testimony to which is a higher frequency of cancellation of physical education lessons than other subjects. In around a fifth of countries, physical education teachers do not enjoy the same status as other subject teachers. In some countries, there is an element of ambivalence in physical education teacher status; in some other countries, it is an issue of identity and inequality. UNESCO's survey generally showed that PE faces a lot of challenges in all continents among these challenges were limited time allocation and lack of formal classroom timetable, lack of adequately trained teachers, infrastructure, equipment among others. Africa was cited as being one of the worst affected by these challenges in PE. The following section presents review of literature from selected African cases.

2.4: African cases on perceptions of Physical Education

Amusa et al. (1999) assert that traditionally, most African societies such as those in Senegal, Sudan, Gambia associate Physical Education with play and leisure. Many people think Physical Education only involves the physical and not intellectual activities; this contributes negatively towards its teaching and learning. Most school administrators including some teachers in most countries lack understanding of Physical Education such that they fail to differentiate the subject from School Extra-Curricular Sports. Amusa et al. (1999) talked about society associating Physical Education to play and leisure but did not look at what causes society to think in that way. World Health Organization (WHO, 1999) reported that in Benin, Botswana and Uganda, Physical Education has been given a peripheral value in the school curriculum with little or inadequate monitoring and inspections of the subject was recorded. In Botswana, for instance, cultural beliefs and attitudes do not allow pupils especially girls to be exposed to free physical activities and sports, for fear of their being ridiculed by their peers (Hardman, 1999).

In their research from different high schools in Gauteng, South Africa, Surujlal et al. (2007) noted that modern sedentary lifestyles, an increase in the consumption of nutrient dense foods and declining levels of participation in physical activity progressing from childhood to adulthood have been implicated in the occurrence of many hypo kinetic diseases including obesity and Coronary Artery Disease (CAD). Despite this, quality health and physical education (PE) programmes are not employed as a proactive preventative measure to address this issue. Physical education (PE) was generally associated with several underlying themes which included value, enjoyment, support, preferred PE activities and obstacles to involvement in physical activity emerged from the study. The descriptive information demonstrated that future physical education educators should be adequately prepared to guide their learners in the process of becoming physically active and healthy for a lifetime by focusing on lifetime activities and health-enhancing behaviors linked to health concepts and skills such as healthy eating, safety and stress management with less emphasis on athletic skills. However, the researchers did not emphasize the teaching of physical education (PE) in a classroom environment where pupils would learn the subject beyond kinetics. In the current research, teaching of PE as a subject in classroom was strongly recommended in order to add a deeper insight of the nature of the subject.

Amusa and Toriola (2006) also conducted a comparative analysis of the perception and understanding of physical education and school sport among South African children aged 6-15 years. Their study established that physical education (PE) and School Sport (SS) in South Africa demonstrate extremes and inequities. Contrast is visible in all aspects of South African life, but most significantly in education. European and urban schools are relatively problem free, whereas African and rural schools have been adversely affected by the past governments' apartheid and separate development. It was also noted that PE teachers are qualified in some cases and grossly unqualified in many others, a situation which jeopardized effective teaching of physical education as a subject. Physical E programmes in European schools and urban cities offer a wide and balanced variety of activities while in others opportunities are limited to a few movement activities. As a school subject and similar to what the current research found, PE has been neglected,

misunderstood, seen as being of little importance and regarded as inferior when compared to other subjects in the school curriculum. Moreover, Amusa's and Toriola's (2006) research showed varied feelings across age group, and geographical location, indicating the fact that children need to achieve the five most important developmental competencies – foundational (knowledge), practical skills (psychomotor), reflexive (affective), physical (growth) and social skills for holistic development and for PE and SS to adequately address the needs of post-independent South Africa. The only shortcoming with their research was on the method of data collection. As earlier noted from other researches, a questionnaire is suitable for quantitative study and for none perceptual studies. The results generated from their study could therefore, not have been as detailed as would have been if a more qualitative tool such as semi-structured interview was used.

The Nigeria's Federal Government adopted The National Policy on Education which emphasized on providing PE at all levels of the educational system. These policy provisions tremendously helped PE to grow and develop, and made physical education a core subject in Nigeria's primary and secondary educational systems (Michael, 2006). However, the initial interest was proceeding by a declension given that physical education did not have the same prominence it once had. The subject was no longer delivered as earlier prescribed in most Nigerian primary and secondary schools. Several factors such as poor facilities and equipment, none allocation of PE time on official school time tables as well as lack of trained instructors or teachers; contributed to disregard of PE in schools (Michael, 2006). This case study from Nigeria entails that delivery of PE in school might not just be deterred by perceptions held about it, but also by poor and unsustainable policy frameworks.

Nhamo (2012) asserts that, the Ministry of Education, Art, Sport and Culture of Zimbabwe produced several policies which guide the teaching of physical education. All the policy pronouncements make physical education a compulsory teaching subject in both primary and secondary schools in Zimbabwe. In spite of the existence of these policies, physical education is still not being taught effectively in most primary and secondary schools in Zimbabwe. Nhamo (2012) surveyed factors that affected the

teaching of physical education in the seven primary schools in Chinhoyi urban. Results from the study indicated that Chinhoyi urban primary school teachers are not affected by negative attitudes in the process of teaching physical education. The fact that teachers actually included PE in their schemes of work could be an indication of their readiness to teach the subject. This implies that there could be other barriers affecting the teaching of the physical education apart from negative attitude.

On the other hand, findings from this study seem to indicate that the majority of the heads do not supervise physical education lessons regularly. The fact that heads do not supervise any PE lessons is an indication that they do not value physical education because it is not examinable. The study did not also clearly stress teaching of PE as a subject in a classroom environment. The current study therefore, provides detailed insights that show that PE should not only be kinetics or psychomotor skill based, but must stride onto the intellectual development too through effective teaching by trained teachers.

2.5: Status of Physical Education in Zambia

Studies in Zambia on the teaching and learning of Physical Education reveals that in the recent past, Physical Education was being taught in both primary and secondary schools with two periods per week allocated to each class and all the teachers trained to teach Physical Education were expected to teach (Mulima, 2011). However, the scenario has since changed given that Physical Education periods barely appear on the school time table and, teachers induced the habit of teaching examinable subjects and less effort on the so called non-examinable subjects like Physical Education. From a very critical point of view, it seems the educational system simply reduced to final examinations unlike preparing learners to face physical, mental and health challenges and to embrace co-existence and tolerance through PE.

Perception of both teachers and pupils towards Physical Education has not been impressive despite the inclusion of the subject in the school curriculum. According Mulima (2011) school managers and Standards Officers in the country have not taken proactive role in supporting the teaching and learning of Physical Education. Even

schools that are offering the subject have not received support from the government in terms of supply of teaching and learning aids to support the implementation of the revised Physical Education Curriculum. Moreover, schools that are offering the subject are lacking facilities and equipment necessary for the effective teaching and learning of the subject, sometimes lack of trained teachers especially in rural and peri-urban areas (Mutiti, (2012). This is in line with the findings of Mulima (2011) that Physical Education equipment and materials were none existent in Zambian schools except for balls, hence the number of pupils who participate in Physical Education activities was relatively small while the majority merely watched without getting the benefit.

Njelesani (2011) also examined the response of the Zambian government's 2006 declaration of mandatory Physical Education which indicated weaknesses within the education sector when it came to the implementation of Physical Education as an academic subject. In the past decade there has been inadequacies in the way Physical Education lessons had been handled especially in primary and secondary schools were a decrease in “the number of Physical Education lessons were recorded. Hardman and Marshall (2009) noted that in Zambia, there is no appropriate coordination aimed at integrating school and out-of-school sporting activities. This was actually one of the key observations in the current research.

Similar to Hardman and Marshall (2009) the study conducted by Mutiti (2012) in Zambia showed that teachers generally do not adopt a broader or more inclusive practice that would incorporate all content strands of the Physical Education (PE) syllabus and often excluded the content of strands of gymnastics and dance from their programmes. A report on status of Physical Education in many counties around the world and particularly in Zambia has revealed that PE has declined both in terms of statutory time allocation and resource allocation (Hardman & Marshall, 2001). Siedentop (1987) also stated Physical education is an endangered species because it is gradually becoming extinct in secondary school curricula.

A research conducted by Mutiti (2012) on the status of Physical Education in Chongwe District of Lusaka in Province Zambia, identified seven major categories which

contributed to both positive and negative attitudes among school going children. These included the curriculum, time allocation, Physical Education teachers and subject status, curriculum implementation, Physical Education teacher training programmes, facilities and equipment. These revelations are not any different from those already mentioned above in terms of focus that learners barely see the value of learning PE as a subject in a classroom as it is considered a waste of time.

Manali (2011) explained that school sports are the best means to find hidden talent, cultivate bright minds and encourage innovation. School years are the founding years of one's life; as a result, they need to be supplemented with fun and excitement so that children can make an ideal beginning to the life's journey ahead. According to Manali (2011) school sports supplement learning with fun and, through such activities; learners can be able to cultivate their hidden talent. The Department of Education and Early Childhood Development (2009) also said that school sport is a key aspect to 'thrive, learn and grow. It offers pupils the opportunity to foster their learning. It also gives students the opportunity to continue their physical, social and personal skills which are provided in conjunction with Physical Education and Sports programmes. According to the above reports, school sports, unlike Physical Education is a key to foster learning.

The Department of Education and Early Childhood Development further places a high priority on physical activity as a key component for the development of healthy learners by recognized three essential aspects that come about through participation in school sport activities namely: ensuring an increase in the participation rate of young people in physical activity, raising young people's levels of physical competency and redressing young people's declining health and fitness levels. Wood et al. (2007) explained through Physical Education programmes, free play activity and extra-curricular sport, schools can provide time, facilities and guidance for children and youth to safely access physical activity opportunities and develop competence and confidence in an environment that is supported by teachers, parents and friends.

2.6: Summary of Literature Review

From the literature reviewed it has been noted that the teaching and learning of Physical Education as an academic subject though most, if not all parts of the world has not been effective, due to various contributing factors such as; lack of facilities, negative attitude by both learners and educators and misconception of Physical Education as a subject that only involves the physical and not intellectual activities. Separation of free play and school sports from Physical Education programmes has also contributed to less attention on the teaching and learning of Physical Education. Despite development and redefining of the purpose and function of physical education in the life and health of the developing child, the Zambian governments directed its attention and focus more on games, sports skills, and organization of sports activities than the teaching and learning of Physical Education. This has led to most pupils developing a misunderstanding of Physical Education and school extra-curricular sports and yet Physical Education should provide learners with opportunities to develop values, knowledge and skills they need to lead physically active lives, build self-esteem, and to promote and facilitate physical activity in the lives of others as well as develop co-existence and trans-boundary tolerance through outdoor interactions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

This chapter explains the research methodology used to collect the data. It will start by first explaining the main research design used in this study and reasons for adopting it. Thereafter, particular emphasis will be placed on target population, sample and sampling method. It will also show the processes of primary and secondary data collection used just before the subsection that will show the method of data analysis as well as some limitations of the study.

3.2: Research design

This research employed a survey research approach. According to Sidhu (2009:109) “survey may be qualitative or quantitative” depending on the nature of data to be collected and how they are intended to be collected. Through the use of survey research, the researcher came into direct contact with pupils in selected secondary schools in Lusaka. Moreover, a survey enabled capturing just a representative fraction of a whole; this approach also facilitated the use of both qualitative and quantitative techniques simultaneously.

3.3: Target Population and Sample

The target population comprised secondary schools in Lusaka District. The three schools were randomly sampled from a good number of secondary schools in the district. The sample consisted of 210 pupils from the selected secondary school which included 70 pupils from selected school. The study targeted schools rather than pupils in order to drastically reduce the cumbersomeness in sampling process that would be required if the pupils were to be targeted.

3.4: Sampling Technique

Purposive sampling technique was used to select 70 pupils from each selected secondary school in the district which brought the total number of pupils to 210. To make the study manageable, pupils were selected from the group of pupils who had been taking Physical

Education at school as an academic subject for at least two years, those that took Pure Sciences or Social sciences including those who actively participated in School Extra-Curricular Sporting Activities. Details about these pupils were obtained from the teachers who had been teaching the pupils.

Table one below, shows the number of pupils who were interviewed from each school. This included both male and female respondents who were equally represented in the interview.

Table 1: Distribution of respondents among selected schools in Lusaka District

Schools	Number of pupils interviewed
A	70
B	70
C	70
Total	210

Source: Field Data (2015).

Meanwhile table two shows the distribution of respondents by age group. It reveals that majority of respondents (57%) were between age of 15 and 18 years, 40% accounted for those aged 18 and 19 years and only a few (3%) respondents were above the age of 19 years. The majority (45%) of the respondents were in Grade 10, whereas, 30% were in grade 11 and the others (25%) were in grade 12.

Table 2: Distribution of respondents by age groups

Age Groups of Respondents	Frequency	Percentage (%)
16-17	120	57
18-19	84	40
>19	6	3
Total	210	100

Source: Field data (2015).

After administering the semi-structured interview, simple random sampling technique was used to select the pupils who participated in focus group discussions (FGD). According to Ghosh (2011), in this method individuals are selected from the population in such a way as to afford every individual of the population the same chances of being selected.

3.5: Research Instrument

The research instruments that were used in the collection of necessary data from the pupils were: semi-structured interview schedule, focus group interview guide and simple unstructured observations.

3.5.1 Semi-Structured Interview Guide

The first means of data collection was semi-structured interview guide. The sample of the interview guide is shown in Appendix A. This instrument was administered to all selected pupils from each selected school. The first part had its purpose to help determine the demographical characteristics of each selected pupil. Questions from each section were framed in such a way that, the pupils were able to express themselves as widely as possible on one theme of research before proceeding to the other. Before administration of the interview, the interviewers were informed that the responses were to be recorded. Each respondent was interviewed for about 15 to 20 minutes.

3.5.2 Focus Group Interview Guide

The second means of data collection instrument was the focus group interview guide Appendix B. The instrument had the purpose to determine measures to promote pupils' interest in physical education as a classroom subject. The intension of the first question of the focus group guide was to find out from pupils the best way of promoting pupils' interest in physical education as a classroom subject. The second question had its purpose to determine measures the ministry of education can put in place in order for it to capture pupils' interest in physical education.

3.5.3 Simple unstructured Observations

The researcher also used simple observations of respondents so as to confirm whether some of the issues pupils claimed to have been happening were existent or not. For the school that offered Physical Education as a vocational career subject both lesson observation and sports activities were observed, for those schools which did not offer the subject only sports activities were observed. During the observation, the researcher incorporated note taking and capturing respondents' words and phrases related to research.

3.6 Data Collection Procedure

The semi-structured interview was administered to all the selected pupils in the selected secondary schools in groups of four that is, 20 pupils who had been taking Physical Education at school as an academic subject for at least two years, 20 pupils who were taking Pure Sciences, 20 taking Social sciences and 10 who actively participate in School Extra-Curricular Sporting Activities. The use of semi-structured interview facilitated follow-up questions to obtain deeper insight on certain issues that were raised by the respondents during the direct interviews. Moreover, semi-structured rather than fully structured interview schedule offered sufficient flexibility to approach different respondents differently while still covering the same areas of data collection. The interview was conducted in four days, each group was given a day.

Immediately after conducting the interview for each group, one focus group with six pupils equally divided between boys and girls was conducted. Since pupils were divided in four groups according to their school experience, four Focus Group discussions were conducted. Each Focus Group was audio-recorded.

During observations, a research assistant was used so that two sets of data were obtained simultaneously and recorded separately, but at the same time in the same classroom and playing field. According to Johnson (1997), to ensure reliability of the data collected through observation, it is necessary to have two or more observers. Data concerning the group on schedule was recorded on a form whose format is shown in Appendix C. In this regard, obtained field notes were compared to see how closely they agreed to the claims. The researchers observed pupils from the background to avoid distractions.

Prior to carrying out the study, permission was obtained to conduct interviews, observations and discussions in the selected schools from both the District Education Board Secretary (DEBS) and the authorities from the school including classroom teacher and sports teachers. The permission to conduct the study in the District was granted through the letter shown in Appendix D. Participates were also informed in advance about their participation in the study and they were assured that the information obtained was meant for research purposes only.

3.7 Research sites

The study took place in three secondary schools which were located in different locations of Lusaka District. Two secondary schools were super grade one secondary schools, located in the townships few kilometers from the town centre, while the other one was a super grade one Boarding school, located within the central part of the town. The specific names of the schools involved in the study were deliberately withheld. When undertaking any research, it is important to consider ethical issues. Mugenda and Mugenda (2003) noted that awareness of ethical issues protects the integrity of the people involved in the research, some of whom may not be able to represent themselves in the event of being misrepresented, and also protects the integrity of the researcher and data.

3.8: Data Analysis

Constant comparative method was used to analyze primary data. This involved classification of words and phrases that related to the same content into major themes (Bryman, 2008). The idea was to allow the actual prevailing pattern, themes and phrases of the research findings to emerge from the data rather than be controlled by factors predetermined prior to their collection and analysis. After summarizing results from the interview questions, main emerging themes and ideas were manually coded, synthesized and quantified into percentages using Excel and presented in form of tables of frequencies and percentages as descriptive statistics. After obtaining the final overall portraits of the crude data from different areas, the data were qualitatively interpreted, discussed and conclusions drawn.

In this research, some secondary data were obtained from reports, print and electronic media and some dissertations, books, among others from the University of Zambia library and other sources. The process involved reading, reviewing, critiquing where necessary and comparing of different findings already done by different scholars in the context of perceptions of PE.

3.9 Limitations of the study

- A large scale survey would have been better, but due to limited financial resources and time, the researcher undertook a small scale survey of only 210 respondents. However, substantial information was still gathered because respondents provided a lot of answers for each of the main questions.
- Purposive samples, irrespective of the type of purposive sampling used, can be highly prone to researcher bias. The idea that a purposive sample had been created based on the judgement of the researcher is not a good defence when it comes to alleviating possible researcher biases, especially when compared with probability sampling techniques that are designed to reduce such biases. However, the researcher ensured that judgments about the sample composition were properly-conceived or carefully considered by eliciting pupils who were fairly mature enough. Moreover, during the review of literature in Zambian context, it was noted that there was not extensive research on perceptions of PE in Zambia. This limited comprehensiveness of reviews in Zambian context.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

This chapter presents research results collected from the field based on specific objectives of the study presented in chapter one. The first section will show the meanings pupils attached to Physical Education. The second part will present results on why pupils prefer school extra-curricular sporting activities to taking physical education as a subject whereas, the third section shows results on pupils' ability to associate Physical Education to intellectual development other than outdoor sporting activities. The final section shows measures that must be put in place in order to promote pupils' interest in Physical Education as a classroom subject.

4.2 Pupils' perception of Physical Education

When asked to express their views about PE, pupils provided diverse perspectives some of which were similar in nature whereas the others were different in one way or the other. Therefore, some responses scored higher frequencies than the others because they were mentioned by almost all respondents whereas, others emerged very sparingly. This brought about some seemingly higher frequencies of responses than that of the pupils who were studied. This must be noted throughout the rest of the results presented below.

According to table 3 below, the most frequent (13%) response at School A was that PE was a subject for pupils already interested and talented in sports. Similarly 14.7% of responses from School B showed that PE involves sports activities. About 17.75% of responses from School C showed that PE is a subject that makes people active. The notion that PE contributes to good performance in other subjects was the least with 1% response at school A, 0.42% at school B and 1.75% at school C giving an average of 1.06% recorded perception.

During observation of outdoor sports activities, it was observed that, only pupils who had interest in certain sports activities offered by the school were able to remain for school

extra-curricular sports activities. The common sports activities offered by the three selected schools were basketball, volleyball, netball and soccer.

Table 3: Pupils' perceptions of Physical Education

Perceptions of PE	Frequencies and percentages of responses					
	SCHOOL A		SCHOOL B		SCHOOL C	
	F	%	F	%	F	%
an easy subject	68	12	67	14	37	9.25
promotes physical fitness	60	11	11	2	4	1
makes people active	64	12	50	10.5	71	17.75
enjoyable subject	54	10	60	12.6	43	10.75
less interesting in class than when done from outside	68	12	60	12.6	70	17.5
promotes good health	40	8	46	9.66	50	12.5
involves sports activities	50	10	70	14.7	65	16.25
subject for pupils who are interested and talented in sports	70	13	68	14	23	5.75
promotes good performance in all subjects	6	1	2	0.42	7	1.75
outdoor sporting activities	36	7	45	9	20	5
subject without final examinations	20	4	5	1	10	2.5
Total	536	100	484	100	400	100

F=Frequency throughout all tables

Source: Field data (2015).

4.3 Reasons for pupils' preference of outdoor sporting activities to Physical Education

The pupils were asked to indicate what they like more between learning PE in the Classroom and outdoor sporting activities. It was noted that 100% of them preferred outdoor sporting activities to PE. When they were asked why they all preferred sporting activities to PE, they provided reasons which were as shown in table four. The most common response (70 in School A, 70 in School B and 65 in School C) giving an average

of 68.3 response was that outdoor sporting activities promoted physical fitness. In almost the same way in terms of frequencies (70 in School A, 60 in School B and 70 in School C) of pupils among the three schools felt that outdoor sporting activities were more interesting than learning PE in a classroom environment representing an average of 66.6 responses.

Table 4: Reasons why pupils preferred extra-curricular sporting activities to Physical Education

Perceptions of PE	Frequencies and percentages of responses					
	SCHOOL A		SCHOOL B		SCHOOL C	
	F	%	F	%	F	%
more interesting than being in class	70	16.1	60	11.4	70	16.8
promotes physical fitness	70	16.1	70	13.3	65	15.6
makes people active	64	14.72	50	9.5	60	14.4
more interaction with friends than when in class	54	12.42	60	11.4	43	10.32
No studying required	10	2.3	30	5.7	5	1.2
Outdoor activities make PE	68	15.64	60	11.4	50	12
promotes good health	40	9.2	46	8.74	65	15.6
Teachers do not come for class	50	11.5	70	13.3	40	9.6
reduces school stress	10	2.3	68	12.92	20	4.8
Total	436	100	514	100	418	100

Source: Field data (2015).

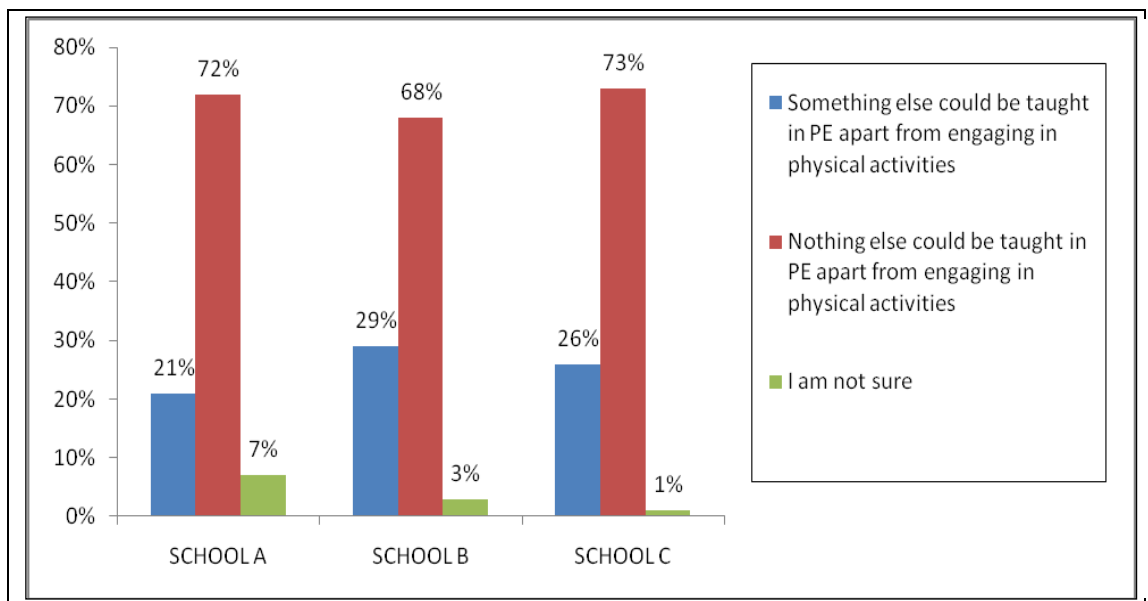
Among the three schools, 2.3% to 12.92% an average of 6.67% of responses showed that outdoor sporting activities could help reduce school pressure through field and track events such as; running, high jump and football. The study also showed that Ball games, Gymnastics, Athletics and Health lessons were the most popular among pupils.

During the focus group interview it came out the PE among pupils is looked upon as a subject of no use compared to other subjects and that it is difficult for someone to find a college where PE is offered apart from Colleges of Education. But if someone is good at sports activities it is easy for that person to join the national team.

4.4 Pupils' views on what must be taught in PE apart from outdoor sporting activities

Although out-door sporting activities are just one of many components of PE, pupils thought that such sporting activities were the 'end' of PE, nothing beyond. Figure 1 below shows the responses obtained when pupils were asked what else could be taught in PE, other than engaging in psychomotor activities.

Figure 1: Pupils' views on what else could be in PE apart from physical activities.



From figure 1 above, it is evident that the majority of students (72% from School A, 68% from School B and 73% from School C) an average of 71% respondents felt that PE should just be about physical activities and nothing else could be taught. However, pupils (21% from School A, 29% from school B and 26% from School C) an average of 25.3% of respondents felt that PE should go beyond physical activities to include other intellectual skills such as those presented in table 5 below.

Table 5: Pupils' views on intellectual skills to be taught in PE apart from physical activities

Responses	Frequencies and Percentages of responses					
	SCHOOL A		SCHOOL B		SCHOOL C	
	F	%	F	%	F	%
Teach about how to live in peace with each other	6	8	4	6.16	9	11.25
Teach about tolerance	4	5.6	5	7.7	13	16.25
Teach about solidarity and team work	14	19.6	10	15.4	9	11.25
Human anatomy and physiology	12	16.8	8	12.32	10	12.5
Health and hygiene	10	14	13	20.02	13	16.25
Social responsibility	8	11	6	9.24	7	8.75
Team leadership	5	7	8	12.32	9	11.25
Respect for others	10	14	6	9.24	8	10
Social Unity	3	4	5	7.7	2	2.5
TOTAL	72	100	65	100	80	100

Source: Field data (2015).

According to table five, the most (19.6% from School A and 15.4% from School B) frequent response from pupils indicates that PE should go beyond physical activities to include teaching about solidarity and team work. From School C, the most frequent responses were that PE should involve teaching about tolerance and also about health and hygiene. Each of these two responses scored 16.25% of all responses. Only a few (4% from School A, 7.7% from School B and 2.5% from School C) responses showed that PE should also involve teaching about social unity.

Pupils who thought that nothing else could be taught in PE apart from physical activities provided their own reasoning for upholding such a view as shown in table 6 below. The most frequent (School-A 25%, School-B, 34% and School-C, 20.3%) response from the pupils was that, it was not interesting learning about PE in class. Moreover, some few responses (10% from School A, 9.2% from School B and 13.5% from School C) indicated that other subject takes the place of PE on the official school time table, and hence, there was need to learn in class for learners' intellectual development.

Table 6: Reasons given by pupils who felt PE should only involve physical activities

Reasons	Frequencies and Percentages of responses					
	SCHOOL A		SCHOOL B		SCHOOL C	
	F	%	F	%	F	%
It is not on class time table	15	18.75	10	15	12	16.2
Everyone participates even if they do not do it in class	12	15	2	3	15	20.3
There are no teachers	10	12.5	15	23	10	13.5
There are no examinations	15	18.75	10	15.4	12	16.2
It is not interesting learning about PE in class	20	25	22	34	15	20.3
It is replaced by other subjects	8	10	6	9.2	10	13.5
TOTAL	80	100	65	100	74	100

Source: Field data (2015)

4.5: Measures to promote pupils' interest in Physical Education as a classroom subject.

Table 7 below shows some measures suggested by pupils in order to promote pupils' interest in PE. From School A, the most frequently (25.85%) suggested measure by pupils was biased towards sensitization on the broad importance of PE. Meanwhile pupils from School B mostly (26%) upheld the view to increase trained and motivated teachers in order to promote learners' interest in PE. Similarly, 26.1% of responses from School C showed that increasing learning resources would promote pupils' interest in PE.

In line with the above suggestion upheld by school B, one pupil during focus group interview, said. "Even when we go out for outdoor sporting activities most of the time Sports Captains spearhead the activities." It was also observed, schools without trained Physical Education teacher, sports activities are done haphazardly without following the laid down procedures for specific sports activities.

Apart from that, teachers from schools that offered PE as a vocational career subject, focus more on the practical part of the subject than the theory part. At one of the schools, one pupil said, “When we are in the classroom we write notes.” When asked if explanations are given, the pupils said, “The teacher tells us to read on our own”

Table 7: Some measures suggested by pupils in order to promote interest in PE as a classroom Subject

Reasons given	Frequencies and Percentages of responses					
	SCHOOL A		SCHOOL B		SCHOOL C	
	F	%	F	%	F	%
Change method of teaching at all levels of education	30	16.5	20	18	12	10.4
Should not be replaced from time table by other subjects	20	11	5	4	14	12.1
We need more motivated and trained teachers	26	14.3	29	26	20	17.4
We also need good books and learning tools (materials)	26	14.3	22	20	30	26.1
Pupils need sensitization about PE	47	25.85	10	9	8	6.96
Change the content taught	5	2.75	6	5	6	5.22
Visit some other countries to see what they do and teach in PE	3	1.65	0	0	11	9.57
By inspecting all periods for PE	9	4.95	8	7	5	4.35
Need to introduce final examinations every year	16	8.7	12	11	9	7.83
TOTAL	182	100	112	100	115	100

Source: Field data (2015).

CHAPTER FIVE

DICUSSION OF RESULTS

5.1: Introduction

This chapter presents a discussion of results that were presented in chapter four. The discussion will follow the context in which the results were presented with special focus on the objectives of the study. Pupils' perceptions of PE will be discussed first followed by a discussion of reasons why pupils preferred outdoor sporting activities rather than PE itself. Thereafter, the chapter will discuss pupils' views on what else could be taught in PE apart from physical activities. In the last section of this chapter, measures that should be put in place to promote pupils' interest in PE will be discussed just before a summary of key emerging ideas from the discussion.

5.2: Perceptions of Physical Education

As presented in the previous chapter, the most frequent (13%) response at School A was that PE was a subject for pupils already interested and talented in sports. Similarly 14.7% of responses from School B showed that PE involves sports activities. About 17% of responses from School C showed that PE is a subject that makes people active. About 9% to 14% of the views also showed that PE was an easy subject because it did not involve final examinations. It is no mere exaggeration that PE promotes physical fitness (1%-11%), activeness (10%-17%) and promotes good health (8%-12.5%) as indicated by views expressed by pupils.

However, there seemed to be narrowness in pupils' perspectives because they predominantly associated PE with physical fitness that comes as a result of engaging in physical activities. In fact, about 10% to 16.25% of the responses indicated that PE was synonymous to outdoor sporting activities and body workouts. Other responses (5% to 13%), among the three schools showed that PE was a subject for pupils who were already talented and interested in sports, contrary to the provisions in the National Curriculum Framework that PE should be a compulsory subject because of its role in personal and cognitive development (MOESVTEE, 2012). Beames et al. (2012) strongly argue for

outdoor learning activities as predominantly noted in the pupils' perceptions, but this should not be done in such a way that it overrules the formal learning process in a classroom. In fact, the MOESVTEE (2012) recommends allocation of specific time per week where learners would learn PE just like any other subject. Unpopular though it was among pupils in the three schools, the view that PE promotes good performance in other subjects (0.4% to 1%) was very precise. This was also confirmed by the Active Living Research Institute (ALRI, 2007) that did a research among selected secondary schools in USA. Its study showed that in schools across the United States, physical education had been substantially reduced, in some cases completely, eliminated in response to budget concerns and pressures to improve academic test scores. Yet the available evidence from the research conducted by this institute shows that children who are physically active and fit tend to perform better in the classroom, and that daily physical education does not adversely affect academic performance.

The notion that PE contributes to good performance in other subjects was one of the least (0.42%-1.75%) recorded perceptions among the pupils in the three schools. Indeed, it is no deniable fact the seriousness and roughness of a subject particularly in Zambia is associated with final examinations. It cannot even be blamed on the respondents because that is a notion they have just found already existing that, examination is the main reason for learning. This is not to say examinations are bad, but it should be noted that testing students ability and seriousness of a subject solely through examinations is not a fair way to represent each students true capabilities and the nature of the subject. Each person learns differently and equally each person demonstrates their knowledge differently, some people excel in presenting their knowledge orally, others do extremely well in traditional examination conditions, while others excel through action oriented subjects such as PE.

Practices based final examination would perhaps help us make pupils appreciate that PE is as important as any other subject. It was also noted that PE is a less interesting subject when conducted in a classroom unlike outside. Nevertheless, the current study strongly upholds the argument that PE should not only embrace psychomotor skills outside

classroom, but also cognitive skill development through the learning that takes place within a classroom environment. From the above discussion so far, it was noted that some of the perceptions upheld by pupils concerning PE were pointing to its significance rather than its meaning. Other perceptions pointed to what would be the components of PE rather than its meaning. This intrinsically entails that there is an existing gap between what pupils consider to be PE and what it really is. This qualifies the argument that both cognitive and psychomotor skills must be embraced in PE and not just the latter, which in the current study made the pupils to predominantly perceive PE from a more health point of view than other contexts.

As earlier indicated in literature review, understanding of basic concepts in PE could be possible if cognitive based learning is encouraged within a classroom environment. According to (UNESCO, 2008), there is a general consensus that everyone should be concerned about PE because access and regular participation is a fundamental human right. It is a fundamental human right because regular participation in physical activity is an essential component of a healthy lifestyle. There is also a general agreement that programmes that prepare children for lifelong physical activity must be formally organized, well designed and professionally led. Quality, school physical education programmes provide young people with opportunities to develop the values, knowledge and skills they need to lead physically active lives, build self-esteem, and to promote and facilitate physical activity in the lives of others. In addition to their role in contributing to public health, and consistent with Articles 2 and 3 of the UNESCO International Charter of Physical Education and Sport (ICPES) (UNESCO, 1978), physical education and sport can also provide a universal language to bridge social, racial, gender and religious divides.

5.3: Reasons for pupils' preference of outdoor sporting activities to Physical Education

With reference to table 4 under chapter four, the pupils were asked to indicate what they like the most between learning PE in Classroom and outdoor sporting activities. It was noted that 100% of them preferred outdoor sporting activities than PE. When they were

asked why they all preferred sporting activities to PE, they provided diverse reasons which were inter-related in one way or the other. The most common (16.1% in School A, 13.3% in School B and 15.6% in School C) reasoning for preferring outdoor activities to PE was that outdoor sporting activities promoted physical fitness. Similarly, pupils among the three schools felt that outdoor sporting activities were more interesting than learning PE in a classroom environment (60% to 70%). No doubt that outdoor learning is an engaging, effective and enjoyable form of learning, whether the emphasis is personal, social or environmental, or is about learning itself. Outdoor Learning provides firsthand experience for learning about our natural world in diverse forms. Many learning purposes are readily achieved through Outdoor Learning. Outdoor Learning provides such a different climate for learning that people who normally struggle as learners often become motivated and capable learners in the outdoors (Greenaway, 2015). That is probably, why learners in the current study perceived PE to be boring in classroom and interesting from outside. Often times, many teachers are surprised by the abilities and interest shown by 'poorly performing' pupils when in the outdoors, and by the extent to which Outdoor Learning has awakened their potential (Greenaway, 2015).

However, it must be noted that every method of learning has its own merits and used for the right thing with the right people at the right time, any type of learning intervention is likely to produce results. Outdoor physical activities may be interesting, but there is an underlying virtual interaction between learners and the teacher, which could be compensated through real interaction in classroom. Classroom sessions provide this in the form of a real person who can deliver information in an interesting way. A trainer is also a subject expert who can answer concerns and questions right away and, as a specialist, can share the benefit of their years of experience (Henegan, 2014). Beames et al (2012) add that subject matter experts are directly available to give on-the-spot practical help and answer questions. What needs to be done is simply engaging expert trainers who make the learning experience engaging, interesting and enjoyable. As the reason above indicates, classroom sessions are still an important element of any effective development programme. They enhance learning by the inclusion of the human interaction that is inherent in all classroom based subjects. Combined with several other training methods

available, they could make a huge contribution to the improvement of pupils' performance in PE and would foster its deeper understanding and appreciation.

Although 10% to 12.42% of responses showed that outdoor physical activities promoted interactions with friends than when in classroom. The perception that Physical Education is an enjoyable subject and promoted interaction was in line with Silverman and Subramanian (1999) who also stated that, most students tend to participate in activities that are of greatest pleasure. A study by Safania (2006) at Islamic Azad University also showed that more than 75 per cent respondents appreciated recreational exercises because they promoted good health, physical fitness, improvement of athletic skills level and finally increased social skill level.

We cannot deny the other side of the coin that, the same would, if not carefully handled lead to derogatory learning because pupils tend to engage themselves in personal-social relationships rather than academic ones. In fact, today's learners when given opportunities for outdoor learning, are more interested in the former than the latter. It is therefore, important to be cautious as teacher take out learners for outdoor physical activities.

Another interesting reasoning for pupils' preference of outdoor physical activities rather than PE was that it did not require studying (1% to 5.7%). While this contained some truth, it also contained some error, and when the two are combined, they lead to nothing but deceptive perception. It is not necessarily true that outdoor activities do not require studying. Concrete examples could be derived from Korea where PE is treated with such utmost significance sometimes even more than other scientific subjects such as biology, chemistry and physics (Kang, 2014). For one to excel in all physical activities, they must first have a cognitive mastery of such psychomotor activities they are about to engage themselves into. The main reasons for the pupils' perception that outdoor physical activities do not require study could be attributed to the general poor reading culture in Zambia as a whole.

Moreover, some responses from pupils among the three schools indicated that it was better to attend outdoor activities rather than PE in a classroom environment because teachers do not come for classes (9% to 13%). One pupil actually added that: sometimes we just direct ourselves without the guidance of teachers. This absenteeism by teachers is not only unique to them but a common phenomenon on the Zambian soil. Poor work culture and abuse of facilities in the public service has continued to retard national development activities across the economic spectrum in Zambia. It is therefore; no strange to learn that such undesirable state of affair had deterred the effectiveness of PE in schools. Last but certainly not the least, one perspective from the learners showed that engaging in outdoor physical activities was more stress relieving than sitting in class to learn PE.

Stress is an inevitable part of life especially to those engaged in academics. For example, Seven out of ten adults in the USA say they experience stress or anxiety daily, and most say it interferes at least moderately with their lives, according to the American Psychological Association (APA) (2014). It is impossible to eliminate stress, but you can learn to manage stress (Bowa, 2014). According to a recent APA (2014), some 14 per cent of people made use of regular exercise to cope with stress. Others reported talking to friends or family (18 per cent); sleeping (17 per cent); watching movies or TV (14 per cent), as well as eating (14 per cent) and listening to music (13 per cent). While all of these are well-known coping techniques, physical exercise may be the one most recommended by health care professionals. The physical benefits of physical exercise improving physical condition and fighting disease have long been established, and physicians always encourage staying physically active. Exercise is also considered vital for maintaining mental fitness, and it can reduce stress. Studies show that it is very effective at reducing fatigue, improving alertness and concentration, and at enhancing overall cognitive function. This can be especially helpful when stress has depleted one's energy or ability to concentrate. When stress affects the brain, with its many nerve connections, the rest of the body feels the impact as well. So it stands to reason that if one's body feels better, so does one's mind. Physical Exercise and other physical activity produce endorphins chemicals in the brain that act as natural pain killers and also

improve the ability to sleep, which in turn reduces stress. It has been found that regular participation in physical exercise has been shown to decrease overall levels of tension, elevate and stabilize mood, improve sleep, and improve self-esteem (Bowa, 2014).

In most cases School outdoor sporting activities serve as breathers in the hectic school programme because of that, school authorities ensure that learners are not overburdened with school work instead they encourage them to actively participate in school outdoor sporting activities. This was probably why every learner even those not officially doing PE were eager to engage in outdoor sporting activities. Wood e tal (2007) explained that, through Physical Education programmes, free play activity and Extra-Curricular sport, schools can provide time, facilities and guidance for children and youth to safely access physical activity opportunities and develop competence and confidence in an environment that is supported by teachers, parents and friends. This is evident with the findings above which explained that pupils preferred School Extra-Curricular Sports to Physical Education because they need to relax after being exposed to serious learning and they feel, they can only relax if they actively participate in sporting activities such as ball games, athletics, gymnastics and many others which are perceived to be Physical Education for Health. To them, participating in such activities means taking Physical Education as a subject and yet such sporting activities are just among the components of Physical Education.

Premised on the foregoing, it was not an exaggeration for some pupils to say that physical activities reduces academic stress, which eventually improve academic performance and concentration. It is due to such facts that, the current study not only advocated for psychomotor learning outside classroom, but also cognitive learning in PE inside a classroom. It would be quite challenging to acquire all such informative knowledge through outdoor activities only, but when complemented by cognitive based learning class, deeper insight would be acquired by learners and, would result into appreciation of PE as a whole, and not just physical activities, which are just a component of the complex whole.

5.4: Intellectual skills to be taught in PE apart from physical activities

Despite the government's effort to promote the teaching and learning of PE as an academic subject, it has been extremely difficult to implement and promote the teaching and learning of the subject due to the perception that Physical Education is a subject that involves playing ball games, running, and gymnastics. This perception led to many respondents agreeing that Physical Education lessons are enjoyable because of its entertaining, promotes socialization, and others.

Although out-door sporting activities are just one of many components of PE, pupils thought that such sporting activities were the 'end' of PE, nothing beyond sporting activities could be taught. This view was upheld by 75% of pupils from School A, 68% of pupils from School B and 73% from School C as shown in Figure 1. They justified their reasoning by citing some of their experiences with PE as shown in table 6. Firstly, it was observed in one of the responses (18.75% from School A, 15% from School B and 16.2% from School C) that PE was not officially time tabled like other subject and, in situations where it was time tabled, it was frequently replaced (10% from School A, 9.2% from School B and 13.5% from School C) by other subjects such as biology, chemistry, mathematics, English Language and physics which were considered to be more superior than PE. This was indeed a very unfortunate situation, which explains why pupils casually took PE as a subject. Such underlying factors need to be carefully addressed because pupils learn and construct reality based on their lived experiences. As Hein (1991) pointed out, the philosophical core of constructivism is one's lived life experiences. So sometimes we may blame pupils that they lack seriousness with PE when in the actual sense it is because of the negligence of the entire school system when it comes to implementation of the official school time tables. In fact such a state of affair clearly explains why pupils also felt it was not interesting learning PE in class because most of the times it was replaced by other so-called 'superior' subjects from the official timetable thereby depriving learners of opportunities to explore the cognitive dimension of PE in classroom.

According to Giddens (2009), a time table is said to be the second clock which indicates all the activities undertaken in a school. It shows the hours of school work, kind of work or subjects, the teachers at work and at rest, the rooms being used in a certain period, recreational time, time of roll call, time of morning assembly, time of drill, games and other co-curricular activities and time of interval. Time table is a mirror that reflects the entire educational programme followed in the school. It provides work for students and keeps them busy and thereby helps in maintaining discipline. Therefore, in the absence of any time-table as it was indicated in some responses by pupils, there is found to be chaos and confusion in the school activities. It would not be an over statement to say that since there was no clear time table for PE, even those outdoor activities were done in an haphazard way because where there is no timetable, chaos ensues. In the absence of a time table, it would also be difficult to measure progress because regular and even progress is ensured through time table which prevents laxity and shortages (Giddens, 2009).

Moreover, when there is a formal time table, due attention is given to every subject. Periods are allotted to different subjects according to their importance and their nature. Undoubtedly all planned programmes would eliminate wastage of time and energy and it is equally true in the case of a school time-table. The work is and by is large, equitably distributed among the members of the staff because a timetable would direct the teachers and students energy and attention to one thing at a time by placing proper persons at their proper place at the proper time and in their proper manner (Giddens, 2009). Such strong assertions by Giddens clearly explain why PE had drastically lagged behind because it barely had allocated time to ensure that all topics both kinesiology and intellectual were evenly taught with seriousness and attention they deserve.

Moreover, some pupils felt that it was pointless to take a subject in classroom where everyone would want to participate when it is taken outside the classroom (15% from School A, 3% from School B and 20.3% from School C). According to the pupils everyone even those who did not officially take PE in their classes, would join in outdoor sporting activities, a situation which undoubtedly led to confusion and chaos. Perhaps the

sub-message from such pupils' concern could be that PE should be a compulsory subject because every pupil wants to take part when it comes to outdoor activities. This is a success in some Asian countries such as Korea (Kang and Kim, 2012), so if carefully planned, it might be a success in Zambia too. Some responses from pupils also showed that it was pointless to take PE beyond outdoor activities because there were no teachers (12.5% from School A, 23% from School B and 13.5% from School C) and moreover, it was a none-examinable subject (10% from School A, 9.2% from School B and 13.5% from School C).

Generally, physical education teachers instruct students in a variety of physical activities relevant to curriculum requirements. They typically create their own subject schemes of work, lesson plans; assess learners' progress, among others. An ideal PE class would also require teachers to include classroom instruction on general physical health and well being as well as proper nutrition practices of learners, proper knowledge of which would best be acquired in a classroom setup. A physical education teacher's responsibility is also to motivate students to participate in prescribed activities. Teachers then evaluate the student's performance, attitude and level of physical fitness. These factors affect the student's grade, with attitude traditionally having a much greater weight than inherent physical ability. It is only a teacher who can effectively evaluate these attributes in order to fairly grade their students (Wayne, 2011). So the question that we are challenged with is, in the absence of a teacher as pupils alluded to, would pupils think beyond psychomotor skills when it comes to PE? No doubt, their thinking about PE would be no where beyond what has already been presented and discussed. It is therefore, very important to have trained teachers who can motivate the learners to take PE not as a mere outdoor recess to have fun, but as a classroom subject that needs to be taken seriously.

Very often examinations have been described as a necessary evil. Such a paradoxical definition conveys the impression that, although examinations are not a very good means of judging the potential of the students, they perhaps are, the only way of doing so. In fact, examinations have become such an integral part of today's academic system in Zambia that it is very difficult to imagine what learning would be without them.

As shown in Table 7 some pupils suggested introduction of examinations as a way of promoting pupils' interest PE especially in a classroom setup. Baradkar (2010) argues that if there were no examinations, it would spell unbridled freedom for students, and his words are a perfect fulfillment of the current attitude which pupils uphold about PE. As earlier indicated however, Examination should not be viewed as an 'End' to education, but as simply one of the many components of learning goes. The role of learning is to acquire relevant knowledge that brings about behavioral and social transformation and, not necessarily passing examinations. In fact currently, many people at different educational levels have passed their final examinations, but they can barely apply the knowledge they acquire from a subject or course where they passed with high marks. Nevertheless, since examinations would foster interest for PE among pupils and make them appreciate it like any other subject, it is not a bad idea, what would perhaps be important is to make it as practice based as possible.

Whilst a few pupils (7% from School A, 3% from School B and 1% from School C) were not sure of what else could be taught in PE apart from physical activities, however, some of them (21% from School A, 29% from school B and 26% from School C) felt that PE could go beyond physical activities to include other intellectual skills such as those presented in Table 5. Such lack of broad knowledge on the scope of PE is an epitome of lack of serious delivery of PE as an academic subject in a classroom environment, and that is why this study argued that PE should not only focus on psychomotor development of a learner, but also on the cognitive skills development that are taught under a classroom environment. Pupils' narrow perception of PE must be deconstructed, because as other scholars such as Simon-Morton et al., (1987) noted, the most positive experiences of pupils with Physical Education classes are linked with a variety of activities such as winning, success, good performance, teamwork and activities involving joy and happiness. But all such are simply a tip of huge ice berg.

With reference to Table 5 under chapter four, pupils who felt that PE goes beyond outdoor sporting activities suggested various themes which they thought could be taught in PE. For example, they suggested that through PE, they could learn how to live in peace

with one another (6% to 11.25%), that they would learn tolerance (5% to 16.25%), embrace respect for one another (9% to 14%), and also learn how to cherish social unity (2% to 7.7%). These were very subtle suggestions and they resonated quite well with what is enshrined within the International Charter of Physical Education and Sport that PE is a right of every individual, and must be a tool for promoting peace and inter-cultural co-existence, tolerance and unity (United Nations, 1978).

World Health Organization (WHO) (1999) reported that in Benin, Botswana and Uganda, Physical Education has been given a peripheral value in the school curriculum with little or inadequate monitoring and inspections of the subject was recorded. In Botswana, for instance, cultural beliefs and attitudes do not allow pupils especially girls to be exposed to free physical activities and sports, for fear of their being ridiculed by their peers (Hardman, 1999). Scholars like Bonnie et al. (1996) outlined Physical Education curriculum content as follows: social control, physical fitness, health body shape, competitive performance and associated physical and motor skills development, play and movement concepts, personal, psychosocial, social and moral development, adventure education, individual, lifetime, or recreational activities, and many others. But such broad dimensions of PE were not appreciated by majority of pupils (over 65% on average) because they lack an intellectual foregrounding which lead them to only prefer outdoor Sporting activities to Physical Education. Manali (2011) also explained that school sports are the best meaning of PE among pupils.

However, through such suggested perspectives, we would make learners realize that actually PE is an individual right that discriminates neither gender nor tribe nor age. Currently Zambia is suffocated with tribalism and tribal psychological conflicts, therefore, such skills need to permeate into the learners cognitive domains so that they grow up with the spirit of tolerance through PE. Moreover, it was also suggested that human physiology and anatomy (12% to 16%) as well as health and hygiene (14% to 20%) must first be taught in class rather than relying on handout precautionary pieces of advice during outdoor activities. These two cannot be over emphasized because the health dimension of PE came out more prominently among the learners in the current

study and even from other reviewed literature such as Amusa et al. (1999) who assert that traditionally, most African societies such as those in Senegal, Sudan, Gambia associate Physical Education with health fitness, play and leisure.

Pupils also thought that team leadership skills (7% to 12%) and social responsibility (8% to 11%) would be acquired if PE was to be taught in a classroom setup. Physical educators have long held the belief that participation in sport and physical activity programs play an important role in developing youth leadership (Gould and Voelker, 2010). Zambia and the world at large are facing major issues like global warming, ethnic clashes, and increasing demands on diminishing resources that require shrewd leadership in order to address them. Therefore, PE, being a highly interactive subject provide numerous leadership opportunities or “moments” for young people to gain leadership experience for example, enforcing rules for teammates, it also provide an opportunity for youth to learn leadership in an enjoyable, motivating way. Gould and Voelker (2010) argued that of all the venues that may be used to develop leadership in young people, competitive PE and related sport appear to be one of the most potent but underutilized. We should therefore, use PE as a platform for instilling the required discipline in the present learners and future leaders in Zambia. But it should be noted that not all such skills would be acquired if the intellectual domain of PE continues to be ignored. Both psychomotor and intellectual skills are needed otherwise the full benefits of PE would not be realised.

According to Hellison (2010), Social skills and responsibility, as with other learning competencies, must be taught, modeled, reinforced and self-evaluated regularly and consistently, if we have intent on making a positive difference in the lives of children. We can therefore, not only rely upon outdoor sporting activities to impute social responsibility in pupils, but we need to integrate it with cognitive learning process in a classroom environment, through teacher-pupil interactions, pupils would be motivated and make a wish to learn even more than what they are receiving from their teachers. Hence, the important thing is not so much that every child should be taught, but that every child to be given the wish to learn through trained and motivated teachers.

5.5: Measures to promote pupils' interest in Physical Education as a classroom subject.

With reference to Table 7 pupils suggested some measures which they thought would promote pupils' interest in PE. From School A, the most frequently (25.85%) suggested measure by pupils was biased towards sensitization on the broad importance of PE. Meanwhile pupils from School B mostly (26%) upheld the view to increase trained and motivated teachers in order to promote learners' interest in PE. Similarly, 26.1% of responses from School C showed that increasing learning resources would promote pupils' interest in PE. Indeed sensitization would do help raise deeper understanding of the broad meaning of PE. However, a teacher of PE would conclusively be a decisive element in a PE classroom. It is his or her personal approach that creates the climate for PE learning. It is his or her daily mood that makes the weather for learning. Therefore, the teacher posses tremendous power to make pupil's life miserable or joyous. Thus he or she can be a tool of torture or an instrument of inspiration, can humiliate or humourise learners, hurt or heal them. In all situations, a teachers' response decides whether a crisis will be escalated or de-escalated, and a pupil humanized or de-humanized (Hellison, 2010). To this effect, PE really need teachers who are trained and motivated because their influence on the learners is great and would foster a spirit of learning PE as a subject equivalent to others subjects. Lack of proper learning material was not only a challenge in the current study, but also a frequent problem among other studies by Amusa et al. (1999), Surujlal et al. (2007), Amusa and Toriola (2006), Reid (2013), and others shown under literature review. Therefore, it is critical sourcing all necessary recourse if PE is to be promoted among learners.

Advocacy, as a proactive measure or as a way of promoting PE, is a daily essential and critical role for all learners who participate in physical related activities. Since lack of physical activity is considered one of the most causative reasons contributing to obesity and its negative implications, as we move into the future, it becomes critical that we must provide the best avenues possible for our children to become both properly and fully developed both physically and academically. Thus, promotional efforts remain critical to the growth and maintenance of our schools' physical education and physical activity

(Hellison, 2010). Indeed sensitization would help raise deeper understanding of the broad meaning of PE.

However, a teacher of PE would conclusively be a more decisive element in a PE classroom than mere sensitization. It is his or her personal approach that creates the climate for PE learning. It is his or her daily mood that makes the weather for learning. Therefore, a teacher possesses tremendous power to make a pupil's life miserable or joyous. Thus he or she can be a tool of torture or an instrument of inspiration, can humiliate or humourise learners, hurt or heal them. In all situations, a teacher's response decides whether a crisis will be escalated or de-escalated, and a pupil humanized or de-humanized (Hellison, 2010). This is the reason why one of the pupils said most of the time they are supervised by sports captains. To this effect, PE really needs teachers who are trained and motivated because their influence on the learners is great and would foster a spirit of learning PE as a subject equivalent to other subjects. Similarly there was a view that if all necessary materials for PE were made readily available (14% to 26.1%), learners would develop interest in PE as an academic subject. This also relates to a suggestion to change the content taught (2% to 5.22%) and pedagogical change (10% to 18%) in the delivery of PE.

Learning materials such as books provide learners with valuable vocabulary, starting from simple basic words all the way to making sentences and expanding their 'word bank' within the PE context. Availability of diverse learning materials would also stimulate Children's imagination and understand better the world they live in and also offer the learner a more wide knowledge and experience. This can help children be better prepared for school and enhance their curiosity for deeper subjects or abstract ideas. Used wisely as a strategy, this could definitely promote pupils' interest in Physical Education. It is important to remember that not all students learn in the same way. Diversification of teaching methodology in PE would enable the teacher to adapt to diverse abilities and needs of the learners. By adapting to the talents, strengths and needs of individual pupils, the teacher of PE can facilitate their progression within a PE programme. Hoss (2005) says that when planning for teaching and learning in the area of PE a variety of teaching

strategies needs to be considered as these will respond to potential areas of difficulty for learners. Therefore, a suggestion to change methods of teaching so as to suit the changing learning needs of pupils would play a crucial role in promoting PE among various learners.

In an earlier discussion, it was noted that pupils lost interest in PE as an academic subject and would rather participate in outdoor activities. To address this setback, some pupils suggested that PE should not be replaced by other subjects (4% to 12.18%) as was commonly practiced in all the schools studied. In a similar instance, pupils suggested that school managers and time table committees inspect classes and their time timetables (4% to 7%) regularly to ensure that a right subject is being taught at the right time. As earlier discussed, this would also ensure that discipline is upheld and that all subjects including PE are taught on time in an orderly way (Giddens, 2009).

Moreover, some pupils thought that visits to some other countries to see what they do and teach in PE (1.65% to 9.57%) would boost pupils' interest in PE. This technically pointed to learner exchange programmes, both foreign and domestic, which would provide learners with opportunities that they simply could not get anywhere else (Knopps, 2015). One of the primary reasons why students choose to participate in student exchange programs is for the learning opportunities they provide. Aside from simply earning credits in basic subjects, these students also become acceptant of alternative ways to learn. These students learn to analyze the things around them in a constructive manner and learn how to solve problems on their own. Students who take a foreign exchange approach area are also able to learn new languages in a practical manner and experience the way learning institutions in other countries work; they may even have access to certain courses that are not available in their own countries (Knopps, 2015). By having the opportunity to discover them in a place that is unfamiliar to them, learners develop self-awareness and self-esteem in a manner that cannot be duplicated.

These learners learn the ability to confront social challenges outside their comfort zones and deal with problems head-on as earlier discussed above, one of PE areas of focus is fostering social responsibility, and therefore, exchange programme would enhance their

morale for PE and eventually develop social responsibility. It would also increase the value they place on home and family life. They will also learn how to form their own opinions about the things that matter most to them. Although an exchange programmes are typically only a semester or a single academic year in length, students who participate in them learn skills that will stay with them for the rest of their lives. Once the learner has finished their college education and is actively seeking employment, there is no doubt that employers will look favourably upon students who have travelled either cross-country or around the world. Moreover, the social changes that take place in exchange students are remarkable; they are often more flexible in any 'foreign' situation, whether this means taking a new PE subject or course of study or speaking publicly in front of their peers (Knopps, 2015). Once well planned and executed, there is no doubt that learners exchange programmes can certainly have an impact on the lives of the participants, both in the short-term and for the rest of their lives. These programs are an excellent opportunity for students to gain new interests, get an education and gain an appreciation for diversity all at the same time. They must therefore, be embraced.

Last but certainly not the least, some pupils expressively proposed introduction of end of year examinations in PE (7% to 11%) as one of the quickest ways to promote pupils' interest in the subject. As per academic belief and as earlier mentioned, mere learning of a subject is not enough. Indeed, there are many fields within PE, especially in pure cognitive science of PE, which cannot be understood by merely outdoor activities. Theoretical knowledge in this regard becomes a must and for this, one has to turn to books. This implies that one who learns from books can only be tested by an oral or written test or examination in order to ascertain how much one knows about the complex subjects (Baradkar, 2010). In Zambia, the entire career and future of a learner depends on his or her performance in the examination. Based on the field interaction with pupils, one thing was quite clear that, if there were no PE examinations, learners would not bother to study at all and their interest for PE would almost always be at ebb. Since examination has been designed to be an 'end' to any subject and a pathway to recognition of a subject, examination system should be introduced, the sooner this is done the sooner would the subject be recognized.

5.6: Summary of discussed results

The discussion of results above has shown that indeed, PE does not only need to focus on various psychomotor skills, but also on the development of cognitive skill within the classroom environment. Generally PE was perceived to be an easy subject that would promote physical fitness, personal enjoyment. Meanwhile other views showed that PE was a less interesting subject in class than when done from outside and that it was a subject for pupils who are interested and talented in sports. It was noted that pupils' perceptions of PE were more biased on the constructed field of PE than its meaning, which pointed to an existing gap between the psychomotor and the cognitive domains, hence, the need to teach PE as a classroom subject. It was also noted that pupils preferred outdoor activities than learning PE in class because they were more interesting than being in class, promoted physical fitness, and reduced school stress. It was further noted that only very few pupils were able to associate PE to a broader array of themes other than outdoor physical activities because they lack a cognitive knowledge orientation about PE. There was also an outcry that there were few trained and motivated teachers, inadequate material resources and poor timetabling of the subject. These, among other factors made the pupils to feel that PE would rather be out door based than as a subject in a classroom environment. Nevertheless, some measures such as change of pedagogical approaches, retention of PE on timetable, exchange programmes, among others were proposed to be among some measures that would expedite pupils' interest in PE.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1: Conclusions

Based on discussion of results, it can be concluded that PE does not only need to focus on various psychomotor skills, but also on the development of cognitive skill within the classroom environment. Pupils' misconceptions of Physical Education could be attributed to lack of Intellectual focus of the subject. They perceived outdoor physical activities as an 'end' to Physical Education. Classroom learning experience of PE can provide outstanding learning environments while improving children's health through physical education. Students who increase time in PE improve their grades and scores on standardized achievement tests. Stimulating pupils through PE would actually make their school life enjoyable as suggested in one of the pupils' responses. Outdoor physical activities may be interesting, but there is an underlying virtual interaction between learners and the teacher, which could be compensated through real interaction in the classroom. Classroom sessions provide this in the form of a real person who can deliver information in an interesting way. A trainer is also a subject expert who can answer concerns and questions right away and, as a specialist, can share the benefit of their years of experience.

Although PE is being predominated by outdoor activities, classroom sessions are still an important element of any effective learning programme. They enhance learning by the inclusion of the human interaction that is inherent in all classroom based subjects. Combined with several other training methods available, they could make a huge contribution to the improvement of pupils' performance in PE and would foster its deeper understanding and appreciation. Despite the government's effort to promote the teaching and learning of PE as an academic subject, it has been extremely difficult to implement and promote the teaching and learning of PE as a subject due to the perception that Physical Education is a subject that involves playing ball games, running, and gymnastics. Pupils' thinking about PE would be no where beyond negativity without a teacher. It is therefore very important to have trained and motivated teachers who can

motivate the learners to take PE not as a mere outdoor recess to have fun, but as a classroom subject that needs to be taken seriously.

6.2: Recommendations

1. Based on the finding that there is a huge gap between the psychomotor skills and cognitive skills of the learners in PE, there is need for Educators (School managers) in collaboration with the Zambian government through the office of the Ministry of Education Science Vocational Training and Early Education (MOESVTEE) to create awareness programmes which should change wrong perceptions of the subject.
2. Given the finding that proper PE methodology was lacking in schools, the government through Ministry of Education Science Vocational Training and Early Education (MOESVTEE) should also ensure that Physical Education is seriously taught and learnt as a compulsory and examinable subject by putting it at the same level with subjects like Mathematics and English language.
3. The government through Ministry of Education Science Vocational Training Early Education should embark on training more Physical Education teachers at every level of education to ensure that the subject is effectively taught and appreciated by both learners and society at large.
4. Researchers should take time to investigate further on the topic and suggest solutions that can assist learners and society at large to understand that Physical Education (PE) embraces all physical activities.
5. It was noted that PE was unpopular because it was non examinable, therefore, MOESVTEE must introduce end of year examinations in order to make the subject more appreciated than the current state where it is even replaced from the time table by other subjects.
6. Since the cognitive part of PE needs a lot of attention in order to capture pupils' interest in physical education, researchers should investigate more on how teachers deliver physical education lessons

7. More research should be done on how school managers have embraced Physical Education as a vocational Career subject.
8. More research should be done on why most school in the country accept and actively participate in School Sports Activities than embracing Physical Education as a subject in their school.

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APPENDICES

APPENDIX: A

SEMI-STRUCTURED INTERVIEW ON PUPIL'S PERCEPTION OF PHYSICAL EDUCATION

The University of Zambia is conducting research on Pupils perception of Physical Education and School Extra-Curricular Sports in Lusaka District. This research is important because it will bring out in-depth understanding of the Physical Education and School Extra-Curricular Sports among pupils and other stakeholders. You have been selected to be one of the respondents to this very important study. You are also assured that the information you will provide will be treated confidential and will also strictly be for academic purpose. You are requested to tick the appropriate answer basing on your understanding of the question provided. You are also requested to be as frank as possible in giving your responses.

Please do not write your name.

SECTION A: Personal Details

School-----

What is your age range? 12-15----- 16-19----- 20+-----

Grade.....

SECTION B: Pupils' perception of Physical Education

1. In your own words, does Physical Education Mean?

.....
.....

2. Explain your answer

.....
.....

SECTION C: Reasons for pupils' preference of out sporting activities than Physical Education

3. What do you like the most, between Physical Education and Outdoor Physical activities?

4. Give the reasons for your answer

.....
.....

SECTION D: Pupils' ability to associate Physical Education to intellectual skills other than outdoor sporting activities.

6. Should something else be taught in PE apart from engaging in outdoor physical activities?

.....
.....

7. If agreeable, what should be taught in PE apart from engaging in outdoor physical activities?

8. If not agreeable give reasons?

.....
.....

SECTION E: Ways of promoting pupils interest in PE

9. What must be done in order to promote pupils' interest in Physical Education?

.....
.....

Thank you for your responses

APPENDIX B

FOCUS GROUP INTRVIEW GUIDE

1. From the discussion we had few days ago, it was noticed that most pupils preferred school sports activities to taking physical education as a subject. What do you think has contributed to the preference?

Probe: What measures do you think can be put in place in order to promote the teaching of physical education as a subject?

2. If you became a physical education teacher today what suggestion would you proved to the ministry of education in order for it to promote pupils' interest in physical education as a classroom subject?

Probe: Why do you say so?

APPENDIX C

FORM FOR RECORDING OBSERVATIONS

Name of School:

Class observed.....

Type of Activity.....

Date.....

APPENDIX: D

New Kanyama Primary School,
P. O. Box 31519,
Lusaka.

15th October, 2013.

The District Education Secretary,
Ministry of Education Science, Vocational Training, and Early Education,
Lusaka.

Dear Sir/Madam,

Re: Permission to Conduct a Research Study in Lusaka District Secondary Schools

I am a student at the University of Zambia pursuing masters' degree in Primary Education (taught). I would like to ask for permission to conduct the research study in selected secondary schools in your district, which is entitled Perception of Physical Education among pupils in selected schools of Lusaka district.

This research is a part fulfillment of my masters' degree programme with the said University. The information gathered from this study will help in making recommendation to policy makers, school manager and teachers of physical education on pupils' perception which is likely to promote pupils' interest and consequently improve their understanding of the subject.

I would be grateful if my request receives positive response from your esteemed office.

Yours sincerely

Kapembwa Glyniss.

Masters Student- UNZA