

Perceptions of teachers towards physical education and sport

Nalucha Gaudencia¹, Martin Banda²

¹ University of Edenberg-Kitwe-Zambia

² Ph. D University of Edenberg-Kitwe-Zambia

Abstract

The aim of this study was to explore the perceptions of teachers towards Physical Education and Sport (PES) in selected primary schools. Physical Education and Sport is an integral subject of Creative and Technology Studies at lower primary (grades 1-4) and Expressive Arts at upper primary (grade 5-7). However, it is examined nationally at grade seven under Creative and Technology Studies.

The study employed a survey design that adopted both qualitative and quantitative paradigms. Data was gathered by the use of interviews and questionnaires. The interviews were used on head teachers while the questionnaires were used to gather data from teachers. This research comprised of two categories of respondents. The first category was head teachers with five (5) respondents and purposive sampling technique was used to sample them. The second category was the teachers and had ninety-four (94) respondents and systematic random sampling was used as a sampling technique. Thus the study collected data from ninety-nine respondents.

The findings of this study indicated that regardless of the efforts by the government, the perceptions of teachers played an important role in the teaching and learning processes especially where PES is concerned. The perceptions of teachers however exhibited more negatives than positives towards PES and this affected the teaching and learning mainly in a negative manner.

Keywords: substituted Li ferrite, magnetostatic and spin waves, microstrip array antenna, X-band frequency range

1. Introduction: Background

Physical Education (PE) has been in existence from the time of human life existence. According to the study by Bwalya (2016) [4], PE was an old subject in Zambian traditional education and that traditional education was essentially practical in form of training, which was designed to provide good upbringing of the individual members of a given group to live a useful and happy life in society. People performed their PE activities through daily routines ventures. Elders who were good to perform physical activities in areas of need taught young ones.

Moreover, during the colonial period, there was a growing popularity of formal education programmes across the Africa. There was an introduction of modern ways of teaching because of the introduction of Western education and schools (Carmody, 2004) [8]. In this case, PE was non-exceptional and it led to the "birth" of PE as a subject of learning. Thus, the real history of PE is in the changing methodologies used to transmit knowledge and skills.

Nevertheless, PE continued to be part of the education system during the post-colonial period in Zambia. What varied was the matter of importance to the subject as compared to other subjects that are considered core like Mathematics, English, and Science among others. PE was first examined in 2009 after the curriculum reform of 2003.

In 2013, the Curriculum Development Centre (CDC) of Zambia made another curriculum reform at all levels of education. Primary education is non-exceptional. PE continued to be a compulsory integral subject. However, there is an addition of sport to PE. As such, PE is now referred to as Physical Education and Sport (PES) thus, the use of both concepts in the document.

Nevertheless, despite all the efforts put in place by the government to improve the standards of education, a view is attached to say little has been done to insure PE is implemented effectively in schools (Kabungo, 2017) [23]. The perceptions of teachers still remain uncertain and unexplored. It is in this line that the major focus of this study was to explore the perceptions of teachers towards PES.

1.1. Theoretical Framework

The study was guided by the Self-efficacy theory by Bandura. The theory of self-efficacy is part of social cognitive theory. It is fundamental as it continues to shape thinking in positive psychology. Self-efficacy indicates that the role of self-referent beliefs as the essential components that determines goal-directed behaviour (Feltz, Short and Sullivan, 2006) [18]. According to Bandura (1994) [2] self-efficacy is the belief in one's ability to influence events that effect one's life and control over the way these events affect the way life events are experienced. He went on to say self-efficacy is not a trait that some have and others not have or somewhere in between. Instead, he proposed that anyone, regardless of their past or current environment, has the ability to exercise and strengthen their self-efficacy.

The theory of self-efficacy helped to explain the current situation of PES in selected primary schools. The government of Zambia through the Ministry of General Education (MOGE) has mandated schools to teach PES as a compulsory integral subject in primary schools. However, it has been anticipated that the present situation of PES depends on individual schools as well as individual teachers. It is for this reason that using Bandura's self-efficacy theory may help to interpret the current PES situation.

2. Literature review

2.1 Physical education in Zambia

2.2 Physical Education Zambia during the Pre- Colonial Period

During the pre-colonial period, man was unknowingly involved in physical education through the daily life activities. PE was not thought of as an organised activity as we know it today (Kakuwa, 1999) ^[26]. The physical activities were mainly performed for the purpose of survival.

Nevertheless, education remained unguided during the pre-colonial period with young boys and girls learning from fathers and mothers respectively through observations, imitation, and repetition (Snelson, 1974). From this point of view, one can say PE during the pre-colonial period existed but in an informal way. It was not structured as it is today.

2.3 Physical Education in Zambia during the Colonial Period

The arrival of Christian missionaries in Rhodesia brought many changes in many aspects of life among Africans including education. The missionaries were the first one to introduce formal education. However, the missionaries had their own view about what should be acquired through education even though the colonial administrators gave little attention to it (Carmody, 2004) ^[8]. At the time, PE was considered to be docile. However, Mubita (2017) ^[31] indicates that in whites' only schools the teaching of PE was not emphasised, instead, games were. Mubita further argues that in mission schools and teacher training colleges, PE was timetabled but there were no specific teachers for the subjects especially in primary schools. He went further to say that one set back in the subject was the little or no emphasis on its teaching and what was popular was competitive sport, which was mainly for fitness, fun and a diversion from vices.

Later the Ministry of African Education is believed to have realised the need for enhancing supervision in selected subjects, including PE. To support the move, a separate department of the Ministry was formed and it consisted of qualified and experienced senior inspectors of schools in various subjects including PE (Northern Rhodesia Annual Report for the year 1962). In short, PE during the colonial period simply did not receive the attention it deserved.

2.4 Physical Education in Zambia after Independence

After Zambia gained its independence, education was more or less the same (Simposya, 2000) ^[38]. Nothing really changed as the new republic inherited the colonial education system. PE at that time was part of the curriculum, though it was influenced by colonial education in many ways (Kapembwa, 2015). However, the teaching of PE was not encouraging. Alexander (1997) ^[1] indicates that there was more emphasis placed on academic subjects than practical ones.

However, regardless of PE being part of the school curriculum, it was perceived as a subject that lacked measurement since it was not examined and standards could not be easily set to determine results (Kakuwa, 2005) ^[26]. For this reason, one can say that PE was not seen as a priority. It was under severe attacks and faced competition for time within the school curriculum especially in the context that the subject was not examined (Mweene, 1971) ^[32].

In addition, in the 1970s, PE carried low status in majority of schools. It also occupied low position at the bottom of the "curriculum barrel". In most schools it was considered as mere play on dusty grounds behind classroom buildings and often reduced to jogging (Kakuwa, 2005) ^[25]. Grunbaum *et al.* (2002) ^[22] argued that PE was not often perceived as an academic subject like Mathematics and Science.

However, the Zambian education system has gone through several reforms in order to enhance the standards of education. Regardless of the reforms, PE was and still marginalised especially in primary schools. In the context of primary school PE teaching, Blair and Capel (2008) ^[3] argue that generalist primary teachers do not perceive themselves to be adequately prepared to teach physical education in their initial teacher education (ITE). On the other hand, Morgan and Bourke (2008) claimed that many primary teachers would prefer not to teach PE at all, hence strategies must be devised to improve training and support for teachers, or the employment to specialist PE teachers needs to be made.

Nevertheless, the Quality Physical Education Policy (2017) indicates that teachers are not effectively teaching the subject in all primary schools. There is absence of monitoring and quality assurance framework that can promote effective teaching of PES in all primary schools. Furthermore, the policy shows that most schools have little or none financial support to ensure that each school has the minimum required inclusive PES facilities and equipment. Having reviewed literature relevant to the intended study, it reveals that the available literature does not necessarily fill the gap about the teachers' perceptions towards PE as important aspects on the teaching of the subject. The knowledge gap was the motivating factor to explore teachers' perceptions in order to obtain useful data.

Methodology

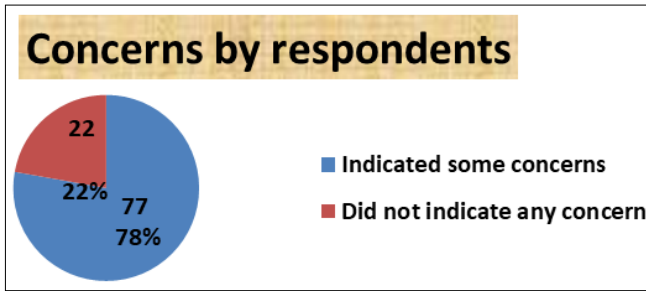
The study employed both qualitative and quantitative paradigm. It was used for the purpose of description, exploration and explanation of the issue at hand. A survey helped provide useful information to evaluate PES programmes in selected primary schools and also determine individual teacher perceptions about the subject, thus the survey helped identifying important beliefs of individual teachers of what constitutes perceptions of teachers towards PES.

4. Presentation of Findings

4.1 Teachers' perceptions towards PES

According to the findings of the research, all the ninety-nine (99) respondents representing 100% indicated that PES was an interesting subject to the learners. In addition to this response, thirty-seven (37) respondents representing 37.3% went further and indicated that the learners enjoyed PES because it was associated with play.

However, regardless of the overwhelming responses in favour of PES, some respondents further aired some more concerns about PES while others did not. Below are the statistics of respondents who aired their concerns and those who did not.



Source: Field data (2019)

Fig 1: Distributions of respondents by concerns

As shown in Figure 1, seventy-seven (77) respondents (78%) had further concerns about PES while twenty-two (22) representing 22% did not indicate anything. One of the concerns was that PES is an important subject that should not be integrated with any other subject and that the integration of PES with other subject posed a threat to its existence in the academia. The study revealed that respondents preferred PES to be a stand-alone subject and not as an integrated subject. As such, the concern was that the integration of PES with other subjects makes it dormant in the academia.

However, on the concern of PES as an integrated subject, one head teacher disputed the views of teachers and the fellow head teachers stating that there was no problem with the integration of PES with other subjects. And she echoed: *Personally, I feel there is no problem with the integration of PES with other subjects. I say so because if you look at the number of subjects especially in upper primary, I believe it is already too much for the learners. Eight subject! Hmmm! I don't know! That is just the way I look at things having being in service for a long time, for more than thirty years. Splitting integral subjects like PES! Ahhhhhh! I think it will be something else. Our timetables are already congested. I think as administrators we just have to make follow-ups on how these integral subjects are being handled in classes, and then everything will be fine. (Head teacher school B).*

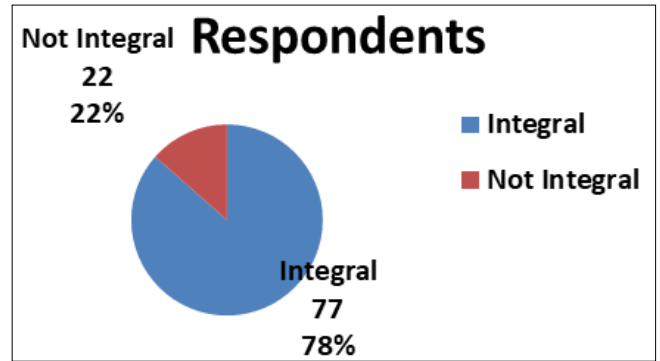
In addition, the research findings further revealed concerns from respondents that PES is a subject that is too involving to teach, a subject with shallow instructional information in prescribe instructional materials such as text books and lacks proper guidelines on when and how it should be taught. The findings further indicated that learners can still pass their National Examinations at grade seven (7) level, even if they are not taught the component of PES.

4.2.1 Teaching of PES

The study findings showed that the teaching of theory PES was overwhelming as all the teachers agreed to be teaching the theory part of PES. However, the study findings further revealed that teachers were not teaching PES practical. Nevertheless, only one specialist teacher from school A indicated that she taught both theory and practical PES lessons.

4.2.2 PES as an integral subject

Another question was asked to find out whether PES as an integral subject, compulsory in their respective schools. Figure 2 shows graphical presentation of data:



Source: Field data (2019)

Fig 2: Responses of respondents about PES as an integral compulsory subject

As presented in Figure 2, the study showed that of the ninety-four respondents who answered the questionnaire, seventy-two (72) indicated that it was an integral compulsory subject while twenty-two (22) indicated that it was not.

However, during interviews the study also showed that all the five (5) head teachers agreed that PES was an integral compulsory subject. Thus, a total of seventy-seven (77) respondents agreed that it was an integral subject while twenty-two (22) indicated that it was not, giving a total of ninety-nine participants inclusive of teachers and head teachers, representing 78% and 22% respectively. Furthermore, the study revealed that all the five head teachers from the selected primary schools showed ignorance of the integral subjects of PES. As echoed by different participants:

PES is integrated with other subject to make CTS/ EA and the integral subjects are... are..... Madam you know better. (Head teacher School A)

Madam, the truth of the matter is that PES is integrated with other subjects. However, when you ask about integral subjects!!! Hmmm!!! You can get the details from the senior teachers or you can answer that one yourself. (Head teacher School B)

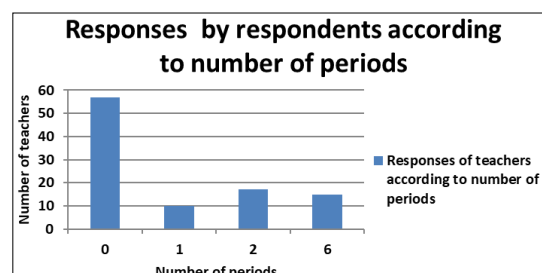
For sure madam. PES is integrated with other subjects. These are..... PES is one of them. (Head teacher School C)

What I know is that PES is integrated with CTS. (Head Teacher School D)

PES is integrated but I am not so sure which subjects. Read through the Curriculum Framework madam. You will get proper information on that I think. But, I think it is integrated with CTS and EA. (Head Teacher School E)

4.2.3 Periods allocated to PES

The following were the statistics:



Source: Field data (2019)

Fig 3: Distribution of Respondents' responses (N=99)

As indicated in Figure 3, it was revealed that fifty-seven (57) respondents, which is 57.6% of the actual sample size, could not answer this question. Moreover, ten (10) respondents (10.1%) indicated that PES had one period per week; seventeen (17)17.2% indicated two periods, while fifteen (15)15.1% indicated that it had six periods per week. The study showed that there was no consistency in response. Both categories of respondents failed to point out exactly the number of periods allocated to PES as a separate component. The research findings revealed that it may be the reason that PES was on the time table as CTS/ Expressive Arts in lower primary and upper primary respectively. Head teachers confirmed that integral subjects were not singled out on the timetable and as such it all depended on individual teachers to ensure that all the integral subjects are given equal attention and PES was non-exceptional.

The finding of the research further revealed that four of the five head teachers found it challenging to confirm whether PES was being taught according to the time table indicating that the time table does not single out integral subjects on the time table. However, one of the five head teachers from school A confirmed that PES was being taught according to the timetable but failed to give further details to confirm that PES was really being taught according to the time table.

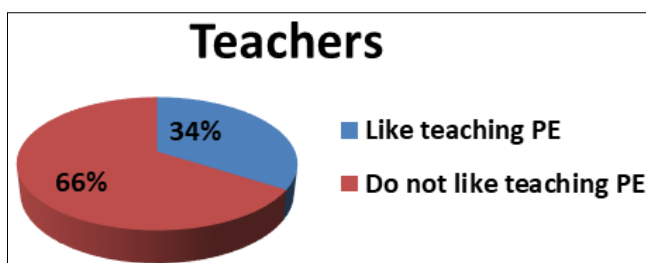
Furthermore, the study revealed that the head teacher from school A confirmed that observation of teachers teaching PES is conducted two (2) times in a week. However, when he was asked a follow-up questions as to whether the teaching was based on the time table and following of lesson plans, the head teacher failed to justify his answer but further went on to say he sees a few individual teachers with children outside doing what he believed was PES. The following was his response:

My weekly routine is to insure that I monitor a number of teachers, not only those teaching PES, but also in other subjects. However, I do see teachers around the play field about twice in a week. (Head teacher School A)

However, the rest of the head teachers from the selected primary schools faithfully confirmed that they did not observe teachers when teaching PES at all.

4.2.4 Teaching PES as an integral subject

The respondents were asked if they enjoyed teaching PES. Below were their responses.



Source: Field data (2019)

Fig 4: Distribution of teachers' attitudes towards PE. (N=94)

As shown in Figure 4, the study findings established that from the ninety-four (94) respondents (teachers only), thirty-two (32) indicated that they enjoyed teaching PES, representing 34%. Sixty-two (62), at 66 % indicated that they did not enjoy teaching the subject.

The study further revealed that of those thirty-two respondents who enjoyed teaching PES, nine (9) (9.6%) indicated that PES gives pupils the opportunity to be active during the learning process. Twelve (12) representing 12.7% responded that PES motivates learners to attend classes while eleven (11) representing 11.7% indicated that PES is interesting to the learners because it involves play.

On the other hand, the study findings indicated that of the six-two respondents who indicated that they did not enjoy teaching PES; nine (9) representing 9.6% responded that it is difficult to single out the PES components because it is integrated. Twelve (12) representing 12.8% indicated that pupils still pass even without the serious teaching of PES at all levels of primary school education, especially grade seven national examinations. Six (6) (6.4%) indicated that it is not motivating to teach PES because it does not stand alone.

In addition, six (6) other respondents representing 6.4% indicated that a teacher has to be sharp, creative and resourceful in order to conduct a PES lesson effectively. Ten (10) (10.6%) responded that PES is time consuming and very involving. Seven (7) respondents representing 7.4% indicated that big classes caused by over enrolment are challenging to handle. Eight (8) representing 8.5% indicated that the content in text books is too shallow, difficult to understand and teach while four (4) representing 4.3% responded that the way PES has been integrated in the syllabus does not give enough room for PES to be taught weekly.

Moreover, respondents were asked how they viewed PES in comparison with other subjects just to find out more about their perceptions towards it. The study established that one (1) teacher from school A indicated that:

PES was the 'backbone' of future self-reliance of individual learners unlike other subjects. She further indicated that PES can help individual pupils to identify their talents that can help them earn a living in their future even if they fail to excel in the academic world and above all, it promotes health living.

On the contrary, the study showed displeasure by the same respondent and she stated:

Despite the government's effort to promote the teaching and learning of PES as an academic subject, it has been extremely difficult to implement and promote the teaching and learning of the subject due to the negative perceptions of teachers.

However, all the teachers admitted that really, they do compare PES with other subjects. The responses that were collected were the same. Teachers indicated that PES is involving; exerts pressure on a teacher who has to handle other subjects. As such, teachers look at PES as a subject that is time consuming.

In addition, PES is generally marginalised because the teaching in primary schools' places emphasis on teaching pupils on how to read and write as such ninety-three (93) teachers representing 98.1 % indicated that it was of less importance compared to other subjects.

On the other hand, the study established that the general response from all the head teachers from the selected primary schools indicated that the attitude of teachers was very negative. The head teacher from school A further added that he had one (1) teacher who was very active in PES. The head teacher added:

The madam is very active in conducting her PES lessons.

Those teachers who are closer to her may follow suit and it is really encouraging. It may be the reason that the teacher is a specialist, trained at The University of Zambia. (Head teacher School A).

5. Discussions

5.1 Perceptions of teachers towards PES

The first objective dwelt on finding the perceptions of teachers towards PES in selected primary schools. The findings of this study revealed that integration of subjects focuses on making connections for students, allowing them to engage in relevant meaningful activities that can be connected to real life. This is in conformity with the study by Magoma (2016) that states that an integrated curriculum is one that connects different areas of study by cutting across subject matter lines and emphasizing unifying concepts. PES in the primary school curriculum in Zambia is one of the subjects that have been integrated with other subjects. This is in order to offer meaningful activities that can help pupils connect what they learn in school to real life situations.

Moreover, on the other side, the findings of the research revealed that it was not a good thing for PES to be integrated with other subject. There was a preference amongst the respondents that PES should be a stand-alone subject and not as it is integrated. The study further indicated that the integration of PES with other subjects poses challenges on the subject making it difficult to teach and to some extent PES is disadvantaged or marginalized. Similarly, Grant and Paige (2007) ^[21] state that integration across a range of disciplines is a complex task for educators. Nevertheless, the findings of this research showed that indeed the integration of PES with other subjects is very complex as such; some teachers really find it difficult to teach PES. The above position is reinforced by Tyler (2004) who argues that one disadvantage of an integrated approach is that one or the other learning area is trivialized. In this case, PES is often the subject that suffers particularly if it is simply a matter of trying to incorporate it within a broad topic. The revelation of the study showed that negative perceptions towards PES in schools contributed to the low status of PES.

On the other hand, the study revealed that there was no problem with the integration of PES with other subjects. Integrating of subjects or the curriculum has proven to be common in the education systems generally everywhere around the globe. Integrating the curriculum is an incredibly important issue in the field of education. The findings are in line with Campbell and Henning (2010) who postulates that knowledge today is becoming more interdisciplinary and integrated, which calls for interdisciplinary and integrated learning in public schools.

The study established that generally, PES was an interesting subject to the learners because it was associated with play. Play is an important aspect of children's lives. Play is meaningful, joyful, actively engaging, iterative and socially interactive. Children learn critical skills and develop as they play (UNICEF, 2018). When play is incorporated in the teaching and learning processes, learning becomes interesting and meaningful. Children enjoy playing other than every time being engaged in serious reading and writing and PES is the subject that can give pupils an opportunity to learn while playing during the teaching and learning processes. The above is further reinforced by

UNICEF (2018) who puts it that play is one of the most important ways in which young children gain essential knowledge and skills. That is to say, PES gives play opportunities and environments that promote play, exploration and hands-on learning, which are at the core of effective teaching and learning processes.

Further, the study established that PES was regarded as an important subject in primary schools that should not be integrated with any other subject. PES is a subject associated with several benefits. In the same vein, CDC (2013) recognises PES as one of the study areas that places emphasis on the development of practical skills and enhancement of talents, creativity, self-expression, life skills and sense of aesthetic. In addition, the findings of the study showed that the integration of PES with other subjects posed a threat to the status of it in the academia. The above statement is in conformity with Chard (1998) who opines that integration is a complex topic because it involves every aspect of education, thus it is not simply putting together content from different subject areas. As such, it was strongly discovered that the subject was dormant in the academia. Thus, PES in primary schools is rarely taught especially the practical part of it as per revelation by the study.

On the other hand, the study further established that PES was perceived as a subject that was time consuming and too involving to teach. That is, PES needs adequate time, planning and commitment by the teacher in order to ensure safety and systematic delivery of knowledge during the process of teaching and learning. Planning is considered a significant element of teaching and learning process (Vanessa, 2010) ^[44]. On the other hand, teacher commitment has been recognised as one of the most critical factors in effective teaching and learning that contributes to great educational achievements (Garrison and Liston, 2004) ^[19].

Furthermore, the findings of the study indicated that PES lacks attention by both teachers and school managers. In reference to literature reviewed earlier, research conducted in some parts of the country indicates that while PES is compulsory in primary schools, the actual teaching of the subject is dependent on the interest of individual teachers (QPEP, 2017). The conclusion from the study is drawn to say that the teachers have "been given" much power on the status of PES. There is no serious evidence of monitoring on the proper teaching of the subject. Teachers decide on what to do in line with the teaching of PES without fear of being cautioned hence making PES lack attention in primary schools especially by teachers.

In addition, the findings of the research reveals that PES content in prescribe instructional materials was shallow. Further revelations of the study indicate that PES lacked proper guidelines on how it should be taught, when to teach it and how. A documentary review was conducted on the CDC (2013) CTS Syllabus Grade 1-4. Grade one (1) content was selected just for the purpose of the study. And the findings were that there were eighteen themes all together. Of the eighteen themes, only four (4) are for PES.

In addition, further research was conducted to establish the content in the textbooks. Several books by different publishers proved to have narrow content hence making it challenging to teach PES accordingly.

Head teachers play very important roles in schools such as supervising of teachers in line with the principles of the education system. Head teachers are supposed to know everything concerning teaching and learning in schools.

Unfortunately, according to the findings, of the research, all the five head teachers from the selected primary school showed ignorance about the integral subjects of PES. Meanwhile, CTS and EA are core learning areas at primary school (CDC, 2013). PES is a subject under CTS/EA at primary school integrated with other subjects. According to CDC (2013), CTS comprises of Technology Studies, Home Economics and Expressive Arts while EA has PE, Music and Art and Design.

CTS as a core subject was introduced in 2003 as a result of the Basic School Curriculum reforms carried out by the Ministry of Education under the Basic Education Sub Sector Investment Programme (BESSIP) from 1999 to 2002. It attracted the first national examinations in 2009 (CDC, 2003). The aim of CTS at the time was to develop the power of observation, attention to detail, creativity, imagination and endurance (CDC, 2003). Regardless of the long documented history about the subject, the study findings exhibited ignorance about the integral subject of PES amongst respondents especially head teachers.

The study showed that, it is ideal and professional for teachers and head teachers to be conversant with the curriculum they are using. According to CDC (2013) CTS and EA are integrated with other subjects and at the same time are core subjects. Moreover, the findings of the research proved otherwise as some respondents were not aware that PES was an integral subject. An integral curriculum allows children to pursue learning in a holistic way without restrictions often imposed by subject boundaries, (Davies, Politano and Cameron, 1993). Generally, an integrated curriculum has become common in most education system at all levels of education in Zambia be it primary, secondary or tertiary education. Drake and Reid (2010) alluded to integrated curriculum as an effective way to resolve some challenges associated with developing the 21st Century capabilities being profoundly influenced by technology and globalisation. Drake and Reid further assert that, this is effective for academic learning. It maybe, for this reason that, the Zambian Primary School curriculum is designed in a manner that some subjects such as PES among others are integrated.

The findings of the research revealed that seventy-two (72) respondents (teachers only) out of the ninety-four (94) 76.6 % indicated that PES was an integral compulsory subject while twenty-two (22) 23.4 % indicated that it was not a compulsory subject. This can simply be an indication to say that some teachers still do not have information in regard to PES as an integral academic subject in the school system. However, the findings of the study further showed that the scenario was slightly better with the head teachers as all of them indicated that PES was integrated with other subjects and at the same time they all agreed that it was compulsory in their schools according to the curriculum guidelines. In the same vain, CDC (2013) clearly states that PES is an integral subject.

Further, the study established that in all the five selected primary schools, no school had PES on the time table as a separate component. According to Giddens (2009), a time table is used to be the second clock which indicates all the activities undertaken in a school. A time table is a mirror that reflects the entire educational programme followed in school. Anything to do with time in the teaching and learning processes is mainly guided by the timetable. Time is an important aspect of every life activity including

teaching and learning. Sahito (2016) ^[36] states that time is a precious and important thing that settles each and every hurdle and difficulty in any system. The above position is further reinforced by UNESCO (2017) who asserts that quality education depends on having sufficient and well-planned time for teaching and learning. However, time is allocated to major subjects CTS and EA and not PES as a separate component (CDC, 2013).

The study findings established that the teaching of PES in primary schools was entirely left to class teachers who did not experience any follow-ups by the school authorities or any other educational authorities. This is in conformity with the study by Nyakweba (2005), who comments that if the teacher feels he/she does not want to teach PES, nobody will follow him/her up. The revelation of the study furthermore indicated that, no forms of follow-ups were being conducted in schools to ensure PES is being taught in primary schools. The study findings confirmed that PES lacks reinforcements in form of monitoring. Monitoring in schools is very important because it gives feed backs to the people concerned. Similarly, Cotton (2000) identifies the practice of monitoring pupils' learning as an essential component of high-quality education. Cotton further indicates that careful monitoring of pupils' progress is one of the major factors differentiating effective schools and teachers from ineffective ones. In the same vain, findings of the study revealed that PES in selected primary schools was left in the hands of the teachers only. As such, teachers decide whether to teach the subject in their classes or not. The findings are consistent with the study by Bwalya (2016) ^[4] who asserts that school administration and other relevant authorities did not monitor the teaching of PES hence its ineffectiveness in primary schools.

Based on the findings of the research, one can conclude that perceptions of teachers towards PES were worrying. Data showed that thirty-two (32) out of ninety-four respondents (teachers only) indicated that they enjoyed teaching PES citing a variety of positive reasons. Sixty-two (62) indicated that they did not enjoy teaching PES with many of them clearly stating that they had no interest to teach the subject because it was involving, time consuming, difficult to teach, as such causes pressure on the teacher, and further that the teacher has to be sharp, creative, and resourceful to teach PES effectively.

6. References

1. Alexander D. Problems of Educational Reform in Zambia. In 1982 Conference Proceedings, unknown date (pp. 77-103). Edinburgh: Scutrea, 1997.
2. Bandura A. Self-efficacy. In V.S. Ramachandran (Ed.), *Encyclopaedia of Human behaviour* (pp. 71-81). New York: Academic Press, 1994.
3. Blair R, Capel S. *Learning to Teach Physical Education in Secondary Schools: A companion to school experience*. Routledge. London, 2008.
4. Bwalya J. *The Status of Physical Education in Zambia: A Case of Selected Primary Schools in Katete District of Eastern. Lusaka: The University of Zambia. Unpublished Dissertation, 2016.*
5. Chaney A, Lewis M. *Public school principals report on their school facilities*. Washington DC: National Centre for Education Statistics, Institute of Education Science, 2007.
6. Campbell C, Henning M. *Planning, teaching, and*

- assessing elementary education interdisciplinary curriculum. *International Journal of Teaching and Learning in Higher Education*. 2010; 22(2):179-186.
7. <https://www.tandfonline.com/doi/full/10.3402/edui.v5.23925?src=recsys> Accessed 28/10/2019.
 8. Carmody B. *The evolution of education in ZAMBIA*. Lusaka: Bookworld Publishers, 2004.
 9. CDC. *Zambia Education Curriculum Framework*. Lusaka: CDC, 2013.
 10. CDC. *CREATIVE AND TECHNOLOGY STUDIES SYLLABUS GRADES 1 – 4*. Lusaka: CDC, 2013.
 11. CDC. *Zambia Basic Education Syllabi Grade 1-7*. Lusaka: CDC, 2003.
 12. Chard S. *The project approach book one: Making curriculum come alive*. New York, NY: Scholastic Inc, 1998.
 13. Cotton K. *Monitoring Student Learning in the Classroom*, 2000.
 14. <https://pdfs.semanticscholar.org/2e9c/b513948f7b0a40a79c63b3a9f0e61a916d8a.pdf> Accessed 06/11/2019.
 15. Davies A, Politano C, Cameron C. *Making themes work: Building connections*. Winnipeg, Canada: Peguis Publishers, 1993.
 16. Drake SM, Reid J. *Integrated curriculum: Increasing relevance while maintaining accountability. What Works? Research into Practice*. Toronto: Ontario Ministry of Education, 2010.
 17. Drake SM. *Cresting Integrated Curriculum: Proven ways to increase student learning*. Thousand Oaks. CA: Carwin, 1998.
 18. Feltz D, Short S, Sullivan P. *Self-efficacy in sport: Research and strategies for working with athletes, teams, and coaches*. *International Journal of Sport Science and Coaching*. 2008; 3(2):293-295.
 19. Garrison J, Liston D. *Teaching, Learning, and Loving*. New York: Teachers College Press, 2004.
 20. Giddens A. *Sociology 6th edition* Cambridge: polity Press. www.isbu.ac.uk/ahs/.../sociology-pdf. university press, 2009.
 21. Grant P, Paige K. *Curriculum Integration: A Trial*. *Australian Journal of Teacher Education*, 2007, 32(4). <https://files.eric.ed.gov/fulltext/EJ1069607.pdf> Accessed 27/10/2019.
 22. Grunbaum JA, *et al*. *Youth risk behaviour surveillance United States Journal of School Health*. 2002; 72(8):313-328.
 23. Kabungo J. *Implementation of PE in secondary school in Zambia*. *International Journal of Multi-Disciplinary Research* ISSN:3471-7102, 2017.
 24. <http://www.multiresearch.net/cms/publications/CFP2882017.pdf> Accessed 04/06/2019.
 25. Kakuwa M. *Zambian Tradition Games and Activities*. Oslo, Norway, 2005.
 26. Kakuwa M. *ISE 151: The History and Development of Education, Batch one*. Lusaka: The University of Zambia, Directorate of Distance Education, 1999.
 27. Kampembwa G. *PERCEPTIONS OF PHYSICAL EDUCATION AMONG PUPILS IN SELECTED SCHOOLS OF LUSAKA DISTRICT, ZAMBIA*. Masters Dissertation UNZA. Lusaka. Unpublished, 2015.
 28. Magoma CM. *The shift and emphasis towards curriculum integration: Meaning and rationale*. *African Educational Research Journal*. 2016; 4(2):25-30. April 2016
 - ISSN: 2354-2160
 - Review <http://www.netjournals.org/pdf/AERJ/2016/2/16-017.pdf> Accessed 08/12/2019.
 29. Morgan P, Bourke S. *Non-specialist teachers' confidence to teach PE: the nature and influence of personal school experiences in PE*, 2008.
 30. <https://www.tandfonline.com/doi/pdf/10.1080/17408980701345550> Accessed 26/04/2019.
 31. Mubita A. *A History of Physical Education in Zambia*. Mongu College of Education, 2017. https://www.researchgate.net/publication/321952808_A_History_of_Physical_Education_in_Zambia Accessed 26/03/2019.
 32. Mweene HJ. *Teaching of Physical Education in Primary Schools*. *Zambia Educational Journal*, 1971, 1(1).
 33. Northern Rhodesia. (1962). *Annual Report*. London: His Majesty's Stationary Office, 1962.
 34. Nyakweba JO. *Status of Physical Education in Butere Division Secondary Schools, Kenya*. Master's Thesis. Kenyatta University, 2005.
 35. QPEP. *SITUATION ANALYSIS OF PHYSICAL EDUCATION AND SPORT IN ZAMBIA: Towards Quality. A Physical Education (QPE) Policy Framework*, 2017.
 36. Sahito Z. *Teachers' Time Management and the Performance of Students: A Comparison of Government and Private Schools of Hyderabad, Sindh, Pakistan*, 2016.
 37. https://www.researchgate.net/publication/311582937_Teachers'_Time_Management_and_the_Performance_of_Students_A_Comparison_of_Government_and_Private_Schools_of_Hyderabad_Sindh_Pakistan Accessed 12/12/2019.
 38. Simposya WK. *Education System in Zambia. How it developed since independence on the 24th of October, 1964*.
 39. https://www.sambia.uni-wuppertal.de/fileadmin/didaktik/sambia/Symposya_Educational_System_in_Zambia.pdf Accessed on 01/06/2019.
 40. Snelson P. *Educational Development in Northern Rhodesia 1883-1945*. (2nd ed). Lusaka: Zambia, 1974.
 41. Tytler R. 'Movement and Force,' in Keith Skamp (Ed.), *Teaching Primary Science*, Chapter 3, Australia: Thomson, 2004.
 42. UNESCO. *Accountability, instructional time loss and the impact on quality education; a Senegalese Primary Education Case Study*, 2017.
 43. UNICEF. *Learning through play. Strengthening learning through play in early childhood education programmes*. New York: UNICEF, 2018.
 44. Vanessa DA. *Planning for effective instruction*, 2010.
 45. <https://www.tandfonline.com/doi/abs/10.1080/08878738809554938?journalCode=utte20> Accessed 18/02/2020.