CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

Sedentary lifestyle among the youth is now common in both the developed and developing countries and is characterized by sitting, reading, watching television and computer use for most of the day with little or no involvement in vigorous physical activities. The link between inactivity during the early years of human life and ill health in adulthood has been a concern in both the medical and educational sectors (Telama, 2000). Physical inactivity is a major risk factor for a range of non communicable diseases, such as coronary heart diseases, diabetes, hypertension and heart attack (McKenzie, 2003; Portman, 2003). On the other side physical activity is significantly important in the prevention of obesity or overweight and related diseases, improving social skills as well as the development of psychomotor skills (McKenzie, 2002).

Within the school setting, the Physical Education program can significantly contribute towards enhancing children’s levels of involvement in physical activities and related benefits. Indeed a Physical Education program provides lifelong education through movement that enable children become active participants in physical activities in adult hood (Lyoka, 2011).

In order to benefit from the Physical Education program, children must develop the right attitudes towards Physical Education. Carlson (1994) found out that children’s attitudes towards Physical Education were influenced by parents, curriculum, teachers, gender, sport, culture, peers, infrastructure, skill level and physical environmental factors related to rural and urban settings. It has also been found in other studies that children who demonstrate positive attitude towards Physical Education activities are likely to participate in physical activities outside school. (Portman, 2003; McKenzie, 2003). This carry over influence is
considered important in sustaining an active life style outside the school and later in adulthood (Telama and Viikari 1997). In Africa, particularly in the city of Mutare (Zimbabwe) children devote little time towards physical activity after school. Being a Physical Education teacher in schools in Mutare city for ten years, the author has realized that a majority of children do not regularly participate in vigorous physical activities and sports outside the school hours. The value of a physical Education is appreciated once behavioral changes of learners outside the class room can be seen. This study was carried out to identify means of sustaining children’s involvement in regular physical activities on a daily basis.

1.1 The Status of Physical Education in Zimbabwe

Physical Education was made a compulsory subject in Zimbabwean schools in 1984. Although none examinable, Physical Education is currently a taught subject in Zimbabwe just like any other academic subjects in the curriculum but not examinable. It was introduced in Zimbabwe in 1984 as a subject. Time allocated for the subject is 40 minutes per lesson and two lessons per week. In Zimbabwe, Physical Education is offered in both primary and secondary schools and in 2007 the government introduced “peripatetic teachers” for Physical Education only. These peripatetic teachers are Physical Education specialists who teach Physical Education in schools only.

1.2 The Research Problem

Based on ten years of teaching Physical Education in Mutare city the author has observed with concern that children do not partake in physical activities after school sessions. This behaviour has struck the authors attention due to the fact that children who attend Physical Education classes are expected to demonstrate what they have gained by being active participants in play games during free time either at school or at home. What could be the
main course for the observed behavior of the children in attending Physical Education in Mutare city schools? To date, no previous studies in Zimbabwe have been carried out to address this children’s behavioral challenge in Mutare city. Within the school setting, Physical Education is key in reinforcing children’s attitudes towards sport and physical activity. If this is not happening in Mutare city then it is a pedagogical as well as research challenge. The assumption is that children’s sustained involvement in physical activities must begin with developing the right attitudes towards Physical Education. This is a critical problem that warrants a field study to identify the causes and way forward. Therefore this study interrogates some of the potential causes of the observed youth negative behavior towards physical activities after school sessions with a possibility of addressing them over a long term basis.

1.3 Purpose:

To evaluate how children’s attitudes towards Physical Education affect their participation in physical activity selected urban primary schools in Mutare, Zimbabwe. In this study, an attitude towards PE was considered a dependent variable and participation in physical activity was independent variable.

1.4 Research Questions

- How do attitudes towards Physical Education affect children’s participation in physical activities in Mutare city schools?
- To what extent does the current National Physical Education curriculum influence children’s attitudes towards Physical Education and participation in physical activities?
- Do school boys and girls in Mutare city have similar attitudes towards Physical Education?
1.5 Hypotheses
The following alternative hypotheses were related to the raised research questions respectively and a brief rationale for each hypothesis is given.

- It was hypothesized that children’s attitudes towards Physical Education did not affected their participation in physical activity outside school in Mutare city (H₁). The current PE curriculum meets the learner’s objectives and needs for Physical Education but the home social environment does not challenge learners into physical activities involvement.

- It was hypothesized that the current National Physical Education curriculum did not influence children’s attitudes towards Physical Education and physical activity (H₂). Some of the teachers may not possess competent skills for teaching PE hence affecting negatively the attitudes of learners.

- It was hypothesized that boys and girls attending Physical Education in Mutare city schools did not shared similar attitudes towards Physical Education (H₃). Boys and girls are taught the same way but during gender seem to children’s participation in PE and physical activities.

1.6 Specific Research Objectives
- To assess the extent to which children’s attitudes towards Physical Education influence their participation in physical activities outside the class room in Mutare city schools

- To identify the impact of the current National Physical Education curriculum in children’s attitudes towards Physical Education and participation in physical activities?

- To assess whether boys and girls attending Physical Education classes share similar attitudes towards Physical Education.
1.7 Significance of the study
By evaluating the children’s attitudes towards Physical Education classes, specific measures can be taken to address specific challenges that can possibly enhance the delivery of Physical Education in Mutare schools. The research findings will be communicated to the participating schools and others. The report will as well be submitted to the Mutare Education Department that would hopefully use it to improve effective teaching of Physical Education in schools. The knowledge from the study will as well contribute to the body of research. The children will benefit from Physical Education.

The author would later visit the schools that participated to present suggestions of improving the delivery of Physical Education focusing on changing the learner’s attitudes. The views of the teachers would be communicated to the department of Education in Mutare for a possibility of convening a joint meeting of all stakeholders to explain ways of improving the teaching of Physical Education in the district and necessary support.

1.8 Limitations
Although some of the questionnaires were written in English for the multi-racial schools, some questions were not properly answered. Cooperation between the researcher and Physical Education teachers was a challenge because the researcher was using time allocated for Physical Education lessons. Due to age and limited experiences, some of the children would not volunteer at their best to give all the information about their perceptions towards Physical Education participation.

1.9 Delimitations
The study focused on children in primary schools in Mutare city only so it may not be representative of the whole country. The children’s ages range between 12 to 14 years and they were in grades 6 and 7.

1.10 Operational Definitions
PAAPEQ- Pre-Adolescent Attitude towards Physical Education Questionnaire (Loumidis & Shropshire 1996).
**Attitude**- Refers to a state of mind or feelings about particular social or physical objects such as significant people, social institutions, or physical activity (Nunnally, 1978).

**Sedentary lifestyle**- is a medical term used to explain a type of lifestyle with no irregular physical activity (Blair et al, 1989).

### 1.11 Structure of The Study

This study is divided into six chapters. Chapter one provides an introduction and a background of the study and the rationale. It also introduces the research problem and explains the significance of the study.

In Chapter Two, related literature and theoretical framework development is covered. The aim of this section is to present the development of knowledge from other scholarly studies that are within the broader framework of the problem.

In Chapter Three, carries a detailed methodology of resolving this problem. The research design, instrumentation and procedures of data collection and data analysis techniques are revealed.

In Chapter Four, the collected data are analyzed and the findings presented with a linkage to the research questions.

Chapter Five: in view with the aim of the study and the related research problem, a critical discussion of the field findings in relation with what previous scholar’s findings is carried out. Specifically, the chapter provides a discussion of the findings about the children’s attitudes towards Physical Education and physical activity. It also looks at how Physical Education is influencing children’s participation in physical activity.

Chapter six draws the threads from previous chapters by drafting the final conclusion, summarising the research findings, and suggesting areas for further investigation. The purpose of the conclusion is to draw together the argument, notably providing an assessment of the extent to which the findings may have provided answers to the research problem.
1.12 Summary
This chapter has presented the background to the inquiry. The research questions and hypotheses were formulated in the context of evaluating how children’s attitudes towards Physical Education may affect their participation patterns in physical activity outside school. In an effort to understand how children’s attitudes towards Physical Education and develop physical activities, the study surveyed relevant and related literature as well as carried out a field study on participation of children in Physical Education and physical activities at school during their free time within school premises and home.
CHAPTER TWO

2.0 RELATED LITERATURE REVIEW

The purpose of this study was to evaluate children’s attitudes towards Physical Education in Mutare city. Bell and Opie (2002) argued that any research should include reading what other people have written about their area of interest. The review gathers information that can either support or refute the proposed assumptions of the problem. According to Henning van Ransburg and Smit (2004) literature review is contextualizing a nature of the study, where the author critically initiates a conversation with literature as it may be related to the obtained data.

Within the school setting, children’s’ levels of participating in Physical Education and physical activity may be influenced by many factors including, the curriculum challenge, the learning environment (social and/or physical), teacher’s attitudes and quality of instructional skills. These factors may have significant influence on sustaining children’s participation in developing Physical Education and sport even later in adulthood. The current literature review interrogates the extent to which these variables may influence children’s attitudes towards Physical Education as well as participation in physical activities after school.

2.1 Children’s attitudes towards Physical Education

Having the right attitude is one of the precursors for learning and successful participation in Physical Education and related physical, activities. Several studies have been conducted in different countries to critically assess and evaluate learner’s attitudes with a possibility to improve the learning environment and keep learners socialized into the subject. While learner’s perception towards Physical Education remains a challenge to the teachers, parents and the curriculum, this study focuses at contributing to the possible solutions.
Hunt (1995) examined the impact of Physical Education program on students’ attitudes towards physical activity outside school in United Kingdom. This controlled experimental study compared two groups of schools. While one group of 5 schools had daily Physical Education program, the other 5 group of schools did not have daily Physical Education programs for six weeks. Physical Activity Questionnaire for children was used to collect data. The result indicated that children who had Physical Education daily became socialized into physical activities.

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

In a related study, Haynes, Fletcher & Mille (2008) investigated the effect of student attitudes towards Physical Education after being grouped into classes in the United States of America. A questionnaire was administered to measure the perceived ability of participants. The structured interview questions were also used to establish student attitudes towards Physical Education. The results indicated that a number of participants reported a change towards Physical Education.

In a study to examine the attitudes of high school students towards Physical Education, Janice, Bibik, Stephen, Goodwin, Elizabeth and Smith (2007) used questionnaires and observations methods to collect data. Results indicated that the majority had positive attitudes towards Physical Education. The minority students, who engaged in negative health
behaviours, such as smoking, drinking or using drugs, did not like Physical Education activities.

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

Yilmaz and Ozdemir (2008) examined children’s attitudes towards Physical Activity and Physical Education in the urban Ankara city in Turkey. A multiple methods, involving behaviour mapping of children activities during recess, physical assessments and interviews. The age of children range between 13 and 14 years. The questionnaire was administered using face to face interviews. The results indicated that children had a positive attitude towards physical activity but the limiting factors were lack of playing grounds. Children had limited outdoor space for playing during lunch and recess.

In Poland, Tomik (2007) assessed the differences of attitudes towards Physical Education and Sport between members of School Sports Club (SSC) and youth of the same age that did not participate in the activities of the sport clubs. The questionnaire was used to collect data from 623 randomly selected school sports club in Poland. The results indicated that SSC members have more positive attitudes towards Physical Education and Sport but the other group of youth who do not participate in Physical Education and Sport had a negative attitude towards Physical Education.
2.2 Teacher’s attitudes towards Physical Education and instructional skills

Teachers play a pivotal role in influencing the children’s attitudes towards Physical Education. The characteristic of a teacher determines the children’s attitudes towards the subject. The way the teacher interprets the curriculum has an impact on learners. Teachers can make children like or hate Physical Education. Hicks (2004) examined the influence of pedagogical characteristics of two Physical education teachers on the children’s attitudes towards Physical Education. The teachers were employed in different schools. Questionnaires, interviews, observations and document analysis were used to collect data. The results indicated that children were more positive with one teacher than the other. This teacher was perceived to have influenced on children’s attitudes towards Physical Education.

In Zimbabwe, Mushoriwa (2001) assessed primary school teachers’ attitudes towards inclusion of blind children in regular classes using questionnaires and interviews. The results revealed that the majority of teachers had negative attitudes towards the inclusion of blind children in regular classes and that male and female teachers were equally rejecting the idea. Mushoriwa further reported that the inclusive education have potential contribution towards social rejection among children.

A study of Bartonova, Kudlacek & Bressan (2007) tested the attitudes of future Physical Educators towards teaching children with disabilities in Physical Education in South Africa. The questionnaire called Attitudes towards Teaching Individuals with Physical Disabilities in Physical Education (ATIPDPE) was used to collect data. The results indicated that there were no significant differences of attitudes among the Physical Education teachers.

2.3. Impact of National Physical Education Curriculum towards children’s attitudes

In a study on how Physical Education promotes lifetime participation in physical activity Cale (2000) emphasizes that Physical Education develops children’s participation skills in sport which consequently influence their attitudes towards participating in school and out of
school physical activities. However, some social patterns are important in facilitating children’s active participation in sports. In an examination of the social factors that influence the children’s participation in physical activities in and out of school, Dagkas & Stathi, (2007) reported that the Physical Education program is primary in arming the children with the necessary skills to participate in physical activities in and out school. Looking on the other side of child development, lack of necessary motor skills can lead to negative attitudes towards Physical Education and physical activities. That is children who lack Physical Education skills, would mostly find it difficult to participate in physical activities in and out of school.

Further, Dagkas & Stathi reported a number of psychosocial and environmental factors such as the type of school, the location of residence, proximity of facilities, financial support, friends, family and siblings support that were significantly related to children’s participation in Physical Education. Fairclough, Startton & Baldeuirs, (2002) examined the contribution of school Physical Education to life time physical activities using questionnaires. The results revealed that the structure of Physical Education curriculum provided significantly less opportunities for lifetime activities in England. In a more or less related study, Carson (1995) investigated attitudes towards Physical Education in an attempt to find out why children hated gym activities. In the study, children’s attitudes towards Physical Education were collected from interviews. The results indicated that the majority of the children liked Physical Education. The study further reported that children’s attitudes towards Physical Education and physical activity decrease as they went over higher classes.

2.4 Effect of Gender in Children’s Participation Patterns
Chung and Phillips (2002) compared the relationship between high school students’ attitudes towards Physical Education and Leisure activities between the United States and Taiwan students from selected schools. In Taiwan, the report indicated that parents, teachers, cultural
backgrounds, nationality and curricular contributed negatively towards Physical Education attitudes. Further, the findings revealed that Taiwanese students had more positive attitude towards Physical Education than the U.S.A students. Interestingly the male students had increased attitudes towards Physical Education and leisure-time exercise than girls. These findings suggest that Physical Education curricula planners should pay attention to gender and cultural backgrounds of students.

Recently, Kjonniksen, Fjot and Wolf, (2009) carried a longitudinal study examining the relationship between participation in organized youth sport and attitudes towards Physical Education during adolescence and physical activity in young adulthood for a 10-year period. The participants were 630 students who completed the questionnaires. The report indicated significant differences in physical activity participation levels between boys and girls. The mean level of attitude to Physical Education during adolescence was high in boys and girls. The results had carry-over effect to the adult men and women who were 23 years old and beyond.

Age and gender are considered to be important in the development of attitudes towards Physical Education and physical activities. Sheery (1992) compared upper elementary school children’s attitude towards Physical Activity, by grade level and gender. The research was done to assist Physical Education teachers to plan programs well. Boys and girls in grades 3 to 6 were recruited; age of 8.3 to 13.2 years. Children’s attitude toward Physical Activity Inventory (CATPA) was used to collect data. The results indicated that female children displayed more positive attitudes towards Physical Activity than the male children in social, health and fitness and aesthetic domains.

Regardless of gender and age, participation in school Physical Education activities may influence children’s motivation to engage in physical activity because it has the potential to
promote both positive and negative attitudes of the children. In a study on the role of gender in children’s attitudes towards Physical Education and physical activity, Goudas and Biddle (1993) reported that there was a relationship between enjoyment of specific sport and participation in Physical Education activities. Gender differences were noted during participation in team sports. In a related study, Carol & Lomidis (2001) reported that boys were more active than girls in team sports and Physical Education activities that demanded vigour. Girls on the other side enjoyed the solitary and less contact games that demanded high coordinative skills such as rope skipping games, hand clapping games, hop and scotch.

In their study, Carrol and Lomidis (2001) used the Pre- Adolescent Attitude Towards Physical Education Questionnaire (PAAPEQ) to collect data and children’s attitudes towards physical activity using the Self- Perceived Competence in Physical Education Scale (SPCPES) questionnaire. The (PAAPEQ) was used to measure enjoyment in Physical Education and the (SPCPES) was used to measure perceptions of competence in Physical Education. The results indicated that boys were significantly higher than girls on enjoyment level. Further, the results showed that boys spent more time participating in physical activities than girls; boys spend more time in team sport whereas girls preferred individual sport activities. The findings from Carrol and Lomidis (2001) are related with Goudas and Biddle (1993) findings that girls tend to enjoy individual activities whereas boys seem to be more interested in team sport activities.
2.5 The learning environment
Pellet’s (1994) study on the effect of gender influence on attitudes toward Physical Education among grades 2, 4 and 6 in elementary school children presents other interesting results. The attitudes of grade 2, 4, 6 children were compared with those from grade 8 and 10 students. The results correlated with the previous studies (Carrol and Lomidis, 2001 and Goudas & Biddle, 1993) that the school learning environment plays a significant role in shaping children’s attitudes towards PE and physical activities. To measure stereotyping of physical activity the study used the Physical Activity Stereotyping Index (PASI) instrument. In general, the different studies agree that girls tend to harbor negative perceptions towards Physical Education probably because of the physical nature of the subject and the learning environment (Carroll & Lomidis 2001; Pellets 1994 and Goudas & Biddle 1993).

2.6 THEORETICAL FRAMEWORK
Two theories have been adopted for guidance to this study; that is the social learning theory (Bandura, 1986) and the theory of reasoned action (Ajzen, 1991). According to Chris (2004) theories are simply explanations of why things happen as they happen.

2.7 Social Learning Theory
Bandura, (1986) theory on social learning, points that human beings learn through observing and modelling some behaviours, attitudes and emotional reactions of others. From observing others one develops a mental abstract of the behaviour, and on later occasions this coded information serves as a guide for action. This learning style is vivid in children engaged during play outside the classroom mostly at home. Social Learning Theory (Bandura 1986) explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. The processes underlying observational learning are attention, retention motor reproduction and motivation.
According to Bandura, (1986), if someone wants to learn, attention is critically important. Factors such as; these include sleepy, groggy, drugged, sick, nervous or hyper can suppress attention hence impede progressive learning (Ajzen, 1991). On the positive attitude is that if the model is colourful and dramatic it captures learner’s attention hence learning. Further, Bandura (1986) perceived retention as remembering what has been taught or retained for future use. The third phase is reproduction and this is translating the images or a description into actual behaviour. This is when the attitudes are directing behaviour. The last phase is motivation and this is when one is motivated to imitate the learnt behaviour. This involves both internal and external motivation which prompts people to act the way they do. Bandura’s theory presents an important explanation that children learn when they observe others perform the same activities and hence they get motivated and would like to try and be as good performers as the role models. This is the essence of establishing the right attitudes towards Physical Education and physical activity among the children.

2.8 Theory of Reasoned action

Theory of reasoned action suggests that a person’s behaviour is determined by his or her intention to perform the behaviour and that this intention is, in turn, a function of his or her attitude towards the behaviour and his or her subjective norm (Azjen, 1991). So the theory of reasoned action is explaining why children behave the way they do.

The best predictor of behaviour is intention. Intention is a cognitive representation of a child’s readiness to perform a given behaviour and it is considered to be the immediate source of behaviour change. This intention for a change is determined by: learner’s attitude towards specific behaviour, learner’s subjective norms and learner’s perceived behavioural control (Azjen, 1991). The theory of planned behaviour holds that only specific attitudes towards behaviour in question can be expected behaviour. When the child participates in
physical activity the driving force for the action are attitudes. Playing soccer, netball and all
other games in Physical Education, attitudes is the driving force. Finally, perceived
behavioural control influences the given behaviour of the child. Then the intention may be
established and the participation behaviour will carry on (Ajzen (1991).

2.9 Summary
Most of the studies on attitudes reviewed so far have used the questionnaires, focus group
discussions and interviews to collect data from the subjects. The reviewed literature has
provided the background which serves as the foundation for the current study. That are quite
importantly guided by the theories. The literature survey show children’s attitudes are
influenced by the school learning environment, teacher’s attitudes and instructional skills, the
curriculum content, role of parents and effect of gender. Also decision making appears to
play a role in children’s attitudes towards Physical Education, hence the theory of reasoned
action. Most of the studies reviewed in the literature have evaluated children’s primary and
secondary attitudes towards Physical Education. Girls seem to show a decline in attitudes
towards Physical Education as they gain higher classes into secondary education. The current
study focused at primary school children only. Boys and girls in primary schools have more
or less similar attitudes towards Physical Education. Finally the age of children seems to
affect horizontally their attitudes towards Physical Education. The two theories of behaviour
and learning have served as a foundation for the current study. The Theory of Reasoned
Action reveals how behaviour is influenced by attitudes.

The following chapter presents a field study carried out to verify the extent to which the
factors already reported by other studies in this study can be experienced or replicated by
Physical Education children in Mutare city schools in Zimbabwe. This is a research challenge.
CHAPTER THREE

3.0 METHODOLOGY

The purpose of this study was to evaluate children’s attitudes towards Physical Education in Mutare city. The chapter presents the methodology in terms of the design for collecting data including the results from a pilot study. According to Dick (2005), a research is composed of the paradigm, methodology and results. The paradigm has been an important guide during data collection, analysis and presentation. Terre Blanche and Durrheim (1999) understand the paradigm as the ontology that is the nature of reality that is to be studied, and what can be known about it. In order to answer the research questions raised in chapter one, an appropriate research design was selected.

3.1 Research design
A research design is a plan of action for providing answers to the raised research questions. Seale (2004: 130) highlights that a research design addresses specifically ideas leading to formulation of the research questions, a robust methodology and a design of the methodology that considers the ethical research issues. In general, a methodology outlines how the author finds the solution(s) for the raised problem(s). That means a research design should provide a plan on how the research is going to provide answers from the field setting (Schumacher and MacMillan 1993: 350). Considering the above scholarly views, this study adopted an explanatory research approach as ideal for the study.

3.2 Explanatory research
The main reason for using the explanatory research is that it has the power to assess and explain the causes of the observed behaviours. In other words, the explanatory research enables the researcher to know the unknown in depth. Attached to this is the mixed method of data collection that was used to eliminate the biases inherent in a single method research
It could be done through using questionnaires, focus group discussions and interviews. In relation to the current study, the explanatory research is considered to be the most appropriate research design for this study because of its power in assessing and evaluating children’s attitudes towards Physical Education in Mutare city. The approach links the children’s behaviour acquired in Physical Education with the physical activities taken outside the classroom.

3.3 Participants and Sampling Techniques
Sampling is important because it provides the author an opportunity to select a sample which is free from bias (Greenfield, 2002). Basically, random and non random procedures are normally used in research (Walliman, 2006). While random sampling techniques provide the most reliable representation of the whole population, the non-random technique relies on judgment of the researcher which may not always be scientific enough.

This study involved 400 children from Mutare Junior, Chancellor, Zamba, Dangamvura, Sakubva, Chikanga, Mutanda and Murahwa Primary Schools in Mutare city. Random sampling technique was used to select the participants from grade 6 and 7 from which 200 boys and 200 girls were selected from 8 schools in Mutare city. The children’s ages ranged between 12 - 13 years old. The technique has the character of giving equal chances for everyone in the class to be selected. During the selection, class attendance lists were used to select participations. Using a pencil, the researcher went on ticking the names participants in the even numbers only, either boys or girls.

Geographically, the eight schools are located in the high density suburb and the other four are in low density suburb of the city. All the participating schools were offering Physical Education twice a week and children are taught by Physical Education specialists or
peripatetic teachers. Only grade six and seven children selected for the study. These age
groups are more matured than the lower classes.

3.4 **Triangulation**
Triangulation involves the use of many methods to gather data with the focus at comparing
the truth about the state of the behaviour or situation as seen from different sources of
information (Ritchie (2003; Yin 2003; 98). The results become valid and reliable with open
errors and anomalies are eliminated through this methodological approach.

3.5 **Validity**
Validity is the extent to which what is measured reflects what is expected to be measured
(Anderson 1998). In this study, the research author piloted the study first as a way of
reducing errors during the actual study so as to increase usefulness of information.

3.6 **Reliability**
It refers to the extent to which the instruments used would yield the same results if repeated
measurements are taken (Anderson (1998). Reliability is about the consistence of the
instruments used in collecting data. A pilot study helped to check whether the collected data
using similar procedures would yield similar results repeated measurements would bet taken.
Based on the comparison of data collected from the eight schools in Mutare city the
reliability of the methodology (96%) and techniques of data collation was established.

3.7 **Instrumentation**
The primary data was collected from questionnaire, interview and focus group discussion,
while secondary data was based on related literature review.

3.8 **Questionnaires**
Questionnaires vary in terms of content as well as mode of inquiry. When a questionnaire is
designed in a closed format the respondent is given a number of options from which to
choose the appropriate answer. This method was ideal in this study because it gave the pupils
time to think and report the right information. However, it has its own shortcomings, that is it does not allow respondents to express their views in detail.

In this study the author adopted the Pre-Adolescent Attitude Towards Physical Education Questionnaire (PAAPEQ). This questionnaire is one of the most widely used in educational assessment research (Blaxter and Hughes, 1996). The process involves formulating questions with fixed wording using the Likert Scale and given to the respondents to provide answers. According to Bless and Higson-Smith (1995:111), administering the questionnaire to the respondents provides opportunity to the respondents to volunteer in providing information in anonymity. Questionnaires can be in form of hard copies or electronically formulated to measure specific issues that must be completed by the respondent(s) (Babbie, 2005; Strauss & Myburgh, 2001:62).

With regard to the age of the participants, the Likert Scale questionnaires were closed in format with predetermined questions to establish the perception of the children towards Physical Education as well as physical activities outside the classroom. (Appendix J). The statements were rated as follows: 1-completely agree, 2-agree, 3-indifferent, 4-disagree and 5-completely disagree. The frequency of children’s responses were analysed to establish their true feelings about Physical Education as well as physical activities.

To find out if the (PAAPEQ) questionnaire was valid and reliable a pilot study was carried out. The results indicated that the questionnaire was valid, that is it reported what the children had experienced (75%) and also reliable that is 96% of the answers were correct across the floor. To increase validity and reliability of data, a verbatim copy of the questionnaires was available in Shona - the indigenous language to the children in the selected schools. The researcher considered convenience and costs because all schools in Mutare offer Physical Education.
3.9 Interviews
An interview can be conceived as an interaction between the interviewer and the interviewee on a topic of mutual interest with a focus to gain knowledge. It is one of the research methods highly acceptable in explanatory research. Hitchcock (1993) defined interview as a two person conversation initiated by the interviewer to gather information (Hitchcock & Hughes 1993). One of the advantages of this method is that behaviour of the interviewee can be observed and the interviewer can motivate the subject to provide more information. In view of these qualities, this study adopted the interview method.

In the unstructured interview format, the interviewer to the opportunity to ask probing questions that can open up more answers from the respondent during the interview (Hitchcock and Hughes, 1993). This study used the unstructured interview because it is flexible with limited restrictions. This semi-structured interview is flexible and allows access of in-depth information as the interviewer uses probing questions to expand interviewee’s responses (Cohen et al, 2000). In situations where the respondents were not comfortable in using English, a Shona language was used to make sure that the respondent was free to provide in-depth information. The researcher piloted the interview in order to ensure validity and reliability of the method. In this case, the content validity was established (85%) and reliability of the responses (98%) was obtained. A tape recorder was used to collect verbatim responses which were later transcribed into written verbatim words.

3.10.0 Focus Group Discussions (FGD)
Focus Group Discussions are normally made up of people with certain common characteristics and similar levels of understanding of a topic and interest (Patton, 2002:399). Focus groups discussion was useful in obtaining certain types of information that was difficult to collect from questionnaires and face to face interviews. The current study used the focus group discussion (FGD) because it provided rich insight into the realities about the
beliefs, attitudes, opinions and feelings of the participants about Physical Education. The FGD is a special discussion group because it involves the same respondents selected for the questionnaire and interviews but the respondents would be divided in groups. The researcher conducted at least five focus groups of ten children at a time. The participants were divided in 5 groups of 10 children each so as to increase individual participation as well as management of the moderation session.

According to the views of Hoggart and Davies (2002), focus group discussions allow children to speak their minds freely without fear, express their feelings, attitudes, opinions and beliefs. Also allows a free platform for interaction between the researcher and the respondents. This happens because there is room to entertain questions during group discussions that may have not been possible to ask using other methods.
3.10.1 Procedure
Apart from observing the methodological procedures established for the fields study, the author adhered to the ethical guidelines as approved by the Higher Degrees Committee of the University of Fort Hare.

3.10.2 Ethical Issues
For this research to be ethically acceptable, the researcher adhered to various ethical guidelines that regulate the conduct of research involving human subjects. Adhering to ethics guidelines does not only protect the subjects but enhances the integrity of the study as well. (Thomas and Nelson, 2005). The researcher applied to District Education Officer for permission to collect data in schools. The District Education Officer for Mature granted permission for the study to take place (Appendix A). Further approval was granted by the school heads of the participating schools. (Appendix B), the researcher gave consent letters to the participants for approval from their parents or guardians and the participants brought the signed letters to the researcher as a sign of approval (Appendix D).

After obtaining the approval, the researcher approached prospective participants and fully informed them of the study and its purpose. During the course of the study, the following ethical considerations were observed: Self-determination, participation was not compulsory. Privacy- no individual was identified by name. Anonymity- personal information about participants was not shown and confidentiality; when necessary, fake names were used for the sake of the discussion of data. Also a fair treatment and protection from discomfort or harm and no discrimination on the basis of their ethnic group, gender or religion was observed. Lastly, informed consent- written consent was obtained from the participants.
3.10.3 Procedure and Administration of Instruments
Prior to field study, the author sought permission to conduct the study from the District Education Officer and Headmasters of the participating schools in Mutare city, as well as an ethical clearance from the Higher Degrees Committee of the University of Fort Hare. The children were given the consent letters in advance and then returned them with signatures of parents or guardian. On the day of data collection, participated were reminded about their rights and privileges as stipulated in the consent form that they had signed already.

3.10.4 Administering the Questionnaire
Before the start, the author was introduced to the children by their class teacher. In effort to increase the quality of data, questionnaires were administered in classroom settings and children responded to them sited on chairs. Prior to completion of the questionnaire children were told not to write their names on the questionnaires. In order to improve understanding, the researcher read the questions loudly before the children. A Shona (indigenous language) verbatim translated questionnaire and interview were available to children who were not comfortable in English. Children would enter their choice after each statement had been read and understood. The questionnaire took approximately 30 minutes to complete. The questionnaires were collected while children were sited. At the end of the work, a statement to thank the children for volunteering to give the information was made.

3.10.5 Administration of Focus Group Discussions
Focus group sessions begun with a formal welcome note form the class teacher before the class. The researcher made it clear that he was neither a detective nor a policeman but a researcher. A special appeal was made to encourage participants in the focus group discussion to see the authors as someone wanting to help them understand the scope of Physical Education. These measures were necessary to alleviate expected fear among the participants. When answering questions, children were encouraged to give specific reasons
for participating and reasons for not participating in physical activities after the school sessions. Participants were encouraged to share and discuss their opinions freely. The whole discussion was conducted under a semi-structured approach with minimum influence from the moderator. Only necessary to make sure that the respondent’s deliberations were within the themes surrounding the question, that is curriculum, physical education, teachers and the learning environment.

A tape recorder was used to collect the verbatim discussions which were later transcribed into verbatim text (Appendix K). The duration of the focus group discussion varied from school to school but averagely lasted for approximately 1 hour. The author found this form of interview both enlightening and interesting because he was the principle moderator in each focus group discussion, where it was important to direct the discussion to be focused and keep the conversation flowing. The children were eager to share their experiences. A note of appreciation was extended to participants.

3.10.6 Interviews
The same process as described above was followed when interviewing children, who were informed that all answers were correct. The length of the interviews also varied dependent mostly on the children’s willingness to express their feelings. The individually arranged interviews lasted approximately half an hour. Before the interviews, children were informed about the purpose of the study as well as reminded them about their protected rights as stipulated within the research ethics. A tape recorder was used to tape the conversations. The author made sure that the children felt at easy and encouraged them that their answers were all important.

Children were encouraged to speak openly. They were assured of strict confidentiality. Therefore, actual names were not used; instead names in alphabetic initials were assigned to
each child. The presented questions were focused at children’s perceptions as a result of participating in Physical Education. The children were responding by giving reasons for participating and reasons for not participating in physical activities.

However, regardless of the persistent persuasion to make them feel comfortable during the face to face interviews, the author noted that some of the participants remained uncomfortable and sceptical. This could be one of the potential limitations in collecting data from face to face interviews.

3.10.7 PILOT STUDY
The pilot study was conducted on the 5th of January 2011 at Crossable Primary School using 100 school children 50 boys and 50 girls. The main reason for piloting the research was to establish validity and reliability of instruments, reducing administrative errors, and look at the strengths and weaknesses of the adopted methods for the current study. The researcher chose Crossdale Primary School for the pilot study because although it is in Mutare city area and the was not selected in the list of the schools for the actual study. Also the school is in the same academic circuit. Circuits are used to group the schools that offer Physical Education as an academic subject as well as extra mural activity.

On the day of data collection, the researcher introduced oneself before the school authorities and children and explained to them about the mission of the study also the ethical approval from University of Fort Hare was submitted. During the pilot study, all the procedures as stipulated in the methods of data collection using the face to face interview, questionnaire and focus group discussion were followed.

As a result of the pilot study, the initial instructions recited to the participants needed to be reworded because the responses to the (PAAPEQ) were comprehensive when subjects were reminded of the various aspects of Physical Education (i.e. Curriculum, Teacher,
Environment, Assessment and General Interest in Physical Education. The average completion time was 30 minutes not 20 as previously proposed. Of the 100 children who participated in the pilot study, only one requested clarification regarding one question. Based on the results from the pilot study, the procedures for the actual study were relevant and effective.

Table 1 Distribution of respondents by gender

<table>
<thead>
<tr>
<th>Schools</th>
<th>Gr 6</th>
<th></th>
<th>Gr 7</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>School A</td>
<td>13</td>
<td>12</td>
<td>15</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>School B</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>School C</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>School D</td>
<td>10</td>
<td>15</td>
<td>13</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>School E</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>School F</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>School G</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>School H</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>105</td>
<td>99</td>
<td>101</td>
<td>400</td>
</tr>
</tbody>
</table>

3.10.8 Data analysis

Data analysis involves searching and arranging the field originating interview transcripts, field notes, and other materials that were relevant with the findings. Depending on the kind of study, data analysis may involve organizing data into manageable units, coding them, synthesizing, and searching for main categories with meaning (Bogdan & Biklen, 2000), Cohen & Manoin (2000).

During data collection, data analysis was part of data collection process because it appeared necessary to analyze data simultaneously with data collection as the two were closely related Merriam (1998, 178). The data was coded into sub-themes and themes to be able to analyze
and synthesize it. The four factors were General Interest in Physical Education (GI), Curriculum (C), Teacher (T), and Assessment (AS). Each factor clearly measures specific aspects of Physical Education. Data were summarized and linked with the research questions as well as the hypotheses. The descriptive data were analyzed using a Statistical Package for Social Science (SPSS) version 19 from which the Chi-square was used mainly.

The Chi-Square was used to identify the levels of significance of the children’s perceptions that were expected to be different between boys and girls based on the PAAPEQ sub scale scores and for the total score. The content analysis technique for data analysis was used to analyze verbal data collected from interviews. During analysis, consensus agreement between the researcher and the expert in content data analysis was used. To increase the validity of the analysis, an independent senior researcher critically reviewed the results of the analysis and gave comments. All the decisions about the main themes and categories of main meaning were found to be correct reflections of the respondent’s views emanating from the face to face interviews, questionnaire and focus group discussion. The results are presented in chapter four.
CHAPTER FOUR

4.0 RESULTS

The aim of the study was to evaluate children’s attitudes towards Physical Education in selected Mutare city schools. There are 16 schools that offer Physical Education and half of these were involved in this study. A child, who has been educated through the physical movement, would be expected to demonstrate a significant physical literacy during participation in physical activities outside the class room. This behaviour is expected to persist even at adulthood. The results presented under the previously raised research questions explain the situational factors from which children’s attitudes towards Physical Education (PE) develop. Such perceptions are significantly important for sustained involvement of children in current physical activities as well as later in adulthood.

The following presentation is based on data collected from questionnaires, interviews and focus group discussions administered to the children within their school premises.

4.1 How do attitudes towards Physical Education affect children’s participation in physical activities in Mutare city schools?

This task was focused on understanding whether children’s attitudes towards Physical Education influenced their participation in physical activities outside the school. The results were responses from the completed questionnaire (Table1).
Table 1. Out of school hours, I participate in physical activities until I sweat.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>32</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>178</td>
<td>79.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>20</td>
<td>11.3</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>37</td>
<td>20.9</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>29</td>
<td>16.4</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>90</td>
<td>50.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Responses from both female (223) and male (177) children disagreed against this statement. 32 females disagreed and 178 females strongly disagreed; cumulatively, 210 female responses indicated that they had little time on physical activities after school hours. A minority of the respondents indicated that they spent a short time into physical activities that would not make them sweat (11%).

Male children responded in a similar pattern that is 29 disagreed (16.4%) and 90 strongly disagreed (50.8%) that they participated in physical activities until they sweated. Cumulatively, 119 male responses (67.2%) indicated that they had little time on physical activities after school session. However, 20 male responses (11.3%) strongly agreed (none female) and 37 male responses (20.9%) indicated that they found time to participate in physical activities after school. Cumulatively, 32.2% of the male responses agreed that they usually had time for physical activities after school sessions. This is not surprising due to the fact that female children would spend their time helping in the house chores. The male participants on the other side had support from friends and sport clubs to get involved in play activities. These responses were summarized (figure 1).
Out of school hours, I participate in physical activities until I sweat.

Further, children’s responses were statistically analysed. The Chi-square results (577.550, at df = 4) indicate a significant difference between what was expected and the actual responses from the children (p=0.000, p<0.05). Cumulatively, 210 females (79.8%) and 119 male (50.8%) did not participate in physical activities after school sessions. The results show that approximately 32% of the male children participated in physical activities after school. This is seemingly a high percentage compared to the approximately 4.5% of the female participants who did not participate in physical activities after school. While 67% of the male children did not participate in physical activities, approximately 95% of the female children did not participate in physical activities while at home.

These interesting responses were followed up during the face to face interviews. The main dimensions of meaning of their responses (table1, Appendix G) show that children were interested in Physical Education but there were barriers which made them not to participate in physical activities after school hours. Some of the quoted responses are: “I do not have time for physical activity after school hours” “I have to help my mother do the house chores after school session” Another child said: “I cannot participate in physical activities because of
lack of safety in the neighborhood.” The other one responded “The location environment is not safe for children to play outside so we are encouraged to stay indoors always afterschool”. It is one of the challenges for children in cities as it is difficult to find open spaces for recreation.

Further, similar questions were raised during focused group discussions but this time with accompanying probing questions. Although group influence may have effect on the general views, the children’s perceptions were validated from the face to face interviews as well as the administered questionnaire. A majority of the responses were represented by the main themes and categories of dimensions of meaning (table 1 Appendix K). Some of the children’s responses include: “My parents cannot allow me play in the neighborhood after school for safety reasons”. Another one replied “I am always busy at home and also lack of spacious yards to practice physical activities”. The other one replied “My mother comes home late every day from work so I am always busy in the kitchen.” Similar findings were reported by Yilmaz (2008) that children had positive attitude towards physical activity but the limiting factors are lack of spacious school yards both at home and the school environment. How children in Mutare city spent their time after school session is a critical issue that this study had found to be one of the challenges to the parents and the school teachers .

The next question was focused at finding out children’s commitment towards the Physical Education as a subject. This was important because their devotion into the subject would have far reaching consequences especially later in adulthood (table 2).
Responses from both female (223) and male (177) participants agreed with the statement that they would feel bad missing Physical Education classes. In this case, 44 females (19.7%) agreed and 174 females (78%) strongly agreed with the statement that they felt bad to miss the Physical Education classes. There was no significant responses from the extreme side that is only 3.3 % disagreed with the statement. Cumulatively, 218 of the female responses indicated that they felt cross if they missed Physical Education classes. Male children had similar trend of perceptions that is 27 (15.3) agreed and 142 strongly agreed (80.2%) that they felt bad missing Physical Education classes. Cumulatively, 169 male responses (95.5%) indicated that they felt bad to miss Physical Education classes. These responses are summarized in figure 2.
Further, children’s perceptions were statistically analysed and the results based on Chi-square (3791.713, at df = 4) indicates significant differences between what was expected from the responses and the actual responses of the children (p=0.000, p<0.05). The factor analysis was also used for both the independent (attitudes) and the dependent (participation) to meaningful result. The factor analysis showed 0.643 which was accepting meaningful result. Such views were further supported by children’s responses during the face to face interviews. After content analysis, the categories of main dimensions of meanings (table1 Appendix H) consistently shows that children were serious with attending Physical Education classes. When results in figure 1 are compared to figure 2 it showed that children’s attitudes towards PE is significantly high. However they do not participate outside school. That means some other factors are influencing their lack of participating. Some of the children’s responses include; “I like Physical Education in my life because it makes me feel good”. Another replied “After doing other subjects I need to refresh mind with Physical Education. It brings fitness and stamina to my health”. One of them said “we go out during Physical Education times”.

Figure 2. I feel cross if I have to miss Physical Education classes.
and there is a lot of excitement in the lesson.” Most of the learners shared the same feelings about Physical Education; it appears that children had positive attitudes towards Physical Education.

Similarly, questions were raised during the focus group discussion but this time accompanying probing questions. The responses centred on the main themes and dimensions of meaning (table1 Appendix L). Most of the responses indicated that they got disappointed if they missed Physical Education classes. When asked why, they felt cross, one child said: “I feel cross when I miss Physical Education because I enjoy the subject, it brings a change in schoolwork and it’s good for fitness sake.” Another child said: “I like Physical Education in my life because it makes me feel good. After doing other subjects I need to refresh mind with Physical Education. It brings fitness and stamina to my health. We go out during Physical Education and there is a lot of excitement in the lesson.” Child said: I feel cross when I miss Physical Education because I get new friends.

These findings, in a way further strengthen children’s positive attitudes towards Physical Education. Most children felt that Physical Education was an important subject. How children in Mutare city felt when they missed Physical Education classes present interesting findings in this study. Previously, it was perceived that children had negative attitudes towards Physical education because they did not demonstrate what they had acquired from the subject during their free time at home. The next question was looking at the importance Physical Education in the curriculum. This was important because it evaluates the significance of the subject in the curriculum (table3).
Table 3. I think PE is an important school subject.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>20</td>
<td>9.0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>197</td>
<td>88.3</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>24</td>
<td>13.6</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>144</td>
<td>81.4</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>6</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Responses from the female (223) and male (177) were in agreement with statement that Physical Education is an important school subject. In a positive way, 217 female (97.3%) agreed that Physical Education is an important school subject. Also 168 male (95.0%) agreed strongly that Physical Education is an important school subject cumulatively, 217 of the female responses (97.3%) agreed that Physical Education is an important school subject (95.0%) is an important subject at school. 8 males (4.5%) agreed strongly that Physical Education is important subject at school. The results of the responses are summarized (figure 3).
Figure 3. I think PE is an important school subject.

When the children’s responses were statistically analyzed, the Chi-square 1078.750 at df = 4 indicated a significant difference between what was expected and the responses from the children (p=0.000, p<0.05). Cumulatively, 97.3% females and 95.0% males responded positively that Physical Education is an important school subject.

These views were later followed up during the face to face interviews. The main dimensions of meaning (table 1 Appendix E) confirm children’s feelings that Physical Education is an important school subject. One of the children replied “Physical Education is an important subject just like other subjects in the curriculum.” Another child said: “Physical Education has the same weight just like an other subjects”.

Similarly, responses from the focus group discussions indicated similar pattern of responses as indicated by the main themes and dimensions of meaning (Table 1 Appendix E). One of the children replied “Physical Education is an important subject just like any other subjects in the curriculum.” Another child said: “Physical Education has the same weight just like any other subjects” Literally this indicates that Physical Education prepares children not only
for the current life but also for their future. One of the Physical Education challenges is having outdoor activities as sometimes weather conditions become hostile. Such situations may lead to children missing out classes which may develop into negative attitudes towards the subject (table 7).

Table 7. I would rather miss PE when it is cold and wet and we have to go outside.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>181</td>
<td>81.2</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>27</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>10</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>149</td>
<td>84.2</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>6</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>4</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>9</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>9</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Responses from female (223) and male (177) children agreed with this statement that they would miss classes due to bad weather conditions. Particularly, 27 females (21.1%) disagreed and 181 females (81.2%) strongly agreed that they regularly missed Physical Education classes on account of bad weather. Cumulatively, 208 responses (93.3%) agreed that they would miss Physical Education classes when it was cold and wet because the activities are normally taken outside. Looking at the frequency of responses, male children shared similar feelings that is 6 of the respondents agreed (3.4%) and 149 strongly agreed (84.2%) that they would rather miss Physical Education classes when it is cold and wet. Cumulatively, 89, 6% male responses indicated that they would rather miss Physical Education on account of cold and wet conditions. When presented graphically (figure 7), a high percentage of female (81.2% and male (84.2%) participants would miss classes due to
wet and cold weather conditions. Only 10% of the children would attend the Physical Education classes regardless of the weather conditions.

**Figure 7. I would rather miss PE when it is cold and wet and we have to go outside**

Further, children’s responses were statistically analyzed, the results from Chi-square (4550.765 at df = 4) indicated a significant difference between what was expected and the actual responses from the children (p=0.000, p<0.05). Cumulatively, 93.3% females and 87.6% boys preferred to miss Physical Education because of bad weather conditions in Mutare city schools. These views were followed up during the face to face interviews the reason was to get deeper feelings of the children. The main dimensions of meaning of the responses (table 1 Appendix H) represents some of their views about their commitment towards attending Physical Education classes. The results indicate that children’s attitudes towards Physical Education were affected by weather conditions because activities take place in the open fields in Mutare city schools. Some of the responses were. “I hate Physical Education when it is wet and cold”. Another one replied “I would rather miss Physical Education activities when it is cold because we have to go outside the classroom.”

Similarly, during the focus group discussions, a majority of the responses as indicated by the main themes and dimensions of meaning.( Table 1 Appendix L) Some of the participants did
not feel well if they got wet from cold rain water. “I would rather miss Physical Education activities when it is cold because we have to go outside the classroom.” Some of the children were shy to change clothes in front of others; this could be one of the causes of negative attitudes towards PE classes (Table 8).

Table 8. I hate having to change into PE Kit

<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>77</td>
<td>34.5</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>123</td>
<td>55.2</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>5</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>16</td>
<td>7.2</td>
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<td></td>
<td>Total</td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>79</td>
<td>44.6</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>81</td>
<td>45.8</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>7</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Responses from both female (223) and male (177) agreed that they were not happy to wear class uniform during Physical Education activities. Although not clearly stated by the children, it could be one of the reasons for missing out classes when it was cold and wet. In general, 123 females agree (55.2%) and 77 females strongly agree (34.5%) that changing into Physical Education kit was a problem. Cumulatively, 200 of the female responses (89.7%) indicated that they hated changing into Physical Education kit. Male children had similar feelings that are 81 agreed (45.8%) and 79 strongly agreed (44.6%) that they hate having to change into Physical Education kit. Cumulatively, 90.4% of the male responses indicated that they hated changing into Physical Education kit. The summarized frequency of responses (figure 8) indicates mixed feelings about changing into Physical Education kit. While 55.2% female and 45.8% male responses indicated being disgruntled to be in Physical Education uniform, 34.5% of female and 44.6% of the male responses strongly supported the situation.
before engaging into Physical Education activities. On a cumulative outlook of the extreme responses, 15% of the female and male responses were not disturbed changing into Physical Education uniform. Unfortunately 5% of the responses were not decided about this issue; probably they needed more time to think about it.

Further, these frequency of responses were statistically analyzed, the results from Chi-square (2206.338 at df = 4) indicated a significant difference between what was expected and the actual responses of the children (p=0.000, p<0.05). Cumulatively, 89.7% female and 90.4% male children from the schools that participated hated changing into Physical Education kit. These views were further followed up during the face to face interviews. The main dimensions of meaning (Table 1, Appendix I) of the participant’s responses strongly suggested that they did not like to change into uniform before going into Physical Education activities. Some of the children’s responses include child: “I’m shy to undress in the presence of other children”. Another one said: “I do not like changing in a Physical Education kit because I feel uncomfortable changing in the presence of other children.” Although the bad weather conditions was singled out for disgruntled children, some of them

Figure: 8 I hate having to change into PE Kit

Further, these frequency of responses were statistically analyzed, the results from Chi-square (2206.338 at df = 4) indicated a significant difference between what was expected and the actual responses of the children (p=0.000, p<0.05). Cumulatively, 89.7% female and 90.4% male children from the schools that participated hated changing into Physical Education kit. These views were further followed up during the face to face interviews. The main dimensions of meaning (Table 1, Appendix I) of the participant’s responses strongly suggested that they did not like to change into uniform before going into Physical Education activities. Some of the children’s responses include child: “I’m shy to undress in the presence of other children”. Another one said: “I do not like changing in a Physical Education kit because I feel uncomfortable changing in the presence of other children.” Although the bad weather conditions was singled out for disgruntled children, some of them
especially 13 years old female children felt not comfortable changing into Physical Education uniform. They were still in the foolish age zone of their maturity development. Similarly, during the focus group discussions, a majority of the responses indicated in the main themes and dimensions of meaning (Table 1 Appendix N) further suggest that some of the children opposed changing into Physical Education kit because they were shy. One girl replied: “I do not like changing in a Physical Education kit because I feel uncomfortable changing in the presence of other children.” Some of the children’s responses include child: “I’m shy to undress in the presence of other children”. One of the children replied “I’m shy to undress in the presence of other children.” Another child said: “I do not want to change clothes when it is cold.” The next one said: “Small showers affect my health when the weather is bad.” Several factors may have affected the feelings of the participants including the school environment as children were recruited from different schools that offered Physical Education in Mutare city. Another factor was age of the participants, as you know when girls reach the puberty age, their perception about issues that affect them change. Related to this is gender of the participants. That is girls were perhaps not happy to be in Physical Education uniform. Lastly, if there were no special changing rooms in the schools, some of the students would not like to change clothes in an open class situation.

4.2 Influence of the Social Environment
This question was focused at identifying other factors influencing children’s participation in the physical activities at home (table 13).
Responses from female (223) and male (177) seem to suggest that their mothers did not participate in physical activities. While 78 females (35%) agreed with this statement only 1.3% of the responses remained indifferent.

On the other side of the responses, 9 females (4%) agreed with the statement and 98 females (43.9%) strongly disagreed suggesting that their mothers did not participated in fitness-related activities regularly. Cumulatively, 142 of the female responses (63.6%) indicated that their mothers did not participate in fitness-related activities. Male children had similar trend of perceptions that is 25 (14.1%) strongly agreed and 11 agreed (6.2%) that is 20.3% of the male responses indicated that their mothers participated in regular fitness-related activities. On the other side, 41 male responses (23.2%) indicated that their mothers did not participated in fitness-related activities and 98 males (55.4%) strongly disagreed. Cumulatively, 139 of the male responses (78.6%) and 142 of the females (63.6%) indicated that their mothers did not participate in regular fitness-related activities. These responses were further examined in another level (figure 12).
Figure 12. Your mother participates in fitness-related activity sometimes at home.

When, children’s responses were statistically analyzed, the Chi-square (286.275, df = 4) strongly suggests that children’s mothers did not participate in regular fitness-related activities (p=0.000, p<0.05). Indeed during social situations some of the parents fail to become good examples to their children, the success of their children in education would mostly depend on significant others like the teacher, peers and programs of the school. This hypothesis is indirectly related to the parent roles as you know education begins from the family unit. Cumulatively, 142 females (63.6%) and 139 males (78.6%) responses indicated that their mothers did not participate in fitness-related activities. The development of positive attitudes towards Physical Education was definitely not dependent on the mothers of the participants.

These interesting responses were followed up during the face to face interviews. The main dimensions of meaning of their responses (table 1, Appendix E) show that children’s fathers were not interested in physical-related activities at home. Some of the quoted responses include. One child said: ‘I do not participate in physical activities because my mother is not
interested in sport activities at home. I have never seen my father and mother jogging or involved in exercises”. Another child replied “My mother is interested in TV programs at night”. Further, similar questions were raised during focused group discussions but this time with accompanying probing questions. Although group influence may have effect on the general views, the children’s perceptions were validated from the face to face interviews as well as the administered questionnaire. A majority of the responses are represented by the main themes and categories of dimensions of meaning (table 1, Appendix E). Some of the children’s responses include; “I do not participate in physical activities because my mother does not like sport activities at home”. Another child said “My mother rarely participates in physical related activities during the weekend”.

4.3 Does your father participate in health-related activities regularly?
Other factors reported by participants have no hypothesis. The task was focused at finding out other factors influencing children’s perception towards health related activities. It is believed that such perception may easily transfer towards Physical Education classes at school. Within a family unit, the father is perhaps one of the best role models with regard to participation in physical activities for health promotion (table 14).
Responses from both female (223) and male (177) agree with the statement that their fathers did not participate in fitness-related activities. One female agreed as well as 66 females (30%) strongly agreed that their fathers participated in fitness-related activities. This brings a total of 30.4% of all the responses from the children that their fathers were regular participants in health-related activities at home. Surprisingly, 79 females (35.4%) strongly disagree as well as 43 of the female responses (19.3%) reported that their fathers did not participate in health-related activities at home. Cumulatively, 122 female responses (54.7%) indicated that their fathers did not participate in fitness-related activities. One can see that the children’s views were almost split, but the 15% of the female responses were indifferent. This high figure was difficult explain the reasons behind it.

Male children almost shared similar trend of perceptions that is 31 (17.5%) strongly agreed and 12 agreed (6.8%) thought that their fathers participated in fitness-related activities at home. On the other side, 63 males (35.6%) disagreed as well as 64 males (36.2%) strongly disagreed with the statement that their fathers participated in health-related activities at home. Only 4% of the respondents were neutral. Cumulatively, 127 male responses (71.8%)
indicated that their fathers did not participate in fitness-related activities regularly at home. At home the male children play more outside than the females, one can see that lack of modelling from their fathers had effect on their perception towards physical activity. These responses were further examined (figure 12).

![Figure 14. Your father participates in fitness-related activity sometimes at home.](image)

Further, children’s responses were statistically analyzed, the Chi-square (135.900, at df = 4) indicate that there were no significant differences between the responses \( p=0.000 \) (\( p<0.05 \)). Cumulatively, 122 females (54.7%) and 127 males (71%) indicated that their fathers did not participate in fitness-related activities at home. Reasons behind the wide views between the female and male children about the participation of their fathers in health-related activities could not be generated from numerical data.

These interesting responses were followed up during the face to face interviews. The main dimensions of meaning of their responses (table 1 Appendix F) show that their fathers were not interested in physical-related activities at home. Some of the quoted responses are: One child said: ‘I do not participate in physical activities because my parents are not interested in sport activities at home. I have never seen my father and mother jogging or involved in
exercises. Further, similar questions were raised during focused group discussions but this time with accompanying probing questions. Although group influence may have effect on the general views, the children’s perceptions were validated from the face to face interviews as well as the administered questionnaire. A majority of the responses are represented by the main themes and categories of dimensions of meaning (table 1 Appendix F).

Some of the children’s responses include: One child said; “I do not participate in physical activities because my father does not in sport activities at home”. Another child said “My father seldom participates in physical related activities during the weekend”. These views are not unique to this study as other studies done elsewhere may have found more or less similar results.

4.4 To what extent is the current National Physical Education curriculum influencing children’s attitudes towards Physical Education and physical activities?

The next question was focused at finding out children’s commitment towards the Physical Education as a subject when they leave school. This was important because their devotion into PE would have far reaching consequences especially later in adulthood. (Table 4).

<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>37</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>180</td>
<td>80.7</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>4</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>22</td>
<td>12.4</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>145</td>
<td>81.9</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>9</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Responses from the female (223) and male (177) were in agreement with statement that would help them enjoy life in the future. In a positive way, 180 female (80.7%) agreed that Physical Education would enable them enjoy life after they left school. Also 37 females (16.6%) agreed strongly that Physical Education was important to their future. Cumulatively, 217 of the responses (97.7%) agreed that Physical Education was helpful toward enjoyment of life after school. Also, male children felt in a similar way. That is 145 of the male responses (81.9%) agreed and 22 of the responses (12.4%) agreed strongly that the statement that Physical Education was important subject for their future. Physical Education will help them enjoy life when they leave school. Cumulatively, 167 male responses (94.3%) agreed that Physical Education had a good future life. The results of the responses are summarized (figure 4).

Figure 4. Physical Education will help me enjoy life when I leave school

When the children’s responses were statistically analyzed, the Chi-square \((4280.290^a\text{ at df } = 4)\) indicated a significant difference between what was expected and the responses from the children \((p=0.000, p<0.05)\). Cumulatively, 96.6% females and 94.3% males responded positively that Physical Education would help them enjoy life in the future.
These views were later followed up during the face to face interviews. The results expressed as main dimensions of meaning (table 1 Appendix F) confirmed their previous feelings that Physical Education helped the children acquire life skills of their future. One of the children replied “Physical Education will help me when I leave because I can still play the games in Physical Education wherever I go.” Another said: “I can a living through Physical Education when I leave school.” Another one said: “Physical Education helps to cure diseases if I continue to participate in physical activities.”

Similarly, responses from the focus group discussions indicated similar pattern of responses as indicated by the main themes and dimensions of meaning (Table 1 Appendix E). Physical Education prepares not only the current life but also for their lifelong. Another one said: “Physical Education helps to cure diseases if I continue to participate in physical activities when I leave school.” One of the children replied “Physical Education will help me when I leave because I can still play the games in Physical Education wherever I go.” Another replied: “I can a living through Physical Education when I leave school.” The success of the National program was dependent on many factors, including the quality of instruction. In schools where competent teachers are lacking, children would definitely find the Physical Education classes boring.

4.5 Boring Physical Education activities
The following question was focused at finding out children’s attitudes towards the Physical Education as a subject. This was important because their attitudes into the subject has an impact on their participation in physical activities after school.(table 5).
Table 5. PE is boring because we always do the same things.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>179</td>
<td>80.3</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>25</td>
<td>11.2</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>6</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>13</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>139</td>
<td>78.5</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>8</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>17</td>
<td>9.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Responses from the female (223) and male (177) children agreed that Physical Education was sometimes boring subject because the teachers lacked variety of activities. Emphatically, 25 responses from the females (11.2%) agreed as well as 179 (80.3%) of the female responses strongly agreed that Physical Education was boring because they were made to do the same things every period. While 5.8% of the female responses did not find it boring, 2.7% were indifferent. Of the male children, 10 of the responses (5.6%) agreed and 139 of the male responses (78.5%) strongly agreed with the females that Physical Education was boring.

On the other side, between 4.5% and 9.6 % of the male responses did not find Physical Education classes boring. Cumulatively, 149 of the male responses (84.1%) reported that Physical Education was boring. When the responses were summarized (figure 6), 80.3% of the female and 78.5% male respondents found that Physical Educational was boring. To the extreme side, approximately 20% of the children’s responses reported that the Physical Education classes were not boring. In due consideration with the large sample size, it is highly possible that one of the schools had competent teachers in Physical Education. A Competent teacher would make children like PE because they use varied, challenging but motivating physical activities.
When the children’s responses were statistically analyzed, the results from the Chi-square (4159.676 at df = 4) indicated a significant difference between what was expected from the responses from the actual responses from the children (p=0.000, p<0.05). Cumulatively, 91.5% females and 84.1% boys indicated that Physical Education was boring because they always do the same activities.

These views were followed up during the face to face interviews. The main dimensions of meaning analysed from verbal responses (table 1 Appendix E) indicated that the teacher quality affected the delivery of the lessons resulting in negative perception of the Physical Education program. One of the children said: “lack of challenge when the teacher uses the same activities and sports every year when teaching Physical Education.” Another child said” physical Education is a boring subject because it lacks cultural values of the society because in our cultural we have games like “nhodo, hwahwai and pada”. It is true that these games were not included in the syllabus. One emphasized that “these practices do not influence us either inside or outside the school”. Also one said “Sometimes Physical
Education is boring because we spend more time practicing games we do not compete with other school because of lack of funding by the school”.

Similarly, during the focus group discussions, a majority of the responses as indicated by the main themes and dimensions of meaning (table 1 Appendix F) show that the delivery of the Physical Education program was one of the major challenges related to either negative or positive attitudes towards Physical Education. One of the participants explained a little further “physical Education is a boring subject when we keep on doing the same things every year in the program. When I move to grade seven next year, lack of interest due to the repetitive nature of activities causes a great boredom in the subject.” Carson (1995) found similar results that children got bored when there was lack of challenging from the teachers during Physical Education classes. To the extreme side of the responses, approximately 15% of the male responses felt that the class physical activities did not make them get tired or sweaty. Approximately 5% of the female respondents also felt the Physical Education activities did not make them sweaty as well as tired. Probably, these are the male and female children who had time to participate in regular physical activities a4.6 Tiring and sweaty PE activities

The following question was focused at finding out the impact of the curriculum on children’s attitudes towards the Physical Education as a subject. This was important because their contribution is considered making the curriculum (table 6).
Table 6. I do not like the activities in PE that make me tired and sweaty.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>125</td>
<td>56.1</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>79</td>
<td>35.4</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>6</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>12</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>103</td>
<td>58.2</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>53</td>
<td>29.9</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>8</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>8</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Responses from both female (223) and male (177) agree with this statement, that is 79 responses (35.4%) of the female children agreed and 125 of the female responses ( 56.1%) strongly agreed that they did not like activities that made them sweaty and tired. Cumulatively, 203 of the female responses (91.5) indicated that they do not like the activities in Physical Education that make them tired and sweaty. Even those who like vigorous exercises reported getting bored. Male children show similar trend of perception that is 53 agreed (29.9%) and 103 strongly agreed (58. 2%) that they did not like Physical Education activities that made them get tired and sweaty. Cumulatively, 156 male responses (88.1%) indicated that they did not like PE activities that were intensive. Based on the summarized responses (figure 6), a high percentage of children’s responses suggested that they felt uncomfortable when intensive exercises were administered.
Further, children’s responses were statistically analyzed, the Chi-square results (2141.286 at df = 4) indicated a significant difference between what was expected and the actual responses from the children (p=0.000, p<0.05). Cumulatively, 91.5% responses from females and 88.1% responses from males did not like Physical Education activities that made them tired and sweaty.

These views were followed up during the face to face interviews. The main dimensions of meaning of their responses (Table 1 Appendix F) support data from the frequency of responses. The children liked Physical Education but they did not like intensive activities. Some of the quoted responses are: “I do like Physical Education but I do not like the exercises that make me tired and sweat”. Similarly, during the focus group discussions, a majority of the responses as indicated in the main themes and dimensions of meaning were supported by the children’s statements. One child said “I do not like tiresome exercises in Physical Education.” However, approximately 7% of the children’s responses were undecided suggesting that some of the statements needed time to think because the questions challenged their cognitive as well as their emotions.
Children wanted their views to be heard with regard to the venue where they would like to have Physical Education classes especially during the winter season. The wet and cold conditions were not favourable when they had to be in PE uniform and go to play in the open fields. Description of venues for PE classes in Zimbabwe could be a national policy because of the acute seasonal changes.

4.7 Children’s choice on Physical Education
The following results represent the views of the children about where they would like to have Physical Education (table 9).

<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>33</td>
<td>14.8</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>180</td>
<td>80.7</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>8</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>16</td>
<td>9.0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>141</td>
<td>79.7</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>7</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>4</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>9</td>
<td>5.1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Among the 223 female children who participated in the study, 33 females (14.8%) strongly agreed and 180 (80.7%) agreed that they would like to decide where to have their Physical Education class on a daily basis. On the male participants, 177 (9%) and 141 (79.7%) strongly agreed and agreed respectively that they should decide whether their Physical Education classes should be outside or indoors. However, 7 of the male responses (4%) indicated that they were undecided. There was a small proportion of the responses that felt otherwise, that is 4 (2.3%) and 9 responses (5.1%) male children disagreed and agreed respectively that they did not need to be consulted on the next venue of the physical
Education class. Having Physical Education outside was not a national policy the reason behind is about enough space.

Further, children’s responses were statistically analysed. The results indicated that (Chi-square 922.400, at df = 4) children supported the idea that their teachers should consult them about the venue of the PE classes due to bad weather conditions p=0.000 (p<0.05). Cumulatively, 213 females (95.5%) and 157 males (88.7%) indicated that would like to choose whether we have PE inside or outside. While 0.8% of the female children did not agree and 7.4% disagreed. Such divergent views were due to the bad winter conditions that do not favour Physical Education classes in outdoor settings.

These interesting responses were followed up during the face to face interviews. The main dimensions of meaning of their responses as indicated in (table1 Appendix E) represent children’s views with regarding to the venues of Physical Education during the winter season were not considered. One child stated: “Come rain, come thunder I can take part in Physical Education activities at school because it excites me. The problem is my teacher who decided for us when it is raining he does not like us to go outside even when there are light showers.
or drizzle.” Another child said: “I prefer to go outside during Physical Education lesson because of free space.”

During focused group discussions, similar questions were raised but this time with accompanying probing questions. Although group influence may have effect on the general views, the children’s perceptions were validated from the face to face interviews as well as the administered questionnaire. A majority of the responses as represented by the main themes and categories of dimensions of meaning (table 1 Appendix F) presents the views of the children. Some of the children’s responses include: “I want to have Physical Education whether inside or outside”. Another said: “We want to choose whether to have Physical Education inside or outside.” Another girl said: “I prefer to go outside during Physical lessons because of big space.”

4.8 Physical Education to be examinable subject
Although taught like other subjects, Physical education was not one of the examinable subjects. Children felt differently about this national policy (table 10).

<p>| Table 10. I would like PE to be examined at school. |
|----------------------------------------|----------|----------|</p>
<table>
<thead>
<tr>
<th>Gender</th>
<th>Categories</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Strongly agree</td>
<td>66</td>
<td>29.6</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>132</td>
<td>59.2</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>14</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>7</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>4</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>223</td>
<td>100.0</td>
</tr>
<tr>
<td>Male</td>
<td>Strongly agree</td>
<td>74</td>
<td>41.8</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>93</td>
<td>52.5</td>
</tr>
<tr>
<td></td>
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<td>4</td>
<td>2.3</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
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<td>1.1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>177</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Based on the frequency of children’s responses, 223 female and 177 male children agree that Physical Education should be examined. Among them 132 females agree (59.2%) and 66 females strongly agree (29.6%) to have Physical Education examined. Cumulatively, 198 responses of the female (98.7%) indicated that they would like Physical Education to be examined at school. The male children supported the female class mates that is 93 agreed (52.5%) and 74 strongly agreed (41.8%) respectively that they would like Physical Education to be examined. Cumulatively, 167 of the male responses (94.4%) supported the idea. When these frequency of responses were further examined (figure 10), a high percentage of both female and male children emphasized to have Physical Education examined. However, 8.6% of the respondents remained undecided about this suggestion and approximately 7% of the responses were against the idea. That is Physical Education should not be examined.

**Figure 10. I would like PE to be examined at school.**

Further, children’s responses were statistically analysed. Based on the results from the Chi-square (2164.301 at df = 4) a significant difference was observed between what was expected against the actual responses (p=0.000, p<0.05). Cumulatively, 88.8% females and 94.3% male respondents agreed that Physical Education should be examined in the Zimbabwe
education system. Children are interested in PE that’s why they want to write test on PE. It further underscores their attitudes in PE.

These views were followed up during the face to face interviews. One of the main dimensions of meaning of their responses was that, Physical Education should be examined just like any other subjects in the curriculum. Some of the quoted responses are: One child replied “Physical Education is being looked down upon because it does not have public examination.” Another child said: “A written test can help to know our ability in Physical Education.” Another one said: Examination is the best way of assessing my performance.”

Similarly, during the focus group discussions, similar questions were raised but probing questions were used to get deeper feelings of the respondents. A majority of the responses as represented in the main themes and dimensions of meaning (table 1 Appendix O) confirm further about children’s views that Physical Education should be examined. One child said: “I like Physical Education to be examined just like any other subjects in the curriculum because test is a way of showing what I know in the subject.” “A written test can help to know our ability in Physical Education”. Another one said: “Examination is the best way of assessing my performance.” Literary, children’s responses seem to suggest a review of the Physical Education program in Zimbabwe (table 10).

Although taught like other subjects, Physical Education was not one of the examinable subjects. Children felt different about this national policy and here is what they said (table 11).
Responses from both female (223) and male (177) agree with the statement that regular tests should be given. Among the female participants, 23 (10.3%) agreed and 165 of the female responses strongly agreed (74%) with the idea. Cumulatively, 188 of the female responses (84.3%) indicated to have regular physical Education tests because they wanted what they knew. In this line of view 20 respondents (8%), were against the idea. While (9%) were undecided; the probably needed more time to think about it.

Among the male children participants, 135 agreed (76.3%) and 22 strongly agreed (12.4%) that written tests were important. Cumulatively, 157 of the male responses (88.7%) indicated that they preferred regular written tests to evaluate their knowledge from Physical Education.
On the other side, 6 (3.4%) of the responses needed more time to think about it, while another 14 (8%) were against the idea of having regular tests. The paired responses (figure 11) from the female (74%) and male (76.3%) strongly supported having regular Physical Education tests and examinations.

![Graph showing responses to the idea of regular Physical Education tests and examinations](image)

**Figure 11. A written test would be a good way of showing what I know.**

The children’s frequency of responses were statistically analysed; the results from the Chi-square (3411.245 at df = 4) indicated a significant difference between what was expected and the actual responses from the children (p=0.00, p<0.05). Cumulatively, 84.3% of the female responses and 88.7% of the male responses supported the idea of having regular written test.

These views were followed up during the face to face interviews. The main dimensions of meaning from their responses (*table1 Appendix O*) show that children agreed to have PE tests. One child said “*Physical Education is being looked down upon because it does not have public examination*”. Another commented “*Physical Education was put on the timetable in order to please the officials only but when it comes to teaching it is being neglected in the class*”. Another comment from the participants was “*The Physical Education teacher is sometimes assigned to teach other examinable subjects in the*
These statements from children demonstrate their concern about the future of Physical Education in the schools.

Similarly, during the focus group discussions, probing questions were raised to solicit more and deeper feelings of the children about their perceptions about the Physical Education curriculum. The results from content analyses of their statement are represented by the main themes and dimensions of meaning (*Table 1 Appendix F*). One child was heard saying “*a written test would be a good way of showing what I know.*”

**4.9 Do boys and girls attending Physical Education in Mutare city schools have similar attitudes towards Physical Education?**

When children are given equal opportunities towards participation in Physical Education, their feelings and attitudes towards the subject would definitely be strengthened. In some cases, gender seems to limit some of the children in Physical Education activities especially activities that demand strength, speed and power (table 12).
Responses from female (223) and male (177) children were not in agreement with the statement that boys and girls were given equal opportunities by the Physical Education teachers. While 8 females (3.6%) agreed and 24 (10.8%) strongly agreed. On the other side, a majority of the 180 females disagreed (80.7%) and 6 (2.7%) completely disagreed suggesting that teachers were giving special opportunities based on gender during Physical Education classes. Cumulatively, 186 females (83.4%) confirmed that there were gender favours during PE classes in some of the Mutare city schools. Male children had similar trend of perceptions that is 16 males (9.0%) strongly agreed and 6 agreed (3.4%) that boys and girls were treated equally by the Physical Education teachers. However, 140 males (79.1%) and 9 males (5.1%) strongly disagreed with this statement. Only 3.4% were undecided. Cumulatively, 149 male responses (84.2%) and 186 females (83.4%) indicated that females and males were not treated equally by the Physical Education teachers. These responses were further examined (figure 12).
Children’s responses were statistically analyzed, the Chi-square (906.775, at df = 4) indicated that there were gender differences during PE classes (p=0.000, p<0.05). The alternative hypothesis that PE opportunities were divided by gender was adopted. Cumulatively, 186 females (83.4%) and 149 males (84.2%) indicated that boys and girls were not treated equally by their Physical Education teachers. The way the teacher treats boys and girls during PE may affect their attitudes after school.

These interesting responses were followed up during the face to face interviews to get deeper feelings of the children. The main dimensions of meaning representing their responses (Table 1 Appendix) show that children were not fairly treated. One child stated: “Our Physical Education teacher treats boys and girls differently, but he favours those who master the skills fast than the slow-learners. He always asks them to demonstrate the skills taught in front of others”. Another child said: “My teacher favours faster learners only.”

Further, similar questions were raised during focused group discussions but this time with accompanying probing questions. Although group influence may have effect on the general views, the children’s perceptions were validated from the face to face interviews as well as the administered questionnaire. A majority of the responses were represented by the main
themes and categories of dimensions of meaning (table1 Appendix ). Some of the children’s responses include: One child stated: “Our Physical Education teacher treats boys and girls differently, but he favours those who master the skills fast than the slow-learners. He always asks them to demonstrate the skills taught in front of others”. Another girl said:The same children always repeat demonstrating the skills learn in class.” Another boy said:My teacher favours the faster learners only.” These views explain children’s feelings towards their teacher who would choose individuals to demonstrate during activities.

4.10 INTERVIEWS: OTHER EMERGING ISSUES
Although most of the children’s responses have been presented, some important views from the children were not directly related to the tables and figures hence have to be covered as addition.

4.11 Opportunities for children participating in sports and physical activity at home
The first question sought to find out whether the children participate in physical activities after school. The majority indicated that they did not participate in physical activities at home. The researcher asked why. Most children indicated that when they are at home they are glued on TV programs. They cited lack of opportunities and conducive sporting facilities in the area.

One child said: “I cannot participate in physical activities because of lack of safety in the neighborhood. The location environment is not safe for children to play outside so we are encouraged to stay indoors always afterschool. Another replied: The local sport facilities for municipality are expensive to use. They are paid. Our parents do not give enough time to help us in this problem because they leave for work in the morning and come back late in the
evening.” These findings are similar to Yilmaz and Ozdemir (2008) who found that children had positive attitude towards physical activity but the limiting factors are lack of spacious school yards. The school environment is not conducive for physical activities at all. Children are crowded in small places as such they have limited outdoor space for playing during lunch and recess.

4.12 The status of Physical Education in some of the schools
The question sought to find out whether Physical Education is a boring subject when children keep on doing the same thing every day and why. One child said: “We don’t do Physical Education every day. It appears on the timetable just to please officials or headmasters only. Teachers do not follow the timetable. Time for Physical Education is being used to teach other examinable subjects like Mathematics. The next child replied “The Physical Education teacher is something assigned to teach other subjects of the teachers who are absent from duty”. For the researcher what seemed to be the picture was that Physical Education is not receiving the some weight like other subjects in the curriculum. Another child said:” Physical Education is a boring subject because we do not have much choice in what we do. We have to play every sport no matter we like it or not.

Another child said: “Lack of challenge when the teacher uses the same activities and sports every year when teaching Physical Education.” Another one said” Physical Education is a boring subject because it lacks cultural values of the society because in our cultural we have games like “nhodo, hwahwai and pada”. These games are not included in the syllabus. The aspects are westernized. These practices do not influence us either inside or outside the school”.
4.13 The quality of Instructional Skills

“Sometimes Physical Education is boring because we spend more time practicing games we do not compete with other school because of lack of funding by the school”. This statement given by one of the respondents indicated lack of financial support. It appears that they were training for competitions against others schools.

In Mutare city, the Physical Education curriculum faces threats that can be caused by incompetence of the teachers. The curriculum lacks cultural values of the society like the “nhodo, Hwaihwai, and pada these games are not included in the syllabus. It is not known if it is a national policy or not to exclude the indigenous games from the curriculum. Children also dislike Physical Education because of the repetitive nature of activities in the subjects. This observation is in agreement with the argument by Carson (1995) that children are bored a result of lack of challenge when teachers use the same activities of Sports every year when teaching physical education.

4.14 Children’s’ attitudes towards Physical Education

Asked whether they liked Physical Education regardless of cold and wet conditions, most of the children’s responses were that they did not worry about the weather, they liked Physical Education activities regardless of weather. Some respondents went as far as stressing overwhelming responses to this question. One child stated: “Come rain, come thunder I can take part in Physical Education activities at school because it excites me. The problem is my teacher who decided for us when it is raining he does not like us to go outside even when there are light showers or drizzle.” Another child said: “I do not like Physical Education when it is cold and wet.” Another child said: “Bad weather affects my health.”
4.15 Having an examinable Physical Education subject

The most interesting finding was that most of the respondents indicated that they preferred a written test as a way of showing what they know. A written test can help to raise the status of the subject. Also lack of literature is another challenge facing the delivery of Physical education curriculum in Mutare city schools. One child aid: “I like Physical Education to be examined just like any other subjects in the curriculum because test is a way of showing what I know in the subject.”

4.16 Gender differences during Physical Education classes

As a result of the children indication that boys and girls were being treated differently during the PE classes. One child stated: “Our Physical Education teacher treats boys and girls differently; he favours those who master the skills fast than the slow-learners. He always asks them to demonstrate the skills taught in front of others.” To the researcher what seems to be teaching methodology challenge is that the Physical Education teacher use those who master the motor skills to help others through demonstrations in front of others. This learning by observation is supported by Bandura’s theory but in the context of teaching skills in Physical Education. It appears that children do not understand the methods of learning and teaching; they are too young.

4.17 Parents involvement in physical activities

Asking whether their parents participated in physical activities at home, most of the children indicated that their parents did not participate because they always finish work late due to transport problems to and from work. So they do not have time to participate in physical activities at home. Lack of facilities in the location was also another problem because the municipality facilities are paid for and are open during working hours. One child said: ‘I do not participate in physical activities because my parents are not interested in sport.”
activities at home. I have never seen my father and mother jogging or involved in exercises. They are interested in TV programs at night”.

4.18 FOCUS GROUP DISCUSS: SOME EMERGING ISSUES
The first question sought to find out whether children participated in physical activities after school. A majority indicated that they did not participate in physical activities after school suggesting that children faced some barriers when they are out of school. This situation could affect children’s attitude towards regular physical activity as well as Physical Education at school. One child said: “My parents cannot allow me play in the neighborhood after school for safety reasons. People are being raped and robbed these days and also lack of spacious yards to practice physical activities. My mother comes home late every day from work so I am always busy in the kitchen.” These findings are similar to Yilmaz (2008) who found that children have a positive attitude towards physical activity but the limiting factors are lack of spacious school yards.

4.18.1 Things that children disliked during Physical Education classes
Children consistently stated that they disliked the four minutes warm-up run required on a daily basis. Some children used the words such as “boring “or “pointless” to describe the required warm-up run. The children’s resentments towards the mile run were summarized by one grade seven girl who said: “One thing I truly do not like about Physical Education is running the 800 metres. And running while playing sports doesn’t seem like work. I don’t like the mile because it’s just a pointless four lap around the track. I really don’t understand why we are made to do it in the first place. If we play some other sport or game that involves running, I think it should take place of the 800 metres”.

The qualification of the teachers and the way they deliver the curriculum provides a significant influence on children’s attitudes towards Physical Education. Also children expressed their uneasiness associated with changing clothes in front of peers. For example the
sixth grade female said: “I dislike changing in locker rooms when other children look at you.” Children also know that dressing out for gym has to be done, but that is my main complain about gym. I think we do not have enough time for dressing out. A lot of children complain about this. “We get out of gym three to four minutes to get dressed, get the sweat and stench off my body, put shoes on, fix hair since it usually gets sweaty”. All in all, issues relating to dressing out were also associated with negative feelings about Physical Education.

4.18.2 Views on having examinable Physical Education
When asked whether children liked a written test in Physical Education. The responses were overwhelmingly positive that is children liked to write a test in Physical Education. One child aid: “I like Physical Education to be examined just like any other subjects in the curriculum because test is a way of showing what I know in the subject.” Another said:” limited time is devoted to the subject.” Some parents look down upon Physical Education because it does not appear on the school report and they regard it as a waste of time. Another child said: “When we are towards writing public tests in other subjects we don’t normally do Physical Education because some teachers regard it as a waste of time.”

4.18.3 Parent’s involvement in physical activities at home
The following question sought whether the children’s parents participated in physical activities at home. The majority of children indicated that their parents did not participate in physical activities. This sent a strong message to the researcher that parents in Mutare city were not good role models to their children in sports. One child said: “although my parents like sports, the environment at home is not conducive for that, that is lack of sport facilities in the location.” It appears that most of the parents were not interested in their children’s physical activities except a few. Another child said: “My mother and father do not participate in physical activities at home.” Another child said: “My parents are not interested in physical activity at all.” Another child said: “My mother and father do participate in physical activities
sometimes at home. They go jogging during the weekends and they are also interested in school athletics competition. They compete in adult competition after school children competition at school.” This is one of the few parents that were real role models to their children.
CHAPTER 5

5.0 DISCUSSION

The purpose of the study was to evaluate children’s attitude towards Physical Education in selected Primary schools Mutare city. This explanatory study deployed questionnaires, interviews, and focused group discussions as primary data sources and literature review as secondary data. In the current study, children’s attitudes towards physical activities were importantly linked with the Physical Education offered in selected schools in Mutare city. These physical play-related attitudes of children were mainly influenced by the social environment at home, changing weather conditions (changing into PE kit), gender issues, teaching skills, content of the national PE Curriculum (policy change to have PE as examinable subject). The findings are as well as supported by present studies on children’s attitudes towards PE (Lomidis, 2001; Carlson, 1994; McKenzie, 2003).

5.1 The first objective was to establish the extent to which children’s attitudes towards PE affected children’s participation in physical activity in Mutare city schools.

5.1.1 The social environmental opportunities

The alternative hypothesis was that children’s attitudes towards Physical Education affect their participation in physical activity outside schools in Mutare city. From the question about whether children participated in physical activity out of school hours, the findings indicated that children did not partake in physical activity after school hours. The findings highlight that there were barriers which hinder children from participating in physical activity. The social environmental opportunities in terms of lack of or limited engagement in fitness-related activities by one of parents or all had consequences to the children’s attitudes towards play and games after school. As far as learning and behaviour modification among children is concerned, the parents are the first role models within the family unit. In a study on towards
Physical Education, Carlson (1994) and Portman (1992) found similar results suggesting that parent’s activity patterns and opinions may be influential in the development of their children’s attitudes towards physical activity and sport. Similar findings have been reported by Yilma (2008) in a study on children’s attitudes towards Physical Activity and Physical Education in the urban Ankara city in Turkey.

5.1.2 Physical environmental opportunities
The Mutare City Council charges for use of the available sports facilities on a daily basis. This arrangement definitely denies the parents and their children opportunities to use them on a daily basis. Only families whose economy is strong can afford. In a study on attitudes towards Physical Education, Dagkas and Stathi (2007) found that factors such as type of school, location of residences, proximity of facilities, financial support and lack of motor skills can make children develop negative attitudes towards Physical Education. Most of the Mutare city schools are located in the densely populated areas so lack of adequate facilities for children to use after school is one of the issue. Availability of free facilities at home may definitely influence children’s attitudes towards Sport and Physical Education (Evans, 1994).

5.1.3 Changing weather conditions
The study found that some of the children were affected by weather during Physical Education lessons particularly during the winter season. They agreed with the suggestion that teachers should consult them to choose whether to have PE classes in the fields or indoors. In Zimbabwe, the winter season would be cold and wet mostly, making children feel bad when told to change into PE uniform and go to the fields. Since having Physical Education outside was not a national policy children the school authorities should sometimes allow the children to decide on the venue. This arrangement was affecting children’s attitudes towards the
subject. Although some of the children favoured outdoor physical activities, a majority hated having Physical Education outdoor.

On the issue of changing into Physical Education kit, children in Mutare city schools understood well that with the proper attire, they enjoyed the comfortable feeling and flexibility of movement, as well as protected their uniform from damage and keeping clean all the time. However, most of the children were not comfortable changing clothes in the presence of others because there were no special changing rooms for boys and girls (James, 1999). The type of Physical Education uniform was not ideal for the winter season because some of the participants reported that they felt cold when they were in play kit. This issue should be considered by the school authorities as having proper uniform is one of the factors contributing towards positive attitudes towards the subject. (Tannehill and Zakrajsek, 1993).

5.1.4 Teacher qualities
Within this line of understanding, factors such as that parents, teachers, cultural backgrounds, nationality and curricular contribute well towards Physical Education attitudes (Chung and Phillips, 2002). This finding expands the argument that children’s attitudes towards Physical Education overwhelmingly create a strong bond between the curriculum, the teachers and the learners. The characteristic of a teacher determines the children’s attitudes towards the subject. The way the teacher interprets the curriculum has an impact on learners. Teachers can make children like or hate Physical Education. Hicks (2004) examined the influence of pedagogical characteristics of two Physical education teachers on the children’s attitudes towards Physical Education.

The qualities of Physical Education teachers can make children develop positive or negative attitudes towards the subject and related physical activities in a short and long term perspectives (Carlson, 1995). The current findings show that teachers were ineffective in
teaching Physical Education in selected Mutare city schools. Most of the teachers used the same activities all the time as well as failure to give clear instructions during teaching/learning situations. The enabling learning environment (created by teacher) stimulates and empowers children to engage in Physical Education and physical activity consistently. This observation is supported by Hagger and Chatzisarantis (2003) study that teachers should create an environment that raises situational interest to positively affect learner’s outcomes.

In a study on attitudes towards Physical Education, Carson (1995) also reported that children can get bored particularly when there is lack of variety and challenging activities from their PE teachers. Literally, one of the outcomes of effective teaching skills is positive attitudes towards Physical Education and physical activities. If children engage in physical activity in order to promote their health (Goudas & Biddle 1993), then teaching should create the development of the right attitudes.

5.2 The second objective was to establish the extent to which the current Physical Education curriculum was influencing children's attitudes towards Physical Education and physical activity.

It was hypothesized that the current National Physical Education curriculum influences children’s attitudes towards Physical Education and physical activity. The content of the Physical Education curriculum provides guidance, controls and moderates the attitudes and behaviour of the learners within the school setting as well as after the school. In a study to evaluate the relationship between Physical Education and sport, a balanced Physical Education Curriculum is made up of different elements that include activity based-games, gymnastics, dance, swimming, athletics and outdoor and adventurous activities (DfEE, 2000). If well managed, they should provide well groomed learners who remain literate in their life.
When children attend PE classes under instruction over an extended period, they would expect some form of evaluation to know how much they have learned. However the ZIM national PE does not allow evaluation in forms of tests or written/practical examinations. Based on the learner’s views this was one of the weaknesses of the current curriculum. It is high time that the Zimbabwe government paid attention to these views during its normal reviews to improve the delivery of the PE. Structured assessments seem to make children work hard and take serious whatever they do during classes. The study proposes a review of the national PE curriculum so as to include different forms of assessments.

Besides the fact that an examination may develop competences of learners, it also motivates the teachers because they would focus on making sure that all learners understand the subject and pass the examinations. Since Physical Education would appear on the school reports given to the parents at the end of the term/year, teachers would then pay more attention in teaching and assessments.

5.3 The third objective was to establish whether boys and girls attending PE in Mutare city schools had similar attitudes towards PE.

The alternative hypothesis that boys and girls attending Physical Education in Mutare city schools share similar attitudes towards Physical Education, the current findings are in agreement with the hypothesis. Another interesting finding was that some of the teachers treated the children differently during PE sessions. During demonstrations, the children noted that their teachers would nominate only children who mastered the physical tasks to demonstrate before others. Although the teachers thought this peer modelling was important, some of the children especially the weak learners as well as other equally strong learners felt uncomfortable. At this early level of learning, it is important that the teachers should demonstrate the task in a way that it would challenge the learners to try hard to play like their
teachers. Indeed the type of teaching method should vary with the age and related experiences as well as gender of the learner’s. A related study, Carol and Lomidis (2001) reported that boys were more active than girls in team sports and Physical Education activities that demanded vigour. Girls on the other side enjoyed the solitary and less contact games that demanded high coordinative skills such as rope skipping games, hand clapping games, hope and scotch. In the current study teachers used boys more often to demonstrate the tasks. This was one of the pet challenges because other students were not happy.

5.4 Participating in physical activities after school
Involvement in vigorous physical activities is becoming less popular among the modern youth generation. This study found that children in Mutare city schools reported low participation in physical activities after school. Most children spent their time watching television programs at home. Similar findings were reported by Telama (2000) that sedentary lifestyle among the youth has become common in all levels of social development in the world. When children are fully engaged in physical activities, it is a blessing in disguise because they won’t find time to indulge into other bad behaviours such as alcohol abuse, drug use, crime, and smoking (Smith 2007).
CHAPTER 6

6.0 SUMMARY, CONCLUSION AND IMPLICATIONS

In general, children’s attitudes are very important in successful participation in Physical Education programs as well as physical activity in the present and future perspectives. The findings from the current have been reported in related studies done elsewhere. (Portman 2003, and McKenzie, 2003) that one of the benefits of Physical Education is sustained participation in physical activities outside the school.

The purpose of this study was to evaluate children’s attitude towards Physical Education in selected primary schools in Mutare city. In order to benefit from the program, the alternative hypothesis was that children’s attitudes towards Physical Education affect their participation in physical activity outside schools. The content of the national curriculum of Physical Education was one of the weaknesses towards children’s attitudes towards the subject because regardless of being taught, it was not examinable and for this case, it was not included in school report given to the parents at the end of the year.

In most schools in Mutare city, children do not have changing rooms and it becomes increasingly difficult during winter where children are required to have Physical Education activities in the open fields. Unfortunately, teachers do not have a line of communication with children to know their problems. This can be one of the potential sources for negative attitudes towards Physical Education among children.

On the other side, the study hypothesized that the current National Physical Education curriculum influences children’s attitudes towards Physical Education and physical activity outside school. The content of the Physical Education curriculum provides guidance, controls and moderates the attitudes and behaviour of the learners within the school setting as well as after the school. However, due to lack of accessible, adequate and safe facilities in
Mutare city, it was difficult for children to participate in regular physical activities while at home. Apart from that, initiative from parents was minimal. If this situation it persists over a prolonged period, would affect children’s attitudes towards Physical Education may be selected. The solution for increasing free and accessible opportunities for participating in physical activities and sport within the Mutare city is a long term one because it touches the policy of service delivery of the municipality. The alternative hypothesis that boys and girls attending Physical Education in Mutare city schools share similar attitudes towards Physical Education, the current findings are in agreement with the hypothesis. Another interesting finding was that some of the teachers treated the children differently during PE sessions. During demonstrations, the children noted that their teachers would nominate only children who mastered the physical tasks to demonstrate before others. Although the teachers thought this peer modelling was important, some of the children especially the weak learners as well as other equally strong learners felt uncomfortable.

Another study is required to find means of mitigating attitudes towards physical activities amongst the parents and children in Murate city. Indeed a Physical Education program provides lifelong physical literacy that would enable children become active participants in physical activities in adult hood (Lyoka, 2011; Telama and Viikari 1997). This behaviour should as well be demonstrated by the parents. The quality of teachers compromises the delivery of Physical Education for instance they use the same activities everyday and seem to ask the smart children to demonstrate before others.

In efforts to increase the quality of data, next research should take place after the researcher has stayed with the children for at least 6 months. As you know using the class teacher can be difficult due to the fact that children will be afraid to volunteer in providing relevant information. Also using a visitor such as the author of the study can be challenging as one
appears to foreign to the children. However, if well designed, class teachers may be potential in collecting information from their children.

Secondly, the sample of the study was only children from urban primary schools in Mutare city, therefore the responses may not necessarily represent the learners’ attitudes from the rural schools. This is a research challenge in the future. Also, gender distribution was a challenge due to the fact that there were more female than male children in the selected schools. In this study there were 223 females and 177 males. Therefore some of the views may not significantly reflect gender balance. A stratified method of selecting participants should be considered in the future research.
6.1 CONCLUSION

In general, the current study has demonstrated that children in Mutare city had positive attitudes towards Physical Education and physical activity but some barriers such as content of the curriculum, quality of teachers and the learning environment were hindering children’s participation in physical activity after school. The alternative hypothesis was that children’s attitudes towards Physical Education affect their participation in physical activity outside school in Mutare city was in agreement with the results. The findings highlight that there were barriers which hinder children from participating in physical activity. The social environmental opportunities in terms of lack of or limited engagement in fitness-related activities by one of parents or all had consequences to the children’s attitudes towards play and games after school. It was hypothesized that the current National Physical Education curriculum influences children’s attitudes towards Physical Education and physical activity. The content of the Physical Education curriculum provides guidance, controls and moderates the attitudes and behaviour of the learners within the school setting as well as after the school. The alternative hypothesis that boys and girls attending Physical Education in Mutare city schools share similar attitudes towards Physical Education, the current findings are in agreement with the hypothesis. Another interesting finding was that some of the teachers treated the children differently during PE sessions. During demonstrations, the children noted that their teachers would nominate only children who mastered the physical tasks to demonstrate before others. The study should be further followed so that the findings can benefit the whole country. The findings from the current study are consistent with those from other scholars done elsewhere that if barriers in children’s attitude towards Physical Education are identified early and resolved, children would benefit from the Physical
Education curriculum. The attitudes of children can be influenced by parents and the teacher and this is also another study.
6.2 IMPLICATIONS
Although the findings from the current study may be limited by the sample size, some of the following concerns may affect the delivery of PE in the schools. This study recommends that, Physical Education should be taught and examined just like any other subjects in the school curriculum. Based on the findings from the current study, the school curriculum should include cultural activities and values to increase motivation and excitement. This calls for a review of the Physical Education curriculum in Zimbabwe. Children should be provided with necessary life skills to enable them participate in physical activity after school hours. Parents should be challenged to be role models to their children when it comes to participating in sports and games. Children should be given a choice especially to determine the venue of PE classes during winter season. Changing rooms and lockers should be introduced in schools for children to use during Physical Education sessions to open changing of uniform as some of the children were feeling embarrassed.
7 REFERENCES


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APPENDICES

APPENDIX A

Informed consent for Education Department

University of Fort Hare

P.O. Box 7426

East London

**Title of Research Project**: Evaluating children’s attitudes towards Physical Education in Mutare city

Dear Sir

Can you please allow me to conduct a research in your district in which you preside.

Children will be asked to complete questionnaires during Physical Education Lessons.

Sign below and send it back.

_________________________          __________________________
Signature                      Date

**Researcher**        :        Howard Gomwe: 074 5410 265

**Supervisor**       :        Dr Philemon Lyoka: 0728030655
APPENDIX B

Informed Consent for the Headmaster

University of Fort Hare

P.O. Box 7426

East London

**Title of Research Project:** Evaluating children’s attitudes towards Physical Education in Mutare city.

Dear Sir

Can you please allow your school to participate in a Physical Education research project designed to study the attitudes of children toward Physical Education.

They will be asked to complete questionnaires during Physical Education Lessons.

Sign below and send it back.

_________________________          __________________________
Signature                      Date

**Researcher** : Howard Gomwe: 074 5410 265

**Supervisor** : Dr Philemon Lyoka: 072803065
APPENDIX C

Informed consent for teacher

University of Fort Hare

P.O. Box 7426

East London

**Title of Research Project:** Evaluating children’s attitudes towards Physical Education

Dear Sir

Your children are invited to participate in a Physical Education research project designed to study the attitudes of children toward Physical Education.

They will be asked to complete questionnaires during Physical Education classes.

Sign below and send it back.

_________________________  ______________
Signature                          Date

**Researcher:** Howard Gomwe: 074 5410 265

**Supervisor:** Dr Philemon Lyoka: 0728030655
Appendix D

Parental consent

University of Fort Hare

P.O. Box 7426

East London Campus

Title of Research Project: Evaluating children’s attitudes towards Physical Education

Dear Parent or Guardian

Your child is invited to participate in a Physical Education research project designed to study the attitudes of children toward Physical Education.

They will be asked to complete questionnaires during Physical Education classes.

Sign below and send it back.

_________________________  ________________
Signature                        Date

Researcher: Howard Gomwe: 074 5410 265

Supervisor: Dr Philemon Lyoka: 0728030655

If you have any queries please contact Howard Gomwe on 0745410265
**Appendix E**

Table 1: Do you like Physical Education? If yes give reasons

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB- THEMES</th>
<th>MAIN THEMES</th>
<th>DIMENSIONS OF MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I Like PE because it is just a fun subject</td>
<td>Fun</td>
<td>Fun</td>
<td><strong>FUN</strong></td>
</tr>
<tr>
<td>2 PE is a good subject at school</td>
<td>Fun</td>
<td>fun</td>
<td><strong>FUN</strong></td>
</tr>
<tr>
<td>3 I enjoy doing PE at school</td>
<td>fun</td>
<td>fun</td>
<td></td>
</tr>
<tr>
<td>4 I get more friends in because we work as a team</td>
<td>I gain friends</td>
<td>Social access</td>
<td><strong>SOCIALIZING</strong></td>
</tr>
<tr>
<td>5 I like playing PE with my friends</td>
<td>Friends play</td>
<td>Group interest</td>
<td></td>
</tr>
<tr>
<td>6 My teacher gives clear instructions during PE lessons</td>
<td>Good Instructions</td>
<td>Instructions are effective</td>
<td><strong>EFFECTIVE TEACHING</strong></td>
</tr>
<tr>
<td>7 I like the PE Program because it is good</td>
<td>The good PE program</td>
<td>Good PE program</td>
<td><strong>CURRICULUM</strong></td>
</tr>
<tr>
<td>8 I like to do PE because it keeps me fit all the time</td>
<td>Health promotion</td>
<td>Health promotion</td>
<td><strong>HEALTH PROMOTION</strong></td>
</tr>
<tr>
<td>9 PE takes me away from other bad actions</td>
<td>Keeps me occupied</td>
<td>Keeps me occupied</td>
<td><strong>CURRICULUM</strong></td>
</tr>
</tbody>
</table>
### Appendix F

#### Table 1. I don’t like PE - Please give reasons

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB – THEMES</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don’t want to repeat the same activities all the time</td>
<td>Curriculum</td>
<td>Curriculum</td>
</tr>
<tr>
<td>2</td>
<td>My teacher’s style of teaching puts me off</td>
<td>Teacher Qualities</td>
<td>Teacher Qualities</td>
</tr>
<tr>
<td>3</td>
<td>I’m shy to undress in the presence of other children</td>
<td>Dressing out</td>
<td>Dressing out</td>
</tr>
<tr>
<td>4</td>
<td>I hate PE when it is wet and cold</td>
<td>Wet and cold weather</td>
<td>BAD WEATHER</td>
</tr>
<tr>
<td>5</td>
<td>I hate tiresome warm up activities in PE</td>
<td>Warm up activities</td>
<td>Warm up activities</td>
</tr>
</tbody>
</table>

### Appendix G

#### Table 1. Do you participate in physical activities after School? No-why?

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB – THEMES</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don’t participate in Physical activities after school because facilities are not conducive</td>
<td>Play Space</td>
<td>Bad influence Play Space</td>
</tr>
<tr>
<td>2</td>
<td>I follow my friends who do not participate in physical activities after school</td>
<td>Influence from friends</td>
<td>Bad peer influence</td>
</tr>
<tr>
<td>3</td>
<td>My parents are not interested in physical activities at home</td>
<td>Family Influence</td>
<td>Family Influence</td>
</tr>
<tr>
<td>4</td>
<td>My parents cannot afford to pay for municipal facilities because they are</td>
<td>Financial</td>
<td>Financial Support</td>
</tr>
</tbody>
</table>
expensive  |  support  |  Support  
|------------------|----------|----------------|
| 5 It is not safe to play in the neighbourhood after school | safety  |  safety  |  LACK OF SAFETY  
| 6 I don’t feel like participating in physical activities after school | Lack of motivation  |  Lack of Motivation  |  LACK OF MOTIVATION  
| 7 I hate sweating during physical activities | Physical discomfort  |  Physical discomfort  |  PHYSICAL DISCOMFORT  

Appendix H 
Table 1. Do you like to miss PE when it is cold and wet? If no why? 

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB – THEMES</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 PE excites me regardless cold and wet weather</td>
<td>Excitement in PE regardless of weather conditions</td>
<td>PE Excites me regardless of weather conditions</td>
<td>HIGH EXCITEMENT FROM PE</td>
</tr>
<tr>
<td>2 I like PE even in light showers</td>
<td>I Like PE regardless weather</td>
<td>I like PE regardless weather</td>
<td></td>
</tr>
</tbody>
</table>

Appendix I 
Table 1. Do you like to change into PE kit? If yes please explain 

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB- THEMES</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I like to be flexible in PE kit</td>
<td>Flexibility</td>
<td>Flexibility in PE</td>
<td>FLEXIBILITY IN PE</td>
</tr>
<tr>
<td>2 I feel comfortable when dressed in PE kit</td>
<td>I feel comfortable</td>
<td>I feel Comfortable</td>
<td>COMFORTABLE FEELING</td>
</tr>
<tr>
<td>3 My uniform is kept clean</td>
<td>It keeps my</td>
<td></td>
<td>CLEANLINESS</td>
</tr>
</tbody>
</table>
when I wear PE kit uniform clean It keeps my uniform clean
4 I like to change into PE kit I like exploring exercises I like exploring exercises

Appendix J

Table 1. I like to write an exam in PE. If yes why?

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB – THEME</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I like to write an examination in PE as a way of showing what I know in the subject</td>
<td>Assessment of individual performance</td>
<td>FEEDBACK</td>
<td></td>
</tr>
<tr>
<td>2 I like to write an exam in PE to display competence and mastery of skills</td>
<td>Competence</td>
<td>COMPETENCE</td>
<td></td>
</tr>
</tbody>
</table>

It is based on the consensus agreement of 85%.
## Table K: Do you participate in physical activities after School? If No-why?

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB – THEMES</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I don’t participate in Physical activities after school because facilities are not conducive</td>
<td>facilities are not conducive</td>
<td>Unsafe facilities</td>
<td>LACK OF SAFE FACILITIES</td>
</tr>
<tr>
<td>2 I follow my friends who do not participate in physical activities after school</td>
<td>my friends do not participate in physical activities after school</td>
<td>Bad peer influence</td>
<td>BAD PEER INFLUENCE</td>
</tr>
<tr>
<td>3 My parents are not interested in physical activities at home</td>
<td>Parents not interested in physical activities</td>
<td>Negative Parental Influence</td>
<td>LACK OF PARENTAL SUPPORT</td>
</tr>
<tr>
<td>4 My parents cannot afford to pay for municipal facilities because they are expensive</td>
<td>Parents cannot pay for municipal facilities</td>
<td>Parents cannot pay to use municipal facilities</td>
<td></td>
</tr>
<tr>
<td>5 It is not safe to play in the neighbourhood after school</td>
<td>Unsafe play environment</td>
<td>Unsafe play environment</td>
<td>LACK OF ENVIRONMENTAL SAFETY</td>
</tr>
<tr>
<td>6 I don’t feel like participating in physical activities after school</td>
<td>Don’t like participating in physical activities after school.</td>
<td>Lack of interest in physical activities after school.</td>
<td>LACK OF INTRINSIC MOTIVATION</td>
</tr>
<tr>
<td>7 I hate sweating during physical activities</td>
<td>I hate sweating during physical activities</td>
<td>Cannot take physical</td>
<td></td>
</tr>
</tbody>
</table>
Appendix L

Table 1. Do you like to miss PE when it is cold and wet? If no why?

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB – THEMES</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PE excites me regardless of cold and wet weather</td>
<td>Excitement from PE regardless of weather conditions</td>
<td>PE Excites me regardless of weather conditions</td>
</tr>
<tr>
<td>2</td>
<td>I like PE even in Light showers</td>
<td>I Like PE regardless weather</td>
<td>I like PE regardless weather</td>
</tr>
</tbody>
</table>

Appendix M

Table 1. I don’t like PE- Please give reasons

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB – THEME</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don’t want to repeat the same activities all the time</td>
<td>Don’t like repeating activities</td>
<td>Boring activities</td>
</tr>
<tr>
<td>2</td>
<td>My teacher’s style</td>
<td>Teaching style puts me</td>
<td>Bad teaching style</td>
</tr>
</tbody>
</table>
of teaching puts me off

3 I’m shy to undress in the presence of other children shy to undress before other children dressing out before others LACK OF PRIVACY DURING DRESSING

4 I hate PE when it is wet and cold Hate PE when done in wet and cold weather Hate when PE is played bad weather HATE PE WHEN PLAYED IN BAD WEATHER

5 I hate tiresome warm up activities in PE tiresome warm up activities warm up activities tires up WHEN WARM UP ACTIVITIES ARE TIRING

Agreement: 70%

Appendix N

Table 1. Do you like to change into PE kit? If yes please explain

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB- THEMES</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I like to be flexible in PE kit</td>
<td>PE kit allows feeling free to move</td>
<td>PE kit allows</td>
<td>FREEDOM OF MOVEMENTS</td>
</tr>
<tr>
<td>2 I feel comfortable when dressed in PE kit</td>
<td>feeling comfortable</td>
<td>I feel Comfortable</td>
<td>BENEFITS OF PE</td>
</tr>
</tbody>
</table>
3 My uniform is kept clean when I wear PE kit
It keeps my uniform clean
It keeps my uniform clean

4 I like to change into PE kit because I can explore many exercises
I like exploring my body limitations during play
I like exploring

Appendix O

Table 1. I like to write an exam in PE. If yes why?

<table>
<thead>
<tr>
<th>UNITS</th>
<th>SUB – THEME</th>
<th>MAIN THEMES</th>
<th>CATEGORIES OF MAIN DEMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I like to write an examination in PE as a way of showing what I know in the subject</td>
<td>Assessment of individual knowledge on PE</td>
<td>Self-feedback</td>
<td>INTRINSIC FEEDBACK</td>
</tr>
<tr>
<td>2 I like to write an exam in PE to display competence and mastery of skills</td>
<td>Display my Competence and masterly</td>
<td>Explore my confidence</td>
<td>EXPLORE MY CONFIDENCE</td>
</tr>
</tbody>
</table>

It is based on the consensus agreement of 80%.
# Appendix P

## Table 1. THE PAAPEQ QUESTIONNAIRE

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Out of school hours, I participate in physical activity until I sweat</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>I feel cross if I have to miss PE.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>I think PE is an important school subject.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>PE will help me enjoy life when I leave school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>PE is boring because we always do the same things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>I do not like the activities in PE that make me tired and sweaty.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>I would rather miss PE when it is cold and wet and we have to go outside</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>I hate having to change into PE kit</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>I would like to choose whether we have PE inside or outside</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>I would like PE to be examined at school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>A written test would be a good way of showing what I know</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Boys and girls are treated the same by my PE teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Your mother participates in fitness-related activity sometimes at home</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Your father usually participates in fitness-related activity at home</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

General interest in PE (G1) PE curriculum (C) PE Teacher (T) Assessment (AS) Organization choice (OC)

1 = Strongly agree  
2 = Agree  
3 = Indifferent  
4 = Disagree  
5 = Strongly disagree
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel cross if you miss PE?</td>
</tr>
<tr>
<td>2. Is PE an important subject at school?</td>
</tr>
<tr>
<td>3. Will PE help you after you school?</td>
</tr>
<tr>
<td>4. Do you participate in physical activity out of school hours?</td>
</tr>
<tr>
<td>5. Do you like PE to be examined at school?</td>
</tr>
<tr>
<td>6. Does your teacher treats you well during PE lessons?</td>
</tr>
<tr>
<td>7. Do you have problems when changing into PE kit?</td>
</tr>
<tr>
<td>8. Do you enjoy the vigorous PE activities?</td>
</tr>
<tr>
<td>9. Does your father participate in fitness-related activity at home?</td>
</tr>
<tr>
<td>10. Does your mother participate in fitness-related activity at home?</td>
</tr>
<tr>
<td>11. What do you want to wear during PE lessons?</td>
</tr>
<tr>
<td>12. Do you wish to miss PE when it is cold?</td>
</tr>
<tr>
<td>13. Is PE a boring or exciting subject?</td>
</tr>
<tr>
<td>14. What do you think about Physical Education lessons at school?</td>
</tr>
</tbody>
</table>