

Examining the perceptions of university students towards Physical Education as school subject in Katima Mulilo Zambezi Region

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ABSTRACT

The purpose of this study was to examine the perceptions of university students towards Physical Education as school subject in Katima Mulilo, Zambezi Region. A total number of 60 respondents 72% ($n = 43$) were male respondents and ($n = 17$) 28% were female respondents who participated in this study. This study used purposive sampling carried out onto physical education university students and data were collected at one university in the Zambezi Region of Namibia. Quantitative approach was employed in which a Likert scale questionnaire was used to collect data; moreover data was analysed using SPSS V22 software programme. Descriptive statistics were presented into table, interpreted and analysed into percentages, mean and standard deviation scores. According to the study results shows Item 21 recorded the highest mean and standard deviation score of 4.63 ± 0.95 to which respondents feel their physical education lecturer makes learning beneficial for students. Item 12 recorded the second highest score of 3.85 ± 1.50 to which respondents indicated that the university has conducive teaching and learning environments for PE. Item 23 recorded the seventh highest score of 3.05 ± 1.57 showing that, respondents feel the games they learn in physical education class are designed for fun for them. The study further show results from item 2, 11, 16, 5, 4 and 17, to which item 2 recorded the third highest mean and standard deviation of 3.80 ± 1.36 to which respondents indicated that the fitness exercises they learn in their physical education classes makes learning unpleasant for them.

Keywords: Examining, Perceptions, University, Students, Physical Education, Katima Mulilo, Zambezi Region

Introduction

The current status of Physical Education in Namibian high schools encompass non-examinable orientation and is regarded as a core subject in most of institutes of high learning such as colleges and universities (Kela, 2016). According to the study conducted by Prusak, Davis, Pennington, & Wilkinson (2014) on student perceptions of Physical Education programs it was found that university students tend to express positive feelings about PE and see it as a time to have fun, socialise with peers, am make friends. Students further felt that PE was fun because of new and interesting games they learned to play; it was also found that students enjoyed those activities they would not have tried outside of PE (Prusak et al., 2014).

On the other hand, negative perceptions towards PE as a university subject indicate that; Physical Education programs require peer interactions and that was found to be a problem. Significant concerns such as power relations between male and female students were found in existence which meant female students find male student to be superior and dominant in physical activities (Fisette, 2013). Research advocates that key factors associated to countering negative perceptions and results are the degree of educator credibility, how negative social comparisons are shunned and, more generally, boosting students' motivation to participate. Some researchers recommend that when students feel inadequate about their PE performance they not only don't experience the helpful outcomes of PE participation, they develop undesirable perceptions and attitudes about self and others (including PE teachers) and obvious "learned helplessness" (Walling, & Martinek, 1995).

Physical education promotes regular physical activity in students. Such activity are seen as: structure and maintaining healthy bones and muscles; plummeting the risk of increasing obesity and chronic infections, such as diabetes; cardiac disease, and colon cancer; decreasing feelings of depression and anxiety and supports psychological well-being; improving students' academic results, including accomplishment, behavior; awareness and attentiveness in the learning environments (Centers for Disease Control and Prevention, 2015). Researches has indicated that participating in physical activity can help with building social development by providing prospects for creativity, building confidence, social relations, and incorporation (World Health Organization, 2016). Physically active university students are more enthusiastically to adopt other healthy lifestyles, such as avoidance of smoking tobacco, alcohol and drug abuse (World Health Organization, 2016). PE can encourage lifelong physical fitness as it can impart students what it means to live a physically active lifestyle. Research has provided a clear evidence that young people who are overweight now are more likely to be overweight as adults (Centers for Disease Control and Prevention, 2008).

Moreover, PE can help with self-management abilities, which are abilities that help with making decisions making, planning personal programs, self-assessments, setting goals, self-monitoring physical activity, and solving problems, and these abilities are supposed to help university students overcome obstacles to becoming physically active (Masurier & Corbin, 2006). PE programs that promote these self-management abilities have been shown to have decreased sedentary activities in students (Dale & Corbin, 2000). PE can expose university students to a range of activities, and in doing so, students will develop needed motor abilities and have the confidence to partake in these activities either in university or outside of university (Sherwood, & Jeffery, 2000).

Perceptions are our individual views of reality. How we see things groups the tone for the whole things we do: It is the basis of our priorities; it creates the interaction for relationships; it sets our beliefs and ethics; it defines our work ethos; it stations us for a life point of view; it helps govern our level of happiness (Daniel, 2011). Theory of reasoned action and a theory of planned behaviour will guide the current study, according to a theory of reasoned action, attitudes flow from beliefs and yields intentions and actions (Kiera, 2009).

Problem Statement

Students' perceptions and attitudes towards Physical Education as a subject are driven by what is portrayed by the environment at their disposal. This means an awareness towards the benefits of Physical education to their health, education and social lives can either influence their positive or negative attitudes towards the subject. The main aim of this study is to probe the perception of first year students towards physical education as an academic subject at the university.

Research Objective

To find out the perceptions of first year physical education students towards Physical Education at a campus at the University of Namibia

Literature Review

Physical education is an essential part of learning as a whole, intended at developing facets of physical capability, movement skills, critical rational skills, collective skills, intellectual, passionate stability, ethical actions, traits of a healthy routine and the overview of a clean atmosphere through physical undertakings, exercises and health chosen thoroughly in order to accomplish national teaching goals (Suharjana, 2020). Scholars approve that physical education is an instrument for nurturing young individuals so that they would be able to make the best decisions about physical activities in the yet to come and live a well lifestyle through their lives. This objective could be attained through giving a straight and concrete experience in the form of actions. Moreover, Physical education is far more complex than other areas of study. As a learning experience summarized in a program, physical education is more complex. What you want to attain is wide-ranging, because it is not only to progress physical facets with some applicable elements, for instance to motivate the development and growth of knowledgeable, social, emotional and health abilities (Kela, Hamutenyah, Nkengbeza, 2023).

According to the study done by Mu'arafin et al., (2022) found that the perception on the education concept is in the very good category, while at the vocational high school level it is in the good category; there is difference perception on students at vocational high school level, while at the junior high school level there is no difference perception. The accomplishment of the envisioned purpose hinge on teaching responsibilities, in this case, in the form of physical actions in the practice of play or sports activities. Physical education is a measure of education in overall which orders signal activities as a standard in learning (Kalvenas, Burlacu, & Abu-Omar, 2016). Physical education has an important role to improve human quality. This is according to the opinion that, "Physical education is part of education in general. Physical education can be defined as an educational process aimed at achieving educational goals through physical movements. Physical education as one of the subsystems of education which plays an important role in developing the quality of Indonesian people (Lingesh, Khoo, Mohamed, & Taib, 2016).

Physical Education is one of compulsory school subjects that must be studied by all learners. It is because the subject comprises numerous physical activities in the form of movement, focused for enhancing whole the learners' prospective (Guillamón et al., 2021; Hopper et al, 2005). By doing activities that are skillful, it is thought that the learners will get appreciated capability, which is skill that is not just associated with physical facet, but also knowledge which touches social, mental, moral, spiritual and even intellectual aspects (Hernández et al., 2019; Kolayis et al., 2012).

Physical education is thoroughly associated to physical activity in the form of human movement. Most of physical learning activities are founded on motion (Osipov et al., 2016; Mashud, 2018). By moving, learners will get diverse experience, whether in the form of movement variation aspect, exertion/process of stressed in reaching the movement ability or social collaboration in studying the movement and in displays their move ability in an event /competition. According to (Mordal-Moen, & Green, 2014; Pill, & Stolz, 2017) physical education is very significant area for increasing motoric and coordination ability, and it is frequently ignored, which are standards in enhancing cognitive learning ability and further, as desirable by the learners for satisfying all curriculum areas desires. The position of physical education is as recognized study area in school which founded on standard (Kolayis et al., 2012; Hills et al., 2015).

Studies have shown that the aim of Physical Education as a school subject is to educate students on physical movement, activity and sport as they are taught to advance essential skills such as flexibility, balance, speed and agility. Furthermore, PE plays a part in educating learners' personal skills which includes teamwork, communication and sportsmanship as they cooperate with classmates in numerous activities (Lubis, 2019). Physical Education validates the importance of physical activity in promoting overall fitness and wellness including how to maintain a healthy lifestyle that encompasses physical, emotional and mental health (Lubis, 2019).

Framework

This study was framed and informed by self-determination theory by Deci and Ryan (2000) which entails that human motivation and personality that concerns people's innate growth tendencies and innate psychological needs, pertains to the motivation behind people's choices in the absence of external influences and distractions. SDT focuses on the degree to which human behavior is self-motivated and self-determined. The application of this theory to this study's framework allowed it to explore in depth information in student's perceptions towards physical education as a school subject.

Research Design

This study employed a quantitative research design. Quantitative research design encompasses testing objective theories by probing the correlation among variables. These variables, in turn, can be measured, usually on instruments, so that numbered figures can be analysed using statistical procedures. Often, the concluding written report has a set structure consisting of the introduction, reviewed literature and theory, methods, results and discussions (Cresswell, 2008).

Population and Sample

A research population is generally a large collection of individuals or objects that is the main focus of a scientific enquiry (Explorable, 2012). The study's population consisted of all the education student teachers doing Physical Education as their core module at the University of Namibia Katima Mulilo Campus. These participants were purposively selected to participate in this study as they are ought to provide relevant needed information to the study phenomenon.

Data collection methods

A questionnaire is a data collection instrument consistant of a series of questions and other prompts for the purpose of gathering information from respondents (Abawi, 2018). Questionnaires were used to collect the data from all participants.

Data Analysis

Students' responses to each item on the Likert Scale was analysed using the Statistical Package for Social Sciences V22 (SPSS) software programme. Descriptive statistics such as frequencies, percentages, mean and Standard deviation was used to analyse data.

Research results

This section of this study includes demographic key information of participants and statistical analysis and interpretation of information gathered as an outcome of the application of data collection tools.

Table 1 below gives brief demographic key information of participants who participated in this study. A total figure of (n = 60) formed part of the sample (n = 17) which represent 28% were female, whereas (n = 43) representing 72% were male respondents.

Table 1: Demographic key information			
Gender	Male	Female	Total
Frequency	43	17	60
Percent	72%	28%	100%

Table 2 shows frequency and percentage results derived from a 23 item questionnaire. Item 1 was meant to source out information on fitness exercise and student interest to which 33(54.2%) respondents strongly disagreed with the statement, whereas 11(18.6%) somewhat disagreed with a small number of 4 neutral, 3 somewhat agree and 9 strongly agree with the statement. Item 2 asked the unpleasantness of fitness exercises to which 25(41.7%) of respondents strongly agreed that the fitness exercises made their class unpleasant, with 17(28.3%) somewhat agree, 7(17.7%) somewhat disagree, 6(10%) strongly disagree and 5(8.3%) neutral. Item 3 probed the excitement of respondents towards fitness exercises learn in physical education classes, 23(38.3%) of respondent strongly disagreed with the statement that they did not get them excited, whereas 13(21.7%) somewhat disagreed, 11(18.3%) strongly agreed, 9(15%) neutral and 4(6.7%) somewhat agreed. Item 4 probed how physical education lecturer makes my physical education class seem unimportant to me, to which 30(50%) strongly disagreed with the statement, 10(16.7%) somewhat disagree and strongly agreed, 7(11.7%) neutral and 3(5%) somewhat agreed. Item 5 emphasised on boredom of fitness exercises learn, 26(43.3%) strongly disagreed with the statement, 14(23.3%) somewhat disagreed, 10(16.7%) neutral, 6(10%) somewhat agree and 4(6.7%) strongly agreed.

Item 6 scrutinized how fitness exercises learnt in physical education classes were useless for student's health, 28(46.7%) strongly disagreed with the statement, 17(28.3%) strongly agreed, 15(25%) somewhat agreed. Item 7 delved how Physical activities learnt in physical education classes seem important to student, 30(50%) strongly disagreed with the statement, 10(16.7%) somewhat disagreed, 9(15%) somewhat agreed, 6(10%) strongly agreed and 5(8.3%) neutral. Item 8 scrutinized the usefulness of assessment and tasks given in physical education, 25(41.7%) strongly disagreed with the statement, 33(33.3%) strongly agreed, 10(16.7%) somewhat agreed, 5(8.3%) somewhat disagreed. Item 9 further emphasised on the importance to which 25(41.7%) strongly agreed with the statement, 15(25%) somewhat agreed, 9(15%) strongly disagreed, 6(10%) and 5 (8.3%) somewhat disagreed. Item 10 emphasised on how the physical education lecturer makes my physical education class interesting for students, to which 21(35%) strongly disagreed with the statement, 18(30%) somewhat agreed, 10(16.7%) strongly agreed, 8(13.3%) neutral and 3(5%) somewhat disagree. Item 11 examined time usage, to which 25(41.7%) agreed that Physical Education was time wasting, 19(31.7%) strongly disagreed, 11(18.3%) somewhat agreed, 3(5%) neutral and 2(3.3%) somewhat disagreed.

Moreover, item 12 examined the conduciveness of teaching and learning environment, 29(48.3%) strongly agreed with the statement, 17(28.3%) somewhat agreed, 10(16.7%) strongly disagreed and 4(6.7%) somewhat agreed. Item 13 looked at the equipment and facilities, 20(33.3%) agreed to the statement, 15(25%) strongly disagreed, 10(16.7%) somewhat disagreed, 9(15%) somewhat agreed and 6 neutral. Item 14 focused on fun to which 30(50%) strongly disagree with the statement, 18(30%) strongly agreed, 7(11.7%) somewhat disagreed, 5(8.3%) neutral. Item 15 emphasised on whether the facilitator is boring, to which 19(31.7%) strongly disagree with the statement, 11(18.3%) somewhat disagree, 11(18.3%) neutral, 10(16.7%) strongly agreed and 9(15%) somewhat agreed. Item 16 emphasised on whether the games played in Physical Education classes are valuable, 25(41.7%) strongly agreed with the statement, 15(25%) somewhat disagreed and 10(16.7%) neutral and somewhat agreed. Item 17 looked at how important the games played in physical education classes, to which 23(38.3%) strongly agreed with the statement, 17(28.3%) somewhat disagreed, 10(16.7%) strongly agreed, 6(10%) neutral and 4(6.7%) somewhat agreed. Item 18 focused on unpleasantness to which 28(46.7%) strongly agreed with the statement, 21(35%) somewhat agreed, 11(18.3%) strongly agreed. Item 19 emphasised on usefulness, 22(36.7%) strongly agreed with the statement, 18(30%) somewhat agreed, 8(13.3%) somewhat disagreed, 7(11.7%) strongly disagreed and 5(8.3%) neutral. Item 20 examined whether physical education lecturer makes learning in my physical education class valuable for students, 18(30%) strongly agreed with the statement, 14(23.3%) somewhat disagreed, 14(23.3%) strongly agreed, 8(13.3%) neutral and 6(10%) somewhat agreed.

Item 21 examined whether the lecturer makes learning beneficial for students in Physical Education classes, 50(83.3%) strongly agreed with the statement, 4(6.7%) somewhat agreed, 2(3.3%) strongly disagreed, 2(3.3%) somewhat disagreed, 2(3.3%) neutral. Item 22 examined whether the lecturer get student excited during lessons, 18(30%) somewhat agreed, 17(28.3%) strongly disagreed, 9(15%) somewhat disagreed, 9(15%) strongly agreed and 7(11.7%) neutral. Item 23 looked at games learnt in physical education classes if were designed for fun for students, 20(33.3%) somewhat agreed with the statement, 19(31.7%) strongly disagreed, 12(20%) strongly agreed, 6(10%) neutral and 3(5%) somewhat disagreed.

Table 2 Frequencies and percentages of each item

Numbering	1	2	3	4	5
Items	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1. The fitness exercises I learn in physical education makes my physical education class interesting for me	33 54.2%	11 18.6%	4 6.8%	3 5.1%	9 15.3%
2. The fitness exercises I learn in my physical education class make learning unpleasant for me	6 10%	7 17.7%	5 8.3%	17 28.3%	25 41.7%
3. The fitness exercises I learn in my physical education class get me excited about physical education	23 38.3%	13 21.7%	9 15%	4 6.7%	11 18.3%
4. My physical education lecturer makes my physical education class seem unimportant to me	30 50%	10 16.7%	7 11.7%	3 5%	10 16.7%
5. I feel the fitness exercises I learn in physical education makes my physical education class boring for me	26 43.3%	14 23.3%	10 16.7%	6 10%	4 6.7%
6. I feel the fitness exercises I learn in my physical education class are useless for my health.	28 46.7%	0 0%	0 0%	15 25%	17 28.3%
7. The Physical activities I learn in my physical education class seem important to me.	30 50%	10 16.7%	5 8.3%	9 15%	6 10%
8. The assignments and tests I do in my physical education classes are useful to me	25 41.7%	5 8.3%	0 0%	10 16.7%	20 33.3%
9. My physical education lecturer makes my physical education class seem important to me	9 15%	5 8.3%	6 10%	15 25%	25 41.7%
10. My physical education lecturer makes my physical education class interesting for me	21 35%	3 5%	8 13.3%	18 30%	10 16.7%
11. Physical Education is time wasting for me	19 31.7%	2 3.3%	3 5.0%	11 18.3%	25 41.7%
12. The university have conducive teaching and learning environments for PE	10 16.7%	4 6.7%	0 0%	17 28.3%	29 48.3%
13. The university have more (facilities, and Equipment for PE)	15 25%	10 16.7%	6 10%	9 15%	20 33.3%
14. I feel my physical education lecturer makes learning in my physical education class fun for me	30 50%	7 11.7%	5 8.3%	0 0%	18 30%
15. I feel my physical education lecturer makes my physical education class boring for me	19 31.7%	11 18.3%	11 18.3%	9 15%	10 16.7%
16. I feel the games I learn in my physical education class are valuable for my health	25 41.7%	15 25%	10 16.7%	10 16.7%	0 0%
17. The games I learn in my physical education class seem unimportant to me	23 38.3%	17 28.3%	6 10%	4 6.7%	10 16.7%
18. My physical education lecturer makes learning in my physical education class unpleasant for me	28 46.7%	0 0%	0 0%	21 35%	11 18.3%
19. My physical education lecturer makes my physical education class useful for me	7 11.7%	8 13.3%	5 8.3%	18 30%	22 36.7%
20. I feel my physical education lecturer makes learning in my physical education class valuable for me	18 30%	14 23.3%	8 13.3%	6 10%	14 23.3%
21. I feel my physical education lecturer makes learning beneficial for students	2 3.3%	2 3.3%	2 3.3%	4 6.7%	50 83.3%
22. My physical education lecturer gets me excited about physical education	17 28.3%	9 15%	7 11.7%	18 30%	9 15%
23. I feel the games I learn in my physical education class are designed for fun for me	19 31.7%	3 5%	6 10%	20 33.3%	12 20%

Table 3 below shows mean and standard deviation scores of 23 items, to which 7 items recorded a high score. Item 21 recorded the highest mean and standard deviation score of 4.63 ± 0.95 to which respondents feel

their physical education lecturer makes learning beneficial for students. Item 12 recorded the second highest score of 3.85 ± 1.50 to which respondents indicated that the university has conducive teaching and learning environments for PE. Item 2 recorded the third highest mean and standard deviation of 3.80 ± 1.36 to which respondents indicated that the fitness exercises they learn in their physical education classes makes learning unpleasant for them. Item 19 recorded the fourth highest score of 3.66 ± 1.39 to which respondents pointed out that their physical education lecturer makes their physical education class useful for me. Item 11 recorded the fifth highest score of 3.35 ± 1.75 to which respondents indicated that Physical Education was a time wasting for them. Item 13 recorded the sixth highest score of 3.15 ± 1.63 by indicating that the university have more facilities, and equipment for PE. Item 23 recorded the seventh highest score of 3.05 ± 1.57 showing that, respondents feel the games they learn in physical education class are designed for fun for them. On the other hand, 7 items recorded the lowest mean and standard deviation score, with item 1 recording a lowest score of 2.08 ± 1.48 indicating that the fitness exercises they learn in physical education makes their physical education class interesting for them, whilst item 16 with a score of 2.08 ± 1.12 indicated that the games they learn in my physical education class seem unimportant to them. Item 5 recorded the third lowest score of 2.13 ± 1.26 to which participants indicated that they feel the fitness exercises they learn in physical education makes their physical education class boring for them. Item 7 recorded the fourth lowest score of 2.18 ± 1.44 indicating that the physical activities they learn in their physical education class seem important to them. Item 4 recorded a mean and standard deviation score of 2.21 ± 1.51 showing that their physical education lecturer makes their physical education class seem unimportant to them. Item 17 recorded the sixth lowest score of 2.35 ± 1.47 displaying that the games they learn in their physical education class seem unimportant to me. Item 3 recorded the seventh lowest score of 2.45 ± 1.51 showing that the fitness exercises they learn in their physical education class get them excited about physical education.

Table 3 Mean and standard deviation of each item

Item	Mean $\pm$ Std. Deviation
1. The fitness exercises I learn in physical education makes my physical education class interesting for me	* 2.08 ± 1.48
2. The fitness exercises I learn in my physical education class make learning unpleasant for me	** 3.80 ± 1.36
3. The fitness exercises I learn in my physical education class get me excited about physical education	* 2.45 ± 1.51
4. My physical education lecturer makes my physical education class seem unimportant to me	* 2.21 ± 1.51
5. I feel the fitness exercises I learn in physical education makes my physical education class boring for me	* 2.13 ± 1.26
6. I feel the fitness exercises I learn in my physical education class are useless for my health.	2.88 ± 1.81
7. The Physical activities I learn in my physical education class seem important to me.	* 2.18 ± 1.44
8. The assignments and tests I do in my physical education classes are useful to me	2.91 ± 1.81
9. My physical education lecturer makes my physical education class seem important to me	** 3.70 ± 1.46
10. My physical education lecturer makes my physical education class interesting for me	2.88 ± 1.56
11. Physical Education is time wasting for me	** 3.35 ± 1.75
12. The university have conducive teaching and learning environments for PE	** 3.85 ± 1.50
13. The university have more (facilities, and Equipment for PE)	** 3.15 ± 1.63
14. I feel my physical education lecturer makes learning in my physical education class fun for me	2.48 ± 1.76
15. I feel my physical education lecturer makes my physical education class boring for me	2.66 ± 1.48
16. I feel the games I learn in my physical education class are valuable for my health	* 2.08 ± 1.12
17. The games I learn in my physical education class seem unimportant to me	* 2.35 ± 1.47
18. My physical education lecturer makes learning in my physical education class unpleasant for me	2.78 ± 1.47
19. My physical education lecturer makes my physical education class useful for me	** 3.66 ± 1.39
20. I feel my physical education lecturer makes learning in my physical education class valuable for me	2.73 ± 1.56
21. I feel my physical education lecturer makes learning beneficial for students	** 4.63 ± 0.95
22. My physical education lecturer gets me excited about physical education	2.88 ± 1.48
23. I feel the games I learn in my physical education class are designed for fun for me	** 3.05 ± 1.57

** =high scores * =low scores

Discussion

The main aim of this study was to examining the perceptions of university students towards Physical Education as school subject in Katima Mulilo, Zambezi Region. The main findings of this study reflected in

table 2 shows that Item 21 recorded the highest mean and standard deviation score of 4.63 ± 0.95 to which respondents feel their physical education lecturer makes learning beneficial for students. Item 19 recorded the fourth highest score of 3.66 ± 1.39 to which respondents pointed out that their physical education lecturer makes their physical education class useful for me and item 7 recorded the fourth lowest score of 2.18 ± 1.44 indicating that the physical activities they learn in their physical education class seem important to them.

The results from item 21, 19 and 7 concur with Knings (2023) study which shows that physical education lecturers always makes learning beneficial, useful and important for students and positively influence students' attitudes about physical activity later in life.

Item 12 recorded the second highest score of 3.85 ± 1.50 to which respondents indicated that the university has conducive teaching and learning environments for PE. Item 13 recorded the sixth highest score of 3.15 ± 1.63 by indicating that the university have more facilities, and equipment for PE. These result form item 12 and 13 corresponds with the study outcomes from Desbiens et al., (2015) which suggested that physical education as a school subject have a better conducive teaching and learning enviroment with more facilities and equipments at institutions of higher learning such as universities and colleges compared to primary and high schools. According to Kela, Meriam and Chombo, (2023) found that most universities in Southern African have adaaquate equipment and facilities for physical education compared to high school and primary that have such learning barriers.

Item 23 recorded the seventh highest score of 3.05 ± 1.57 showing that, respondents feel the games they learn in physical education class are designed for fun for them. Moreover, this study results further shows that, item 1 recording a lowest mean and standard deviation score of 2.08 ± 1.48 indicating that the fitness exercises they learn in physical education makes their physical education class interesting for them. Item 3 recorded the seventh lowest score of 2.45 ± 1.51 showing that the fitness exercises they learn in their physical education class get them excited about physical education. The study from item 23, 1 and 3 are supported by Chen et al., (2013) study outcomes which suggested that the more fun, interesting and exciting physical activities are planned in PE classes the more they a attract a lot of students to participate in physical education as a school subject. Moreover, studies have shown that, the more complex, and difficult physical activities are, the less students are interested in fitness activities (Hernández et al., 2019).

This study results further shows that item 2 recorded the third highest mean and standard deviation of 3.80 ± 1.36 to which respondents indicated that the fitness exercises they learn in their physical education classes makes learning unpleasant for them. Item 11 recorded the fifth highest score of 3.35 ± 1.75 to which respondents indicated that Physical Education was a time wasting for them. Whilst item 16 with a score of 2.08 ± 1.12 indicated that the games they learn in my physical education class seem unimportant to them. Item 5 recorded the third lowest score of 2.13 ± 1.26 to which participants indicated that they feel the fitness exercises they learn in physical education makes their physical education class boring for them. Item 4 recorded a mean and standard deviation score of 2.21 ± 1.51 showing that their physical education lecturer makes their physical education class seem unimportant to them. Item 17 recorded the sixth lowest score of 2.35 ± 1.47 displaying that the games they learn in their physical education class seem unimportant to me.

The study results from item 2, 11, 16, 5, 4 and 17 correlarates with Howard's (2018) study which showed that physical education classes made learning unpleasant for students as student who do not like to do fitness exercises in a controlled environment such as classes. Moreover Howard (2018) further found that the unpleasant feeling caused by physical education fitness exercises, was due to how the students were graded based on how fast they can run, and how many push ups they can endure. Despite students been unpleasantness with fitness exercises the study results further corresponds with Kela's (2016) report which found that physical education as school subject was regarded as a waste of time and found to be unimportant by many students as it was regarded by all schools in Namibia a non-promotional subject.

Conclusion

This study intended to examine the perceptions of university students towards Physical Education as school subject in Katima Mulilo, Zambezi Region. The findings show that learners are not willing to do fitness exercises in physical education classes. Moreover this study found that students don't want to do fitness exercises in controlled environment such as classes under the facilitation of a supervisor. Furthermore this study found that some students find physical education to be a waste of time as it is a core subject at the university. Therefor this study concludes that:

- Respondents were happy that lecturers made PE classes beneficial for them.
- Most of the respondents find the university learning and teaching environment to be conducive.
- Respondents were happy with the available physical education equipment and facilities at the university,
- Respondents find physical education classes to be, fun, interesting, exciting and important
- Some respondents find physical education as a subject to be a time wasting, unpleasant, and unimportant.

Recommendation

Established on the study outcomes, the following commendations are proposed with intent to buoy up students to partake in physical education as a school subject. The university should run awareness programmes to teach the significance of Physical education and exercising to students at the beginning of year.

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