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Research Article

Teaching Strategies in Physical Education: A Literature Review of Practices in the United States, China, and Nigeria

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ABSTRACT

This study offered a literature of Physical Education (PE) strategies employed in the United States, China, and Nigeria, shedding light on diverse approaches influenced by unique cultural, societal, and governmental factors. In the United States, a flexible and inclusive PE curriculum prioritizes student engagement and lifelong physical activity through diverse activities and personalized instruction. Conversely, China's structured PE programs emphasize discipline, physical fitness, and early talent identification, supported by robust government policies. Nigeria's PE teaching strategies integrate cultural relevance, community involvement, and adaptive resource utilization to promote physical activity despite resource constraints. Through cross-cultural learning and recommendations for government investment, teacher training, community engagement, and health education integration, stakeholders can enhance PE programs globally, fostering physical activity, sports participation, and overall well-being among students.

Keywords: Physical Education (PE), Teaching Strategies, US, Nigeria, China

Introduction

Education can be characterized as a structured and intentional process aimed at achieving specific behavioral changes in an individual. Within the realm of general education, teaching is regarded as a deliberate, well-organized, and systematic arrangement of learning experiences. Learning, in this context, involves the acquisition of particular knowledge, skills, and habits (Bereiter & Scardamalia, 2018).

According to Gumbo et al., (2017), the concept of teaching strategy encompasses the efforts made by educators to convert educational objectives into practical applications. Consequently, teaching strategies represent the methods used to deliver instruction to students, imbuing it with significance and purpose.

Physical education is a recognized subject area within the curriculum of schools. It ad-

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heres to established standards and includes assessments based on these benchmarks. Physical education is a essential component of education, as it offers all children the unique opportunity to learn about physical movement and participate in physical activities. (Kohl III et al., 2013).

The United States has a long-standing tradition of integrating sports and physical education into its educational framework. With an emphasis on fostering lifelong physical activity and promoting overall health, American PE programs often focus on a wide range of sports and physical activities (Phillpots, 2017). The strategies employed in the U.S. are shaped by a combination of federal and state policies, as well as local school district initiatives. Additionally, the role of extracurricular sports programs and community involvement is significant in shaping students' attitudes towards physical education and sports participation (Yilmaz, 2018).

China, on the other hand, has made substantial investments in physical education as part of its broader strategy to enhance national fitness and achieve international sports success (Hong et al., 2013). The Chinese approach to PE is heavily influenced by government policies and the cultural importance placed on discipline, teamwork, and collective achievement. Chinese schools emphasize rigorous physical training and a well-structured curriculum designed to develop students' physical abilities from a young age. The focus on competitive sports and the identification and nurturing of young talent are key aspects of China's PE strategy (Xiang et al., 2022).

Nigeria presents a contrasting yet equally compelling case with its vibrant sports culture and diverse educational challenges. In Nigeria, PE teaching strategies are influenced by the country's rich cultural heritage and the need to address various socio-economic issues (Adelusi et al., 2012). Despite facing resource constraints and infrastructural challenges, Nigerian schools strive to promote physical education through innovative and adaptive methods. The role of community involvement, traditional games, and local sports is crucial in shaping the PE curriculum and encouraging student participation in physical activities (Stolz & Pill, 2014).

The study examined the various approaches to physical education in three distinct countries: United States, China, and Nigeria. These nations were chosen due to their unique educational systems, cultural diversity, and differing levels of economic development. The United States is recognized for its innovative educational policies and a balanced approach to academic and physical growth, serving as a model of inclusivity and lifelong fitness. China, characterized by its combination of traditional and modern educational practices, provided insights into how physical education is employed to promote discipline, national pride, and health within a rapidly changing society. Nigeria, representing a developing context, emphasized the challenges and opportunities associated with implementing physical education programs in resource-limited environments, where cultural norms and social cohesion play major roles.

The comparison of these countries is important as it assists a deeper understanding of how cultural values, government policies, and socio-economic factors shape physical education teaching strategies. This analysis revealed best practices, common challenges, and innovative solutions that can be adapted to various contexts. Insights derived from these diverse educational systems can inform curriculum development, guide policy formulation, and improve teacher training to promote the comprehensive development and well-being of students.

Objectives

The study aimed to provide insights of the teaching strategies employed in Physical Education in the United States, China, and Nigeria. Specifically, it tries to;

1. Present details of the teaching strategies employed in Physical Education in the United States, China, and Nigeria.
2. Identify the physical education teaching methodologies and practices in these countries that are most effective in attaining the desired educational outcomes.
3. Compare and contrast the PE curricula, policies, and practices of the United States, China, and Nigeria.

Methodology

The present study employed a comprehensive literature review to analyze the teaching strategies in Physical Education (PE) across the United States, China, and Nigeria. This approach involved systematically collecting, evaluating, and synthesizing existing research articles, policy documents, curriculum guidelines, and other relevant. By examining a wide range of sources, including academic journals, government publications, and educational reports, the study aimed to capture a holistic view of the PE teaching methodologies in these three countries. The literature review process includes identifying key themes, trends, and gaps in the current research, providing a robust foundation for comparative analysis literature (Booth et al., 2021).

To guarantee a comprehensive and impartial review, the study used a multi-phase methodology to assess and select sources for inclusion. The process initiated with an extensive search of electronic databases, including PubMed, ERIC, and Google Scholar, employing specific keywords pertaining to physical education (PE) teaching strategies, national policies, and cultural influences. The criteria for including literature are clearly defined to ensure both relevance and quality. These criteria stipulate a focus on peer-reviewed articles and publications from the past two decades, thereby guaranteeing that the information presented is both current and reliable. Besides, the literature chosen specifically addressed PE practices in the United States, China, and Nigeria to align with the comparative objectives of the study.

Each source is further assessed based on its methodological rigor, the credibility of the authors, and the relevance of its findings to the aims of the study. Studies that provide empirical evidence, strict data analysis, and clear implications for PE teaching practices are given priority. Also, literature that clarifies the cultural and policy contexts of PE in the selected countries is deemed highly valuable. The synthesis of findings from the literature review in this study comprised several essential steps designed to guarantee a thorough and cohesive analysis. Upon selecting relevant sources, the conclusions drawn from each study are systematically reviewed and categorized according to

themes, which include teaching methodologies, policy impacts, and cultural influences on physical education (PE).

To systematically organize and analyze the data, the study employed analytical tools such as thematic analysis and a matrix framework. Thematic analysis was used to identify recurring themes and patterns throughout the literature, assisting a more important understanding of the key factors that influence PE teaching strategies in the United States, China, and Nigeria. This approach entails coding the data to group similar findings, which aids in recognizing the commonalities and differences among the countries (Terry et al., 2017).

Additionally, a matrix framework was employed to compare and contrast the findings across different studies. This framework consists of creating a table that outlines each study along one axis and the identified themes along another. Such a structure enables a clear visual representation of how each study contributes to the comprehensive understanding of the topic and assists in identifying gaps in the literature where additional research may be warranted (Zhang, 2017).

After organizing and analyzing the data, the findings were synthesized by establishing connections between the themes while taking into account the broader educational and cultural contexts of each nation. The synthesis aimed to provide a detailed understanding of how various factors interact to shape PE teaching practices, resulting in insights that can inform the development of effective PE curricula in diverse contexts, including the Philippines. This structured methodology ensured that the analysis was both strict and insightful, culminating in well-supported conclusions and recommendations.

Results and Discussions

This paper examined the literature regarding teaching strategies in Physical Education (PE) in the United States, China, and Nigeria. Although this paper provided valuable insights into the various teaching strategies used in Physical Education (PE) across these three nations, it also faced several limitations and gaps in the existing research. A primary limitation is that the literature may not accurately

represent the most recent advancements in PE instruction, especially in rapidly changing educational systems. Besides, important portion of the reviewed literature tends to concentrate on urban and well-resourced schools, which may not adequately reflect the experiences of rural or underfunded schools, particularly in Nigeria and China. This discrepancy results in an incomplete understanding of how PE strategies are implemented in different socio-economic contexts. Furthermore, cultural biases present in the studies may affect the interpretation of what constitutes effective teaching, complicating cross-national comparisons. Another notable gap is the absence of longitudinal studies that evaluate the long-term effects of specific PE strategies on students' physical and academic achievements. Lastly, there is a lack of research that directly compares PE teaching strategies among these countries, which restricts the ability to make strong, cross-national conclusions. Addressing these limitations in future research could yield a more thorough understanding of global PE teaching practices and their relevance in varied educational contexts.

Teaching Strategies Employed in Physical Education

The literature review conducted in this study uncovered distinct teaching strategies for Physical Education (PE) in the United States, China, and Nigeria, each reflecting the unique educational philosophies, policy frameworks, and socio-cultural contexts of these countries.

In the United States, PE curriculum is characterized by its diversity, catering to a wide range of sports and physical activities to accommodate varied interests and abilities among students. This approach aligns with the country's emphasis on promoting lifelong physical activity and overall wellness. Additionally, the integration of health education into PE underscores a holistic approach to student well-being (Oh & Graber, 2017).

Research indicates that PE programs in the U.S. typically offer a broad spectrum of activities, including traditional team sports like basketball, soccer, and volleyball, as well as individual activities like swimming, running, and

cycling. This diversity is aimed at accommodating the varied interests and abilities of students, ensuring that all individuals have the opportunity to engage in physical activity that resonates with them (McKenzie et al., 2016).

It emphasized the importance of combining physical activity with health education to promote healthy behaviors and prevent chronic diseases among students. By integrating concepts of nutrition, mental health, and overall wellness into PE curriculum, students are equipped with the knowledge and skills necessary to lead healthy lifestyles beyond the classroom (CDC, 2013).

Conversely, in China, PE programs are highly structured and rigorous, with a strong focus on discipline and physical fitness. National policies drive PE initiatives, emphasizing comprehensive physical development and competitive sports excellence. The systematic identification and nurturing of sports talent from a young age contribute to China's success in international competitions.

The development of sports policies in China, underscored the government's role in promoting PE and sports participation as part of a broader strategy to enhance national fitness and achieve international sports success. It emphasized the structured nature of PE programs in China, which includes mandatory daily exercise routines and physical activities aimed at improving students' physical health and fitness levels (Hu et al., 2021).

Research has shown that China's focus on identifying and nurturing sports talent from a young age contributes significantly to its success in international sports competitions. Talent identification and development in Chinese sports schools, highlighting the rigorous selection processes and specialized training programs designed to cultivate elite athletes from a young age. This systematic approach to talent identification and development has resulted in China's remarkable achievements in international sports competitions, particularly in events like the Olympic Games (Zhao et al., 2019).

In Nigeria, PE teaching strategies are marked by cultural integration and adaptive approaches to address resource constraints. Traditional games and cultural sports are

incorporated into the curriculum, reflecting the country's rich heritage. Community involvement plays a vital role in supporting PE programs, compensating for infrastructural challenges, and promoting health and fitness despite limited resources. The flexible curriculum adapts to varying levels of resources and facilities, ensuring inclusivity and accessibility for all students.

Research highlighted the importance of incorporating traditional games into PE lessons as a means of engaging students, promoting cultural awareness, and enhancing physical fitness. By integrating cultural elements into the curriculum, PE programs in Nigeria not only promote physical activity but also celebrate the country's diverse cultural heritage (Nxumalo et al., 2018).

Community involvement also plays a crucial role in supporting PE programs in Nigeria, particularly in addressing infrastructural challenges and promoting health and fitness initiatives. Community involvement, including partnerships with local schools and government agencies, was instrumental in providing resources, facilities, and support for PE programs (Eden et al., 2024).

Most Effective PE Teaching Methodologies and Practices

United States:

- Variety in Activities - offering a broad spectrum of activities to maintain student engagement and interest.
- Community Engagement - leveraging community sports programs to enhance participation and support.
- Personalized Instruction - tailoring instruction to individual student needs for better skill development.

In the United States, Physical Education (PE) programs prioritize student engagement and skill development through a multifaceted approach. Offering a diverse range of activities caters to individual interests, maintaining student enthusiasm and fostering a lifelong appreciation for physical activity. Leveraging community sports programs enhances

participation and support, extending opportunities beyond school boundaries and promoting community cohesion. Additionally, personalized instruction ensures that each student receives tailored guidance, maximizing skill development and nurturing confidence. These strategies collectively contribute to the effectiveness of PE programs in the United States, empowering students to lead healthy, active lives (Oh & Graber, 2017).

China:

- Structured and Consistent Training - regular, structured physical activities that build discipline and physical fitness.
- Early Talent Identification - identifying and nurturing sports talents from a young age.
- Government Support - strong government policies that ensure PE is a priority in schools.

In China, the approach to Physical Education (PE) is characterized by several key strategies aimed at fostering discipline, physical fitness, and sports excellence from an early age. Firstly, the emphasis on structured and consistent training provides students with regular physical activities designed to build discipline and enhance physical fitness. Through structured routines and exercises, students develop habits of diligence and perseverance, laying the foundation for a healthy and active lifestyle. Additionally, the practice of early talent identification allows for the systematic identification and nurturing of sports talents from a young age. By identifying promising athletes early on and providing them with specialized training and support, China aims to cultivate a pool of elite athletes capable of achieving success on the international stage. Moreover, strong government support ensures that PE remains a priority in schools, with robust policies and initiatives in place to promote physical education and sports participation. By prioritizing PE at the national level, the government underscores the importance of physical fitness and sports excellence in the overall development of students, contributing to a culture of athleticism and national pride (Zhao et al., 2019).

Nigeria:

- Cultural Relevance - using traditional games to make PE more engaging and relevant to students.
- Innovative Resource Use - creative use of local materials to overcome resource limitations.
- Community-Based Programs - involving the community to support and enhance PE activities.

In Nigeria, Physical Education (PE) programs are characterized by innovative strategies that leverage cultural relevance, resourcefulness, and community involvement to promote physical activity and wellness among students. Firstly, the incorporation of traditional games into the PE curriculum reflects a commitment to cultural relevance and student engagement. By integrating familiar and

culturally significant activities, PE becomes more relatable and enjoyable for students, enhancing participation and promoting a sense of cultural identity. Moreover, the use of innovative resource utilization techniques allows educators to overcome resource limitations creatively. By making use of locally available materials, such as improvised sports equipment or outdoor spaces, schools can provide meaningful PE experiences despite resource constraints, ensuring that all students have access to quality physical education. Additionally, community-based programs play a vital role in supporting and enhancing PE activities in Nigeria. By involving the community in PE initiatives, schools can tap into local resources, expertise, and support networks, enriching the PE experience for students and fostering community cohesion (Nxumalo et al., 2018).

Comparison and Contrast of PE Curricula, Policies, and Practices

Aspect	United States	China	Nigeria
Curriculum	Diverse, student-centered	Structured, discipline-focused	Flexible, culturally integrated
Policy Framework	Decentralized, state and local policies	Centralized, national policies	Variable, influenced by local community
Teaching Methods	Individualized instruction, varied activities	Rigorous training, daily exercise routines	Adaptive strategies, traditional games
Extracurricular	Strong emphasis on sports programs	Focus on competitive sports	Reliance on community involvement
Talent Development	Encourages broad participation	Systematic talent identification	Limited formal talent development programs
Resource Utilization	Well-resourced with community support	Government-funded facilities	Innovative use of local materials
Health Integration	Integrated with health education	Focus on physical fitness	Emphasis on health and fitness

Figure 1. Comparison and Contrast of PE Curricula, Policies, and Practices

In the United States, the PE curriculum is characterized by its diversity and flexibility, offering a wide range of activities to cater to varied interests and abilities among students. It emphasized the importance of providing diverse and inclusive PE experiences to promote lifelong physical activity (Subramaniam et al.,

2015). Additionally, community engagement plays a significant role in supporting PE programs, with partnerships between schools and local sports organizations enhancing participation and support. According to a report by the American Heart Association (2018), community partnerships are crucial in providing

resources and opportunities for students to engage in physical activity beyond the school setting. Moreover, personalized instruction tailored to individual student needs is a hallmark of PE practices in the United States, contributing to improved skill development and overall well-being. It emphasized the effectiveness of personalized instruction in enhancing student engagement and achievement in PE (Allen, 2015).

In contrast, PE programs in China are highly structured and rigorous, with a strong focus on discipline and physical fitness. The systematic approach to PE in China, driven by national policies aimed at promoting comprehensive physical development and competitive sports excellence (Chin & Edginton, 2014). Early talent identification and development are key components of China's PE curriculum, with specialized training programs designed to nurture elite athletes from a young age. Early talent identification plays a crucial role in China's success in international sports competitions (Zhang et al., 2019). Moreover, strong government support ensures that PE remains a priority in schools, with policies and initiatives aimed at promoting physical education and sports participation nationwide. The Chinese government's commitment to PE is underscored by its inclusion in the national curriculum and allocation of resources for PE facilities and programs.

In Nigeria, PE teaching strategies are marked by cultural integration and adaptive approaches to overcome resource constraints. It highlighted the importance of incorporating traditional games into the PE curriculum to promote cultural relevance and student engagement. Innovative resource utilization techniques, such as the creative use of local materials, allow educators to provide meaningful PE experiences despite resource limitations (Edim et al., 2014). It emphasized also the importance of community involvement in supporting and enhancing PE activities in Nigeria. By involving the community in PE initiatives, schools can tap into local resources, expertise, and support networks, enriching the PE experience for students and fostering community cohesion (Ojedoyin et al., 2022).

The analysis emphasized how the varied physical education (PE) teaching methodologies in the United States, China, and Nigeria influence student outcomes by affecting their physical, social, and cognitive development in distinct manners. In the United States, the diverse and student-centered curriculum, combined with individualized instruction and strong extracurricular sports programs, promotes comprehensive development in students. This encourages not only physical skills but also social interaction, teamwork, and habits of lifelong fitness. This approach is reinforced by research demonstrating that varied and comprehensive PE programs enhance student engagement and overall well-being (Bailey et al., 2009).

In China, the structured, discipline-oriented curriculum, bolstered by strict daily exercise routines and a strong focus on competitive sports, results in enhanced levels of physical fitness and discipline among students. However, this method may prioritize athletic performance at the expense of broader participation, potentially limiting the development of non-athletic students (Zhang et al., 2020). The centralized policy framework ensures consistency in the delivery of PE, yet it can also impose strict structures that may not cater to the individual needs of students.

In Nigeria, the flexible and culturally responsive curriculum, along with the incorporation of traditional games and community engagement, encourages cultural relevance and inclusivity in PE. This approach assists students in developing physical skills while simultaneously reinforcing cultural identity and community ties. Nevertheless, the effect on student outcomes may be inconsistent due to disparities in resources and policy implementation across different regions (Kapembwa, 2015). The reliance on community-based resources and adaptive strategies illustrates the significance of local context in the development of effective PE programs.

These methodologies influence students by shaping not only their physical abilities but also their social skills, cultural awareness, and overall health. This emphasizes the critical need for contextually relevant PE programs that can be

customized to various educational environments, including the Philippines.

Conclusions and Recommendations

The comparative analysis of Physical Education (PE) strategies employed in the United States, China, and Nigeria highlighted diverse approaches influenced by unique cultural, societal, and governmental factors. In the United States, a flexible and inclusive PE curriculum prioritizes student engagement and lifelong physical activity through a variety of activities and personalized instruction. China's structured PE programs emphasize discipline, physical fitness, and early talent identification, supported by strong government policies. In Nigeria, PE teaching strategies integrate cultural relevance, community involvement, and adaptive resource utilization to promote physical activity despite resource constraints.

Based on the findings, several recommendations can be made to improve the teaching strategies used in Physical Education.

- Establish networks or forums that allow Physical Education professionals from various countries to share innovative strategies and successful programs. For instance, an online platform could assist the sharing of lesson plans, teaching methods, and research findings. Schools across different countries could also participate in virtual or in-person exchange programs, where educators can observe and collaborate on Physical Education practices.
- Organize workshops and conferences that gather Physical Education educators from a variety of cultural backgrounds to discuss and display effective teaching methodologies. For example, a workshop could include presentations on how culturally adapted games from Nigeria could be incorporated into the Physical Education curricula of the United States or China, and vice versa.
- Governments should devise and implement policies that give priority to Physical Education, guaranteeing that it is an essential component of the curriculum. For example, national policies could stipulate a minimum number of Physical Education hours per week and allocate funding for the creation of sports facilities and equipment.
- Invest in constructing and upgrading sports facilities, acquiring equipment, and supporting extracurricular sports programs. Governments could also offer grants or subsidies to schools in underserved areas to guarantee that all students have access to quality Physical Education resources.
- Create ongoing training programs that emphasize new teaching strategies, cross-cultural education, and the latest research in Physical Education. For instance, a professional development course could comprise modules on integrating global Physical Education practices and adapting teaching methods to various cultural contexts.
- Assist exchange programs that allow Physical Education teachers to work in schools abroad for an extended period, gaining exposure to differing teaching methods and cultural practices. This hands-on experience can enhance their teaching techniques and promote a broader understanding of global Physical Education approaches.
- Schools should collaborate with local sports clubs and organizations to enrich their Physical Education programs. For example, a school could partner with a local soccer club to provide after-school training sessions or joint sports events, thereby offering students additional opportunities to participate in physical activities. School can seek support from local businesses for sponsoring sports events, donating equipment, or funding special programs. Businesses could also engage in organizing community fitness challenges or health fairs that advocate for physical activity and wellness.
- Integrating health education with Physical Education curricula is critical for equipping students with the comprehensive knowledge and skills required to pursue healthy lifestyles. By emphasizing the interrelation of physical activity, nutrition, mental health, and overall wellness, students develop a comprehensive understanding of how their choices influence their health.

This integration enables students to make knowledgeable decisions and adopt life-long healthy habits. For example, schools can incorporate lessons on nutrition and its effects on physical performance within Physical Education classes. This might include practical activities such as analyzing the nutritional content of various foods and understanding how they support or hinder athletic performance. Also, Physical Education curricula can feature modules on mental health, teaching students stress management techniques and the benefits of physical activity for mental well-being. Schools may implement wellness workshops that combine physical exercises with educational sessions on mental health, presenting a well-rounded approach to health education.

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