

# Students' Perception of Integration of Physical Education, Music, and Dance (PEMD) as a Course in Colleges of Education in Ghana

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## ABSTRACT

The integration of courses (subjects) is currently trending in all facets of the educational curriculum. Therefore, studies must be done to holistically look into the impacts and perceptions of teachers and learners on the integration of courses in our educational systems. This paper examined students' perception of the combination of Physical Education and Music and Dance as an integrated course in colleges of education in Ghana. Semi-structured interviews were used to collect data from 10 purposively sampled students (five women and five men) in two strategically selected colleges of education in the Ashanti Region, Ghana. Content analysis was used as a tool for data analysis. Based on the results, the students found the PEMD course the most enjoyable, especially the practical aspects of PE and the dance drama aspect of the music. The students further envisaged that playing musical instruments was a challenge during the music course and the PE course was primarily full of classroom work (theory). In advance, the students recommended that, with the PEMD, the PE aspect should be separated from the music since both are comprehensive courses, and each can stand on its own as a course. Again, the participants asserted that the course should be more practically oriented than before. Therefore, the PEMD course should be more practical than theory and separated to allow PE and Music to stand on their own as a course since they have no apparent relationship.

**Keywords:** curriculum, integration, music and dance, perceptions, physical education.

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## I. INTRODUCTION

Physical education is one of the courses taught at all levels of education worldwide because of its perceived health benefits to individuals and society. This is phenomenal because every human activity involves movement. Popeska *et al.* (2017) maintained that physical education has been the bedrock of comprehensive education and consists of the movement of various body parts. Malm *et al.* (2019) contended that physical education is the gate and key to health and movement education, and rejection of this course can result in distraction from the entire education process and a decline in human resources. The elimination of Physical education in the life of the individual deprived the individual of good health, overall well-being, and national development. Life without Physical Education is entirely an impossibility because individuals who appreciate and practice an active lifestyle will have a wide range of enhanced opportunities in health and total well-being for shaping their future (Vertinsky, 2013). This explains why the educational field places so much focus on the teaching and learning of physical education.

Another course of similar relevance as far as education is concerned is Music and Dance because it plays a foundational role in entertainment (Mark *et al.*, 2013). It implies that

entertainment depends greatly on music. Therefore, an enhanced foundation in music and dance will positively affect entertainment. Music and dance have applications in the areas of education and entertainment (Singhal *et al.*, 2013). The knowledge acquired in music and dance affects entertainment in general. It is important to mention that individuals who have participated in educational dancing, either personally or via the observation of other students, can attest to how it enhances one's way of life and results in students who are brave and devout members of society (Campbell, 2016). Therefore, music and dance promote and maintain good health and assist to develop individuals holistically similar to physical education.

The benefit of incorporating physical activity with music and dance has resulted in institutions integrating these two courses. In Ghana, colleges of education have introduced a course that combined Physical Education Music and Dance referred to as the Intersection of Physical Education, Sport, Music and Dance (PEMD). The course's main goal is to help student teachers comprehend how gestures used in physical activity and music can convey social, personal, cultural, or abstract themes. It also helps them show how various aspects of the creative arts relate to their interests, experiences, ideas, and knowledge, as well as their language arts abilities in both their first and second language. Additionally, the course

provides student instructors with an introduction to Ghana's nine primary traditional musical genres, including subjects like historical background, songs, musical instruments, drumming, dance styles, incorporated physical exercises, and performance techniques (PEMD Course Manual, 2020). One such course that has been in existence in Ghanaian schools is Integrated Science. With this course, there is evidence of challenges encountered by teachers and students (Adu-Gyamfi, 2014). Therefore, this study is relevant to determine whether students are encountering challenges in studying PEMD as a course.

In literature, numerous studies have examined the integration of many courses and their impact on students' academic performance. For instance, in his research, Munadi (2016) predicted that if we solely focus on merging Islam and science at the higher education level, it could be less significant. He further opined that the two courses' integration should be started from all educational levels. Similarly, Morris (2003) indicated in a study that if not created with a goal in mind, a school's curriculum may appear fragmented, disconnected, or somewhat disjointed. Students' perceptions of the experiences they are receiving in school are frequently impacted by this fragmentation and disjointedness. However, several curriculum-integration strategies can be applied to make the larger picture easier for pupils to comprehend. These advantages help teachers concentrate more on instruction and student learning.

In school development and education, the assimilation of the school curriculum has long been a matter of controversy. Recently, it has attracted significant international attention (McPhail, 2020). Building connections between several academic courses or creating an interdisciplinary curriculum to promote curricular coherence and/or make learning more holistic is known as curriculum integration (CI) (Niemelä, 2022). It is not necessary to integrate all content areas; instead, research on curriculum integration often focuses on examples of integration between two or three core areas. Social studies and language arts are two subject areas that are frequently combined (Applebee *et al.*, 2007; MacMath *et al.*, 2010; Offer & Vasquez-Mireles, 2009). Teachers and students may have trouble learning certain subjects when there are numerous content areas to cover. The PEMD serves as an illustration because it combines physical education, dance, and music.

The literature has documented students' enjoyment of physical education and music. After a critical look at physical education and art enjoyment, Bengoechea *et al.* (2019) confirmed that high levels of enjoyment of physical education and arts education were among the top factors contributing to school engagement in adolescence, and enjoyment of physical education was the strongest contributor to school engagement in early adolescence. The findings, in particular, provide preliminary evidence that a great feeling in physical education and arts education can contribute to student engagement and school value. More specifically, dance in music has been found to contribute to this enjoyment. For example, Cadenas-Sanchez *et al.* (2021) in a study to examine the link between cardiorespiratory fitness and achievement motivation in Physical Education found that motivation was stronger when music is included in the test. The researchers concur that incorporating music into cardiorespiratory fitness

activities could improve cardiorespiratory fitness performance and motivation, particularly in females.

Learners prefer physical education as a course when it is demanding, improves their studying, and allows them to make judgements regarding their lessons (Beni *et al.*, 2017). Such learning environments, according to Perlman, (2012), are consistent with student-centred instructional models such as Sport Education, Teaching for Personal and Social Responsibility (Gordon *et al.*, 2011), and Fitness Education (e.g., Corbin *et al.*, 2008). In reality, an investigation of student-centred teaching methods like Sports Education has discovered that pupils comprehend their educational experiences to be more pleasurable since they enhance their abilities, tactical, and game understanding (Farias *et al.*, 2018), and they feel that they have control over their course material (Kinchin, 2006; Hastie *et al.*, 2011). As a result, enjoyment in physical education is linked to knowledge acquisition and teacher effectiveness, which fulfils students' need to perform well in school and become fully independent, which can enhance students' self-efficacy toward school (Vallerand *et al.* 1997).

Concerning music and academic achievement, Hallam (2016) found evidence that suggests a positive relationship between active music-making and overall educational attainment. Hallam (2016) concludes from her review of the literature on the effect of music on educational motivation and re-engagement that there is evidence that musical activities can be effective in re-engaging disaffected students. She goes on to say that studying music "can lead to increased self-efficacy, self-esteem, and self-concept, as well as improvements in mood, reduced anger, increased motivation, and improved behavior" (Hallam, 2016, p. 10). However, students have reported challenges associated with learning music as a course. For example, adult students learning music encounter obstacles such as previous musical experiences, motivations to learn instruments and learning goals, learning strategies used, benefits attributed to participation in musical activities, and challenges faced (Roulston *et al.*, 2015). As a result, instrumental music instructors were informed to examine why adults choose to learn instruments, their perspectives on learning and teaching, and the strategies they employ to engage in learning.

A curriculum is not necessarily relevant just because it is integrated. As evident in studies by Adu Gyamfi (2014) who reported that teachers and students encounter challenges in integrated science, Munadi (2016) concurred that such courses should start from the basic level. The PEMD only starts at colleges of education, and it is integrated. Despite the revelation from earlier researchers that Physical Education and Music and dance provide satisfaction for students, it should be examined when it is introduced as a new course among mature learners-student teachers. As a result, the goal of this study is to examine the perceptions of student teachers in learning PEMD as a combined course in the colleges of education in Ghana.

## II. METHOD

### A. Research Model

An investigative qualitative case study was used in this

study to compile in-depth data from the participants. According to Yilmaz (2013), the goal of qualitative research is to characterize a situation naturally, therefore the researcher is interested in learning as much as possible about an event, activity, person, or process. This is crucial if the researcher wants to fully comprehend a social phenomenon and uncover its causes as well as the why, how, and what questions that surround it (Yates *et al.*, 2012).

### B. Data Collecting Tools

The main tool utilized to gather data for the study was semi-structured interviews. The interview questions were designed to elicit honest responses and provide participants with the chance to discuss the study questions in depth. In addition, respondents had the opportunity to review and partially edit the questions to express themselves well (Doody & Noonan, 2013). The questions were based on seven central themes; the courses students enjoyed the most, the things students wanted in the music course, students' challenges encountered in the music course, the things students enjoyed in the PE course, students' challenges faced in the PE course, students' perceptions about PEMD and Students' expectation of how PEMD curriculum should be. In Table I, the data collected item is shown.

TABLE I: THE SEMI-STRUCTURED INTERVIEW QUESTIONS

Questions	Main ideas
1. Which course was enjoyed the most in level 100?	The courses students enjoyed the most
2. What were the things you enjoyed the most about the music course?	The things students enjoyed in the music course
3. What were the challenges you encountered in the music course?	Students' challenges encountered in the music course
4. What were the things you enjoyed the most about the PE course?	The things students enjoyed in the PE course
5. What were the challenges you encountered in the PE course?	Students' challenges encountered in the PE course
6. What are your perceptions of the PEMD course you studied at level 100?	Students' Perceptions of PEMD
7. What do you think should be included in the PEMD curriculum to make it exciting and beneficial?	Students' expectations of how the PEMD curriculum should be.

The pertinent literature and this research were taken into consideration when developing the interview guide. To confirm the accuracy of the items in the interview guide, the items were also sent to experts for assessment and criticism.

### C. Participants

Students from the Ashanti Region's colleges of education made up the study's participants. Notwithstanding the accessible population were two colleges of education students in the Ashanti Region. These two colleges were strategically selected because they study PEMD as a course and can equally answer the research questions.

The participants were recruited for the study using the targeted sampling method. Participants in such an investigation are required to have a thorough understanding of the subject to acquire precise information (Korstjens & Moser, 2018). However, according to Vasileiou *et al.* (2018), there is no strategy for choosing sample size in qualitative research because the sample size is reached by the aim, which is worthwhile and consistent, as well as what can be done with the time and resources at hand. Therefore, ten student

teachers were chosen for the study. Their ages ranged from 19–24 years, and they were all Ghanaians. The participants have been in college for one-three years. Participants were asked to provide their views on their perception of the combination of PE and Music course. The participants are students pursuing bachelor's degrees in basic education.

### D. Data Analysis

Manual transcription was used to capture the responses verbatim. The participants' true identities were concealed, and their names were given code numbers. In analyzing data, content analysis was used. This study looks at the data's content before classifying them into higher and lower rankings (Bayrak, 2020). When the codes were first formed, categories were made by combining related codes. To make sure no crucial information was overlooked, the researchers coded and categorized the data multiple times.

### E. Validity and Reliability

Through member screening, data reliability was attained. First, participants were told to go over the interview transcripts to make sure they accurately captured what they meant and to offer any additional information or ideas (Thomas, 2017). Seven of the participants, representing 70.0%, said the outcomes represented what they had intended.

### F. Research Procedures

All students at colleges of education in level 100 are expected to offer common courses in the first and second semesters of year one. These first-year courses included the PEMD course. This scenario created the need for students to study these courses with or without previous experiences from their lower levels of education. They were expected to study these courses for the whole first year.

Based on eight themes, the data was collected. The themes covered were the subjects that students liked the most, what they wished they could have learned in the music class, the difficulties they encountered, what they liked about the physical education class, and what difficulties they encountered. Students' opinions about PEMD, what they would want to see in the curriculum, and what they like to say about the PEMD course. The researchers performed 20–25-minute semi-structured interviews that were audio recorded. Ten participants were face-to-face interviewed by the researcher between March and April 2022. To gauge the participants' cooperation and engagement, general questions were asked before the main interview questions. The colleges that were utilized for the research provided ethical approval. Before taking part in the experiments, the participants were required to sign consent forms, and pseudonyms were employed to ensure that the subjects' identities would not be revealed when the study's findings were published. A1, A2, A3, and A10 were the aliases employed.

## III. FINDINGS

The first interview question asked about the level 100 course that students loved the most; the results and analysis are shown in Table II below.

TABLE II: COURSES STUDENTS ENJOYED THE MOST IN LEVEL 100

Theme	Codes	Participants	Frequencies
The courses students enjoyed the most	PEMD	A1, A3, A6, A8, A9, A10	6
	Inclusive School-Based Inquiry	A5, A7	2
	Integrated Science	A2.	1
	Language and literacy	A4	1

Four different codes emerged from the analysis of the most enjoyed course by students. “PEMD, Inclusive school-based inquiry, Integrated Science, Language, and Literacy.”

Six students enjoyed the PEMD course the most. The following were statements made to support this assertion.

*“The PE aspect. Because I have been a sports student, doing PE is something I love. I enjoy the PEMD at Wesley College of Education at level 100 because I know how to do most of the games and practice some things, and then I am fit as a student.”. [A1]. “PE, Music, and dance because of the PE aspect. I enjoyed it the most because me being a sportsman. I enjoy it.”. [A3] “I enjoyed the PEMD because the topics were fascinating and not so hard to understand” [A8].*

Inclusive School-Based Inquiry is the next most enjoyed course to the PEMD course. The following were statements made to support this assertion:

*“Inclusive school-based enquiries. The lecturer took the time to explain things to us, and she also made everything practical. I remember when she brought her teaching and learning materials, especially a wheelchair, to teach how to include the physical challenge. That made me enjoy that course.”. [A7] reported, “Inclusive School-Based. I will say the teacher, it was because of the teacher because anytime he comes to the class, he will let us laugh, and in the course of the role played or that strategy he used in teaching, we were able to enjoy the class. I think that teacher made me enjoy that course.”*

As for the things, students enjoyed the most about the music course most. It is presented in Table III.

Based on the responses from Table III, the students confirmed the things they enjoyed in the music course. However, seven of the students maintained that they enjoyed the drama aspect of the music course, while three students asserted that they enjoyed playing a musical instrument. The following were some of the direct quotes from the tutors’ responses.

TABLE III: THINGS STUDENTS ENJOYED ABOUT THE MUSIC COURSE

Theme	Codes	Participants	Frequencies
The things students enjoyed in the music course	Dance drama Playing musical instrument	A1, A4, A5, A6, A7, A8, A10 A2, A3, A9	7 3

*“The dance drama aspect. I learned something from the dance drama that we were able to practice, dance kpanlogo and then Kete in a programme, so I think I love it.” [A1].*

*“With the music aspect, I enjoyed most the Adowa dance because I have been seeing people on TV dancing and what the Adowa dance entails, the meaning of the dance with the drum and others.” [A4].*

*“I remember one day he told us to play a drama role, and then the class was full of fun because of the characters than the role that everybody played.” [A7]. “It was about the cultural dances; we did it online, so we did not do any practical work. Nevertheless, it was cool. We did Adowa dance, cultural dances, and the importance of it. “Yes. How to identify skills and playing of the local instruments like the Atenteben” [A2] and “. It was in the first year. The practical aspect was where we were taught how to play the keyboard, but we were finding it very difficult to learn. Because we did not do such things in the SHS, you will just be pressing the keys without knowing what we were doing. So we were enjoying the sound coming out.” [A3].*

The main issues raised on the challenges students encountered in the music course are presented below.

TABLE IV: STUDENTS’ CHALLENGES ENCOUNTERED IN THE MUSIC COURSE

Theme	Codes	Participants	Frequencies
Students’ challenges encountered in the music course	Playing instruments	A2, A3, A7, A9, A10	5
	The dances drama	A4, A8, A1	3
	Composition of Music	A5, A6	2

The students were asked about the challenges they encountered in the music course. From Table IV, they claimed that playing musical instruments, dance drama, and the composition of music were the challenges they faced. Again, 5 of the students confirmed that they found difficulties playing musical instruments. In addition, three students also confirmed that the dance drama was a challenge for them, and two students indicated that the composition of music was a challenge. Below are some direct quotes from the interviews to support the findings.



*“How to place my fingers on the instrument. (Atenteben).” [A2]. “A lot of them. Because we did not know anything about music when it comes to learning the notations, keys, skills, and a lot, we found it difficult to understand it.” [A3], “We were asked to dance the Adowa dance, and since we were not taught practically, it was difficult for us and was not even perfect. Because we were only taught the theory aspect” [A4], If it comes to the composition of music, the technical aspect, because we have no idea on it, even when the tutor is teaching it becomes something else like we do not get the concept [A6].*

As for the things students enjoyed the most about the PE course. Table V gives details about what made the PE course so enjoyable.

TABLE V: THINGS STUDENTS ENJOYED IN THE PE COURSE

Theme	Codes	Participants	Frequencies
Things students enjoyed in the PE course	Practical aspects	A1, A2, A3, A4, A5, A6, A7, A8, A9, A10	10

Concerning the things students enjoyed in the PE course, ten respondents unanimously mentioned that they wanted the practical aspects of the PE course. Below are some of the statements by participants about the most enjoyed things in the PE course:

*“Yes. Many things. I can measure a person’s high blood pressure and low blood pressure. The mark that a person will reach is likely to get high blood pressure”. [A2].*

*“Yes. It was in the first year. The practical aspect enlightens us more about what we previously did as sportsmen. Because there were some rules that we did not know. However, when we learned it in the first year, it enlightened us more about the games.”. [A3].*

*“Yes. I enjoyed the practical aspect like aerobics, the field events, the gym.”. [T5].*

On the challenges students encountered in the PE course, the main ideas raised are presented below in Table VI.

TABLE VI: STUDENTS’ CHALLENGES ENCOUNTERED IN THE PE COURSE

Theme	Codes	Participants	Frequencies
Students’ challenges encountered in the PE course	Theory-based	A1, A2, A3, A4, A5, A6, A8	7
	Integration of other courses into PE	A7, A9, A10	3

From Table VI, students’ challenges in the PE course were that most of the PE courses were theory-based instead of practical (7). In addition, again, three students argued that

integrating other courses into the PE course was a challenge for them. Some of the statements made by the students can be found below:

*“Hm. we lacked something like we were not practising it on the field. It was always in class.”. [A1].*

*“One of the challenges was, it was more theory than practical; we did not do much practical.” [A3].*

*“I enjoyed every aspect of it, but one challenge was that PE was taught in the classroom since it was supposed to be taught on the field as practical. We were taught in the classroom, and we are supposed to continue with practicals to get further understanding”. [A4].*

*“Most of the things being taught was mostly done in the class (theory), so sometimes it became challenging for us to understand some concepts.” [A5]. “Ok. Because of the overloaded of the courses, that is, the additional courses that are not in line with PE, you will sometimes schedule your time to learn the PE courses, but you see the other courses that have been added are also one of the challenges.” [A7].*

Again, students were provided with the opportunity to provide their perception of the PEMD course they studied in level 100. Table VII shows the themes and codes generated.

Based on the results from Table VII, 6 students made statements that PE and Music should be separated to enable them to stand on their own. However, four students asserted that the course should be more practical than the theory. Some of the codes that emerged from students’ expressions are found in the table below:

TABLE VII: STUDENTS’ PERCEPTION OF THE PEMD COURSE

Theme	Codes	Participants	Frequencies
Students’ perception of the PEMD course	PE should be separated from the Music course	A1, A4, A6, A8, A9, A10	6
	PEMD should be more practical based	A2, A3, A5, A7	4

*“I am not happy about the combination. Looking at the PE side, the PE side talks about the sporting aspect, and when you look at the music side, the music side also looks at how you will be able to play some instruments, how you will be able to teach that music, cultural and those kinds of stuff. So, I wish PE and Music separated, so each will stand on its own.”. [A1].*

*“It should be more practical; there were some games that we did not practice on the field when we were taught in class. Especially netball and handball should be practiced on the field”. [A3].*

*"It has helped me a lot. Things I did not know about PE have taught me a lot. The Adowa dance has educated me about our culture through music and dance. I think PE is a comprehensive course so as music. So, combining the two will make it very difficult for a student to get an understanding clear and write an exam on it. Because music entails a lot and PE, combining the two is difficult to learn. I suggest PE should be on its own and music on its own."* [A4].

*"I think more practical aspects of the course should be included since the present course is mostly theory."* [A5].

*"The combination, let me say when we went and filled out our registration, it was PE and science. We all knew that we were going to study PE and science, so when they changed it to PE and Music, many of us went to other classes because they were like they came there purposely for PE and science. However, with the music, many of them did not do it; a perception is that it is challenging since we did not do it at the SHS level, so they can do it now. So, most of us in the class are doing PE and Music and dance; only one student made Music in SHS, so sometimes we find something difficult."* [A8].

In a situation where students' thoughts are sought on what should be included in the PEMD curriculum. Table VIII gives details about the things students wish to be included in the curriculum.

TABLE VIII: WHAT SHOULD BE INCLUDED IN THE PEMD CURRICULUM

Theme	Codes	Participants	Frequencies
Included in the PEMD curriculum	More practical	A1, A2, A3, A6, A8, A10	6
	PE should be separated from the music	A5, A7, A9	3
	PEMD should be examinable at the primary school level	A4	1

Concerning what students wish the PEMD curriculum should be, six respondents mentioned that there should be more practical included in the PEMD curriculum. Three respondents asserted that PE should be separated from music. One respondent indicated that the PEMD should be examined at the primary school level. Below are some of the statement's participants said about what should be added to the PEMD curriculum:

*"They should add practical, practical, yes, we need it, and I know it will help. The practical is less than theory."* [A1]. *"More practical and PE and music should not be combined as a single course."* [A2]. *"It should be more practical than theory so that we can gain much interest in the*

*course. Day in and day out, you get more interested."* [A3]. *"It should involve practical. When it comes to the music, yes. But with the PE, its sometimes practical, not always but the music they do not often do the practical."* [A6]. *"What I will say there should be more practical than the theory, but in Music and PE you cannot learn everything in the classroom, sometimes go to the field to demonstrate what you learned in the classroom. So, the courses should stand on their own. If there should be any combination, it should be PE and science as they did earlier."* [A8]. *"PE is a comprehensive course and combining it with music will be a problem. So, I think it should be separated to make each stand on its own. For me pairing it with other minor courses will help increase students' interest in offering the course."* [A5]. *"It should be examinable in the various JHS and SHS levels. Because during our STS, we go to the JHS level for observation. From level 100 to 300, we have not been able to observe any PE teacher, not to say music teacher in a class teaching, and it is quite unfortunate for us."* [A4].

#### IV. DISCUSSION

The study's goal was to investigate how students at colleges of education perceived PEMD. According to the study's findings, students enjoyed PEMD more than the other courses, enjoy the dance drama in music, have challenges in playing the instruments and enjoy the practical aspects of PE. The results further revealed that students are not interested in the theoretical aspect of PE, perceived that PE should be separated from music and preferred to see the two courses as more practical instead of theoretical.

Based on the findings, students enjoyed studying PEMD as a combined course. This is evident in studies by Bengoechea *et al.* (2019) who confirmed that high levels of enjoyment of physical education and arts education were among the top factors contributing to school engagement in adolescence, and enjoyment of physical education was the strongest contributor to school engagement in early adolescence. This is significant as the combination of the two two-courses provides preliminary evidence that a great feeling in physical education and arts education can contribute to student engagement and school value. This is particularly important as dance in music has been identified to contribute to enjoyment in performing a specific physical activity. To confirm this, Cadenas-Sanchez *et al.* (2021) found that motivation was stronger when music is included in performing a cardiorespiratory fitness test. Therefore, performing practical lessons during physical education, music and dance may play a critical role in motivating learners to achieve their objectives.

According to the results of the study, students enjoy the dance drama in music. This may be attributed to the tune of the music and the movement of the body involved. Relating this enjoyment to academic performance which may include physical education, Hallam (2016) extols that there is a positive relationship between active music-making and overall educational attainment. Hallam (2016) posited that

there is evidence that musical activities can be effective in re-engaging disaffected students. She goes on to say that studying music “can lead to increased self-efficacy, self-esteem, and self-concept, as well as improvements in mood, reduced anger, increased motivation, and improved behavior” (2016, p. 10).

Despite this interest in learning PEMD as a course and the enjoyment of dance drama in music, the participants reported challenges associated with music as a course. These challenges were mainly associated with the playing of the instruments. Roulston *et al.* (2015) findings somewhat support this assertion when they found that adult students learning music encounter obstacles such as previous musical experiences, motivations to learn instruments and learning goals, learning strategies used, benefits attributed to participation in musical activities, and challenges faced. The researchers recommended that instrumental music instructors should examine why adults choose to learn instruments, their perspectives on learning and teaching, and the strategies they employ to engage in learning. This can assist in better serving the needs of adult music learners so that they may not encounter challenges such as playing musical instruments.

Arguably, another interesting result of the study was that students like the practical aspects of Music and Dance. This supports the claim that music and dance play a foundational role in entertainment (Mark *et al.*, 2013). It infers that entertainment depends greatly on music and dance and therefore, they should be practically oriented for easier participation and enjoyment. Music and dance have applications in the areas of education and entertainment (Singhal *et al.*, 2013). The knowledge acquired in music and dance affects entertainment in general. It makes it extremely difficult for one to excel in entertainment when they have a weak foundation in music and dance. Therefore, music and dance promote and maintain good health, similar to physical education.

Again, the practical aspect of Physical Education demands learners be actively involved in performing activities. The practical aspects of PE are always demanding and that stimulates learners’ interest. It was in this direction that Beni *et al.* (2016) asserted that learners prefer physical education as a course when it is demanding, improves their studies and allows them to make judgements regarding their lessons. Supporting this, it has been identified that student-centered teaching methods like Sports Education enable learners to comprehend their educational experiences to be more pleasurable since they enhance their abilities, tactical, and game understanding (Hastie, 2012). This makes them feel that they have control over their course material and whatever they are learning (Martnez, & Cal-derón, 2011). As a result, enjoyment in physical education is linked to knowledge acquisition and teacher effectiveness, which fulfils students’ need to perform well in school and become fully independent, which can enhance students’ self-efficacy toward school (Vallerand *et al.* 1997). One major way of achieving this is to involve learners in practical physical education lessons. Therefore, it could be summarized that students are not interested in theoretical PE lessons.

Based on the results, despite students’ interest and willingness to study PEMD as a course, they have issues with the integration of the two courses. This finding is supported

by Vergel *et al.* (2017), who verified that curriculum integration generates conflicts that cause its structure to self-organize. The study’s conclusions demonstrated that the practice of integrating curriculum led to several tensions. Inconsistencies between the institutional learning views guiding curricular integration and their learning expectations are thought to be the cause of the tensions that resulted. The construct by Braun (2017) that curriculum integration is complex and will be difficult for students to comprehend if many topics from various disciplines (at various curriculum levels) are integrated is implied by the institutional learning perspectives on curriculum integration. This problem could be solved by explaining to students how they can visualize these linkages utilizing institutional learning perspectives. Students may have an easier time understanding why some (or which) learning activities, topics, and disciplines (i.e., curriculum components) are linked with learning views since curriculum integration is inherent in learning perspectives. According to Brauer *et al.* (2015), curriculum integration should be seen as a complex process with many links. To the detriment of numerous other significant curricular interrelationships, many education experts have reduced curriculum integration to a link between elementary and secondary education. (Parsons *et al.*, 2016).

Based on the study’s findings, assimilation problems are depicted. Curriculum integration research usually focuses on instances of integration between two or three content areas, as seen in similar studies. Therefore, there is no need to combine many areas and make it a single course. Applebee *et al.* (2007) agree that Language arts and social studies are two content areas that should be frequently integrated. Therefore, the combination of physical education, which is embedded combined with Music and Dance, may offer a unique challenge to the learners, as reported in the study.

## RECOMMENDATIONS

The findings of this research posit that students enjoyed PEMD as a course, but they are not interested in its theoretical aspect of it. Therefore, it is recommended that Physical Education and Music and Dance should be treated as separate courses in colleges of education in Ghana. Again, since students showed interest in the practical aspect of the course, more time should be allotted to the two courses. In an instance where only three credit hours are provided a week for this course, it does not provide opportunities for students to have ample time to do practical lessons.

## LIMITATIONS

The study was not without challenges. In a study of this kind, using surveys to examine the views of many students would have been more appropriate. An instance where 10 student teachers were sampled creates issues with sample size. However, the utilization of semi-structured interviews gave the students a chance to express their opinions effectively. A future study should consider combining both quantitative and qualitative research designs.

The participants reported that they have encountered challenges in studying PEMD as a course. To determine



whether the integration is an issue affecting their academic performances, reports of students end of semester exams in PEMD should have been used to determine whether they are encountering challenges in studying the course. Future studies should find and analyze existing documents to substantiate students' responses.

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