

**“FACTORS INHIBITING EFFECTIVE TEACHING OF  
PHYSICAL EDUCATION: A CASE STUDY OF SELECTED  
BASIC SCHOOLS IN MBALA DISTRICT, ZAMBIA”**

**BY**

**SIPALO JOSEPHINE MULIMA**

A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the **DEGREE OF MASTER OF EDUCATION (EDUCATIONAL ADMINISTRATION)**



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## APPROVAL

This dissertation of Sipalo Josephine Mulima is approved as having fulfilled the requirements for the award of the Degree of Master of Education in Educational Administration and Management of the University of Zambia.

## EXAMINERS' NAMES AND SIGNATURES

NAME

SIGNATURE

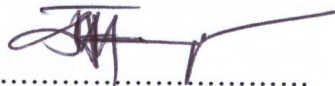
1. G.N. Sumbwa

  
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2. A.M. Kahanda

  
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3. H.J. Msango

  
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## **DECLARATION**

I, Sipalo Josephine Mulima, do hereby declare that this dissertation represents my own work and that it has not previously been submitted for a degree at the University of Zambia or at any other University.

Name:

Signed:

Date:

## **DEDICATION**

Dedicated to my husband Samuel Mabuku, my children Nash, Melba, Sipalo, Mavis, Nalonge and Lumba for their tender love, sacrifice and all that they went through in support of the successful completion of this study

## ACKNOWLEDGEMENTS

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Special thanks go to my colleagues and friends in the Master of Education programme who provided not only light moments in periods of despair but made the undertaking of serious study fun at the time:

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## **ABSTRACT**

This study was set to find out the factors inhibiting the effective teaching of physical education in some Basic schools. It was conducted in ten (10) selected urban and rural basic schools of Mbala district.

The data were collected using questionnaires for the teachers, pupils, school managers and standards officers. Also face to face interviews for physical education teachers and school managers were conducted.

The sample size consisted of 174 respondents made up of one hundred and fifty (150) pupils, ten (10) physical education teachers, ten school managers and four standards officers from the District Education Board Secretary's Office.

The findings of the study revealed that physical education was being taught in all the sampled schools and that two periods per week were allocated.

All the teacher respondents were trained to teach physical education despite the problem of understaffing.

Further results revealed that physical education equipment and materials were none existent in schools except for balls hence the number of pupils who got involved in physical education activities was relatively small while the majority merely watched without getting the benefit. On the other hand the perception of both teachers and pupils towards the teaching of physical education was positive and that school managers and standards officers had taken proactive role in supporting the teaching of physical education. In view of the findings the author made a number of recommendations such as:

- That the government beefs up the training of physical education teachers to help solve the prevailing problems.
- That the government should consider providing different types of equipment to schools and in increased numbers where need be and
- That the Ministry of Education should ensure that all schools have physical education facilities such as play grounds, gymnasiums and swimming pools so as to allow the majority of the pupils to get involved.

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## CHAPTER ONE

### INTRODUCTION

Physical education has existed in Zambia and other parts of the world as a school subject. Some educationists have always treated the subject and sports as being new. In the actual sense, it has existed in one way or another for a long time. What actually is new is the approach to its presentation according to the standardized western methods of learning and teaching. Long before the white people came to this country, Zambians enjoyed swimming, wrestling, climbing up and down trees, ox-racing and the like. (Mufalali, 1974). Mufalali also observes that this traditional system of education and sports was actively enjoyed by youths up to the age of 21, though girls usually retired from the sports field much earlier than 18 years due to marriages.

Like the Athenians of old, Zambian girls were not seriously involved. Games (especially vigorous ones) were considered boys' activities. The reason was that boys had to train because when they grew up, they were required to fight for their tribe when necessary. For this reason our forefathers attached great importance to exercises or physical training, than we perhaps do today. The girls, however, were pre-occupied with dancing, with which an African girl is endowed. They shook their bodies with their trunks bending forwards, backwards and sideways. This was accompanied by clapping hands and singing so as to keep the rhythm (Kakuwa, 2005).

Physical education therefore, was concerned with the teaching and training of the whole body, with special emphasis on muscular development. This means that a good physical education programme in a Primary School or (wherever applicable) should contribute to the physical, intellectual and social development of the child, and should train him or her in recreational and safety skills.

## **1.1 Background to the study**

The study of the history of education reveals that Physical Education has always been present but regarded with varying degrees of importance. In the age of classical Greeks the idea of harmony of the body and mind was emphasized in the education of the citizens.

Primitive people exhibited physical activities in the practice of miming, jumping, wrestling and dancing. The activities were done during food collection and recreation. When the missionaries came to Africa in general and Zambia in particular, they found our forefathers playing traditional games as part of their Physical Education and sport, Mwanakatwe: (1965:43)

Mwanakatwe (1965) suggests that Physical Education was an old subject in Zambia embodied in the traditional education. He states that native education was essentially practical training, which was designed to provide good upbringing of the individual member of a given group to live a useful happy life in society. The description of Physical Education by Mwanakatwe falls in the same line as that of Bucher (1964), Mufalali (1974) and the CDC (1988) Syllabus for Primary Schools. The three sources also suggest that primary education aimed at the development of the physical, emotional, social and intellectual capabilities of the citizen.

As part of their formal education the missionaries introduced their own type of Physical Education, which had similar objectives of physical, social, emotional, mental and aesthetic development of the body. The Ministry of Education (MOE) (1977) and MOE (1996:32) state that, the child's rights and safe, joyful and formative childhood implies that the curriculum at lower and middle basic school levels must be concerned with the pupil's complete needs; those of the body (Physical Education and sport, those of the mind (cognitive, literacy, numeric,

knowledge), the affective ones (music and creative arts) as well as spiritual needs (living in harmony with self, and others.) However this type of Physical Education demanded highly trained personnel, sophisticated grounds and expensive equipment.

After independence, the subject continued to be taught. From 1982, however, the teaching of the subject started declining.

It had to take the late Head of State, His Excellency, Dr. Levy Patrick Mwanawasa, State Counsel, to make two pronouncements that Physical Education should be a compulsory subject at all levels of the educational strata. The first pronouncement was made in Livingstone, June (1995) and the second was during "*The Next Step*" International Physical Education Workshop at the University of Zambia, Lusaka in February (2006).

## **1.2 Statement of the Problem**

Physical Education is an area which has been rarely researched. The few studies undertaken such as Mufalali (1974) and Kakuwa (2005) focused on traditional games but not on the factors that may influence effectiveness in the teaching of Physical Education. It is for this reason that this study was carried out. It sought to find out factors that inhibited the effective teaching of physical education.

## **1.3 The purpose of the Study**

The purpose of the study was to establish factors that inhibited the effective teaching of Physical education in basic schools.

## **1.4 Objectives of the Study**

The objectives that guided the study were:-

1. To investigate the factors that inhibited effective teaching of Physical Education in basic schools.

2. To ascertain the perceptions of Physical Education teachers and pupils on the teaching and learning of Physical Education.
3. To establish the qualifications of Physical Education teachers.
4. To find out the availability of Physical Education equipment in basic schools.

### **1.5 Research Questions**

1. What are the factors that inhibit effective teaching of Physical Education in schools?
2. What perceptions do physical education teachers and pupils have regarding the teaching and learning of physical education?
3. What qualifications do physical education teachers have?
4. Is there Physical Education equipment in schools?

### **1.6 Significance of the Study**

The study findings may be used by Government to improve the teaching of Physical Education in the country. For instance, the training of more Physical Education teachers would lighten the teaching loads of the trained ones currently employed and enhance their performance. It would also reduce the need to employ non trained Physical Education teachers to handle the subject.

The study would further help policy makers to come up with follow-up policies to mitigate any problems the teaching of Physical Education may be having.

### **1.7 Limitations of the study**

The study was confined to Mbala urban and rural basic schools. This was due to insufficient funds.

## 1.8 Definition of Terms

The terms below can be defined in various ways, but here they are defined in the context of the study.

Aesthetic	-	Children's ability to appreciate the beauty of performing skills correctly.
Emotional	-	A child's feelings and how he or she controls them.
Leisure	-	An intrinsic value of the activities of a child, mainly for fun and enjoyment achieved through play.
Physical Education	-	Education involving the teaching and learning of sport and physical exercise.
Mental	-	The health or state of mind
Skill development	-	The enlargement of the child's ability to do something well.
Basic school	-	A school that has grade 8 and 9 i.e. junior secondary in addition to the original primary classes.
Social development	-	An adolescent's relationships with friends of his or her own sex, with friends of the opposite sex and with adults.



**LIST OF ACRONYMS**

<b>DEBS:</b>	District Education Board Secretary
<b>ECZ:</b>	Examinations Council of Zambia
<b>ESO:</b>	Education Standards Officer
<b>GRZ:</b>	Government of the Republic of Zambia
<b>ISEAS:</b>	In-service Education and Advisory Services
<b>LSSE:</b>	Language and Social Sciences Education
<b>MoE:</b>	Ministry of Education
<b>P.E:</b>	Physical Education
<b>SPSS:</b>	Statistical Package for Social Sciences

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The term Physical Education could have a lot of definitions according to different authors. But all should come to agree that Physical Education is the process of education that goes on when activities that develop and maintain the human body are carried out. When an individual is playing a game like football, and traditional games like:- nsolo, kuyata (chiyenga), kamando (kumangana) and tindi that aid in the development and maintenance of the body, education is taking place at the same time (Kakuwa, 2004).

Dalen et al (1953) states that the Greeks believed that Apollo was the 'god of light, truth and the patron of the gymnastic games'. According to the Greeks, the aim of physical education was to develop the "man of action". Intermittent warfare was the pattern of Homeric life. Every citizen was a soldier, and physical fitness was a necessity to him. Therefore, the early Greek exercises were calculated to produce the qualities needed for the conduct of war, namely strength, endurance, agility, and bravery. During the Homeric age, there were no formal educational institutions, whatever agencies of education existed were in terms of the family or clan. The mother or nurse, the father, and the elders educated the children.

Children acquired their education by informal methods of playing and imitating the adults, sitting with rapt attention at feasts or funeral games, listening to the existing tales of the gods as sung by minstrels, memorizing the great epics and absorbing the wisdom of the council meetings. The instruction of the youth was undertaken by the elders and more experienced men who gave helpful suggestions to their protégés on how to improve their hunting, gymnastics, and military tactics. Much of the instruction was incidental to the occasion as when Nestor gave sage advice to his son Antilochus on how to win the impending chariot race. Emmett et al (1969).

Mufalali (1974) states that between 1778 and 1852, Fredrick Ludwig (sometimes called Turnvater) developed Germany's contributions to physical education activity, which included exercises on high and low horizontal bars, parallel bars, swinging rings and mats. Between 1759 -1839 another man by the name of Guts Muths introduced physical education in written form. He wrote about the health value of sport including gymnastics in every education system. This helped the spread of physical education in Britain. They had some of the methods used in Germany and Sweden. The British developed soccer, field hockey, cricket, rugby football and other vigorous sports. They learnt skills and also enriched physical education with the philosophy that the playing and enjoyment of a game was as important as winning.

In the 1870's physical education programmes spread to the United States of America Dixon et al (1957). In colleges such as Amnesty, they had physical education programmes that stressed the importance of physical education and personal hygiene. They taught basic skills of running, dodging, leaping, throwing and kicking to develop the American Football and Baseball.

## **2.2 Education in Zambia before the coming of missionaries: General considerations**

Mwondela (1972) says that, all races, no matter how primitive they may have been had a system of education, which enabled them to master their environment. This is true of Zambia before the advent of missionaries. The country had education before the coming of the missionaries. Indeed, the security and well-being of any tribe and community depends upon the efficacy of the training given to its members from infancy to adulthood. Traditional education was essentially practical training which was designed to enable the individual member to play a useful role in society, Mwanakatwe (1968). It is true that the skills of reading, writing and mathematical computations as we know them today were not part of traditional education; nonetheless the role of traditional education was vital and, in fact, indispensable for the smooth integration of growing children into society. It made a contribution to the preparation of boys and girls for living in society.

This education obviously varied from tribe to tribe, both in content and the methods used, as these were dictated largely by the nature of the environment. For example, in a predominantly pastoral community such as that of the Lozi, Ngoni or Tonga much of the training of the boys centred around the herding and milking of cattle. On the other hand, among the lakeshore or island-dwellers, fishing provided the boys with the opportunity of developing such skills as making nets, fish-traps, canoes, and swimming. In both situations, the growing child was required to serve his community and appreciate the inter-dependence of its members. Snelson (1974).

Mwanakatwe (1968) observes that, in common with inhabitants of other parts of Africa, the people living in what is today called Zambia had evolved their own system of education long before Europeans penetrated the interior of the continent.

Notwithstanding the divergences of the content and methods, training in traditional education among tribes had one common aim; to preserve the cultural heritage of the tribe, the clan, the family and the individual. In this context, traditional education sought to adapt the young generation to their physical environment so that they could use it fruitfully for their own benefit and the benefit of the whole community.

Snelson (1974) states that traditional or tribal education had several main components; there was instruction in the history and traditions of the clan and the tribe; the heroic deeds of the ancestors; the myths, rites and ceremonies; the songs and wise sayings and their hidden meanings; the dances and games, customs and beliefs. This instruction, which was largely conducted by the elders, developed the sense of loyalty and pride in the membership of the tribe. Well-loved and oft-repeated stories told around the fire in the evening, and repeated by the youngsters among themselves, ensured the continuity of the language and took the place of grammar books and written comprehension exercises.

There was also apprenticeship, in practical skills. The young boy would accompany his father on hunting expeditions into the bush. There, he learnt the names and uses of many herbs, flowers, fruits shrubs and trees. He was shown how to find his way, read the wind,

set traps, follow the spoor of game, shoot a straight arrow and indeed, how to skin and dismember an animal. Snelson (1974). He was also taught the art of fishing, of chopping trees, making huts, canoes, nets, mats, ropes, drums and baskets. Like the Greek girls, Zambian girls were most of the time pushed into the background. Games were to some extent considered boys' activities. There was a reason behind this. Boys and young men were actively engaged in this training because when they grew up, they were required to fight for the tribe. For this reason our forefathers attached more importance to exercises, or physical training, than we perhaps do today.

While boys participated in the strenuous activities, the girls were with their mothers, preparing them for marriage. Nevertheless, girls obtained exercise through their dancing. Using this talent of dancing, with which an African is endowed; they could shake their bodies with their trunks bending forward, backward and sideways. This was accompanied by clapping of hands and singing so as to keep the rhythm, Kakuwa (2005).

As earlier noted, learning was by observation, imitation and repetition. Traditional education was concrete and concerned with practical activity, not abstract generalization. The young man received no formal lessons in the theory of house building or of storing grain. He learned these skills by watching until such a time as he was able to join in the activity.

Traditional education showed a number of salient characteristics. Unlike formal education today which is marked by different levels of paper qualifications, traditional education was informal and imbedded in whole life's activities. It began at birth and ended at death. It was broad in scope and functions as well as in terms of its goals and the means it employed. It was collective and social in nature. Each society had its own education which it used as a means to transmit wisdom, experience and culture to the young people to ensure its survival.

Traditional education valued respect, hospitality, generosity, self-reliance, continuity and sustainability. Much emphasis was placed on a stable society to uphold the maintenance

of these values. Young men and women had to go through tough training experiences to prepare them for their responsibilities as adults in their homes, villages and societies.

Traditional education therefore, contributed to a greater extent to the preparation of boys' and girls' life in society and to the survival of the society in which they were found. There was education in Zambia and it was education in every sense of the word (Mwondela 1972).

### **2.3 Physical Education in Zambia before the Missionary Advent**

In Zambia, as in many parts of Africa, some educationists have always treated the subject of physical education and sports as being new! In the actual sense, it has really existed in one way or another for a long time. What actually is new is the approach to its presentation according to the standardized western methods of learning and teaching.

Long before the white people came to this country, Zambians enjoyed swimming, wrestling, climbing up and down trees, canoeing, ox-racing and the like, Mufalali, (2004). Traditional games were very prominent e.g. the people of Southern Province played *kamando* which is similar to the Japanese Judo and wrestling. The Lozi of Western Province played *ñoma* which was equivalent to hockey except that in *ñoma* the number of players in a team did not really matter Mufalali, (2004).

Mufalali (1974) further, observes that this traditional system of physical education and sports was actively enjoyed by youths up to the age of 21, though usually girls retired from the sport field much earlier than 18. The fields (play grounds) were not marked; people used anything in the form of an open space which could be in the forest, or near the river or lake, where they would swim immediately after strenuous activities.

The equipment was very rough. Sometimes the sizes and weights of implements were merely a matter for the group. The type of equipment used and the kind of games played varied greatly from area to area. The river and valley games included competitive

swimming, canoeing, imaginary crocodile games and the famous butongwe (a touch and run game) of the Lozi. In forest areas one found tree-climbing, archery and sometimes hide and seek games (Mufalali, 1974).

The rules of the game were not **“hard and fast”** and they were not recorded. They were simply passed on from one generation to another. There were no trained or specialized educators or coaches; any active young man/woman with reasonable knowledge of the game organized his/her playmates. Usually elderly boys and girls would control the young ones. The method commonly used by these young stars was **‘trial and error’** (Kakuwa, 2005).

Sometimes drums or other musical instruments accompanied dances. The songs that were sung and the dances performed were, unfortunately not recorded and have thus, been lost. It is hoped that contemporary society will endeavour to preserve the songs and dances currently being used/performed. Examples of these are Imipukumo and Masha ya mukulu of the Bemba, Chitelele, Nyau and Zayibabaza of the Ngoni, Siyemboka and Kayowe of the Lozi and Imbuno of the Tonga. Their preservation would be of immense value to posterity.

It is against this understanding of the role of Physical Education to the child and society that Polloway (1987) states that, every child has the right to learn all subjects, including physical education. Physical education should play a central role in the school curriculum. Successful participation in Physical Education activities by children increases their development in terms of coordination, strength, speed, balance, mobility (locomotion) and better academic performance.

## **2.4 The type of physical education brought by missionaries**

When the missionaries came to what we call Zambia today, they came with their new type of education. They looked down upon our education system. They introduced the skill of reading and writing. They also introduced physical education with games like football, netball, basketball, volleyball and athletics. This new physical education demanded trained teachers, special grounds and equipment.

Bucher, et al (1961) portrays the importance of modern physical education when he refers to its objectives as being biological, mental, social, educational and aesthetic development oriented

## **2.5 Implications of the modern physical education brought by missionaries to Zambia**

As has been stated earlier, the kind of physical education that was brought by the missionaries disoriented the Zambian communities, especially with the declining economic strength. The Zambian government, through the Ministry of Education could not afford to acquire these expensive sports equipment. For example, a school of one thousand two hundred (1,200) pupils have only two (2) footballs and one (1) netball; this means only a few who may be selected to be in the school teams will have the chance to play and the rest will have no such opportunity. This means that the majority denied the opportunity to use the facility will tend to hate physical education and later on the subject becomes less important.

Missionaries brought about formal kind of physical education, the teachers were trained but in traditional education, like the primitive Greek physical education, teachers were all the adults with vast experience in specific areas and one of the methods used to impart knowledge was through apprenticeship. Here, the method was so effective that the boys and girls were able to understand and use effectively the acquired knowledge; unlike with modern kind of methods where learners are subjected to tests and examinations which sometimes do not correlate with what someone has assimilated in class.



As it has been observed, the modern physical education that missionaries introduced, though useful and similar to traditional education, is expensive to run because it requires modern physical education equipment which is relatively expensive for a country like Zambia to acquire for all schools.

In addition, it demands trained physical education teachers, well prepared grounds and enough instructional materials like books to refer to. This has made the once enjoyable localized physical education difficult to run, as the trend towards centralization and national characterization of education took effect. The real challenge was how modern education would effectively adapt to the local needs and culture of the traditional Zambian society. In effect, the opposite was the case. It was the traditional society that had to adjust and adapt to the dictates of not only the new education but the mixed money-based society that was emerging. Some important inhibiting conditions to the success of Physical education in Zambia today had been created. Many researches and National Policy documents on education abound in the Third World countries today addressing the issue of how to achieve school effectiveness and efficiency.

Zambia's Educational Policy, "Educating Our Future" (1996:27) states that:

In the existing basic schools, almost all of the factors that determine school effectiveness are in need of special attention, support and improvement. Material support needs to be increased in terms of classroom furniture, books, various types of learning materials, science apparatus and supplies, and classroom equipment. Library facilities need to be provided. Some increase is desirable in the number of hours of actual teaching. Teaching methodologies need to place greater emphasis on self-initiated and self-sustained learning. Dynamic and inspirational leadership on the part of the school head needs to be created. The school head and every member of the teaching staff must be enabled to engender pride in the school, communicating the expression that each learner will work hard and will excel academically. Important pedagogic routines, such as careful preparation of lesson plans and materials, frequent learner assessment and feedback, and the regular assignment and marking of homework, need to be institutionalized.

The wide ranging challenges of modern education imply that any measures to redress them would demand huge budgetary support which is usually beyond the reach of many a developing country. Commenting on the quality of current provision of education in the country the Educational Policy document records that “coupled with a decline in real funding for the sector, indications of low educational quality at the lower and middle basic levels abound”(Educating Our Future, 1996: 26).

Clearly, the attainment of effective teaching and learning is elusive to many developing countries due to its high premium. In simple terms an effective school means a ‘good’ school. It is one whose overall performance in terms of learner achievements (academic achievement, social skills, and economic success after school) satisfies the set goals at both society and individual level. Cheng (1993) states that school effectiveness can be described as the extent to which the desired level of output is achieved. ‘Outputs’ can be at two levels; those limited to school or just after schooling (e.g. learning behavior, skills obtained, attitude change, etc.) and those of a long-term nature associated with effects on the society level or life-long effects on individuals (e.g. social mobility, earnings, work productivity, etc).

In the developing countries, however, effectiveness in school productivity is not so much in terms of quality of school output. Heneveld (1991) observes that basic education in Africa is in crisis. Rapid enrollment growth and economic decline have badly damaged the quality of schooling. Consideration for access to education rather than quality has become the major indicator of school productivity in Sub-Saharan Africa.

Notwithstanding the diverse approaches to the concept of educational effectiveness, the available literature is in agreement as to what types of variables answer the question of school effectiveness. Factors determining school effectiveness range from supporting inputs, enabling conditions, school climate, teaching/learning process to student outcomes. The presentation can also be expressed in table form. The long-term outputs are denoted by the term ‘outcomes’ as in the table below. This valuable evidence will not

only help to guide and inform the direction of the research but will also be used as a standard in the interpretation of the findings.

**Analysis of factors that determine school effectiveness**

<i>Inputs</i>	Finance, community, materials, education system.
<i>Process</i>	Leadership, teaching force, contact time, teacher attitudes, student expectations, discipline, curriculum, incentives, teaching strategies, homework, assessment, student participation.
<i>Outputs</i>	Final leaving examination scores, academic achievement, social skills
<i>Outcomes</i>	Dispersal on the labour market, economic success.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents information on how the study was carried out. It portrays the research design, study population, sample size, sampling procedure, research instruments, data collection and data analysis.

#### **3.1 Research Design**

According to Bless and Higson-smith (1995), a research design can be understood as the planning of any scientific research from the first to the last step. In this sense it is a programme to guide the researcher in collecting, analyzing and interpreting observed facts. Very often this process is described as research management or planning.

The research method for this study was a survey. A survey is a collection of information on a wide range of cases, each case being investigated only on a particular aspect under consideration (Bless and Higson-Smith, 1995). This method was appropriate for this study because of the need to have a better picture of the issue under scrutiny since getting information from a wider audience is more likely to unveil the truth than when getting it from a restricted audience.

#### **3.2. Target Population**

A study population is the total number of elements under consideration. Merriam and Simpson (1995), refer to it as the entire set of objects, people or events that one would be interested to study or the set of people or entities to which findings are to be generalized. This agrees with Borg and Gall (1979) who state that target population or universe refers to all the members of a real or hypothetical set of people, events or objects to which

we wish to generalize the results of our research. In the case of this study, the population comprised all school managers, physical education teachers, pupils and standards officers in Mbala district.

### **3.3 Sample Size**

The sample for this study was 15 government schools from both rural and urban areas. The number of respondents was 184 and comprised 150 pupils, 15 physical education teachers, 15 school managers and 4 standards officers from the District Education Office.

### **3.4 Sampling Procedure**

Random sampling was used. All the names of Government schools in Mbala District were written on pieces of paper. Those for rural schools were put in one tin and the ones for urban schools in another tin. Each tin was then shaken after which ten pieces from the one bearing the names of the rural schools and five from that of urban ones were picked as a way of choosing the schools in the sample. The 150 pupils in the sample were picked by random sampling as well. Pieces of paper equal in number to the Grade 9 streams at each school were put in a tin with one bearing the word 'Yes' and the rest 'No'. The tin was then shaken after which class representatives were asked to pick one piece of paper from it. The stream that picked 'Yes' was the one from which ten (10) members were again randomly picked to answer the questionnaire. The 10 were chosen by picking all those with prime numbers in the class register (starting with 1 and ending with 19).

Since there was only one school manager and one physical education teacher in each of the sampled schools, the school managers and physical education teachers of those schools became part of the sample. All the four standards officers in the district were also purposively included in the sample.

### **3.5 Research instruments**

The data collection instruments used were questionnaires and an interview guide. The questionnaire was appropriate instrument taking into account the large number of the respondents, especially pupils. The interview guide (as a qualitative instrument) was used for the school managers and standards officers.

### **3.7 Data Collection**

Data were collected by the researcher through open-ended questionnaires and an interview guide. The questionnaires were administered during the teachers' and pupils' spare time. This was done in order to give the respondents ample time to attend to their classes and thereafter answer the questionnaire. Interview guides were administered to school managers and physical education teachers during their spare time too. The researcher distributed questionnaires and administered the interviews. The respondents were instructed to answer the questionnaire without any assistance from other people and also to be honest in their answering. They were also assured of the anonymity and confidentiality of their responses and that their responses were going to be given the respect they deserved. The filled in questionnaires were collected a week later.

### **3.7 Data analysis**

The study used both quantitative and qualitative data analysis. The quantitative data analysis was done using a computer statistical package from Social Sciences (SPSS) programme. The responses from the respondents were categorized and analyzed using tables, and percentages. The final scores were arrived at by classifying the responses and expressing them in percentages. Manual analysis of qualitative data was done through forming categories, frequencies and themes that emerged.

## CHAPTER FOUR

### FINDINGS OF THE STUDY

#### 4.0 Introduction

This chapter presents the findings established on factors that inhibited the effective teaching of Physical Education in selected schools of Mbala, Zambia. They are from the responses of pupils, teachers, school managers and standards officers in Mbala.

#### 4.1 Findings from the pupil's questionnaire.

##### 4.1.1 Question: Is Physical Education taught at your school?

The responses to this question were as shown in Table 1 below.

**Table 1**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
YES	150	100
NO	0	0
TOTAL	150	100

The Table shows that all the 150 respondents (100%) said that physical education was taught at their schools.

##### 4.1.2 Question: How many periods is physical education taught in a week?

The responses to this question were as shown in Table 2 below.

**Table 2**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Once a week	0	0
Twice a week	150	100
Three times a week	0	0
Total	150	100

The Table shows that all the respondents (100%) indicated that physical education was taught two times a week.

4.1.3 Question: Is physical education time-tabled?

The responses to this question were as shown in Table 3 below.

**Table 3**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Yes	150	100
No	0	0
Total	150	100

The Table shows that all the respondents (100%) indicated that physical education was time-tabled.

4.1.4 Question: How do you enjoy physical education at your school?

The responses to this question were as shown in Table 4 below.



**Table 4**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Much	100	66.7
A bit	30	20
Not at all	20	13.3
Total	150	100

The Table shows that 66.7% of the respondents indicated that they enjoyed physical education very much, 20% that they enjoyed it a bit and 13.3% that they did not enjoy it at all.

4.1.5 Question: Are your teachers eager to teach physical education?

The responses to this question were as shown in Table 5 below.

**Table 5**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Yes	100	66.7
No	50	33.3
Total	150	100

The Table shows that 66.7% of the respondents indicated that their teachers were eager to teach physical education while 33.3% of them responded negatively.

4.1.6 Question: Do you think physical education is given the attention it deserves by your school?

The responses to this question were as shown in Table 6 below.

**Table 6**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Yes	50	33.3
No	100	66.7
Total	150	100

The Table shows that 33.3% of the respondents indicated that physical education was given the attention it deserved whereas 66.7% said the subject was not given such attention.

4.1.7 Question: Do you think physical education should be examined?

The responses to this question were as shown in Table 7 below.

**Table 7**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Yes	150	100
No	0	0
Total	150	100

The Table shows that all the 150 (100%) respondents indicated that physical education should be examined.

4.1.8 Question: Do you have physical education equipment in your school?

The responses to this question were as shown in Table 8 below.

**Table 8**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Yes	100	66.7
No	20	13.3
No idea	30	20
Total	150	100

The Table shows that 66.7% of the respondents indicated that there was physical education equipment in their schools, 13.3% indicated the non-availability of such equipment whereas 20% said they did not have an idea.

4.1.9 Question: If your answer to question 4.1.8 is yes, what type of physical education equipment do you have in your school?

The responses to this question were as shown in Table 9 below.

**Table 9**

.n = 100

RESPONSE	NUMBER	PERCENTAGE
Footballs	50	33.3
Netballs	40	26.7
Basket Ball	10	6.7
Total	100	100

The Table shows that 33.3% of the respondents indicated that there were footballs, 26.7% netballs and 6.7% basketballs.

4.1.10 Question: Does your school have physical education facilities?

The responses to this question were as shown in Table 10 below.

**Table 10**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Yes	100	66.7
No	50	33.3
Total	150	100

The Table shows that 66.7% of the respondents indicated that there were physical education facilities while 33.3% said the facilities were not there.

4.1.11 Question: Is the number of periods for physical education the same as those for other subjects?

The responses to this question were shown in Table 11 below.

**Table 11**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Yes	50	33.3
No	80	53.4
No idea	20	13.3
Total	150	100

The Table shows that 33.3% of the respondents indicated that physical education periods were the same as those of other subjects, 53.4% of them indicated that they were not the same while 13.3% showed that they did not have an idea.

4.1.12 Question: What types of physical education activities do you do at your school?

The responses to this question were as shown in Table 12 below.

**Table 12**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Football	50	33.3
Netball	40	26.7
Basketball	20	13.3
Athletics	30	20
Others	10	6.7
Total	150	100

The Table shows 33.3% of the pupils were involved in football, 26.7% in netball, 13.3% in basketball, 20% in athletics and 6.7% in other physical education activities.

4.1.13 Question: Do you think physical education is a waste of time and should not be taught?

The responses to this question were as shown in Table 13 below.

**Table 13**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Beneficial	100	66.7
Waste of time	50	33.3
Total	150	100

The Table shows that 66.7% of the respondents indicated that physical education was beneficial whereas 33.3% stated that it was a waste of time.

4.1.14 Question: Do you think teachers consider physical education as an important subject?

The responses to this question were as shown in Table 14 below.

**Table 14**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Yes	120	80
No	30	20
Total	150	100

The Table shows that 80% of the respondents indicated that teachers considered physical education to be an important subject while 20% said that teachers did not consider it to be so.

4.1.15 Question: What factors do you think inhibit effective teaching of physical education at your school?

The responses to this question were as shown in Table 15.

**Table 15**

.n = 150

RESPONSE	NUMBER	PERCENTAGE
Lack of materials	100	66.7
Lack of trained teachers	30	20
Lack of infrastructure	20	13.3
Total	150	100

The Table shows that 66.7% of the respondents attributed ineffectiveness of physical education teaching to lack of materials, 20% to lack of trained teachers and 13.3% to lack of infrastructure.

4.2.0 Findings from the teachers' questionnaire.

4.2.1 Question: Is physical education one of the subjects taught at your school?

The responses to this question were as shown in Table 16 below.

Table 16

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	15	100
No	0	0
Total	15	100

The Table shows that all the 15 respondents (100%) said that physical education was one of the subjects taught at their schools.

4.2.2 Question: How often do you teach physical education in a week?

The responses to this question were as shown in Table 17 below.

Table 17

.n = 15

RESPONSE	NUMBER	PERCENTAGE
1 period per week	3	20
2 periods per week	7	46.7
3 period per week	5	33.3
Total	15	100

The Table shows that 20% of the physical education teachers indicated that physical education was taught once per week, 46.7% indicated that it was taught twice per week and 33.3% said it was taught thrice in a week.

4.2.3 Question: Is physical education time tabled?

The responses to this question were as shown in Table 18 below.

**Table 18**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	15	100
No	0	0
Total	15	100

The Table shows that all the respondents (100%) indicated that physical education was time tabled in their respective schools.

4.2.4 Question: Do you have physical education equipment in your schools?

The responses to this question were as shown in Table 19 below.

**Table 19**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	5	33.3
No	10	66.7
Total	15	100

The Table shows that 33.3% of the physical education teachers said that they had physical education equipment in their schools whereas 66.7% said they did not have.

4.2.5 Question: What type of physical education equipment does your school have?

The responses to this question were as shown in Table 20 below.



**Table 20**

.n = 5

RESPONSE	NUMBER	PERCENTAGE
Balls	3	60
Others	2	40
Total	5	100

The Table shows that 60% of the respondents had balls as equipment in their schools while 40% indicated assorted equipment.

4.2.6 Question: Does your school have physical education facilities?

The responses to this question were as shown in Table 21 below:

**Table 21**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	15	100
No	0	0
Total	15	100

The Table shows that all the respondents (100%) indicated that all schools had physical education facilities.

4.2.6 Question: What type of physical education activities do you teach at your school?

The responses to this question were as shown in Table 22 below:

**Table 24**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	10	66.7
No	05	33.3
Total	15	100

The Table shows that 66.7% of the respondents stated that physical education was given attention and 33.3% indicated that physical education was not given attention.

4.2.10 Question: Do you think physical education should be examined?

The responses to this question were as shown in Table 25 below:

**Table 25**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	15	100
No	0	0
Total	15	100

The Table above shows that all the respondents (100%) indicated that physical education should be examined.

4.2.11 Question: Do you think physical education is a waste of time and should not be taught?

The responses to this question were as shown in Table 26 below:

**Table 26**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Very important	15	100
Important	0	0
Waste of time	0	0
Total	15	100

The Table shows that all the respondents (100%) said that Physical Education was not a waste of time.

4.2.12 Question: Do you think school administrators consider Physical Education as an important subject?

The responses to this question were as shown in Table 27 below:

**Table 27**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	10	66.7
No	05	33.3
Total	15	100

The Table shows that 66.7% of the respondents indicated that school administrators considered physical education as an important subject and 33.3% of them had a contrary view.

**4.3.0 Findings from school managers**

4.3.1 Question: Is Physical education one of the subjects taught at your school?

The responses to this question were as shown in Table 29 below:

**Table 29**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	15	100
No	0	0
Total	15	100

The Table shows that all the 15 respondents (100%) said that physical education was one of the subjects taught at their schools.

4.3.2 Question: How often is physical education taught in a week?

The responses to this question were as shown in Table 30 below:

**Table 30**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Once	03	20
Twice	12	80
Three Times	0	0
Total	15	100

The Table shows that 80% of the respondents said that physical education was taught twice in a week and 20% said only once per week.

4.3.3 Question: Does your school have physical education equipment?

The responses to this question were as shown in Table 31 below:

**Table 31**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	6	40
No	9	60
Total	15	100

The Table shows that 60% of the respondents said that their schools did not have physical education equipment.

4.3.4 Question: What type of physical education equipment does your school have?

The responses to this question were as shown in Table 32 below:

**Table 32**

.n = 6

RESPONSE	NUMBER	PERCENTAGE
Balls	4	66.7
Others	2	33.3
Total	6	100

The Table shows that 66.7% of the respondents indicated that balls were available for use while 33.3% said they had other equipment.

4.3.5 Question: Is physical education time tabled?

The responses to this question were as shown in Table 33 below:

**Table 33**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	15	100
No	0	0
Total	15	100

The Table shows that all the respondents indicated that physical education was time-tabled in their schools.

4.3.6 Question: Does your school have physical education facilities?

The responses to this question were as shown in Table 34 below:

**Table 34**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	04	26.7
No	05	33.3
Improvised	06	40
Total	15	100

The Table shows that 26.7% of the respondent indicated that their schools had physical education facilities, 33.3% did not have and 40% of them had to improvise.

4.3.7 Question: What is the attitude of your teachers towards physical education?

The responses to this question were as shown in Table 35 below:

**Table 37**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Non Psychomotor	08	53.3
Psychomotor	07	46.7
Total	15	100

The Table shows that 53.3% of the respondents indicated that non-psychomotor physical education activities were taught while 46.7% said psychomotor activities were taught.

4.3.10 Question: Are your teachers trained to teach physical education?

The responses to this question were as shown in Table 38 below:

**Table 38**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Trained	15	100
Untrained	0	0
Total	15	100

The Table shows that all the school managers indicated that their teachers were trained to teach physical education.

4.3.11 Question: Is physical education given the needed support by your office?

The responses to this question were as shown in Table 39 below:

**Table 39**

.n 15

RESPONSE	NUMBER	PERCENTAGE
Yes	10	66.7
No	5	33.3
Total	15	100

The Table shows that 66.7% school managers supported physical education and 33.3% did not.

4.3.12 Question: Does your office budget for sports equipment?

The responses to this question were as shown in Table 40 below:

**Table 40**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	12	80
No	03	20
Total	15	100

The Table shows that 80% of the school managers budgeted for sports equipment and 20% did not budget.

4.3.13 Question: Do you think physical education should be examined?

The responses to this question were as shown in Table 41 below:

**Table 41**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Yes	15	100
No	0	0
Total	15	100



The Table shows that all the respondents said that physical education should be examined.

4.3.14 Question: Do you think physical education is a waste of time and should not be taught?

The responses to this question were as shown in Table 42 below:

**Table 42**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Important	15	100
Waste of time	0	0
Total	15	100

The Table shows that all the school managers considered physical education not to be a waste of time and that it should be taught in schools.

4.3.15 Question: What factors do you think inhibit effective teaching of physical education in your school?

The responses to this question were as shown in table 43 below:

**Table 43**

.n = 15

RESPONSE	NUMBER	PERCENTAGE
Lack of materials	05	33.3
Shortage of trained Teachers	07	46.7
Lack of equipment	03	20
Total	15	100

The Table shows that 33.3% of the respondents alluded to lack of materials as the inhibiting factor to teaching of physical education in school, 46.7% attributed it to shortage of trained teachers and 20% indicated lack of equipment.

#### **4.4.0 Findings from the standards officers questionnaire.**

4.4.1 Question: Is Physical education one of the subjects taught in your district?

All the four standards officers said yes.

4.4.2 Question: Do you have physical education equipment in your schools?

The responses to this question were that one said yes whereas three said no.

4.4.3 Question: What type of physical education equipment is available in your schools?

Three of the respondents said balls while the other one did not indicate anything.

4.4.4 Question: Is physical education time-tabled?

All respondents said yes.

4.4.5 Question: Do your schools have physical education facilities?

Two respondents said yes and the other two said no.

4.4.6 Question: Is the number of periods for physical education the same as those for other subjects?

All the respondents said no.

4.4.7 Question: What support does your office offer schools in the area of physical education?

Three of the respondents said materials while one said funds.

4.4.8 Question: Are your teachers trained to teach physical education?

All the four respondents said that their teachers were all trained.

4.4.9 Question: Does your office budget for physical education?

All the four respondents said that their offices budgeted for physical education.

4.4.10 Question: Do you think physical education should be examined?

All the four respondents said that physical education should be examined.

4.4.11 Question: Has your office held any workshops for teachers in the teaching of physical education?

Three of the respondents said yes while one said no

4.4.12 Question: How do you think the community perceive the teaching of physical education as a subject?

Three of the respondents said that the community perceives the teaching of physical education positively while one said that the community perceived the teaching of the subject negatively.

4.4.13 Question: What are you doing about the Presidential decree on physical education in your district?

All the four standards officers said that they were effecting the directive.

4.4.14 Question: What factors do you think inhibit effective teaching of physical education in your schools?

Three of the respondents pointed to lack of materials/equipment while one pointed to understaffing.

#### **4.5.0 Findings from interviews**

The interviews the author held with school managers and Physical Education teachers yielded the following facts:

- That the number of trained Physical Education teachers in schools was very small.
- That none Physical Education trained teachers were used to assist

the trained ones since the latter were not able to teach all the classes.

- That the none trained teachers were not able to effectively teach the subject.
- That there was need to have more physical education teachers trained to help solve the existing problem.
- That Physical Education facilities in schools were inadequate.
- That the establishment of more facilities was needed.
- That the other facilities that should be provided in schools were gymnasias, table tennis courts, rugby courts, volleyball courts and badminton courts.

## **CHAPTER FIVE**

### **ANALYSIS AND DISCUSSION OF THE FINDINGS**

#### **5.0 Introduction**

This chapter discusses in detail the factors that inhibit the effective teaching of physical education in basic schools. The discussions are based on the themes that emerged from the findings of the study.

#### **5.1 The Teaching of Physical Education in all the sampled schools**

The fact that Physical Education was being taught in all the sampled schools was one of the important findings of this study. Testified to by 100% of the pupils, 100% of the teachers, 100% of the school managers and 100% of the standards officers, this fact is significant in two ways. First that it augurs well for the physical fitness of the pupils who learn the subject in those schools and actually participate in its activities. As it is generally known by educators, body fitness makes children alert and enables them to hear and understand what is being taught by their teachers. And since learning comes through understanding the importance of this fact therefore needs no emphasis. Besides making pupils physically fit, the importance of this fact lies in its conformity with the will of our country's late President (Levy Patrick Mwanawasa –State Counsel) that the subject be taught in all schools. This is in so far as Lusaka schools were concerned; where the findings of this study could be extended.

#### **5.2 The allocation of two periods per week to Physical Education**

Attested to by most respondents to the questionnaires i.e. 100% of the pupils, and 80% of school managers, this finding signifies one thing. This is that the subject

is not marginalised. The two periods allocated to it is what is allocated to most other subjects at the junior level of the secondary school system. Moreover, the allocation seems to be good. This is because a one period per week allocation for the subject would have been insufficient while a three or more periods one would have been too much since the practical side of the subject involves a lot of physic and is tiresome.

### **5.3 Availability of trained P.E. teachers in schools.**

All the teacher respondents to the questionnaire indicated their having been trained to teach Physical Education. This was supported by the school managers who unanimously stated that their teachers had received training in the subject. This means that the teachers in question were familiar with the requirements of their work and that they could be expected to perform satisfactorily. Unfortunately, however, the teachers complained of being overworked during interviews, claiming that the number of trained teachers was not big enough for the pupil numbers in schools. This issue appears to have been supported by 25% of the standards officers' category of the respondents, who pointed to understaffing as having been one of the factors that inhibited effective teaching of physical education. This is unfortunate because people who are overworked not only get tired but develop feelings of apathy towards their work. The end result is poor performance, and in the case of teachers, poor results on the part of the pupils they teach. As a consequence of this, I wish to recommend that the government beef up the training of Physical Education teachers to help solve the prevailing problem.

### **5.4 Physical Education Equipment and materials in schools**

Although some respondents to the questionnaires testified to the existence of equipment in schools (66.7% of the pupils and 33.3% of teachers) the ones cited were balls. This means that many other types of equipment/materials were non

existent. The result of this is that teachers were highly restricted viz-a-viz the types of Physical Education activities they can teach to the children. And since football, netball and basket ball pitches are usually restricted to one for each game the number of pupils who get involved in these Physical Education activities at each given time is relatively small; while the majority merely watch without getting the benefit (Physical fitness) which their friends gain through actual participation. To remedy the situation, the government should consider providing different types of Physical Education equipment to schools and an increased number where need be.

### **5.5 Teachers' and pupils' perceptions about the teaching of Physical Education.**

Both teachers and pupils had favourable perceptions regarding the teaching of Physical Education. This is testified by the fact that the respondent of each group gave 100% 'yes' to the question of whether the subject should be made examinable. They certainly could not have done this had they considered the subject as being unimportant. In support of this too, was the indication by 66.7% of the pupil respondents and 100% of the teachers that the subject was beneficial and the testimony by 66.7% of the pupils that their teachers were eager to teach the subject.

### **5.6 Availability of Physical Education Facilities**

Although 100% of the teachers, 66.7% of the pupils and 50% of standards officers testified to the existence of Physical Education facilities, only a small percentage of the school managers (26.7%) were in agreement with this. Of the remainder, 33.3% stated that there were no Physical Education facilities in schools while 40% pointed to the existence of improvised ones. The fact that improvisation of facilities was made at some schools is a further pointer to the fact that the subject was considered important. It further supports the testimony by 66.7% of the teachers and 33.3% of the pupils that it (the subject) was given attention.

## **5.7 Support given to Physical Education**

It was interesting to note that the majority of managers and standards officers gave support to Physical Education and that in case of the latter the support was in form of materials and funds.

Though I found this to be highly commendable I greatly felt that much more needed to be done to support this subject.

The officers needed to increase the list of materials and equipment they gave to the schools in order to, not only enhance pupil participation *per se* but to increase the range of Physical Education activities they are involved in.



## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

**6.0** This chapter provides conclusions to this study which are based on the research findings. It also contains some recommendations which the author hopes might lead to a more effective teaching of physical education in schools and therefore to a greater realization of the objectives for teaching the subject.

#### **6.1 Conclusions**

The major conclusions of this study were as follows:

- 6.1.1** That Physical Education was being taught in schools and that two periods were allocated to the subject per week.
- 6.1.2** That many schools lacked equipment except for balls.
- 6.1.3** That the number of physical education teachers was also not proportionate to the number of pupils, as such these teachers got exhausted.
- 6.1.4** That the perception of both teachers and pupils towards physical education was positive.

#### **6.2 Recommendations**

In view of the study findings I would like to make the following recommendations:

- 6.2.1** The Ministry of education should train more Physical Education teachers.
- 6.2.2** The Ministry of Education should set aside a specific fund for acquiring Physical Education equipment and materials.

- 6.2.3** The Ministry of Education should ensure that all schools have enough physical education facilities such as play grounds, gymnasiums and swimming pools.
- 6.2.4** The Examinations Council of Zambia should include physical education among the examinable subjects.

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**THE UNIVERSITY OF ZAMBIA**  
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**APPENDIX A: QUESTIONNAIRE FOR THE PUPILS**

Dear respondent,

I am a Post Graduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on factors inhibiting the effective teaching of Physical Education in Zambia: A case study of selected Basic Schools in Mbala District of Northern Province.

You are kindly requested to participate in the research by responding to the Questionnaire. The information that you will provide will be used for purely academic purposes and will be treated with strictest confidentiality.

**Province:** .....

**District:** .....

**Name of School:**.....

**School Setting:**.....

**Grade:** .....

**Sex:** .....

**Age:** .....

1. Is Physical Education one of the Subjects taught at your School?.....
2. How often do you learn Physical Education in a week?.....
3. Is Physical Education Time Tabled?.....
4. Do you enjoy doing Physical Education?.....



5. Are your teachers eager to teach Physical Education?.....
6. Do you think Physical Education is given the attention by your School? If not, what do you think should be done to improve the situation?.....  
.....
7. Do you think Physical Education should be examinable? (Give reasons for your answer).....  
.....
8. Do you have Physical Education equipment in your School?.....
9. What type of Physical Education equipment do you have in your school?  
.....
10. Does your School have Physical Education facilities? .....
11. Is the number of periods for Physical Education the same as those for other subjects?.....
12. What type of Physical Education activities do you do at your School?.....  
.....
13. Do you think Physical Education is a waste of time and should not be taught?.....
14. Do you think teachers consider Physical Education as an important Subject? Explain  
.....  
.....
15. What factors do you think inhibit the teaching of Physical Education at your School?  
.....  
.....

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**APPENDIX B: QUESTIONNAIRE FOR PHYSICAL EDUCATION TEACHERS**

Dear respondent,

I am a Post Graduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on factors inhibiting the effective teaching of Physical Education in Zambia: A case study of selected Basic Schools in Mbala District of Northern Province.

You are kindly requested to participate in the research by responding to the Questionnaire. The information that you will provide will be used for purely academic purposes and will be treated with strictest confidentiality.

**Province:** .....

**District:** .....

**Name of School:**.....

**Type of School:**..... (Community/GRZ)

**School Setting:**..... (Rural, urban or peri-urban)

**Grade Handled:**.....

**Number of years served as a teacher:**.....

**Sex:** .....

**Age:** .....

1. Is Physical Education one of the Subjects taught at your School?.....
2. How often do you teach Physical Education in a week?.....
3. Is Physical Education Time Tabled?.....
4. Do you have Physical Education equipment in your School?.....
5. What type of Physical Education equipment does your School have?.....
6. Does your School have Physical Education Facilities?  
.....
7. What type of Physical Education activities do you teach at your School?.....  
.....
8. Are you trained to teach Physical Education? If yes, at what level?.....
9. Do you think Physical Education is given the attention by your School? If not, what do you think should be done to improve the situation?  
.....  
.....
10. Do you think Physical Education should be examinable?  
.....  
Do you think Physical Education is a waste of time and should not be taught?.....
11. Do you think Administrators consider Physical Education as an important Subject? If not what makes you think so?  
.....  
.....
12. What factors do you think inhibit the teaching of Physical Education at your School?  
.....  
.....

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**APPENDIX C: QUESTIONNAIRE FOR SCHOOL MANAGERS**

Dear respondent,

I am a Post Graduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on factors inhibiting the effective teaching of Physical Education in Zambia: A case study of selected Basic Schools in Mbala District of Northern Province.

You are kindly requested to participate in the research by responding to the Questionnaire. The information that you will provide will be used for purely academic purposes and will be treated with strictest confidentiality.

**Province:** .....

**District:** .....

**Name of School:**.....

**Type of School:**..... (Community/GRZ)

**School Setting:**..... (Rural, urban or peri-urban)

**Number of years served as a School Manager:**.....

**Sex:** .....

1. Is Physical Education one of the Subjects taught at your School? .....
2. How often is Physical Education taught in a week?.....
3. Do you have Physical Education equipment in your School? .....

4. What type of Physical Education equipment does your School have?.....
5. Is Physical Education Time Tabled?.....
6. Does your School have Physical Education Facilities?  
.....
7. What is the attitude of your teachers towards Physical Education?  
.....  
.....
8. Is the number of Physical Education the same as those for other subjects?  
.....
9. What type of Physical Education activities do your teachers teach at your School? .....
10. Are your teachers trained to teach Physical Education?  
.....
11. Do you think Physical Education is given the needed support by your office?  
(Give reasons to your answer)  
.....  
.....
12. Does your office budget for sports equipment?  
.....
13. Do you think Physical Education should be examinable? (Give reasons for your answer)  
.....
14. Do you think Physical Education is a waste of time and should not be taught?  
.....
15. What factors do you think inhibit the teaching of Physical Education at your School?  
.....

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**APPENDIX D: QUESTIONNAIRE FOR STANDARDS OFFICERS**

Dear respondent,

I am a Post Graduate student at the University of Zambia undertaking a Master of Education Degree in Educational Administration. I am carrying out a research on factors inhibiting the effective teaching of Physical Education in Zambia: A case study of selected Basic Schools in Mbala District of Northern Province.

You are kindly requested to participate in the research by responding to the Questionnaire. The information that you will provide will be used for purely academic purposes and will be treated with strictest confidentiality.

**Province:** .....

**District:** .....

**Number of years served as a Standards Officer:.....**

**Sex:** .....

**Age:** .....

- 1. Is Physical Education one of the Subjects taught in your District? .....
- 2. Do you have Physical Education equipment in your Schools? .....
- 3. What type of Physical Education equipment is available in your Schools?  
.....
- 4. Is Physical Education Time Tabled?.....
- 5. Do your Schools have Physical Education Facilities?  
.....

- 6. Is the number of periods for Physical Education the same as those for other subjects? .....
- 7. What support does your office offer Schools in the area of Physical Education? .....  
.....
- 8. Are your teachers trained to teach Physical Education? .....  
.....
- 9. Does your office budget for Physical Education? .....
- 10. Do you think Physical Education should be examinable? (Give reasons for your answer) .....
- 11. What is the attitude of your teachers towards Physical Education? .....  
.....
- 12. Has your office held any workshop for teachers in the teaching of Physical Education? .....  
.....
- 13. How do you think the community perceives the teaching of Physical Education as a subject? .....  
.....
- 14. What are you doing on the Presidential decree on Physical Education in your District? .....  
.....
- 15. What factors do you think inhibit the teaching of Physical Education at your Schools? .....  
.....

## **APPENDIX E: INTERVIEW GUIDE FOR PHYSICAL EDUCATION TEACHERS**

1. Do you have adequate Physical Education facilities?
2. What type of Physical Education facilities are they?
3. Do they cater for all the pupils?
4. Do you think having inadequate physical education facilities affects the teaching of Physical education?
5. What do you think should be done to have more Physical Education facilities?



## **APPENDIX F: INTERVIEW GUIDE FOR SCHOOL MANAGERS**

1. How many of your teachers are trained to teach physical education?
2. Are they able to teach all the classes?
3. Do you use non Physical Education trained teachers to assist them?
4. Do you think the non trained Physical Education teachers can teach the subject effectively?
5. What do you think should be done to get more Physical Education trained teachers in schools?