

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter aims to provide the reader with an overview of the whole dissertation. It provides the reader with the background to the subject of the study. It also highlights the statement of the problem, purpose of the study and objectives of the study. It further provides the reader with research questions, the significance of the study, limitation of the study and organization of the dissertation.

#### **1.1 Background**

In the education system of the country, there are many conditions, which restrict natural Physical activities among pupils. The education system tends to emphasise examinable subjects such as Science, Maths and English, which bring immediate results at the expense of healthy minds and healthy bodies.

Psychologists have proved that pupils who are given enough physical activities as part of the curriculum do better in their academic work than pupils who take no exercise, but spend all their days poring over books (Hubley, 1993). We find Physical Education specialists who are eager to promote the subject, but find it difficult to carry out their work because of not receiving support from higher authorities. In most cases, there is poor equipment or none, and facilities are not conducive to the proper teaching of the subject.

Nevertheless, a good practical teacher will always try to improvise equipment from available resources. In addition, an effective teacher is one who is goal oriented, a teacher who is able to achieve goals that have been set up (Creemers and Scheerens, 1994).

School improvement cannot come about when the entire pupil population is unfit and unhealthy.

A country like Zambia has put man and woman at the centre of every activity. In promoting the above statement, physical education aims at preparing individuals physically, socially, mentally, culturally, intellectually and emotionally so that they contribute effectively to national development (Butcher, 1968).

Physical Education is really a general term, which includes all activities that produce good healthy minds. The subject is there to strengthen health, develop physical skills, motor skills, and inculcate moral qualities such as patriotism, internationalism, teamwork, boldness, purposefulness, perseverance and self-assurance (Bennett, Dietrich and Herbert, 1983). These physical activities can be either in the form of games, sports, dancing, swimming, free play, camping, canoeing, gymnastics, athletics or any other exercises. Physical education activities offer scope for experimentation, skills, dramatization, practices, excitement and freedom. This scope digs up the hidden undeveloped sources of inherent skills and ability in an individual to make him or her become aware of them and confident in their usage.

Education for healthy development, particularly through schools is one of the greatest challenges of our time. Positive attitudes to healthy living need to be inculcated into the child during these formative years. If education for health is taken as a fundamental right of every child, that child becomes a potential agent for change in meeting the challenges of health. Sage (1993) argues that physical education helps to ensure integrated and rounded development of mind, body and spirit, and is the only school subject whose primary focus is on the body, physical activity, physical development and health.

Teachers should observe and recognize the development taking place in their children in relationship with mind, body and spirit, and be able to see the contributions that physical

education makes to the achievement of fitness. The international communities and organisations have tried to support and promote the status of physical education in schools, but this seems to be failing (Hatten, 2001). There are challenges such as poor physical education infrastructure in schools, lack of Physical Education equipment, not enough qualified physical education teachers, negative attitudes of both head teachers and physical education teachers, and especially the subject not being examined in schools. Many schools today have no physical education teachers and many school administrators do not regard physical education as a subject in the curriculum.

The administrator as a leader should not only see to it that the physical education subject is on the timetable, but it should also be properly taught. As argued by Russell, et al. (2006), leadership is principally founded upon the ability to establish direction, align people, motivate and inspire them. Administration is the act of managing duties, responsibilities, or rules. Therefore, administrators have the responsibility for overall guidance, direction and supervision. Day to day interactions between administrators and their subordinates is very cardinal in a school.

Moreover, it is the duty of the administrator to articulate the concept of staff development, so that they are able to plan and implement programmes to meet the needs of their schools (Bush and Middlewood, 2006). Gaining administrative and government support for Physical Education programmes is difficult considering the pressure that school administrators face to improve academic skills (Symons, 1997). Physical education programmes are not often seen as a primary concern to these administrators since many believe that student physical education is not of concern to schools but should be an issue that parents address.

Therefore, the administrator has a major task of encouraging teachers to use new methods and techniques in their presentations of teaching (Bush and Middlewood, 2006). The school administrators should always share information with their staff. Communication is very important as viewed by Chester (1988) that it is the means by which people are linked together in an organisation to achieve a common purpose. Therefore, effective communication is essential for the internal functioning of an organisation because it integrates the managerial functions. The administrator is to provide professional leadership, secure high quality teaching and effective use of resources. Then, if physical education is effectively taught, it will have a beneficial effect overall on the child, the school and the nation as a whole.

The policy on physical education was well spelt out in the Education Reforms of 1977, that the unique contribution that physical education has to make to general education is that of general body development through physical activities (MOE, 1977). The current Education Policy of 1996 does not specifically state anything on physical education. However, policies in Zambia may be described as official circulars and directives as issued by the Ministry of education. The overall impression was that the declaration by the late President Mwanawasa was what could be considered as a policy (Lusaka Times, 5<sup>th</sup> July 2006).

## **1.2 Statement of the problem**

Physical education is taught in most private schools in the country, it is not the case in all government schools. In some schools, it may be timetabled but not taught. It has been discovered that all teachers of Grades 1 – 7 in primary schools receive training in the teaching of physical education. Despite teachers receiving this kind of training, very few of them teach it in the field. In the same vein, we are not sure whether all the

stakeholders are playing their role in the teaching of physical education in primary schools, which may hinder the progress of the subject.

Therefore, there is need to establish the stakeholders' perceptions in the teaching of physical education with a view that government and the curriculum specialists take some of these views expressed into consideration.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the Stakeholders' perceptions in the teaching of physical education in primary schools.

### **1.4 Objectives of the study**

1. To establish the major role that administrators play in the promotion of physical education
2. To ascertain the amount of resources and other material inputs from government towards the promotion of physical education as a subject
3. To establish the administrators, teachers and pupils' perceptions towards physical education in primary schools
4. To investigate possible solutions for the improvement of physical education delivery in primary schools

### **1.5 Research questions**

1. What were the major roles administrators played in the promotion of physical education delivery in primary schools?
2. What resources or other forms of material provisions were provided by the government to support the subject in primary schools?
3. What were the administrators, teachers and the pupils' perceptions towards the subject in primary schools?

4. What measures were put in place to improve and promote the effective delivery of physical education in primary schools?

### **1.6 Significance of the study**

The study undertaken was helpful in that the findings and the recommendations made would be a revelation to the pupils, teachers, administrators, the Ministry of Education and other stakeholders whose prime objectives were to see that physical education was promoted and effectively taught in primary schools. The study would further reveal the administrators', teachers' and children's perceptions on the teaching of the subject, and it would highlight factors contributing to the low participation in the subject area. The study would also enable the authorities realize the importance of physical education and thereafter, be able to consider the recommendations favourably by creating an enabling environment for the teaching of the subject for the betterment of the pupils who were the centre of this concern. Furthermore, the study would finally accord the planners the best way on how the current situation could be corrected, and further help the curriculum experts to evaluate the primary school physical education syllabus that is currently being utilized in all learning institutions.

### **1.7 Limitation of the study**

At school level, the researcher encountered great challenges in collecting data especially from the school managers who seemed to have been busy with their schedules. Additionally, the researcher was unable to receive all the questionnaires, which were distributed to respondents in good time due to apathy by some respondents of which certain information was not adequately attended to. The researcher had limited funds to cover some schools that were in remote places. The challenge above made the researcher to be limited to areas that were more accessible and this meant that some information from such far areas were left out in the research.

## **1.8 Summary**

Chapter 1 gave the researcher the background of the study. It was observed that psychologists had proved that pupils who were engaged in physical activities as part of the curriculum were better in their academic work than those who spent most of their time on books but without doing any physical exercises. Teachers who were interested in teaching physical education found it difficult because of not receiving support from their superiors. The aim of physical education was to prepare individuals physically, socially, mentally, culturally and emotionally so that they contribute to national development.

It was noted that positive attitudes to healthy living needed to be inculcated into the child at the very early years. Apart from teachers not getting support, there were other challenges that hindered the progress of physical education such as poor infrastructure in schools, no proper equipment, negative attitude from other teachers and administrators, non-examinable of the subject and lack of qualified physical education teachers. It was the school administrators' responsibilities to offer guidance, direction and supervision if the subject was to be effectively taught.

The other scholars narrated that leadership was all about the ability to establish direction, align people, motivate and inspire them. The school administrators in the whole process needed to play a major task of encouraging teachers to teach the subject and provide professional leadership and effective use of resources if they were to promote it. The study also looked at the statement of the problem, which was to establish the roles administrators played in the development and promotion of physical education with a view that curriculum specialists would take it into consideration. The researcher also looked at the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study and organisation of the dissertation. The next chapter will discuss and highlight the literature review of the study.

## **1.9 Organization of the dissertation**

This dissertation is organized as follows: Chapter 1 gives an introduction to the research. It outlines the background to the study and highlights the objectives, raises the key research questions and addresses the significance of the study as well as the limitation of the study and organisation of the dissertation. Chapter 2 comprises the literature review. Chapter 3 brings out a detailed description of the methodology used, specifically the data collection methods, the type of data collected and procedures used. Chapter 4 gives the findings of the research; the data collected and data analysis. Chapter 5 outlines the discussion based on the research findings. Chapter 6 presents the main conclusion drawn from the findings and the recommendations made. This chapter gives further the suggested areas of future possible research in the field.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Overview**

The literature highlights the historical perspective of physical education beginning with the ancient physical education to the current. The literature review also looks at physical education in schools as well as in other countries. It further discusses the teachers and school administrators' role in physical education. The literature also provides what other scholars had found in their previous research on physical education and how they perceived it in schools. The chapter concludes by giving possible solutions to the challenges faced in promoting the teaching of physical education.

#### **2.1 A historical perspective**

The Zambian Literature on physical education is very scanty and not much research has been done in this area. The few books written by Kakuwa and Mufalali (Mufalali, 1974 and Kakuwa, 2005) only deal with some aspects of traditional games, and physical education activities and syllabi respectively. It should be mentioned here, that this literature, which is presented in Kakuwa and Mufalali's books, is very essential and useful to the prevailing environment as regards the teaching of this subject. Physical Education teaching is not only dependant on these few books but also on information from other parts of the world. Kakuwa (2005) and Mufalali (1974) more or less talk about the same work with the former making an emphasis on traditional games.

Mufalali (1974) observes that as in many parts of Africa, Zambia has had some educationists that treated physical education as a new subject. To the contrary, Physical Education has existed in one way or the other for a very long time. What makes some educationists perceive it as actually new is the nature of its presentation, which is currently based on standardized method of learning and teaching. Mufalali (1974) points

out that long before the white people came to Zambia, people enjoyed swimming, climbing up and down trees, throwing spears, ox-racing and many other activities.

Today's physical education is an improvement from the old physical education of ancient times. Physical education as a science of human movement dates far back to the origins of human beings. Such physical activities from time immemorial, form an element of life (McHenry, 1993). As man/woman evolved through stages of human development, he/she was involved in some physical activities because of demands of nature.

Children and youths under the age of 21 actively enjoyed this system of Physical Education with girls retiring much earlier, say by 18 years of age (Talbot, 1986). This girl-situation were as a result of the stereotype attitude that the society had about girls' participation in physical activities that they could not succeed in such activities and this affected their performance in Physical Education.

This type of physical education can be said to have been predominantly informal and old in that it had no specific dimensions of the field of play and where the activities could take place (Bucher, 1968). As long as it was convenient, any type of space could be used. The equipment was also not an issue for as long as it was convenient to the participant in terms of weight and quality and not forgetting the size. This equipment however varied from one place to another.

Games played in an area depended mostly on the type of geographical location in that particular area. For example, places predominantly surrounded by rivers practiced such games as swimming, canoeing, and role-plays on crocodile games while those surrounded by forests did tree climbing, hunting and hiding games. In other words, the type of environment dictated the type of game to be played in the area. There were no trained nor specialised coaches and hence most learning was done informally though

sometimes, the older boys and girls, with reasonable knowledge of those games organised the young ones (Mufalali,1974). This information suggests clearly that Physical Education has existed from ancient times.

## **2.2 Ancient Physical Education**

Lawrence (1992) and Gallahue (1993) present important information on this study. They say that in ancient Greece, especially in Athens, education was more inclined towards the development of the whole person, i.e. the mind and body. Although citizenship, public speaking, poetry, music, art, science, history and mathematics were stressed in the education of the Greek boys, they also had to do such physical activities as jumping, running, boxing, wrestling, throwing javelin and discus. Sports were considered paramount because they provided a base for military training. Girls obtained exercise through dancing as well.

Mufalali(1974) points out that like the Athenians of Greece, Zambian girls were for most of the time pushed into the kitchen because games involving vigorous body movements were said to be for the masculine and not feminine. This gender imbalance emanating from this stereotype treatment of girls as regards physical activities has greatly affected the girl-child's participation in physical activities. This effect has negated the girl-child into a weakling's position, unable to actively participate in the vigorous activities that currently constitute the foundation of physical education as a subject.

## **2.3 Modern Physical Education**

In the global world today, even after receiving adequate training, teachers remain lifelong learners. McGaha and Lynn (2000), argued that not all graduates of Physical Education programmes were well prepared to teach after graduating. Specifically, some were not naturally gifted at classroom management, assessment of pupils' performance, and

adapting curriculum to limited facilities and equipment or differing pupils' needs. Others simply were unprepared for the physical demands of teaching the whole day.

This is in line with Daugherty's (1969) observation that a number of teachers especially generalist teachers entered the profession inadequately prepared and had less or no technical knowledge to handle certain skills in their area of specialization. This was further supported by the Chepyor-Thomson research (2003) in the USA, which indicated that the pre-service teachers' field teaching experiences were not enough, or lacked in their undergraduate programme, which resulted in "reality shock" and inadequacy in transition from possession of declarative knowledge to application of procedural knowledge in the field. For instance, if the area involved was physical education, it was difficult for the teacher to organize any physical activity because he/she lacked the technical expertise of the skills involved.

Due to ever dynamic and changing nature of professional demands, training is a continuous process, which lasts for the duration of the career of a committed professional teacher. Similarly, teachers and administrators such as head teachers must also have continuing professional development (CPD).

Looking at the important role physical education plays in the life of the child, we can say that it has undergone major changes in the nature of activities and teaching methods. The influence of Dewey, particularly during the period between 1930 and 1970, created many changes in the philosophy of education and thereby influencing both the teaching and the content of physical education (Fishburne, 1995). These changes not only show philosophical needs but economic ones and new knowledge regarding children's growth and development. Zambia's educational system is no exception to such phenomena of changes.

## **2.4 Physical Education in the developed world**

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman and Unterhalter, 2005). According to Gallahue (1993), evidence points to the idea that American children are unable to frequently take advantage of the many benefits of vigorous activity due to poor or non-existence of physical education programmes, sedentary lifestyles and the erroneous assumption those children, by their very nature, get plentiful of activity through play. This was also affirmed by the District Commissioner for Kabompo Rebecca Mukuka's speech (Lusaka Times, 28<sup>th</sup> June 2008 ) in which she urged schools to incorporate physical education in the school curriculum like any other subject because it played an important role in the development of the child physically as well as mentally. The consequences of such a situation, gives a commonality of low levels of fitness and movement skill development among children.

Gallahue(1993:5) states that, 'to deny children the opportunity to reap the many benefits of regular vigorous physical activity is to deny them the opportunity to experience the joy of efficient movement and health benefits of vigorous physical activity and a life time as confident and competent movers'. Boyer's (1965) work is equally significant to our study as he points out that teachers have varied backgrounds in physical education with some having little or no ability or interest in this aspect of education. Some have had no opportunity to participate while others have had uninspired teachers themselves that they see no relationship between play and educational objectives. These situations have consequences of affecting the effectiveness of teaching Physical Education.

Dunlop (1971) points out that physical education programmes in school, must be seen to do their best to entice one in one or more activities to such an extent that learners would want to carry the participation on, into adult life. In order to achieve such an end, Dunlop

suggests that we must first include a sufficient variety of activities, increasing towards the upper end of the school, so that as many individuals as possible can have their interests catered for. Although children grow up in extremely varied conditions all over the world, there were a number of common features all over the world. All children have an innate need to move, to develop physically and to grow (Hardman, 1998).

Secondly, establish background knowledge for enough activities to cater for changes in interest during adult life brought about by changing social maturity, and in due course, ageing. In the same vein, Gallahue (1993) suggests that quality physical education is within the reach of all teachers who truly are dedicated to children's learning. It is not a 'throw out the ball' performance or some form of glorified recess period. Moreover, a good quality physical education can include all children and young people whatever their cultural background and physical or cognitive abilities; enhance social inclusion and engagement in school life; develop pupils' confidence and self-esteem; contribute to the social life of the school and its ethos; and provide foundation skills and knowledge for a lifetime of activity and perhaps a future working life in sport, physical activity, culture and leisure. (Education Culture and Sport Committee, 2000)

Gallahue (1993) observes that professional organisations, health professionals, concerned educators and parents in North America have acknowledged the paramount importance of vigorous physical education experience. Schools and physical education teachers in particular, have more to offer than any other institution in helping children lead active and healthy lives. That is because the right permissive environment can lead to high levels of physical activity (Australian Sports Commission, 2004).

In fact, the American Academy of Pediatrics, the American Medical Association, the National Association of Elementary School Principals, the American Alliance for Health, Physical Education and Dance (AAHPERD), and other several professional

organisations, endorsed a joint resolution of the US Congress (1988). They resolved that local governments and organisations should provide high quality daily physical education programmes for children in Kindergarten through to grade 12. AAHPERD, through the National Association for Sport and Physical Education Fitness of Primary Groups is spearheading the quest of daily physical education experience, today in America.

Taylor and Beashel (2000) state that by law, schools have to teach all subjects of the national curriculum. They say that physical education in the United Kingdom has always been the foundation in the national curriculum and this has given physical education equal status with other subjects.

Physical education views life as a totality. Americans, especially those in the middle and upper income brackets, have taken health more seriously in the past several decades than they ever did before. They have shifted from a primarily remedial or medical approach to a primarily preventive or wellness approach (Siedentop, 2007). This has made a number of American children to be engaged in a variety of physical activities and giving the activities more time and resources. The facilities of physical education obviously affect what can be taught and how it will be taught.

A Hardman and Marshall (2000) survey on the state and status of physical education across Europe indicated that in Ireland the subject was not properly handled and was unable to move forward. The survey indicated that physical education facilities, time allocation and staffing, were contributing factors to the crisis in the teaching of physical education.

Yet the research showed that children who were physically active and fit tended to perform better in the classroom, and that daily physical education did not adversely affect academic performance. This is supported by Bettery (2004) who echoed that, today's

physical education activity is not just limited to the body but contributes to sound mental healthy.

It is therefore imperative that the issue at hand is providing facilities and equipment so that teachers can help children to achieve the full range of benefits within a subject such as physical education (Hoye, et al, 2006).

For instance, a study done in France increased its physical education time to 8 hours per week, reducing time devoted to academic subjects. The students in this experiment were physically and psychologically healthier and had increased academic performance when compared to the control group (Sallis, et al, 1999).

Physical education has existed in Australian schools in the past 20 years, and there has been a major concern from administrators about the state of physical activities in that country. A Senate Inquiry into Physical and Sport Education detailed major problems in the delivery of physical education in schools in 1992. These included the dramatic reduction of physical education in schools, and a lack of commitment to address problems associated with the provision of quality physical education (Eitzen, 1979)

In support of this, Fullan (2007) says that the illiterates of the 21<sup>st</sup> century are not those that cannot read and write, but those who cannot learn and unlearn. Teaching is a lifelong profession and therefore the administrators should be at the forefront of learning. Muijis and Harris, (2007) echoed that an organisation's ability to improve and sustain improvement largely depends upon its ability to foster and nurture learning communities.

## **2.5 Physical Education in the developing world**

For instance, throughout Africa, diversity and contrasting variations prevailed. In Nigeria, physical education was taught and examinable at ordinary level and advanced levels. In Kenya it was taught but not examinable, in Uganda it was timetabled but not

seriously taught (Toriola, 2005). In South Africa, physical education as a subject did not exist but was taught indirectly as a small component of the learning area (Van Deventer 2005); and in Botswana it was timetabled but inadequately resourced and there were very few physical education teachers.

Some studies were also conducted in some schools in Uganda. For instance, Odubaker (2007) conducted a study to investigate the influence of the School managers' management competences on the management of Schools in North Western Uganda in order to improve the teaching and learning process. The findings revealed that administrators required certain managerial skills to promote the teaching and learning process. In the same line, Mpierwe (2007) conducted a study to examine the effects of management of instructional materials on teacher performance in Primary Schools in Kampala District.

The purpose of the study was to determine the influence of coordination of instructional materials on teacher performance. The findings revealed that there was a positive relationship between the two. As a school administrator therefore, he or she has the responsibility of promoting effective teaching in the school. He or she has to ensure, through constant supervision that each person is performing his or her duties satisfactorily (Sidhu, 2002).

In an effort to promote physical education, the University of Zambia (UNZA) and University of Toronto, signed a memorandum of understanding in 2006 to mark the first ever-major development in the partnership of the enhancement of the physical education section at the University of Zambia, research collaboration and student exchanges.

## **2.6 The teachers and school administrators' role in Physical Education**

Physical education is not an exceptional, and one of the school administrator's tasks is the improvement and implementation of the school curriculum. Sidhu (1996) looked at

objectives of the school administration as to clearly define the functions of the school, coordinate effectively the school's activities and programmes, maximise utilisation of resources in order to provide high quality education, then simplify and clarify tasks to ensure good results, which may result in creating good conditions.

Symons (1997) argued that gaining administrative and government support for health programmes in the United Kingdom was difficult considering the pressure that local leaders faced to improve academic skills. Physical education programmes to them was not seen as a primary concern to the administrators since many believed that pupils' health was not of concern to schools but that of parents to address. Therefore, physical education requires immediate support from the school administrators if it has to be effectively performed. Watt (2005) supports the idea that, there is need for all administrators to work hard in order to promote the benefits of the subject and equally be ready to counter any perceived disadvantages that may hinder physical education. The leader's task is to bring cohesion and involve everyone in making all decisions by having a shared responsibility. The nature of administrators' work is to co-ordinate the work of individuals, groups and organisations by performing four administrative functions: planning, organising, leading and controlling Gibson, et al (2009).

Planning is a process that includes defining goals, establishing strategy and developing plans to co-ordinate activities. For easy and smooth running of the institution, the administrator has a duty to plan if he/she has to succeed.

To promote this subject, it is also incumbent upon the administrator to organise what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made. If organisation is perfectly done no subject will be termed as inferior, because every member of staff will give due respect to other subjects and regard all as important. This will help the administrators to lead and direct

all the activities in school. Sapru (2009) emphasised that leadership has an important aspect of managing. He further stressed the point that it was the process of influencing people so that they were willing to contribute their very best to the achievement of group goals. Administrators have a duty to bring the community closer to the school, so that they are able contribute positively towards any academic programme. Sensitization of the community on the importance of school was ranked second as a corrective measure to improve on pupils' participation in school activities (Kalumba, 2012). Therefore the administrator should play a leading role.

Leading may include motivating staff, directing others, selecting the most effective communications channels and resolving conflicts. The administrators may even have time to monitor activities and ensure that they are being accomplished as planned. School administration is basically concerned with the efficient execution of programs and activities.

Maicibi (2005) contends that, without good leadership styles, effective performance cannot be realised in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the pupils are not given proper direction in their use, or if teachers who are the implementers are not supported and motivated by school administration, the programme will not be achieved. This is in agreement with the common sense view, that administrators are essential and have an impact on the performance of the school (James and Connolly, 2004). Therefore, the school administrators are always in the middle of the relationship between teachers and external ideas of stakeholders. These are in a strategic position to promote or inhibit the development of the teacher or the subject, (Fullan, 2006).

It is of paramount importance that, the school administration must discuss new ideas and developments in education with staff and should encourage them to use modern teaching

methods. As alluded to by Reves (2009) administrators must always be aware of trends in physical education and the resulting effects on participation. Just as in any practical management situation, it is essential for the practitioner to be aware of his or her environment. Msango and Lupele (2006) also emphasise on the point that, School administrator should monitor staff's work, as this will bring about effective teaching and learning. He or she should monitor teaching and learning materials and other infrastructure in the school.

In as far as, physical education is concerned; much equipment and proper facilities are required. It was discovered that, globally, only a very few countries had adequate facilities for Physical Education (British Columbia Teacher's Federation, 2004). It is sad to note that also, a good number of primary schools in Zambia lack such facilities and equipment. It is only the school administrators who can facilitate such requirements. Mufalali (1974) adds to the same that physical education was not taught seriously where there was lack of proper physical equipment. In addition, there are clear differences between those who have access to physical education facilities with the majority of not having an opportunity (Sports Policy Review Report, 2004).

It is the role of the school administrators to facilitate and provide teaching/learning materials required by the physical education teachers. Kochhar (2002) points out that the school administration must not be filled with theoretical principles, but must provide practical measures to achieve the desired objectives. This will also include the administrators to see to it that time allocated to physical education periods is enough.

This is very cardinal in all programs. For instance in Washington, on the school timetable, 100 minutes for physical education in grades one to eight is mandated. In reality, few schools observe this law; many only offer 60 minutes per week Shepard et al, 1994). In Singapore, pupils from primary school through junior colleges are required to

have two hours of physical education every school week, except during examination seasons. In Malaysia, pupils from primary to secondary schools are expected to do two periods or one hour of physical education per week throughout the year. Kim and Taggart (2004) study revealed that, the national curriculum in Korea mandated three lessons per week for a total of 51 hours per 17 week semester. This work culture and implementation of the above programme to be achieved is dependant upon the school administrators to take a leading role, and provide guidance and direction.

Marshall and Hardman (2000) noted that in Uganda, time allocation to Physical Education periods differs from one individual school to the other. This simply means that the implementation of the subject, quantity and quality of opportunities is greatly in the hands of each individual school administrator throughout the country.

Implementation of effective physical education requires joint effort and cooperation between the administrators and physical education teachers. The school administrators must be a developer of staff, seeing individual staff regularly to discuss progress, development and training needs (Skelton, 1994). In successful schools, members of staff share values, goals, and work as a team. Teamwork can enhance quality management in schools as teams can utilize resources more efficiently and effectively, increase organisational effectiveness, improve the quality of educational programmes and create better learning and working environments.

Thus, successful teamwork is considered an indispensable ingredient in the process of building a successful school (Steyn and Niekerk, 2002:113). Appropriate structures must be established for physical education. It is incumbent on government, public authorities, schools and private agencies at all levels to join forces and plan together so as to provide and make optimum installation, facilities and equipment for physical education (UNESCO, 1992).

It is imperative for school administrators to appreciate the positive role physical education plays in academic achievement and healthy styles. School administrators should be seen to support the subject since the pupils' health is not only the concern of parents at home, but the school and the nation as well. Trudeau, et al (1998) demonstrated that quality physical education produced important physical education benefits while having no ill effects on "academic". They further argued that physical activity offered a broad range of benefits and that Physical education programmes within the school setting could set the stage for how children view physical fitness, activity levels, and future health. It also provides opportunities for students to learn how to cooperate with one another in a team setting.

The literature so far reveals that a great evolution has occurred in physical education enabling one to distinguish between old and modern physical education. Physical education in the developed world has been given the attention that it deserves, whereas in Zambia much needs to be desired if schools have to teach it effectively. The other developing countries are trying to administer the subject with little resources. In this modern physical education, the administrator as leader has to play pivotal role in order to facilitate the smooth learning. Stephen et al (2008) emphasise that leadership is the ability to influence a group toward the achievement of a vision or set of goals.

There is nothing more demoralising than a leader who cannot clearly articulate why staff are doing what they are doing. He/She has to establish standards that will bring about the change of mindset of other members of staff in the institution, and put the subject on market that will produce a learner whose performance shall be appreciated by society. If the learner has to benefit and develop physically, socially, intellectually and emotionally, there is need for all stakeholders to unite and support the teaching of physical education in schools.

## **2.7 Summary**

The literature has revealed that physical education has existed in one way or the other for a very long time. In the past people enjoyed swimming, climbing up and down trees, throwing spears racing and many more. The development from people, made all to get involved in some physical activities because of nature's demands. Equipment and field of play was not an issue as long as it was convenient to participants. In modern physical education, not all graduates were prepared to teach after graduation. Teaching was a lifelong profession and therefore the administrators were to be at the forefront of learning. Managers had the responsibility of promoting effective teaching in the schools. Physical education required support from school administrators if it were to be effectively taught. There was need for administrators to promote the benefits and be ready to counter any perceived disadvantages that may hinder the progress of the subject. Administrators were essential and had an impact on the performance of the school. They were in the strategic position to promote or inhibit the development of the teachers or subject. Globally very few countries had adequate facilities and equipment for physical education. Only school administrators were to facilitate such requirements. School administrators were required to understand the positive role physical education played in academic achievement and healthy styles.

In the next chapter, the researcher will discuss the methodology of the study.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.0 Introduction**

This Chapter outlines the procedures used to collect the necessary information required to achieve the research objectives and methods used to analyze the collected data. It begins with the description of the research design, a description of the population and gives the sample size as well as the sampling procedures. The Chapter then further describes data collection procedures and instruments that were used, as well as how data were analysed and interpreted.

#### **3.1 Research design**

This was a case study on the stakeholders' perceptions in the teaching of physical education in primary schools of Mansa District. The reason for choosing this study was to allow for a detailed and in-depth study of the situation that was prevailing on the ground from school administrators, pupils and teachers' point of view. In fact, scholars have pointed out that a study of this nature seeks to describe a unit in detail, in context and holistically (Kombo and Tromp, 2006).

The study used both qualitative and quantitative approaches in order to obtain a deeper understanding of the questions under study (Cohen and Manion, 2001; Punch, 1998).

#### **3.2 Target Population**

The study targeted the school administrators, teachers and pupils from the selected fifteen primary schools of Mansa District to find out their perceptions on the teaching of physical education and the challenges affecting the teaching of Physical Education in schools.

### **3.3 Research sample and sampling procedure**

For the purpose of the study, the sample was drawn randomly, using a simple random procedure. This was to provide each population element an equal probability of being included in the sample. According to Bryman, (2008) sampling is a method used to select a target group in the study. The study was conducted in fifteen selected primary schools of Mansa District, in Luapula Province. The District had 102 primary schools and each school was apportioned a number that was randomly picked to come up with a sample size. The participants of the study consisted of 30 school administrators, 60 teachers and 60 pupils. The school administrators were purposively selected because of their nature of work as school managers.

Purposive sampling is a method in which researchers carefully select the cases to be included in the sample based on an assessment of their typicality (Cohen and Manion, 2001). In this way a sample is built up that meets the specific needs of the researcher. (Cohen and Manion, 2001), however acknowledge that while purposive sampling may satisfy the researcher's needs, it does not represent the wider population

Teachers were selected on their availability due to the fact that their initial training included the teaching physical education in Colleges of Education. In the case of pupils, they were also picked on their availability based on their grade and their age group. Therefore, a total of 150 respondents were interviewed. There was an equal sample size of ten respondents in each school. From the fifteen schools, two administrators, four teachers and four pupils as respondents represented each school as shown in figure 3.1 below.

**Table 3.1 shows how the researcher distributed the questionnaires to the respondents**

Respondents	Number distributed	Number distributed by gender		Total distributed	Total received
		Male	Female		
<b>Administrators</b>	30	16	14	30	<b>30</b>
<b>Teachers</b>	60	26	34	60	<b>60</b>
<b>Pupils</b>	60	30	30	60	<b>60</b>
<b>Total</b>	150	72	78	150	<b>150</b>

### **3.4 Research instruments**

Taking into consideration that the study was intended to be qualitative and quantitative; data were collected using questionnaires, face-to-face interviews which were semi-structured and observations. For the purpose of triangulation, physical education books and reports from institutional libraries and the internet were consulted. Triangulation involves the conscious combination of quantitative and qualitative methodologies as a powerful solution to strengthen a research design where the logic is because a single method can never adequately solve the problem of rival causal factors (Denzin, 1978).

### **3.5 Data collection procedure**

Permission to conduct the study was sought from the relevant authority in this case the District Education Board Secretary of Mansa District. The researcher used both primary data and secondary data method to collect information. According to Kumar (1996) the primary research allows the author to obtain data directly from the source, such as finding out first hand information on the role school administrators were supposed to play in the promotion of physical education. During the interviews, structured interviews were conducted on school administrators and teachers as shown in appendix 1 and 2. The researcher also took notes in some instances to gather enough data. These enabled the researcher to elicit the opinion of the participants on how the stakeholders perceived the teaching of Physical Education in schools.

During the period of interview, there were only two people, the interviewer (Researcher) and the interviewee (respondent). A semi-structured interview that was face to face was used in order to allow for the collection of in-depth information on the views of pupils as shown in appendix 3. A semi-structured interview was considered most useful in the study because it allowed me to ask pre- established key questions and at the same time probe more deeply in response to interviewees' contributions (Hitchcock and Hughes, 1989). This was possible because in cases of misunderstanding the interviewer had to probe and follow up questions. Secondary data were collected from books available in the libraries, dissertations, reports, lectures, and from other organisation where data related to the topic were documented.

### **3.6 Data analysis**

The data collected from the range of sources were analyzed qualitatively and quantitatively and revealed themes that emerged across the collected data. Analysis of the collected data was based on the objectives of the research study. Quantitatively, all answered questionnaire items were organized, quantified, categorized and subjected to statistical analysis. This was then presented using percentages, frequency tables and graphical presentations. Qualitatively, the researcher transcribed all interview responses from different groups or individual respondents. The qualitative approach was chosen as it provided a good situational analysis of what actually obtained in the study areas. This approach paved way for participants to fully express themselves without any restrictions to what they had to say. The data were summarized using narrative reports and conclusions were based on the responses from respondents

### **3.7 Ethical considerations**

Ethical concerns were taken into consideration in the study. Data collected during the study were kept strictly confidential and were not to be used for purpose other than the

intended one, as stated above in the section on the purpose of the study. Consent was also sought from the respondents and ensured that the subjects participated voluntarily (see consent form in appendix 1 and 2). The researcher also maintained an open and honest approach and ensured that the names of the respondents and of the schools involved were protected.

### **3.8 Summary**

The chapter looked at the research methodology, which was used in research. The study used both qualitative and quantitative approaches. The study targeted the school administrators, teachers and pupils from fifteen selected primary schools of Mansa district. Random sampling procedure was used in the population which consisted of 30 school administrators, 60 teachers and 60 pupils. The research instruments used were questionnaires and semi-structured interviews. Books, reports and internet were also utilised. The data were collected using both primary and secondary sources. Data were also analysed quantitatively by using frequencies, percentages, graphs and tables. The researcher observed the ethical concerns and the data which were collected were kept strictly confidential and were to be used for the purpose of the study. The researcher will discuss the presentation of the findings in the next chapter.

## **CHAPTER 4**

### **PRESENTATION OF FINDINGS**

#### **4.0 Introduction**

This chapter presents findings of the study. The qualitative data were summarized using narrative reports while quantitative data were presented in frequencies, percentages, tables and graphs. The findings were presented in relation to the research questions.

#### **4.1 Background characteristics**

This section tries to present the background characteristics of the school administrators, teachers and pupils in the study. The information for school administrators and teachers includes sex and professional qualifications. The chapter will further look at the research questions and address them accordingly. These are; the role administrators play in the promotion of physical education in schools; the resources and material inputs provided by the government; the perceptions of the administrators, teachers and pupils towards physical education and the solutions that are required to make the subject fully taught in schools. The researcher tried to explain why this information was relevant for this study in chapter five. For the pupils, the focus was on gender, grade and age status.

#### **4.2 Administrators**

Staff study findings showed almost a fair distribution of school administration by gender which stood at 47 percent male and 53 percent female and we can deduce that there was almost a balance of gender. The results showed that 40 percent of administrators were certificate holders while 53 percent were diploma holders and only 7 percent had their first degree. This meant that the researcher worked with respondents who were on the ground and probably understood the challenges that may arise in the teaching of Physical Education.

### **4.3 Teachers**

The distribution of teachers by gender was almost equal and their qualifications were equally not impressive. 58 percent of the teachers were certificate holders while 37 percent were diploma holders and only 5 percent had their first degree. Therefore, the information given was fair in the sense that both sexes of the respondents were represented.

### **4.4 Pupils**

The distribution of pupils by gender was fairly observed, which stood at 50 percent for male, and female respectively. The pupils were in the range of 7 to 15 years covering from grades 1 to 7. This gave us a picture of the age group, which is very active in as far as play is concerned and very much eager to learn. The above age group if not actively involved in Physical Education and sport in school may not be good and would be denial of their talents to be exposed.

The pupils were put into their age category as follows;

7 - 10 years – 19 pupils

11- 13 years – 25 pupils

14- 15 years – 16 pupils

These pupils were taken from the following grades;

Grade 1 – 6 pupils

Grade 2 - 8 pupils

Grade 3 - 10 pupils

Grade 4 - 8 pupils

Grade 5 - 12 pupils

Grade 6 - 6 pupils

#### 4.5 Physical education timetable in school

40 respondents amongst the teachers representing 67 percent stated that physical education was well time tabled while twenty (33 percent) acknowledged that it was not time tabled. This shows that the subject was recognised by the schools and required implementation since it was one component that had been designed by the Ministry to be offered to pupils. The other twenty who responded that it was not time tabled referred to the administrators' ignorance on the subject. In their view, physical education was not time tabled at their schools because some schools had no qualified teachers to teach the subject. Other respondents echoed that the subject could not be time tabled because it was integrated in Creative and Technology Studies (CTS), which made it an optional subject.

#### 4.6 Timetabling of Physical education in schools

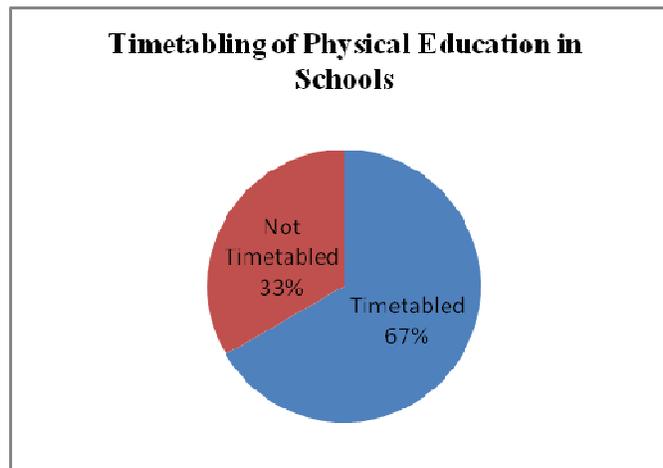


Figure 1

#### 4.7 Teaching of physical education in schools

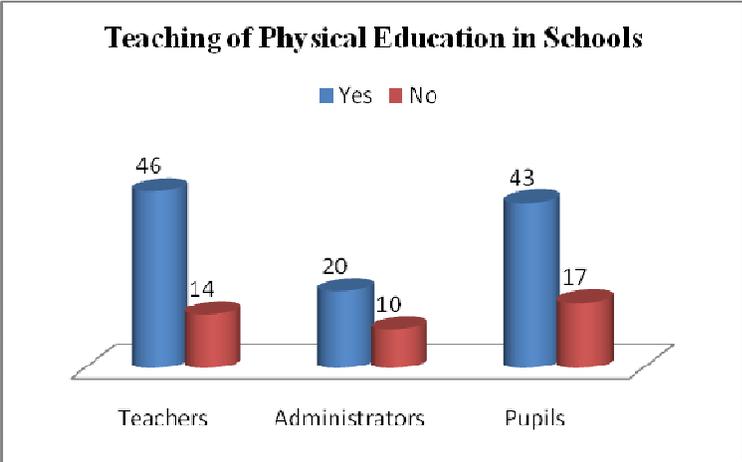
46 teachers (77 percent) acknowledged that physical education was taught in their schools because it appeared under Creative and Technology Studies and only taught when there was time for it. They further stated that physical education was taught depending on the individual's interest since administrators seemed not to give it much

attention as it was not among the compulsory examinable subjects. Those that responded that the subject was not being taught were fourteen (23 percent) and mentioned lack of teaching/learning materials to support the teaching/learning processes as one of the barriers.

The other respondents found in most stations who were administrators, answered in the affirmative. Out of thirty respondents, twenty (67 percent) said that physical education was taught at their schools, while ten (33 percent) confirmed that the subject was not taught. Those who said the subject was not taught, indicated the reasons as that of the subject not appearing on the school timetable, and that it was not mandatory. The other reason was that the subject was not examinable and had demoralised many teachers. Other factors included the subject was not taught independently as it had been integrated into Creative and Technology Studies (CTS). There was also lack of infrastructure and poor facilities, plus inadequate equipment which made it difficult for teachers to teach. The other major reasons they submitted were lack of interest by some teachers and administrators, and not having qualified teachers to handle the subject.

In another development, the majority of the pupils said that they were learning physical education in their respective schools. 43 of the respondents which is 72 percent confirmed doing physical education activities such as running (athletics), football, First Aid, gymnastics, volleyball, netball, dancing and traditional games. The other seventeen respondents (28 percent) mentioned that they never participated in physical education lessons in their schools.

**Teaching of Physical Education in Schools**

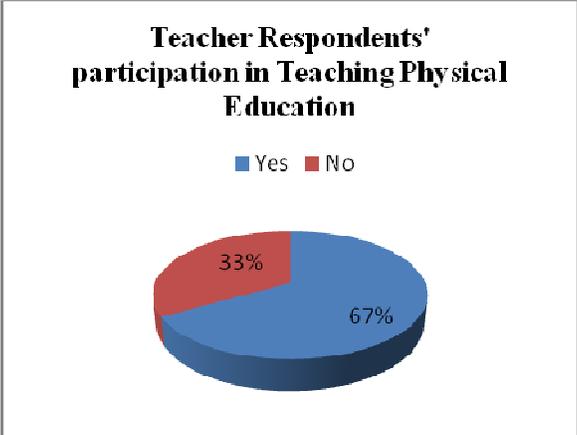


*Figure 2*

**4.8 Teacher participation in teaching the subject**

Out of 60 teacher respondents 40 (67 %) responded were in the affirmative and twenty (33 %) answered that they did not take part in the teaching of the subject. Most of the reasons advanced by those who were not teaching the subject were; not having interest and good skills to handle the subject despite learning it during their Teacher training programme. They also mentioned that they were not specifically trained in the specific field of the subject area.

**Teacher Respondents' participation in Teaching Physical Education**



*Figure 3*

#### **4.9 Interest and qualification of physical education teachers**

Some of the respondents interviewed confirmed that most of the teachers were not qualified in the subject. 48 (80 %) of the respondents said that they were not qualified to teach the subject because they were not specialised in the subject area. The other reason advanced by the same teachers was that they never did physical education during their tender age at school and they saw the subject not to be an important one in their life. Twelve teachers (20 percent) of the respondents cited inadequate time given to the subject during teacher training programmes as one of the challenges that contributed to making the teachers graduating without getting fully prepared. They further mentioned that certain teachers were too lazy to take up the subject while others were barred due to certain beliefs especially on attire.

#### **4.10 School physical education equipment**

On the issue of equipment, 32 teachers (53 percent) responded that they had some equipment for physical education while 28 (47 percent) responded not having them. According to this research, those that acknowledged having physical education equipment mentioned that, the equipment owned by the school were inadequate and in most cases, only balls were being used to teach simple exercises. Those that never had equipment stated that, they usually depended on local materials that were in most cases improvised by the teachers themselves.

Out of 30 respondents among the administrators, seventeen (57 percent) said that they had physical education equipment, while thirteen administrators which is 43 percent declared not having the materials. Among the respondents that agreed, twelve had footballs, netballs and volleyballs only. The other five respondents had footballs, batons, netballs and volleyballs plus bamboos, drums, sticks, bottles, rings, empty sacks, self-

made skipping ropes and mattresses. Those whose schools had no equipment, said mostly pupils were doing simple games and activities that did not require equipment.

On the part of pupils, it was observed that most of the schools had similar equipment that they were using to teach the subject. They too responded that, they had equipment such as balls (footballs, volleyballs, and netballs); sticks, skipping ropes, mattresses, drums, sacks and two schools had even shots for athletics.

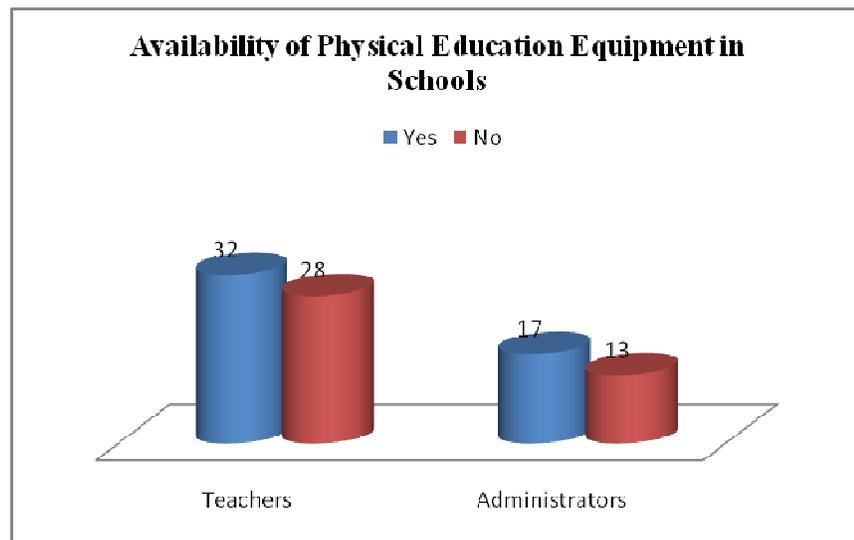


Figure 4

#### 4.11 Type of equipment and how they were acquired

From 60 respondents, 44 respondents (73 percent) of the teachers stated that, they had balls (footballs, netballs and volleyballs) only. The other twelve respondents which is twenty percent of the respondents had the above equipment plus Javelin, table tennis, wooden batons, skipping ropes, bamboos, sacks, drums, mattresses, nets and hoops while four (seven percent) were not aware of the equipment that the school had.

Equipment like skipping ropes, sacks and wooden batons were improvised using local materials. UNICEF, Non- Governmental Organisations, Politicians and some well-wishers, donated some other materials. Most of the items in form of balls were procured

by the schools themselves. *“Most of the materials that we use when teaching physical education are balls which are bought by the school using PTA money and User fees.”*  
(Teacher at Primary School D)

Eleven (37 percent) respondents among the administrators acknowledged having balls, rings, skipping ropes, batons and mattresses that were donated by UNICEF, UNDP and the government through the Ministry of Education. The other five (sixteen percent) respondents had their equipment procured by the schools themselves. The other fourteen respondents (47 percent) had only balls that were used for sports and were bought using the school user fees and the Parents Teachers Association (PTA) money.

#### **4.12 Importance of teaching physical education**

Most of the respondents said that the subject was very cardinal in the school curriculum because it helps in the development of the child. Out of (60) teachers 58 (97 percent) said the subject was important, only two (three percent) of the respondents indicated that the subject was of no value in the education system.

One of the respondents from Primary School A said, *“physical education is a good subject for both pupils and teachers, and therefore the government should facilitate all the necessary requirements to make the subject live, and there is need to sensitize the community on its importance so that all people become healthy.”* They recommended that the subject be taught seriously, and considered important just like any other subject. It should also be examined at all levels and be given the maximum attention it deserves. Respondents suggested that the subject should have a slot on the school timetable, and administrators ensure that physical education is included at all levels of examinations. The other respondent a female teacher said that, *“in fact the subject promotes unity, alertness in learners, develops self-esteem in an individual, and builds the physical, emotional, mental, social and spiritual fitness.”*

## Response of the Teachers on the Importance of Teaching Physical Education in Schools

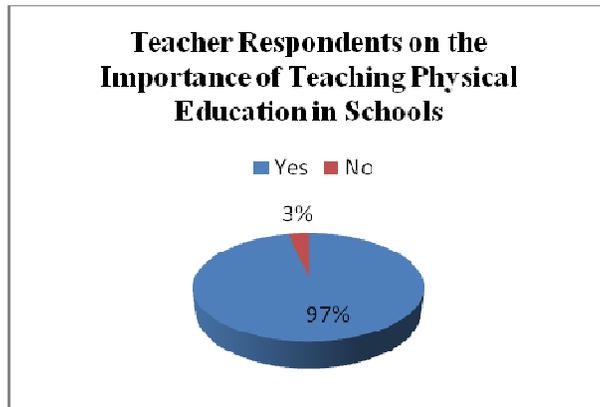


Figure 5

### 4.13 Benefits and necessity of teaching Physical Education

The majority of the responded said physical education was a good subject to teach because most learners became mentally, emotionally, socially and physically fit. 48 (80 percent) of the respondents said that the teaching of this subject was good and very interesting, while eight (13 percent) of the respondents did not see any benefits at all and the other four (7 percent) were silent on the subject. Those who responded in the affirmative cited most of the benefits that helped the pupil in future such as; unity that was promoted amongst pupils, absenteeism was lessened because they always enjoyed play and break the monotony of academic work. They also acquired sports skills and talents which could be utilised in future or may lead to job creation which may be a source of income to others. They also gave reasons that, it lessened the possibilities of acquiring diseases, like heart attack and promote healthy habits.

On the part of administrators, all the respondents answered in the affirmative. Fifteen (50 percent) of the respondents stated that the subject was very important because it improved the physical well being of a human being; it also brought about intellectual

development of a human being and kept one healthy. The other eleven (37 percent) respondents also mentioned that physical education made some people earn a living through sport; develop their emotional and social well-being, and certain hidden talents with good life skills were developed. While the other four (13 percent) of the respondents said that it helped an individual to develop good character and behaviour.

Most of the pupils interviewed said they very much liked physical education because it was very beneficial to them. 29 (48 percent) mentioned that physical education helped them develop body fitness and prevented them from getting diseases. One girl from school B said, *“you know, us girls we like physical education, because it makes us strong especially that we do more work at home than boys, so we need to be healthy.”* The other eighteen (30 percent) respondents stated that it prevented people from acquiring HIV/AIDS and become healthy. The remaining thirteen (22 percent) respondents said physical education was good because it brought fun among the peers, also people learned a lot from friends (interacting), improve mental skills and people do not become fat. One boy also responded that, *“I look slim like this because I do a lot of exercises at school and when I am at home, and I don’t want to be fat like some of my friends because I will die fast.”*

#### **4.14 Apathy from some teachers towards the teaching of physical education**

On the above subject, all the respondents agreed with the researcher that apathy in the teaching of physical education was very high. 42 (70 percent) of the respondents among the teachers cited examples of the subject as not being examined, not appearing on the school master time table, no supervision and monitoring of the subject by the standards department. School administrators, no proper infrastructure and equipment in most schools were also cited.

Fourteen (23 percent) of the respondents indicated lack of interest by some teachers and being ignorant about the importance of physical education to be one of the reasons. They also indicated inadequate funds to support the subject, non-qualified human resource or teachers to teach the subject as one of the major challenges. The other four (7 percent) respondents said that some teachers could not take part in the teaching of physical education due to religious backgrounds and certain beliefs, and that it consumed a lot of time. One teacher from one particular church saw that it was so involving and a waste of time for other academic periods. *“As a believer, I don’t like sport and I don’t enjoy teaching physical education despite learning the subject at the college.”* They also blamed the institutions (Teacher Training Colleges) offering physical education that they did not adequately prepare their students since it was not a compulsory subject. One teacher said, *“The training that we do in teacher training colleges is not adequate and cannot help us develop interest in the subject, especially that it is not even examined at school.”*

The eighteen (60 percent) administrators interviewed, looked at apathy in the teaching of physical education as one thing which has developed because of teachers not being motivated. They also cited lack of incentives for teachers; lack of teaching/learning materials to use; the subject not being examined and lack of proper facilities and infrastructure to be used as barriers. The other eight (27 percent ) respondents viewed it as receiving very little support from administrators as well as the Ministry of Education, Provincial Education Office and office of the District Education Board Secretary. *“It is important to admit that we don’t give much attention and support to physical education and sport because pupils are not tested for exams at the end of their school programme.”* (Administrator at Primary School C).

They further mentioned that others think it is not beneficial especially that it is an optional subject and there is no proper guidance given after training. In addition, no adequate training was given during teacher trainings programme and most of the teachers did not plan for it. The other four (13 percent) respondents echoed that apathy came because of some people having many responsibilities in school that they did not spare some time for the subject and it was difficult to change attire as it was time consuming.

They also highlighted lack of interest and negative attitudes towards the subject and that some teachers were too old to teach the subject. One administrator at Primary School D said, *“It is just the negative attitude developed by some of our teachers that has brought apathy, because all our teachers are trained to teach physical education from their respective colleges where they came from.”*

#### **4.15 Solutions to remove apathy from teachers**

60 respondents suggested that the government should make the subject examinable at all levels; they also needed to train more physical education teachers to make the subject more effective. *“If physical education is to be well taught, the government should make it a compulsory subject like Maths and make sure it is examinable in all learning institutions.”*(Teacher at Primary School A) Seventeen (28 percent) respondents further proposed that the subject should always appear on the school timetable, and that sensitization of teachers and administrators on the importance of the subject be done by conducting workshops or seminars if the subject was to be taught without any resistance. 24 teachers (40 percent) suggested that there was need to introduce specialisation in the field of physical education especially in primary schools so that only interested teachers should handle the subject. Another contribution was providing all necessary teaching/learning equipment that were needed to be used in schools, then make the

subject compulsory and that Government should adequately fund schools specifically to develop the physical education area.

Twelve (20 percent) respondents went on to add that physical education should stand as a single subject, and not to be under Creative and Technology Studies. They further suggested that the subject must be closely monitored and supervised by administrators, and that the standards department through the Senior Education Standards Officers (SESOs) and District Education Standards Officers (DESOs) / Education Standards Officers (ESOs) should intensify their monitoring programmes. The government as well as other donor agencies must create good and more infrastructure in schools, and then administrators should always motivate the teachers who in turn should encourage the learners on the benefits of the subject.

The other group of respondents came up with a number of solutions. Sixteen (53 percent) of the respondents among the administrators suggested that the Ministry of Education should make the subject examinable and be time tabled in all schools; they should motivate the teachers, conduct seminars and workshops for them. They also advised that procuring of all the necessary equipment and creation of good facilities be enhanced. Fourteen (47 percent) respondents suggested that there must be proper education given to the teachers/ learners and the community on the importance of the subject. One administrator from Primary School B said, *“The standards department and us as administrators should seriously monitor the teaching of the subject as it is done with other subjects, and if possible lobby to government that it becomes a compulsory subject.”* They further proposed that there was need to train more teachers, and that teachers should develop a positive image and attitude towards the subject.

44 (73 percent) of the teacher respondents suggested that, there was need to train more qualified teachers in physical education to teach the subject. One of the teachers at

Primary School C said, *“The Ministry of Education should organise as many workshops as possible to educate the teachers and administrators on the importance of the subject, and there is need to motivate them so as to develop interest in the subject.”*

They proposed that government should create specific colleges to train physical education teachers. Looking at the inadequacy of staff in most schools, they proposed that a deliberate special programme be made for teachers to be put on the fast track training programme in physical education.

Four respondents (7 percent) of the teachers came up with proposals that government must fund and support the subject adequately, and that the subject stands as a single subject and not to be integrated under Creative and Technology Studies (CTS). A teacher at Primary School D said, *“Schools do not receive any funding from government for sports and physical education equipment any more, and you can’t enjoy teaching physical education because now it is under Creative and Technology Studies (CTS).”*

#### **4.16 Challenges of teaching physical education**

Various challenges were highlighted by respondents that make the teaching of physical education difficult. 30 (50 percent) of the respondents stated that lack of proper sport infrastructure and equipment in various schools contributed to non-teaching of the subject. *“As you may be aware, we can’t effectively teach this subject because there are no infrastructures and equipment around and certain things you can’t improvise its not possible.”* (Teacher at Primary School C) The teachers further stated that the schools had no text books to use, and very little time was given for the subject on the time table in schools where it appeared.

Eighteen (30 percent) of the respondents identified lack of specialised qualified physical education teachers to handle the subject, no proper planning by the educational authorities and poor curriculum design as some of the challenges. It was also noted by

twelve (20 percent) respondents that, the subject did not appear on the main timetable as a single subject in most schools, but integrated into Creative and Technology Studies (CTS). They further observed that the subject was not examined, and that there was a negative attitude from both teachers and pupils towards the subject and difficult to access funds to support the subject.

Out of 60 pupil respondents, 24 (40 percent) said that they always participated in a number of sporting activities like football, netball, volleyball and athletics. However, most of the respondents especially those in the lower grades said they never took part in sports. Some pupils in the lower section at Primary School B said, *“We don’t participate in sport here because there are big boys and girls who play in the main teams.”* 21 pupils (35 percent) admitted that they were not good in sports and were not interested in sports any more but they would want to concentrate on academic work.

Fifteen (25 percent) of the pupil respondents stated that they were always busy with home chores, and complained that only bigger pupils were given chance to play for the school. *“To be frank with you sir, it is very difficult for us to participate in these games because we have a lot of responsibilities at home and our parents cannot allow us.”*(Pupil at Primary School D)

On the issue of physical education attire, most of the respondents stated that they did not have because their parents could not afford to buy. Only ten (17 percent) of the respondents said they had the rightful attire for physical education.

#### **4.17 Suggestions that can help improve the teaching of physical education**

Respondents gave out various suggestions that could revamp and improve the teaching of physical education in schools. 32 respondent (53 percent) teachers suggested that providing and procuring teaching/learning equipment was very cardinal in the teaching of physical education. They further proposed the training of more physical education

teachers in this field; make the subject examinable at all levels; introduce physical education demonstration rooms in all schools and make the subject compulsory.

Twelve respondents (20 percent) suggested that, there was need to encourage pupils to develop interest and participate in different activities. They also mentioned that government needed to put up a deliberate programme that could help sensitize the community, teachers as well as administrators on the importance of the subject.

The other suggestions made by the ten (17 percent) respondents highlighted the improvement of sports facilities and infrastructure; government to employ more specialised qualified teachers to handle the subject; allocate more time for physical education periods and give the subject equal opportunity and attention it deserves. *“The subject cannot be appreciated by both teachers and pupils because the time allocated to it is very minimal as compared to other subjects like English and Mathematics.”* (Teacher at Primary School A).

The remaining six respondents (10 percent) suggested that the subject must appear on the timetable as a single subject and not to be integrated into Creative and Technology Studies (CTS). They further proposed that the standards department monitor the subject as well as administrators just like any other subject do. There was also need to create a conducive environment for both teachers and pupils, and lastly they suggested that teachers needed to be creative and should improvise some materials where there was need.

From the administrators’ part, six respondents (20 percent) supported encouraging teachers that had interest in physical education to specialise in the subject area. One female administrator advised that, *“In my view government should support those that have interest to take up physical education in colleges and at school than taking everybody on board.”* They also suggested that the government should provide the

necessary materials and facilities needed for learning, and the subject be planned for and taught effectively.

Some fifteen respondents out of 30 (50 percent) suggested that there was need for improvisation of local materials and equipment for use in the teaching and learning of the subject, and then promote commitment in teachers by giving them incentives. They also supported the schools for the need to bring the communities closer to them and give them awareness on the importance of the subject. Nine respondents (30 percent) recommended that, the standards department should enhance their monitoring programmes and give guidance to physical education teachers, conduct more refresher courses and workshops to improve their teaching skills. They further suggested that the subject be timetabled at all levels of education in the country.

On the other hand, pupils had their own views and suggestions over the improvement of the subject. 42 (70 percent) of the respondents made some suggestions that could make physical education interesting in schools. Some of the suggestions made were that; schools should be properly funded by government on programmes related to physical education, also government and schools should procure more equipment for use during lessons, good fields or facilities and encourage more pupils to participate in physical education. *“We are not very happy when doing sport it is not interesting, because the fields are very bad and we don’t have enough equipment to use.” (Pupil at Primary School B).* Eighteen (30 percent) respondents recommended having teachers who were qualified, dedicated and have an interest towards the subject.

#### **4.18 Role played by administrators in the promotion of the subject**

Out of 60 teacher respondents, 27 (45 percent) said that the administration played a very big role in supporting the teaching of physical education in schools. 24 (40 percent) said that the administration did not support the subject. Those that had no information on the

matter were nine (15 percent). 42 respondents advanced some reasons such as; providing equipment for physical education; allocation of Physical Education periods on the time table and providing or facilitating the learning process with the available little resources required. This included the buying of the necessary equipment for physical education.

They further highlighted the fact that administrators also tried to motivate teachers involved in the teaching of the subject and always encouraging them to take part in physical activities. They mentioned that the administrators were also involved in the monitoring of activities or lessons taught in physical education and creating good sports infrastructure in schools.

The other respondents who did not see administrators performing any role in the development of the subject said they had not seen any support done to make the teaching of the subject effective. *“These Head teachers do not give us any support that is why we are reluctant to teach physical education. No material and not even incentives when we take children for games.”* (Teacher at Primary School A) They further argued that there were more resources and support channelled to other teaching subjects that were examined rather than to physical education because it was a non -examinable subject.

On the part of the administrators, most of the respondents said that they had a major role to play in the promotion of the subject. The twenty respondents (67 percent) administrators said they had a duty to always encourage teachers to see to it that periods allocated for the subject were well utilized. They also monitored teachers when they were teaching, and ensure that the subject appeared on the timetable.

They further stated that it was their major responsibility to provide all necessary materials/ equipment for use in school and even lobbying for equipment from well-wishers. One administrator at Primary School D narrated: *“We always provide teachers*

*with the necessary materials and equipment that is why we have Physical education on our time table. At times teachers improvise with the help of their pupils.”*

The other six respondents (20 percent) mentioned that they needed also to encourage teachers to participate in some physical activities in order to show the learners the importance of the subject and for them to be physically fit. Four respondents (13 percent) added that checking and seeing to it that physical education lessons were planned for in their schemes of work as well as lesson plans. Furthermore, the subject needed to be given financial aid where necessary, and encourage teachers to improvise where there were no teaching materials.

#### **4.19 How physical education can be effectively taught and administered**

There was overwhelming response on the above subject from all the respondents interviewed. Respondents gave a number of suggestions that they thought would help the system. 34 (57 percent) teacher respondents said; there was need to provide more teaching and learning resources in school, train more qualified teachers specialised to handle the subject and make sure that the subject was on the master time table in all schools.

Seventeen (28 percent) proposed that more physical education periods be reintroduced on the timetable, and conduct as many demonstration lessons and workshops as possible. Whereas, nine respondents (15 percent) emphasised ensuring that each teacher took pupils for physical education lessons and that close supervision and monitoring of the lessons be done, as they were being implemented and further explained its importance.

They also suggested that there was need for government through the Ministry of Education to allocate more resources and funds to support the teaching of the subject if effective teaching was to be done in all schools. *“We expect the government to give more funding and procure more equipment for physical education than any other subject*

*because it gives life to an individual. Let there be more than five periods in a week so that pupils can enjoy play.” (Teacher at Primary School C)*

On the other hand, administrators made a number of suggestions that could bring about effective teaching of physical education in schools. Nineteen respondents (63 percent) said that, Ministry of Education and schools needed to procure modern equipment and provide modern facilities for learners. They further mentioned that the subject be put on the timetable, and that the government should train more qualified specialised teachers specifically to teach physical education under the fast track programme.

Four (13 percent) suggested that, the subject should stand independently and not to be integrated under Creative and Technology Studies. They went on to state that, the education standards department should intensify their monitoring programmes on physical education. The government should also provide special funding for the subject. Sensitization to both learners and parents on the importance of the subject was also one of the areas the respondents emphasised.

Two respondents (7 percent) of the administrators mentioned of management to try to motivate the teachers teaching physical education and to make the subject compulsory, and having examinations at all levels of education. They further recommended that the Ministry of Education should supply schools with modern teaching/learning materials, and then lobby for funds to government and well-wishers to help improve facilities and infrastructure for physical education.

The five (17 percent) respondents said that all schools must teach physical education seriously, organise some seminars and workshops for physical education teachers and carry out review meetings with both physical education teachers as well as administrators on a quarterly basis. *“The Ministry of Education should give us modern equipment and*

*facilities, and they should lobby from donors and other charitable organisations like Lions Club which has interest in sport.” (Administrator at Primary School B).*

#### **4.20 Support from the local community concerning the subject**

The respondents were very much worried with the community’s approach towards the subject. 40 (67 percent) of the teacher respondents said that, they never received any support from the local community but observed that the community seemed to lack knowledge over the subject, and they thought physical education was only running and other simple exercises like games that were involved in the subject.

At Primary School A one teacher said, *“The community has nothing to do with physical education and sport, and it seems we as teachers are to blame because we have not educated them on the importance of the subject and its benefits.”* Fifteen (25 percent) of the respondents stated that the community looked at the subject as a waste of time for pupils and they thought that it was not part of the school curricular.

They also confirmed that there had not been any sensitization on the subject matter to educate the community. Additionally they observed that the community was more concerned with purely academic subjects than physical education since the subject was not examinable. Five (8 percent) of the respondents were silent on the issue.

#### **4.21 Summary**

The above chapter looked at the characteristics of the respondents who were the administrators, teachers and pupils. The interview was conducted on 30 school administrators, 60 teachers and 60 pupils. The timetabling of Physical Education in schools and the teaching of Physical education were discussed.

It was observed that Physical Education was timetabled in most schools and a higher percentage of respondents acknowledged that the subject was taught. Teachers and pupils confirmed that they also participated in Physical Education though others were not in the

affirmative. Some teachers had no interest in the subject while the majority were not specialized to teach the subject despite the training that they did at Primary College of Education.

The chapter also highlighted the training of more qualified and specialised teachers in physical education especially that the training the teachers had done at Primary Teacher Training College was not adequate. Equipment was in schools but was inadequate as the number of pupils was large. The subject was not examined at primary school level and monitoring was not adequately done by the standards department, which led to some teachers developing negative attitude towards the subject. Physical education was integrated into Creative and Technology Studies (CTS). This meant that for physical education to be taught depended on the individual's interest.

Physical Education was one subject with many challenges, but measures were being taken to improve the teaching of the subject. Government were to spearhead and facilitate the smooth running of the subject and create a good enabling environment. Administrators were required to support the whole process and get involved in promoting the subject.

In the next chapter, the researcher will look at the discussions of the findings of the study.

## CHAPTER 5

### DISCUSSIONS OF THE FINDINGS

#### **5.0 Introduction**

This chapter discusses and interprets the findings of the study on the stakeholders' perceptions on the teaching of physical education in primary schools of Mansa District. In this chapter, the discussion is based on the objectives and questions which guided the study.

#### **5.1 Objective one: The role administrators play in the promotion of physical education in school**

Objective number one of the study was to establish the major role administrators played in the promotion of physical education. From the research findings, it was established that out of 60 teachers that participated in the research, 40 (67 percent) stated that Physical Education was timetabled while 20 (33 percent) acknowledged that it was not timetabled. Pupils responses from the interview conducted also attested to this, of which 43 (72 percent) confirmed participation in physical activities such as running (athletics), football, netball, volleyball and other traditional games. The implication was that in schools where administrators appreciated the teaching of physical education it was timetabled, especially that it was integrated into Creative and Technology Studies (CTS) and the subject was taught, while in schools where it was not timetabled, it was not taught. This can be evidenced as shown in (figure one on pages 31). This confirmed the critical role of the administrator as the initiator of the school programmes.

The results showed that the pupils were not examined at the end of the year in grade seven gives us a picture that the subject was regarded as not having any value to the school programme. This was evidenced by 33 percent of the teachers who indicated that the teaching of the subject depended on an individual's interest since it was not a

compulsory and an examinable one (as shown on page 32). The fact that 33% of the teachers confirmed that Physical Education was not timetabled gave us the reason to conclude that 1/3 of the primary schools in Mansa had no Physical Education lessons due to failure by administrators to perform their role.

The result also established that despite the challenges schools were going through, the administrators had interest and supported the teaching of Physical Education. This could be confirmed as seen from the information in (figure three page 33), where 67 percent of the administrators confirmed having the subject taught and appeared on the timetable. The fact that a larger percentage of the respondents answered in the affirmative, clearly showed that the subject was being taught in schools. This also was seen from the equipment and materials administrators tried to provide which facilitated the learning process (as evidenced in figure four page 35). If administrators were not interested in the whole learning system, they would not have taken the step of lobbying and asking for equipment from other institutions.

Despite administrators unanimously supporting the subject, they also had some reservation that made it difficult for the subject to be taught. This was highlighted on page 33 as the subject not adequately being planned for, poor handling skills and inadequate finances as a major barrier for the development of the subject.

The study also established that administrators played another pivotal role of providing teaching and learning materials. Teachers, pupils, administrators confirmed that the school administration bought some sports equipment that was used in Physical Education lessons. In schools where they had no equipment, teachers blamed the administration and government's failure to purchase such items. This was supported by Mwansa and Katambala (2002) who lamented about the lack of teaching aids, equipment and facilities

for physical education in schools as a result of budgetary problems had caused some schools to cut back on educational services, particularly in physical education and sport.

It was also discovered that, sports equipment were not enough and were very limited. In addition, the equipment that was available was not suitable to different age groups found in schools. Due to lack of equipment or limited equipment, most teachers were not interested in the subject. This is in line with Dwyer (2003) observations, that when budget constraints became problematic in USA schools, physical education programmes (and physical education teachers) were often among the first to go.

The limited number of equipment meant that pupils were only exposed to very few skills thus undervaluing the subject in the eyes of the learners. The research findings made us to conclude that Physical Education in primary schools was not effectively taught due limited or lack of suitable equipment, and in schools where it was taught, not much was done to promote the teaching of a variety of skills due to limited physical education and sport equipment. Therefore, we can conclude that, the role of the administrators to provide teaching and learning materials for Physical Education to be effectively taught was not so much considered by school administrators and the government. This meant that teachers were demoralised and failed to take part in the whole process of teaching.

## **5.2 Objective two: Resources and other material inputs from government towards the Promotion of physical education**

Objective number two was to ascertain the amount of resources and other material inputs from government towards the promotion of Physical Education as a subject. The study established that in some schools equipment were bought although it was not adequate, and other schools had nothing. This can be attested from the information on page 34 where 53 percent of the respondents had equipment for Physical Education whilst 47 percent did not have. From the above findings, it can be deduced that though some

schools had equipment, not all, because others had problems of acquiring equipment and this contributed to teachers not adequately teaching the subject.

The researcher noticed that seventeen (57 percent) of the administrators (as shown in figure four on page 35) also acknowledged having equipment for Physical Education and thirteen (43 percent) stated that they never had the materials. It was discovered that the common equipment found in these schools were footballs, netballs and volleyballs. This clearly showed that the three games, football, netball and volleyball were prominent in the teaching of Physical Education.

The result on page 34 indicated that apart from football, netball and volleyball, five schools had batons, bamboos, drums, sticks, bottles, rings, empty sacks, skipping ropes and mattresses. This gave a picture to the researcher that though ball games were prominent, pupils were also engaged in various physical activities using the above-mentioned equipment. With this testimony, we can conclude that in some schools, administrators managed to solicit for extra equipment to use apart from balls that were prominent in a lot of schools.

The role government undertake in the education of its people is very cardinal ensuring that pupils are given equal access to quality education. The low profile taken by government in the promotion of teaching of physical education was a source of concern. The research findings revealed that government assistance to the procurement of equipment, improvement of facilities and funding of schools was minimal. Financial considerations had a negative impact on physical education such as failure to rehabilitate, reconstruct, replace, maintain outdated and/or provide new facilities or infrastructure by government. This was supported by Nyawali (2003) unpublished report who indicated that the contrast was clear in our education system. Well established private schools were relatively problem free, whereas government owned schools were adversely affected.

Some schools had well-developed facilities, while the majority had next to nothing and literally no equipment. Due to lack of support from government, school authorities were left with no option but to rely heavily on monies generated locally from school pupils. We can deduce that lack of funding and supply of these teaching resources to learning institutions like schools negatively affected the teaching of physical education in Mansa schools. The fact that schools entirely depended on school grants which were also minimal created a problem for certain schools to procure physical education equipment. This created a very big problem to the teachers who were interested in the teaching of physical education, but hindered by major stakeholders (administrators and government)

### **5.3 Objective three: Administrators, teachers and pupils' perceptions towards physical education**

Objective number three was to establish the administrators, teachers and pupils' perception towards Physical Education. It was noted that Physical Education was well recognised in schools as shown in figure one on page 31 where twenty (67 percent) of the respondents acknowledged having Physical Education on the timetable, while ten (33 percent) said it was not. The figures representing those that were in agreement simply showed that the Ministry of Education as well as school administrators realised the importance of Physical Education to a school-going child.

Despite, the majority of the respondents supporting the subject to be timetabled, it was discovered that in certain schools it was not regarded as one of the subjects to be taught. That the subject not being timetabled independently on the time table was as a result of it being integrated under Creative and Technology Studies (CTS). It was observed from these schools that the introduction of Creative and Technology Studies in schools made the subject not being given the maximum attention it deserved especially among teachers and administrators who had no interest in the subject since it was optional. It was also

noted that the majority of the pupils had interest and very high hopes in physical education. This can be confirmed from the results revealed on page 38 where 48 percent of the pupils acknowledged taking part in physical education and that it was for the betterment of their bodies. 52 percent of the respondents also confirmed and appreciated the subject stating that it was a healer and good for health. Therefore, from the above research findings, we can deduce that pupils perceived physical education in a positive way and wanted to have subject taught throughout their stay in school.

The researcher discovered that Physical Education was taught in schools basing on the facts shown in figure two page 33 where 46 (77 percent) of the respondents acknowledged that the subject was taught as against the 14 (23 percent) of the respondents. Interest and qualification of the subject teachers was identified as a factor that hindered the teaching of physical education. Despite all primary school teachers undergoing physical education training during their teacher training programme, 48 (80percent) of the teachers interviewed indicated that teachers were not adequately trained in the subject area. In addition, the other 12 (20 percent) of the teachers interviewed, indicated that not much time was accorded to physical education during the training period when teachers were doing their initial training because of the many subjects offered in their programme. It was observed that some teachers had no interest in teaching the subject especially that it involved some physical activities and others were physically challenged. It was also revealed that there were also teachers that were lazy, and others could not take up the subject because of certain beliefs. This is in line with the Research by Kim and Andrew (2004) who also confirmed that in Korean primary schools, physical education was replaced by break time, school event preparation, and by other subjects seen as more important. Physical education was thus rarely taught in primary schools because teachers did not appear to take physical education seriously;

they did not value its potential contribution to a child's development, and they expressed limited instructional focus and did not teach classes based on the content presented by the prescribed textbook. Some teachers regarded physical education as time for free play, others did not even come to the classroom (or playground). This was supported by Kun, “without question, the number one barrier to physical activity in schools is the perception that time spent in activity such as physical education will undermine academic learning” (Kun, 20003).

Teachers’ perceptions towards physical education and barriers were identified. There was now an urgent need for policy makers and practitioners to take action to ensure that the quality of physical education and its benefits were accrued and made available for children.

Therefore, it can be deduced that teachers were forced to teach physical education when they were not even interested because of the compulsory training that they had undergone. For effective performance and interest in the subject, there was need for people handling physical education to specialise.

#### **5.4 Objective four: Solutions for improving physical education in schools**

Objective number four was to investigate possible solutions for the improvement of Physical Education delivery in primary schools. The respondents identified apathy and non- examinable of the subject as a major factor in the teaching of the school.

The results of the study identified lack of proper infrastructure and equipment in various schools as a hindrance to the teaching of the subject. Furthermore, textbooks to use and inadequate periods on the timetable were also a challenge as indicated on page 35 figure 4. However, despite the challenges experienced Physical Education was taught especially that it was integrated into Creative and Technology Studies (CTS).

The other determinant of the subject not being effectively taught, identified in the research study, was lack of qualified Physical Education teachers and the subject not being examined. 30 percent of the respondents interviewed cited the above as a major barrier to the promotion of the subject as indicated on page 42. The findings revealed that physical education was not independently taught because it was integrated into Creative and Technology Studies (CTS). We can conclude that the subject needed to be examined because it did not receive the maximum attention it deserved and was not being seriously taught due to these combinations. This was also confirmed by school administrations and pupils. They all agreed to the assertion that having the subject examined was an encouragement to both the learners and the teachers. This would be a wakeup call to the teachers who do not teach the subject and looked at it as a by the way thing. The researcher discovered that lack of equipment, infrastructure and textbooks as well as inadequate periods on the timetable hampered the successful implementation of the programme. It was deduced that despite putting all the above listed in place, government should play a major role of ensuring that all the required teaching/ learning materials are available. As apathy was identified as a deterrent to the teaching of physical education, there was need to have committed teaching staff to help promote the teaching of the subject. The full participation of teachers in the delivery of the subject would enhance and bring about good development and promotion of teaching physical education.

Therefore, we can deduce that with the availability of proper infrastructure, procurement of teaching/learning equipment and commitment from major stakeholders who are the teachers we might see physical education coming back to its correct form with high participation and support from other interested parties.

Sensitization of teachers, administrators and the community on the importance of teaching and learning of Physical Education was a corrective measure to promote

Physical Education in primary schools. Seventeen (28 percent) of the teachers interviewed identified it as a factor. In addition, fourteen (47 percent) of the administrators indicated that proper education was to be given to teachers, pupils and the community on the importance of the subject. However, the fact that 28 percent of the respondents identified it as a measure to the promotion of the subject, gives as an idea that it was not popular in schools. Therefore, we can conclude that sensitization of the other stakeholders was not properly done in schools. There were no deliberate programmes put in place to monitor the effectiveness of sensitization in individual primary schools. The results of the study gives us a picture that if sensitization was fully conducted, it would strengthen the relationship between the school and community who are the custodians of the pupils.

The recognition of the important role parents and communities play in quality education delivery cannot be underplayed and perhaps this is the reason the Ministry of Education in its policy document places emphasis on the need to sustain these collaborations (MOE, 1996). Studies by Sheldon and Epstein (2002) further reveal that the involvement of parents in the affairs of the school and school routines ensured maximum attendance of pupils to school activities at all levels.

School administrators, teachers and pupils identified support from the community as a solution to promote the teaching of Physical Education in primary schools. From the findings, this measure was helping the pupils since part of their time was spent in the community. However, it was observed that not much closeness was there between the community and primary schools as indicated on page 48. This was confirmed by 40 (67 percent) of the respondents who acknowledged not regularly interacting with the community. It was also discovered that for administrators to effectively support the

subject financial assistance from the governments was very much needed, despite encouraging teachers to improvise with teaching materials.

Following this, the findings suggest that teachers needed to develop positive attitudes which involved active learning/teaching process and pupil participation, and to engage pupils meaningfully in the subject, so that fruitful and satisfying results were assured. The administrator was required to be instrumental and hard working if the subject was to be promoted. We can deduce that if all stakeholders were involved in the teaching/learning process it could alleviate the challenge of the subject not being taught.

### **5.5 Summary**

In the above chapter, it was observed that limited number of physical education equipment led to pupils not being exposed to various skills and schools that had equipment were not enough to cater for the larger number of pupils. It was also noted that apathy and non-examinable of the subject at all levels was a barrier. Government's low participation in the promotion of physical education was of great concern. Inadequate funding to schools and not procuring the necessary equipment as well as the poor state of the physical education infrastructure and facilities were also noted as major challenges in the whole process.

It was also observed that the introduction of Creative and Technology Studies (CTS) and integrating physical education into Creative and Technology Studies made the subject physical education not being given the maximum attention it deserved. Not much sensitization to the administrators, teachers and the community was done which led to major stakeholders not participating in the process. There was need for the government and school administrators to play a major role if schools were to effectively teach physical education since pupils were very much interested and eager to learn.

The last chapter will look at the conclusion and recommendations of the study based on the above objectives

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

This chapter gives the conclusion of the study. It highlights the findings of the study, the conclusions drawn from it and the recommendations. Suggestions are also made for further areas of research.

#### 6.1 Conclusion

It was evident from the findings of the study, administrators had a major responsibility of providing equipment and good infrastructure to facilitate the learning process. Most of the challenges faced by teachers who were eager to teach physical education were attributed to the administrators' offices not providing the necessary requirements needed in the teaching/learning process.

The study also revealed that primary school teachers did not receive adequate training during their training period in Colleges. This inadequacy in training was as a result of teachers especially those trained in Primary Colleges of Education not to have a choice in the subject area since all subjects in these colleges were compulsory. The story is different with Secondary Colleges of Education where students were allowed to choose the subject one was interested in, and this helped them in the field after they had graduated.

It can also be concluded that there were various factors that contributed to physical education not being taught in schools. Apart from teachers not having specialised in the subject, apathy was very high amongst the teachers. Lack of interest and beliefs from other members of staff was another barrier. The funding from government had also contributed to the non-promotion of the subject by administrators because they were

failing to procure the necessary equipment required to facilitate the smooth teaching of physical education.

It was also noted from the findings that, the subject was not being examined in schools, and in certain institutions, it was not appearing on the school timetable that made some teachers losing interest and being discouraged from teaching teach the subject. The lack of priority given to physical education within the school system by administrators was a hindering factor from the implementation and contributed to the non promotion of the subject.

Finally, the findings of this study discovered that, the promotion of physical education in school by administrators was not very satisfactory. Generally, the majority of the teachers had more negatives than positive perceptions on administrators' involvement in physical education.

## **6.2 Recommendations**

This subsection looks at the recommendations of the role the school administrators should play in the promotion of the teaching of physical education. Based on the research findings, the following are some of the recommendations that needed to be considered

1. There is need for the Ministry of Education and school administrators to procure all necessary modern equipment and materials for use by both pupils and teachers if effective teaching and learning of physical education has to take place in the schools.
2. There must be a deliberate programme by the Ministry of Education to make the subject examinable at all levels, starting from primary schools, secondary schools and tertiary institutions, and school administrators should allocate more time and periods for physical education on the timetable to make teachers appreciate the subject and give it the attention it deserves.

3. The Ministry of Education should make physical education a compulsory subject, and to implement this programme, the school administrators should identify teachers who have interest in the teaching of physical education and train them to specialise.
4. The Ministry of Education should reinforce a policy on the teaching of physical education in schools, and Colleges of Education should equip teachers with the information and skills that they would later teach to the pupils.
5. Government should take up the full responsibility of training teachers specifically to teach physical education in teacher training colleges for primary schools under the fast track programme, and capacity building for administrators and teachers should be an on-going activity in schools especially in physical education and sport, which should also be done practically by all.
6. The administrators and standards department in the Ministry of Education should enhance their monitoring programmes by having a monthly or quarterly inspection in schools so that teachers can prepare themselves adequately.
7. The school administration together with teachers should sensitize the Parents on the importance of teaching physical education in schools so that they encourage their children to take up the subject.
8. The government should adequately fund the schools or lobby from other stakeholders to support and invest more in the promotion of the subject. There is also need for the government to improve and create better physical education and sport infrastructure in schools.

### **6.3 Suggestions for further research**

1. Challenges of teaching Physical Education in Secondary schools.
2. The status of Physical Education in Zambian private schools.
3. The involvement of parents in the teaching of Physical Education in Primary schools.
4. Management of physical education and sport in Primary Colleges of Education.

## REFERENCES

- Aikaman, S and Unterhalter, E (2005) **Beyond Access: Transforming Policy and Practice for Gender equality in education**. London: Oxford.
- Australian Sports Commission. (2004). **Children and sport: An overview**. Retrieved from [http://www.ausport.gov.au/information/asc\\_research/publications/children/about\\_the\\_Australian\\_sports\\_commission](http://www.ausport.gov.au/information/asc_research/publications/children/about_the_Australian_sports_commission)
- Bettery, D. (2004) **Changing Concepts of Physical Education**. New Delhi: Mac Millan Publishers Limited.
- Bennett, B. Dietrich, K. and Herbert, K. (1983) **Comperative Physical Education and Sport**. Philadelphia: Lea and Febiger Publications Limited.
- Boyer, H.M. (1965) **The Teaching of Elementary School Physical Education**. Toronto: Lowell Pratt and Company Inc.
- British Columbia Teacher's Federation (2004). "Build us gyms and we will come: **Brief to the Minister of Education from the British Columbia Teachers' Federation on the Draft Physical Activity Policy**." Retrieved from <http://www.bctf.ca/publications/briefs/PhysicalActivity.html>
- Bryman, A. (2008) **Quantity and Quality in social Research**. London: Routledge
- Bucher, A. Charles. (1968) **Foundation of Physical Education**. Saint Louis: Mosby
- Bush, T and Middlewood, D. (2006) **Managing People in Education**. London: Paul Chapman Publishing.
- Butcher A, C (1968) **Foundation of Physical Education**. Saint Louis: CV. Mosby
- Chepyator – Thomson Rose (2003) "**Pre-service teachers' reflection on student teaching experiences: lessons learned and suggestions for reform in PETE Programs**" **Physical Educator**. Retrieved from Find Articles.com

- Chester I. Barnard (1988) **The functions of the Executive**. Cambridge: Harvard University Press.
- Creemers, B. and Scheerens, J (1994) Development in Educational Effectiveness Research Programme. **International journal of Educational Research**, 21 (2)125 – 138.
- Cohen, L., Manion, L. and Morrison, K. (2001) **Research Methods in Education**. 5<sup>th</sup> edition. London: Routledge falmer.
- Daughtery (1969) **Methods in Physical Education Health for Secondary Schools** Philadelphia: Faundus publishers
- Denzin, N.K. 1978. *The Research Act: A theoretical introduction to sociological methods*. New York: McGraw-Hill.
- Dunlop, G (1971) **Perspectives and Principles for Administration**. New York: John Wiley and Sons.
- Dwyer J, J. (2003) “Teachers’ perspective on barriers to implementing physical activity curriculum guidelines for school children in Toronto” **Canadian Journal of Public Health**; 94(6):448-52.
- Education Culture and Sport Committee, (2000) Education, Culture and Sport Committee Report on Sport in Schools,
- Eitzen, D.S (1979) **Sport in contemporary Society- An Anthology**. New York: St. Martin’s Press.
- Fishburne (1995) **Physical Education for Elementary School Children**: New York: Brown and Benchmark.
- Fullan, G.M. (2006) **The New Meaning of Educational Change**. London:
- Fullan, G.M (2007) **Leading in a culture of change**. New Jersey: Jossey Bass. Routledge.

Gallahue, D.J (1993) **Challenges in Administration**. London: Heineman

Gibson, L. James., Vancevich John., and Konopaske Robert, (2009)

**Organisation-Behaviour Structure Processes.**

Singapore: McGraw Hill Education.

Hardman, K. (1998). **Threats to physical education! Threats to sport for all.**

Paper presented at the I.O.C. VII World conference.

Hardman, K. and Marshall, J.J, (2000). **Worldwide survey of the state and status of school physical education**, Final Report. Manchester: University of Manchester press.

Hatten, T., (2001). Rock Valley College, Rockford, Illinois. PE-Talk Digest. 26 February

Hitchcock, G and Hughes, D. (1989). **Research and the Teacher: A qualitative Introduction to school-based research**. London: Routledge

Hoye, R., Smith, A., Westerbeek, H., Stewart, B., and Nicholson, M (2006)

**Sport Management: Principles and Applications**. New York: Elsevier Limited.

Hubley, J. (1993) **Communicating Health: An action guided to health**

**Education and Health Promotion**. London: Macmillan.

James, C. and Cannolly, U. (2004) **Effective Change in Schools**. New York: Routledge falmer.

Kakuwa, M (2005) **Zambia Traditional Games and Activities**: Lusaka:

Kopinor.

Kalumba, E.N. (2012) **The challenges of pupil retention in community schools in the light of universal access to basic education policy: A study of selected schools in**

**Lusaka District**. A dissertation submitted in partial fulfilment for the requirements of the Mater of Education (Education Administration) Degree. Lusaka: University of Zambia.

Kim Jinhee and Taggart Andrew (2004) “Teachers' perception of the culture of physical education: Investigating the silences at Hana Primary School Issues” **Educational Research**, 14(1)

Kochhar, S.K. (2002) **Secondary School Administration**. London: Sterling Publishers Ltd.

Kombo, D and Trompo, D (2006) **Proposal and Thesis Writing: An Introduction**. Nairobi: Paulines Publications Africa.

Kumar, R. (1996) **Research Methodology: A step – By step Guide for beginners**. London: SAGE Publications.

Kun, P. (2003). **Children need greater amounts of physical activity, active connections**. *ACHPER matters*. ACHPER (SA): Adelaide, S. Aust.

Lawrence, A.C. (1992) **Introduction to Physical Education, Fitness and Sport**. New York: Mc Graw Hill Publishers.

Lusaka Times.com (2008) “**Include Physical Education in School Curriculum**” Retrieved from <http://ww.lusakatimes.com> Monday, June 23, (21):46

Lusaka Times.com (2006) “**Physical Education to be taught in all schools**” Retrieved from <http://ww.lusakatimes.com> Wednesday, July 5, (17):33

Maicibi, N.A. (2005) **Pertinent issues in Employees Management**. Kampala: M.P.K. Graphics (U) Ltd.

Mcgaha Lynns (2000) “[Providing Leadership and Support to the Beginning Teacher](#)” **JOPERD-The Journal of Physical Education, Recreation and Dance**. 71

McHenry, D. V. (1993).”The use of sports in policy implementation: the case of Tanzania” **Journal of modern African studies**, 18(2)

MoE (1996) **Educating Our Future**. Lusaka: Government Printers.

MoE (1977) **Education Reforms**. Lusaka: CDC.

Ministry of Education, Zambia. (2007). **School Health and Nutrition** Programme 2008-2010 Strategic plan. Lusaka: MOE.

Ministry of Sport, Youth and Child Development. (2007). **Report of the Committee on Sport, Youth and Child Affairs for the First Session of the Tenth National Assembly Appointed on 8<sup>th</sup> November 2006**. Lusaka: MSYCD.

Mpierrewe, J (2007) **Management of instructional materials and performance of teachers in Primary schools in Kampala**. A dissertation submitted in partial fulfilment for Masters Degree in Education, Makerere: Kampala.

Msango, H. and Lupele, J. (2006) **Education Leadership and Management Course**. Lusaka: National In Service Training College.

Mufalali M (1974) **Physical Education for Primary Schools**: Lusaka: Neczam.

Muijis, D. and Harris, A. (2003) **Teacher Leadership: Improvement through Empowerment. An overview of research: Education Management Administration and Leadership**.

Mwansa and Katambala (2002) **Factors affecting the teaching of Physical Education in Primary Schools**. Unpublished.

Nyawali (2003) **Factors affecting the effective teaching and learning of Physical Education in schools**. Unpublished.

Odubuker, P.E (2007) **Head teachers training programme and their competences in the management of the primary schools in the North Western District of Uganda**. A dissertation submitted in partial fulfilment for the award of Doctor of Philosophy in Education Administration, Planning and Management, Makerere University: Kampala.

Punch, K.F (1998) **Introduction to social research**. Buckingham: Open University Press

Reves, B.D (2009) **Leading Change in your School**. Alexandria: Association for Supervision and Curriculum Development.

Russell, H. et al. (2006) **Sports Management: Principles and Applications**. London: Elsevier Limited.

Sage, G.H. (1993). “**Sport and physical education and the new world order: Dare we be agents of social change?**” *Quest*, 45(2) 151 – 164.

Sallis, J.F, Mckenzie, T.L, Kolody, B.L.M, Marshall,S and Rosengard, P (1999.) “Effects of Health-Related Physical Education on Academic Achievement:” **SPARK. Research Quarterly for Exercise and Sport**. 70(2)127-134.

Sapru K.R. (2009) **Development Administration**. New Delhi: Sterling Publishers.

Sheldon, S.B and Epstein, J.L. (2002) “Improving student behaviour and discipline with family and community involvement.” **Education in Urban Society**, 35 (1), 4-26

Shepard, R.J., Lavallee, H., Volle, M., La Barre, R. and Beaucage, C. (1994) “Assessing District Administrators’ Perceptions of Elementary P/E.” **The Journal of P/E, Recreation and Dance**, 67(2 ), 1996.

Sidhu, K.S. (1996), **School Organization and Administration**. New Delhi: Sterling Publishers Ltd.

Sidhu, K.S (2002) **School Organisation and Administration**. New Delhi: Sterling Publishers Ltd.

Siedentop, D. (2007) **Introduction to Physical Education: Fitness and Sport in a Global World**. London: Mc Graw Hill Limited.

Skelton, M. (1994) **Development Planning for Primary Schools**. London: Routledge.

Sports Policy Review Report (2004) Ministry of Sport Youth and Child Development. Lusaka.

Stephen P. Robbins and Timothy A. Judge. (2008) **Organisational Behaviour**. New Delhi: Prentice-Hall Private Ltd:

Steyn, G.M. and Niekerk, E.J.V. (2002) **Human resource management in Education**. University of South Africa: UNISA Press.

Symons, C.S. and Lawrence, St. Leger, (1997) "Reducing the barriers to the expansion of health-promoting schools by focusing on teachers." **Journal: Health Education: 100(2 ) 61**

Talbot, M. (1986) Gender and Physical Education. **British Journal of Physical Education**,17(4) pp. 120-122.

Taylor, J. and Beashel, P. (2000) **Sports Examined**. London: Macmillan Education Limited.

Toriola, A., (2005). "**Synopsis on Africa**." Personal Communication. 21 November

Trudeau, F., Laurencelle, L., Tembley, J., Rajic, M. and Shepard, R.J. (1998). "Use of regular assessment to monitor and reinforce student learning and have the relationship of academic performance to physical activity and fitness in children:" **Project SPARK. Research Quarterly for Exercise JOPERD 77 (6) 44-50**

UNESCO (1992) **World Development Report 1992, Development and Environment**. New York: Oxford University Press.

Van Deventer KJ. (2005) "**Quality benchmarks for physical education**. Paper prepared for the International Seminar on the Quality of Physical Education and Sport (PES), National Institute of Youth, Physical Education and Sport in Porto Novo, Benin, 16-19 May 2005.

Watt, D.C. (2005) **Sports Management and Administration**. New York: Routledge

## Appendix 1

### *Questionnaire for Administrators*

#### **TITLE: STAKEHOLDERS' PERCEPTIONS IN THE TEACHING OF PHYSICAL EDUCATION IN SELECTED PRIMARY SCHOOLS OF MANS DISTRICT**

Dear respondent,

You have been randomly selected from a pool of school administrators who are the target population in this study. It is a study for academic purposes only but will also help us understand the Stakeholders' perceptions in the teaching of physical education in selected primary schools of Mansa District.

All information provided by you will be treated as strictly confidential. There will be no identification mark that relates to you on this questionnaire. It is expected that the questionnaire should only take about 10 to 15 minutes to complete. Moreover, it will be collected from you when you have finished answering the questions.

Please read each item carefully and respond as they apply to you. There is indeed no right or wrong answer. Therefore, feel free as you respond to the following questions and statements. Your participation is very much appreciated.

#### **INSTRUCTIONS**

Please tick against your response

Where space has been provided, use it to express your opinion.

**Title of Research**

**Stakeholders' perceptions in the teaching of physical education in selected primary schools of Mansa District**

**NAME OF SCHOOL:**.....

**POSITION HELD:**.....

**SEX:** Male  Female

**QUALIFICATION:** Degree  Diploma  Certificate

1. Is physical education taught at this school? Yes  No

If no, why not?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

2. Are most of the teachers in your school interested and qualified to teach physical education?

Yes  No

If no, why not?

.....

.....

.....

.....

.....

.....

.....

.....

3. Does your school have physical education equipment?    Yes     No

If no, what then do they use during physical education lessons?

.....

.....

.....

.....

.....

.....

.....

4. What physical education equipment do you have, and how did you obtain it?

.....

.....

.....

.....

.....

.....  
.....

5. Do you think it is necessary to teach physical education in schools?

Yes  No

If yes or no, comment

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

6. What do you think makes most teachers develop apathy towards the teaching of physical education even after having been trained in the subject?

.....  
.....  
.....  
.....  
.....  
.....  
.....

7. What do you think could be done to do away with this apathy?

.....

.....  
.....  
.....  
.....  
.....

8. As an administrator, is there any role that you play in the teaching and promotion of the subject?      Yes                       No

If yes, how?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

9. Give suggestions that can make the teaching of Physical Education effective in your school.

.....  
.....  
.....  
.....  
.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

10. If you were standards Officer for physical education, what would you do to revive and bring about the effective teaching of the subject?

.....

.....

.....

.....

.....

.....

.....

11. Does the local community support the teaching and learning of physical education in your school?

Yes  No

If no, why not?

.....

.....

.....

.....

.....

.....

12. What would you want to promote and see that the teaching of physical education is enhanced in your school?

.....

.....

.....

.....

.....

.....

.....

.....

**END**

**THANK YOU**

## Appendix 2

### *Questionnaire for teachers*

#### **TITLE: STAKEHOLDERS' PERCEPTIONS IN THE TEACHING OF PHYSICAL EDUCATION IN SELECTED PRIMARY SCHOOLS OF MANS DISTRICT**

Dear respondent,

You have been randomly selected from a pool of teachers who are the target population in this study. It is a study for academic purposes only, but will also help us understand the Stakeholders' perceptions in the teaching of physical education in selected primary schools of Mansa District.

All information provided by you will be treated as strictly confidential. There will be no identification mark that relates to you on this questionnaire. It is expected that the questionnaire should only take about 10 to 15 minutes to complete. Moreover, it will be collected from you when you have finished answering the questions.

Please read each item carefully and respond as they apply to you. There is indeed no right or wrong answer. Therefore, feel free as you respond to the following questions and statements. Your participation is very much appreciated.

#### **INSTRUCTIONS**

Please tick against your response

Where space has been provided, use it to express your opinion.

**Title of Research**

**Stakeholders' perceptions in the teaching of physical education in selected primary schools of Mansa District**

**NAME OF**

**SCHOOL**.....

**POSITION**

**HELD:**.....

**SEX:** Male  Female

**QUALIFICATION:** Degree  Diploma  Certificate

1. Is physical education timetabled in this school? Yes  No

If no, why not?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

2. Is physical education taught in this school?

Yes  No

If no, why not?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. Do you teach physical education? Yes  No

If no, why not?

.....

.....

.....

.....

.....

.....

4. Does this school have equipment for physical education? Yes  No

If no, what then do you use during physical education lessons?

.....

.....

.....

.....

.....  
.....  
.....  
.....

5. What type of equipment do you have, and where did you obtain them?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

6. Do you think it is necessary to teach physical education in schools?

Yes  No

7. Explain the benefits of teaching physical education to pupils?

.....  
.....  
.....  
.....  
.....  
.....

.....  
.....  
.....  
.....

8. Why do most teachers develop apathy towards the teaching of physical education in schools?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

9. What do you think could be done to do away with this apathy?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

10. What are the challenges of teaching physical education in your school?

.....

.....

.....

.....

.....

.....

11. Give suggestions that can help improve the teaching of physical education in this school.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

12. Does the administration support the teaching of physical education in this school?

Yes  No

If yes, how?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

13. If you were the School manager, what can you do to revive and bring about effective teaching of physical education in your school?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

.....  
.....

14. Do you get any support from the local community regarding the teaching of physical education?      Yes       No

If no why not?

.....  
.....  
.....  
.....  
.....  
.....

15. What should government do to make the teaching of physical education effective in the country?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

16. What is your general comment about physical education as a subject?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**END**

**THANK YOU**

**Appendix 3**

*Interview guide for learners*

**TITLE: STAKEHOLDERS' PERCEPTIONS IN THE TEACHING OF  
PHYSICAL EDUCATION IN SELECTED PRIMARY SCHOOLS OF MANSA  
DISTRICT**

**Title of Research**

**Stakeholders' perceptions in the teaching of physical education in selected primary schools of Mansa District.**

**NAME OF SCHOOL:.....**

**GRADE: .....**

**SEX:** Male  Female

**AGE:** 7-10

11-13

14-15

Above 15

1. Do you do any sporting activities in school? Yes  No

If no, why not?

.....  
.....  
.....  
.....

.....  
.....  
.....  
.....

^If yes, what sporting activities do you do?

.....  
.....  
.....  
.....  
.....  
.....

2. Do you learn physical education in this school? Yes  No

If yes, what activities do you do during physical education.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

3. What physical education equipment and materials do you use when learning?

.....  
.....  
.....  
.....  
.....  
.....

4. Do you have physical education attire? Yes  No

5. What do you like most about physical education?

.....  
.....  
.....  
.....  
.....  
.....  
.....

6. What are the benefits of learning physical education?

.....  
.....  
.....  
.....  
.....  
.....

