

**FACTORS AFFECTING THE TEACHING OF PHYSICAL EDUCATION IN
SECONDARY SCHOOLS: A CASE OF SELECTED SECONDARY SCHOOLS
IN KALULUSHI AND KITWE DISTRICTS OF ZAMBIA.**

BY

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A dissertation submitted to the University of Zambia in partial fulfilment for the requirements for the award of degree of Master of Education (Sociology of Education)

UNIVERSITY OF ZAMBIA

LUSAKA

2017

AUTHOR'S DECLARATION

I, Mubanga Kaite, declare that the dissertation, hereby, submitted to the University of Zambia is my own work and it has not been previously submitted for any degree, diploma or other qualification at the University of Zambia or any other university.

CERTIFICATE OF APPROVAL

This dissertation by Mubanga Kaite is approved as a partial fulfilment for the requirements for the award of the degree of Master of Education in Sociology of Education of the University of Zambia.

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DEDICATION

This dissertation is dedicated as follows; firstly, to my late father, Binneys Goodluck Kaite and my mum, Fanny Chakwangasha Musonda Kabusha Kaite for sending me to school to ensure that I acquired education; secondly, to my dear wife Judith Mulenga for her persistent reminders and encouragement, even when I seemed to be giving up, during my prolonged study and finally to my only beloved child and daughter Mubanga Natasha Kaite, for being my greatest source of inspiration and perseverance.

ACKNOWLEDGEMENT

I wish to thank my first Supervisor, the late Mr Musheke Kakuwa, for his personal guidance and commitment to me in the early stages of this dissertation, MHSRIP! I also wish to, specially, thank Dr Joseph M. Mwansa, who took over from the late Mr Kakuwa, as my new Supervisor at a very difficult time, for his tireless supervision and exceptional advice on how to organise this work. Special thanks go to my lecturers; Dr Chakulimba, O. C. and Dr Kalimaposo K., and all the respondents who I worked with.

I am also grateful to my former Principal Mr Kedrick Lungwe and former acting Vice Chancellor Dr Kabeta R.M. for Nkrumah University College and Kwame Nkrumah University, respectively for the financial support rendered to me by the institution during my study and all the members of staff of Kwame Nkrumah University in particular Kapansa J.K., Mr Mbewe W.S. and Ms Phiri T. for their professional and academic advice in making this programme a success. I, also, wish to recognise the contributions from my colleagues in the Sociology of Education section for their valuable advice and encouragement during my study. These were; Ms Nyambe J.B.M, Mr Kapaya G. and Mr Simbeye J.

Above all, I wish to thank the two (2) DEBS offices of Kalulushi and Kitwe districts for allowing me to carry out my research in their districts, thus lessening my challenges.

ABSTRACT

Not so long ago, Physical Education (PE) in Zambia was a subject which was compulsorily taught and it enjoyed a status just like any other subject in the school curriculum. Although this subject enjoyed compulsory status in all schools at that time, it is hard to establish if it was taught as such. In its attempt to revive PE, government through its 2013 Educational Curriculum Framework introduced Academic as well as Vocational Career Pathway Subjects. PE was made a Vocational Career Pathway Subject in this curriculum. PE had become an optional career pathway subject. This situation had seen very few schools choosing PE as a career pathway subject and this became a concern. Thus, the study sought to establish the factors affecting the teaching of PE in secondary schools. The participants included Standards Officers, lecturers, head teachers, PE teachers and PE students. Data was collected through questionnaires, semi-structured face-to-face interview schedules and observation checklists. From these experiences, the study established the status of PE in schools, the challenges teachers faced in the teaching of the subject and strategies which they (teachers) used to cope with the challenges.

It is no secret that physical activity is necessary to a person's well-being because it has immense benefits. The findings suggested that development of healthy young bodies was one of the benefits of a school programme of PE. PE programmes in schools directly benefited students' physical health, improved academic performance, promoted healthy lifestyle, increased self-esteem and taught life skills. Therefore, it was important that students in schools engaged in PE activities owing to the many benefits associated with the subject.

The results also revealed that the status of PE as a subject was very low compared to other subjects in the school curriculum and so was that of its teachers against other subject teachers. The introduction of new subjects into the already crowded curriculum had seen PE and other non-academic (lower status) subjects lose teaching time to accommodate these newer subjects. The study also revealed that there were many challenges which PE teachers faced in their teaching of PE and these included an overcrowded National and PE curricula, lack of PE resources, lack or bad state of facilities and equipment, large classes, and negative attitude by parents, head teachers and non PE teachers.

While it was common knowledge that most of the challenges faced by PE teachers needed long term solutions to provide quality PE to students, there was need for them (PE teachers) to devise strategies which would mitigate the impact of these challenges in the absence of these long term solutions so as to ensure the normal and smooth learning and teaching of PE in schools.

The study also established the strategies which PE teachers used to cope with challenges in the teaching of PE. These included requesting for more contact time from school authorities over the lost time, coming up with flexible time tables, forming partnerships among teachers in schools, between schools and with sports clubs in the community or institutions such as councils and churches so as to facilitate the teaching of the subject. The study also elaborated on how these partnerships overcame these challenges and enhanced the teaching of PE in schools even in the advent of these major challenges.

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CHAPTER 1

INTRODUCTION

1.0 OVERVIEW

This chapter presents the background to the study. It also presents the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study and operational terms used in this study.

1.1 BACKGROUND TO THE STUDY

The study of the ‘history and philosophy of PE’ shows that various forms of physical activity have existed from time in memorial. A long time ago, primitive people engaged in many activities of a physical nature such as running, jumping, throwing, wrestling and dancing. These activities were done during hunting and food collection expeditions as well as times of recreation and it was expected of every individual to engage in such activities, from their childhood right through their prime stage in life to adulthood. When the missionaries came to Africa and Zambia in particular, they found our forefathers playing traditional games which were not only for provision of physical fitness but also a way of inculcating good morals in the young ones so that they could fit well in society. Today, such activities and many others have been compartmentalised and formalised under what is called Modern Physical Education and are taught or supposed to be taught in all schools which have picked on PE as a vocational career pathway subject in Zambia, going by the new curriculum.

Mwanakatwe (1965) explains that PE was an old subject in Zambia which was embodied in traditional education as well as in the early missionaries’ formal education. He further states that native education was essentially practical training and designed to provide good upbringing of an individual member of a given group to live a useful and happy life in society. The Ministry of Education (MOE) (1977) and (1996) state that the curriculum at lower and middle basic school levels must be concerned

with the child's complete needs: those of the body (PE and Sport), those of the mind (cognitive, literacy, numeric and knowledge), the affective ones (music and creative arts) as well as the spiritual needs (living in harmony with others).

We are living in times when many people in the world appreciate the value of physical activity; lifelong involvement in physical activity is considered as not only valuable, but also necessary for health and wellbeing. Almond (1989) has asserted that young people's education would be incomplete if PE was neglected, which often happens in many Zambian secondary schools. According to Siedentop (1992) only schools, primarily through PE, have the institutional process and the potential of socializing and educating all children towards a lifetime of active involvement in physical activity. However, for schools to provide a well-rounded education they must have active sports and PE programmes. PE and Sport have been reported to have immense benefits for children, including improved academic performance, good health, and positive social skills among others (Macfadyen & Bailey, 2002). Schools for many years have provided many opportunities for young people to engage in vigorous physical activity and are thus better placed amongst societal institutions to motivate young people to live active lifestyles (Jenkinson & Benson, 2010). This is not to downplay the contribution of clubs but it is in formal schools where children are introduced to PE and Sport in a formal setting and with a curriculum to guide such exposure. Unfortunately, the rapid advancement in technology has led many children to engage in physically sedentary activities such as surfing the internet and playing computer games, rather than more active physical activities.

While PE and sports are considered as having immense benefits for young people as well as adults, it is ironic that PE continues to be a marginalized subject in school curricula throughout much of the world. In many Zambian secondary schools, PE class

time is used as a time to take a break from serious academic work. Therefore, PE teachers feel they have to continually provide justification for the existence of their subject and to plead for actual control of the time they are allocated. In an international survey, covering many African nations, Hardman (2009) discovered that the status of PE was low and the subject was in grave danger of being side-lined. The problems Hardman pointed out ranged from limited contact time with the learners and an insufficient well trained and prepared teacher, to the poor state of facilities and a negative perception from some teachers, learners and parents. Although a number of school head teachers and teachers appear to understand the importance of PE, they are also aware of the immense pressure for pupils to perform well in high stakes examinations (DiFiore, 2010). This would seem to suggest that making PE a core and examinable academic subject in schools would solve his problem.

PE has evolved from one which was compulsorily taught in all government schools upon attainment of Zambia's independence alongside other subjects, to one which, though time-tabled, is apparently optional and discretionally taught. Of late, there has been a lot of emphasis on academic subjects in the education system and this has made such subjects as Art, Music and PE to be side-lined. The situation on the ground is that even in the advent of the many specialist Physical Education teachers being churned out of various institutions such as Kwame Nkrumah University, The University of Zambia (UNZA), Zambian Open University (ZAOU), David Livingstone, Malcolm Moffat and Mufulira Colleges of Education, and many other private teacher training institutions, there is little pointing to the fact that PE is being taught in secondary schools.

In June 2005, the then Republican President, Mwanawasa, made a pronouncement when he officiated at the "Next Step Conference" in Livingstone, that PE would be a

compulsory subject at all levels of the education strata. In 2006, he reiterated this pronouncement during the International PE workshop organised by the University of Zambia in Lusaka. However, there has been little or no change in the teaching of PE in secondary schools.

Suffice to mention that PE is compulsorily taught in all well-established private schools in the country but this is not the case with government schools. In some cases, PE is timetabled while in others, it is not. It is also important to mention that all teachers in the primary sector receive training in the teaching of PE but there is very little on the ground to show that the subject is being taught even at that level. The Zambia Education Curriculum Framework (2013) has introduced a new curriculum in which PE is now classified as one of the vocational career pathway subjects alongside others like Technology. This means that PE will no longer be taught as a compulsory subject in schools anymore because the teaching of this subject depends on whether a school chooses to offer it as a Vocational Career Pathway Subject or not. As such, in schools not offering this subject, it will not be taught. Teachers still continue to face challenges in the teaching of PE ranging from lack of facilities and teaching materials to lack of adequately trained teaching staff.

It was thought that Zambia's hosting of the 2012 Zone VI Youth Games in Lusaka and the subsequent winning of the Africa Cup of Nations in 2013 should have added more impetus to the need to do more in the teaching of PE in secondary schools. Equally, the building of such modern facilities as the Levy Mwanawasa and Heroes Stadia in Ndola and Lusaka respectively, the Olympic Youth Development Centre (OYDC) by the International Olympic Committee (IOC) in Lusaka and the hosting of such annual events as the 'Inter-Company Relay'(ICR) by the Zambia Amateur Athletics Association (ZAAA) which show clear indication of the overwhelming enthusiasm that

people have for PE and physical activity, should have enhanced the need and more support for the teaching of PE in secondary schools.

1.2 STATEMENT OF THE PROBLEM

Although PE was classified as a compulsory subject in the old curriculum, it is doubtful whether many schools have been offering it as such. This study sought to find out the current status of PE in schools, the challenges teachers faced, as well as strategies used to cope with these challenges in the teaching of PE in secondary schools in Zambia.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to establish the status of PE and the factors affecting its teaching in secondary schools in Zambia.

1.4 OBJECTIVES OF THE STUDY

The main objectives of the study were as follows;

1. To establish the status of PE in secondary schools in Zambia.
2. To highlight the challenges that teachers may be facing in the teaching of PE in secondary schools in Zambia.
3. To identify the strategies that teachers use to cope with the challenges in the teaching of PE in secondary schools in Zambia.

1.5 RESEARCH QUESTIONS

1. What is the status of PE in secondary schools in Zambia?
2. What challenges do teachers face in the teaching of PE in secondary schools in Zambia?
3. What strategies do teachers use to cope with the challenges they face in the teaching of PE in secondary schools in Zambia?

1.6 SIGNIFICANCE OF THE STUDY

Currently, there is a lot of emphasis on sport and professionalism has come in. There is an outcry that schools are not laying a good foundation for pupils to become good sportsmen and women in future. There is also great expectation by Zambians to produce good athletes even in the advent of little or no investment in PE and Sport by government. Many countries, world-over, are investing heavily in sport to prepare their athletes for high profile competitions on the international stage while there is a public outcry in Zambia that we are not doing much to prepare our children. In developed countries, there have been concerns on issues of good health as most of the children are obese. Our children need to be healthy through PE. Therefore, it is hoped that the findings and recommendations arising from this study may not only be of sure help in improving the teaching of PE in secondary schools but also contributing to the body of knowledge and literature on the challenges affecting the teaching of PE in secondary schools. Furthermore, it is further hoped that Government, through its curriculum specialists, and other stake-holders in education provision, may use these findings and recommendations to design strategies and interventions that will deal with challenges affecting the teaching of Physical Education in secondary schools.

1.7 LIMITATIONS OF THE STUDY

The researcher had difficulties in finding the required number of schools for the study in Kalulushi district alone which were offering PE, hence the inclusion of such schools from Kitwe district. The researcher also encountered challenges in collecting data especially from some head teachers who seemed too busy with their daily routines to easily accord him an audience. This meant that the researcher had to make repeated trips to such schools in an effort to ensure that data was collected. This situation resulted in a challenge on the meagre funds that the researcher had. The researcher was unable to receive all the questionnaires, which were distributed to respondents, in good

time due to apathy. Not only was it difficult to find schools offering PE, it was also hard to find schools with sufficiently trained teachers in PE. Out of an expected total of 21 PE teachers (3 from each school), only 16 were available for this study. Given this situation, the researcher had to do with the limited numbers available in those very schools.

1.8 DELIMITATION OF THE STUDY

This study was confined to seven (7) selected secondary schools on the Copperbelt province; four (4) from Kalulushi district and three (3) from Kitwe district.. Pupils in junior secondary as well as senior secondary schools were targeted in this study because they are the beneficiaries of the subject.

1.9 OPERATIONAL DEFINITION OF TERMS

In a well written work, Robson (2002:79) explains that “there are three advantages of operational definitions.” Firstly, they make the research methodology used clearer to readers. Secondly, they confine statements to things either directly or indirectly observable i.e. empirical. Thirdly, they ensure good communication by specifying how terms are used.

For the purpose of this study the following terms have been used and defined as follows:

- **Basic School** - a school that runs from grade one to nine.
- **Free Play** - a physical activity not guided by a teacher.
- **Generalist Teachers** - teachers trained to teach all subjects at lower and middle Basic Schools.
- **Physical Educators Status** - relates to the way the physical education teachers are looked at in relation to other subject teachers.

- **School Based** - School experience approved by government for one year attachment of trainee teachers.
- **Specialist Teachers** - teachers trained to teach PE only or PE and another subject. .
Study Area - a combination of subjects that stand as a course based on the integration of subjects.
- **Subject Status** - relates to the way the subject is compared to others
- **Curriculum:** Includes, the subjects or elements of subject that are taught at a school or institution. It also includes topics that are taught within a subject. According to Eisner (1975), the curriculum of a school or course or classroom can be conceived as a series of planned events that are intended to have educational consequences for one or more students. Curriculum is all that is planned to enable the students acquire and the desired knowledge, skills and attitudes (Oluoch, 1982). The term ‘curriculum’ refers to lessons and academic content taught in a school or a specific course or programme. Wilson (1990) defines curriculum as anything and everything that teaches a lesson, planned or otherwise.
- **Junior secondary:** program of public or private education immediately following primary schooling. It is an upper basic secondary school that includes grades 8 and 9.
- **Senior secondary:** program of public or private education immediately following junior schooling. It is an upper secondary school that includes grade 10 through grade.

1.10 SUMMARY

Chapter 1 gave the background of the study. It was observed that the study of history and philosophy PE has existed from time in memorial in form of various activities that man engaged in from childhood right through to adulthood. These activities which ranged from running, jumping and throwing to wrestling and dancing did not only provide physical fitness but also helped to inculcate good morals in individuals.

Overtime, these activities and many others have been compartmentalised and subsequently formalised under what is today called Modern PE and taught in schools as a curriculum subject. The chapter also established that people were living in times when they appreciated the value of physical activity which was not only considered valuable but also necessary for good health and well-being. It was also observed that only schools had the institutional process and potential of socialising and educating all children towards life time achievement in physical activity. Other scholars had also brought out the many benefits of physical activity for both children and adults. However, this was being impeded upon in case of children, by the rapid advancement of technology which had lured most children into leading sedentary lives.

The chapter further stated that in-spite of the immense benefits associated with PE, for the young and the old, the subject had continued to be marginalised in school curricula world-over and was in danger of being side-lined. The subject, once taught compulsorily in Zambia, was now optionally and discretionally taught following the emphasis on devoting more time to academic subjects. Although the late President Mwanawasa made a pronouncement in 2005 that PE should be taught as a compulsory subject, little showed that the subject was taught as such. Unlike in private schools where PE was taught as a compulsory, this was not the case with government schools.

It was hoped that the hosting of the Zone VI Youth Games in 2012 in Lusaka, coupled with the winning of the 2013 Africa Cup, would give government more impetus to improve the teaching of PE in schools. The researcher also looked at the statement of the problem which was to establish the factors affecting the teaching of PE in secondary schools with a view to ensuring provision of literature to be considered by curriculum specialists. The purpose, objectives, research questions, significance, limitations, delimitations and operational definitions of the study were all looked at.

The next chapter will discuss and highlight the literature of the study.

1.11 STRUCTURE OF THE DISSERTATION

The research is divided into five main chapters. Chapter One gives the general background of the study by giving an overview of PE in secondary schools in Zambia in relation to the factors affecting the teaching of the subject and its inclusion on the school curriculum. It also gives a brief history of PE in Zambia. This chapter, further, gives the background of the study. The other components which are included in this chapter are; statement of the problem, the objectives of the study, the research questions, theoretical framework and the assumptions of the study. The significance of study, limitations of the study and delimitations of the study are also highlighted in this chapter. Finally, the chapter provides the operational definitions of the terms used in this study.

Chapter Two reviews the literature related to this study. The chapter starts by giving a brief historical perspective of PE in Zambia and highlights modern PE. It then discusses the importance of PE and its status worldwide. Finally, it looks at the challenges of teaching PE and strategies employed in coping with these challenges, worldwide.

Chapter Three highlights the methods used in the collection, presentation and analysis of data. The research design used in this study is also stated here. This chapter also provides information on; location of study, study population, sampling techniques, sample size, and specific data collection tools that were used (e.g., interview schedules, questionnaires, focus group discussion and observation sheet). It (chapter) concludes with information on data analysis and the ethical consideration undergirding the study.

Chapter Four is dedicated to presentation of the findings from the field and the discussions of the findings. Data collected through questionnaires, document analysis

and in-depth interviews form the main body of this chapter. It is in this same chapter that the findings are interpreted.

Finally, Chapter Five discusses the research findings with Chapter Six presenting the main conclusion drawn from the findings as well as the recommendations made. This chapter ends by suggesting areas of possible future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 OVERVIEW

This chapter reviews the relevant literature to the factors affecting the teaching of Physical Education in secondary schools in Zambia. This chapter discusses the importance of PE in schools as well as the community. It then discusses the status and state of PE in secondary schools in the developed as well as the developing. It finally discusses the challenges which teachers face in the teaching of PE in in the developed and developing world and reviews the strategies that teachers employ to cope with these challenges in the teaching of PE in secondary schools.

2.1 A HISTORICAL PERSPECTIVE

Zambian Literature on PE is very scanty and not much research has been done in this area. The few books that are available were written by Kakuwa and Mufalali, and only deal with some aspects of traditional games, PE activities including the syllabi. It should be mentioned here, that these pieces of literature, which are presented in Kakuwa and Mufalali's books are very essential and useful to the prevailing environment as regards the teaching of this subject. However, this scenario does not bring about monotony in the teaching of Physical Education by way of over-reliance on the said pieces of literature because information from other parts of the world is also used. 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 have treated PE as a new subject based on the premise of its current standardized nature of presentation. To the contrary, PE has existed from time in memorial. Mufalali (1974) points out that long before the white people came to Zambia, people engaged in such activities as swimming, climbing up and down trees,

throwing spears, ox- racing, wrestling and many other activities. Such physical activities from time in memorial form an element of life (McHenry, 1993).

Today's PE is an improvement on what can be termed as primitive PE of ancient times. Children and youths under the age of 21 actively enjoyed this system of PE with girls retiring much earlier, say by the age of 18. This girl-situation was as a result of the stereo-type attitude that society had about girls' participation in physical activities and this was that they could not succeed in such activities and this affected their performance in PE.

This type of PE can be said to have been predominantly informal and primitive in the sense that it had no specific dimensions as on the field of play and where that play could take place. 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 neither trained nor specialized coaches and hence most learning was done informally though sometimes, the older boys and girls, with reasonable knowledge of those games organized the young ones (Mufalali, 1974). This information suggests clearly that PE has existed from ancient times.

2.2. MODERN PHYSICAL EDUCATION

Today's PE is the forerunner to what can be termed as primitive PE of ancient times. Man involved himself in physical activities throughout all the stages of human development (Bucher, 1968). The subject has, however, undergone a lot of changes in the nature of activities and teaching methods. Not all graduates of PE programs were well prepared to teach after graduating (McGaha and Lynn, 2000). 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 were simply not ready for the 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 has less or no knowledge to handle certain skills in their area of specialization. In its research, the Chepyor-Thomson (2003) in the USA, amplified on this situation when it explained that the pre-service teachers field teaching experiences were not enough or lacked in their undergraduate program. This situation arises from the fact that there is inadequacy in transition from the possession of declarative knowledge to application of procedural knowledge in the field. For example, if the area involved was PE, the teacher found it difficult to organize any physical activity because he/she lacked the technical expertise of the skills involved.

Due to the ever dynamic and changing nature of professional demands, training is a continuous process which lasts for the entire career of a committed professional teacher. Similarly, PE teachers need to continue having Continuous Professional Development (CPD) sessions.

2.3 PHYSICAL EDUCATION BENEFITS

For decades, PE has been a school curricula component. It is an integral part of the total education of every child in kindergarten through high school. Therefore, it is no secret that physical activity is necessary to a person's well-being because of the diverse nature of benefits which are in physical, health, social and academic dimensions. It is, important to note that PE programmes can only provide worthwhile benefits if they are well-planned and well-implemented. Sage (1993) had shown that PE was the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, race/ethnicity, cultural, religious or social background, with the skills, attitudes, values, knowledge and understanding for life-long participation in PE and sport. PE benefits to an individual can be documented as follows;

2.3.1 Development of Physical Skills

PE contributes directly to the development of physical competence and fitness. It is unique to the school curriculum as it is the only programme that provides students with opportunities to learn motor skills, develop fitness and gain understanding about physical activity (Barton, Fordyce and Kirby, 1999). Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased morbidity and pre-mature mortality, and increased mental health. PE programme is the place where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying activity into their lives (Calfas and Taylor, 1994). Physical activity improves the quality of life of those who engage in it.

2.3.2 Promotion of Healthy Lifestyles

There are substantial amounts of stress that high school students go through due to peer pressure, families, part time jobs, homework and curriculum. Involvement in

recreational activities and sports as well as other forms of physical fitness offer one way in which stress can be relieved (<https://blog.udemy.com/category//for-students//education/#wrap>). Regular physical activity improves functional status and limits disability during the middle and later adult years. It also contributes to quality of life, psychological health, and the ability to meet physical work demands.

Quality PE programme outcomes include the development of the students' health-related fitness, self-esteem, and overall enjoyment of physical activity which enable students to make informed decisions and choices about leading a physically active life (Gruber, 1985). People who regularly exercise have lower risk of developing colon cancer, high blood pressure and diabetes. There are also fewer chances of premature deaths due to heart disease and other similar health problems in people who engage in physical exercise. Exercise also lowers feelings of depression and anxiety and provides people with emotional benefits (<https://blog.udemy.com/importance-of-physical-education>).

The development of healthy young bodies is one of the major benefits of PE. A good program of fitness includes activities and cardiovascular work that improves coordination, flexibility and strength. Child obesity is one problem that PE helps to control as well. Obesity is a condition where a person accumulates so much body fat that it might have a negative effect on his/her health and is very prevalent in adolescents. This condition of the body may result from genetic factors, lack of physical activity, unhealthy eating patterns or a combination of all these factors and can cause emotional or psychological problems. Students involved in physical activities have a better chance of avoiding life-threatening conditions including diabetes, high blood pressure, heart disease, sleep problems, cancer and other disorders. A good

programme of physical education also promotes minds which are healthy
(www.obesityaction.org)

2.3.3 Improved Cognitive Skills Acquisition

Children learn through a variety of modalities such as visual, auditory, tactile and physical. Teaching academic concepts through the physical modality may nurture children kinaesthetic intelligence. Academic constructs have greater meaning for children when they are taught across the three realms of learning including the cognitive, affective and psychomotor domains. Research has demonstrated that children engaged in daily PE show superior motor fitness, academic performance, and attitude towards school versus their counterparts who did not participate in daily PE (Keays & Allison, 1995). A study conducted by Arday, Fernandez, Rodriguez, Jimenez-Pavon, Castillo, Ruiz and Ortega (2014) titled, “PE can benefit cognitive performance and academic achievement,” established that intensity of PE lessons might play a role in the positive effect of physical activity on cognition and academic success. Trudeau et al (1998) amplify on this when they say that quality education produces certain PE benefits while having no ill effect on “academic.”

Children who are active physically do better in academics than those who are not active physically. Among students getting more physical activity, one reason for increased academic performance may be because physical activity scattered throughout the day improves the concentration ability of students. These breaks seem to help kids focus more when they are in the classroom. With increased concentration abilities, students have more of a capability of engaging in problem solving activities and focussing on academic tasks. The benefits of more focussed concentration indicate that the time quantity lost by letting pupils get involved in physical education is made up in the improved quality of their overall education due to better focus

(<https://blog.udemy.com/category//for-students//education/#wrap>). In a large-scale study, looking at the relationship between physical fitness and academic achievement (performance on standardised academic tests) in California, it was found out that higher achievement on standardised tests was associated with higher levels of PE.

2.3.4 Social/Affective Skills Acquisition

PE learning experiences also offer a unique opportunity for problem solving, self-expression, socialisation, and conflict resolution. Physical competence builds self-esteem. Quality PE programmes enhance the development of both competence and confidence in performing motor skills in children (Barton et al, 1999). Children who are exposed to various types of sports develop teamwork, sportsmanship and other social skills. Children with learning disabilities and academic problems can enhance their self-esteem by doing well in the activities they choose. Physical activity helps kids in expressing themselves more effectively and also acts as a great way of releasing their emotions (Gruber, 1985).

2.3.5 Development of Life Skills

Physical education prepares students for life during and after school and it also develops, in a student, an enduring understanding that a physically educated person is aware;

- and exposed to skills and strategies related to lifetime activities supporting a healthy lifestyle,
- of the impact nutrition has on a healthy lifestyle,
- of the relationship a healthy lifestyle has on an individual's social, emotional and intellectual well-being,
- of the skills necessary to contribute to a group working towards a common goal,

- Physical education also enables students to have an enduring understanding of;
- the characteristics and responsibilities of an effective leader
- proper sportsmanship when dealing with teammates or opponents in a competitive arena (www.barrington220.org).

2.4 STATUS OF PHYSICAL EDUCATION IN THE WORLD

In many regions of the world, PE was perceived as being a non-productive educational activity less important to a successful future than academic subjects. Thus, it was not seen as a priority and often times took severe attack coupled with competition for time within the school curriculum. PE occupied a low position at the bottom of the ‘curriculum barrel’. Grunbaum (2002) argued that PE was not perceived as an academic subject like mathematics or science.

The Berlin PE World Summit in November 1999 confirmed that there was a decline and/or marginalization of physical education in schools in many countries of the world with perceived deficiencies in curriculum time allocation, subject status, material, human and financial resources, gender and disability issues and the quality of program delivery (Hardman and Marshall, 2000). Since this Summit, developments in school PE policies and practices across the world have been diverse, generally. Hardman and Marshall (2000) in their report to the “International Council of Sport Science and Physical Education (ICSSPE) highlighted and attributed the low status of PE as a subject to the fact that priority was given to ‘academic subjects’. A Life Skills’ programme does not allow for active participation in secondary schools (a case of PE teacher in South Africa)

2.4.1 The Status of Physical Education in the Developed World

Europe has an admixture of economically developed and developing countries and regions hence the variations in the developments in various individual countries with regard to the teaching of PE. In the Committee for Development of Sport (CDDS) (2002), Survey Findings reported that PE enjoys legal status among the Council of Europe member countries where it is a requirement by all schools to offer it as an obligatory subject. Legal requirements for PE in schools are in place which regard it as an obligatory subject or is generally practised in all member states for at least some part of the compulsory schooling years for boys both and girls. It is also a requirement that each school offers a weekly or annual allocation time of around 6-7% of the total curriculum time to PE and this allocation occurs in the lower to upper middle phases of schooling children aged 9-14. There is, however, reduced time allocation in the upper secondary or final years of schooling where the subject becomes optional or it disappears completely from the timetable.

2.4.1.1 The Status of Physical Education in England and Ireland

In England, PE remains a compulsory 'Foundation' subject within its modified National Curriculum for children aged 5-16. There is a government aim which entitles every child to two hours of sporting or physical recreation activity per school week. This entitlement has, however, remained hypothetical in the sense that in many schools, particularly in primary stages (5-11years), where literacy and numeracy have been prioritised, time allocation for PE has averaged downwards to 90 minutes and in some cases to even as low as less than 60 minutes per week (Hardman, 2002a). A Hardman and Marshall (2000) survey on the state and status of PE across Europe indicated that in Ireland, the subject was not properly handled and was unable to move forward. This survey established that PE facilities, time allocation and staffing were the contributing

factors to the crisis in the teaching of PE. This establishes that the availability or non-availability of PE facilities in a school determines what can be taught and how it can be taught.

2.4.1.2 The Status of Physical Education in Scotland

In Scotland, the trend is that PE, for the age group 5-14, is included in Expressive Arts, which comprises art, drama, music and physical education. Total time allocation for these areas is 15% of total curriculum time but how this is organised is left up to head-teachers with the consequence that the quality of PE in primary schools can vary drastically from one school to another. “If the school panto is the priority in a crowded curriculum, then PE or something else will have to suffer” (Crichton, 2004). For children in S3 and S4, 80 hours out of 1200 hours in school have to be spent on PE, There are no prescribed guidelines for pupils in S5 and S6. which means that something like 40% of girls in this age group do no physical exercise at all (ibid, 2004). Littlefield et al (2003) indicate that PE is an elective subject within the National framework though schools are not obliged to offer it and the numbers of pupils exercising their choice for PE is increasing. In their recent investigative study, they report “positive features” mixed with “serious concerns” among which there has been popularity amongst pupils of Standard and Higher grade PE which demonstrates that certification flourishing and allocation of time for Standard grades has increased in a majority of schools contrast with a reduction in time for core PE in the first two years of secondary school and declining access to facilities and extra-curricular provision (Littlefield et al, 2003).

2.4.1.4 The Status of Physical Education in the United States

The “effect of the Berlin PE Summit has had no impact in the United States of America, where 9/11 and the terrorism threat together with the war in Iraq have significantly impacted on the economy and diverted funds into the military” (Feingold, 2004). This situation resulted in PE funding being substantially reduced and in some cases completely eliminated in response to budget concerns and pressures to improve academic performance. With the educational environment emphasizing accountability and standardized testing primarily focused on the so-called “academic subjects”, the school administrators look set to cut on special subjects such as health, PE, art and music. There are almost daily reports about the obesity epidemic and health costs, yet the general public do not relate much of this to the need to increase PE (Feingold, 2004).

This trend of neglect was encouraged and entrenched when President George Bush’s education policy emphasized on the “No Child Left behind Elementary and Secondary Education (NCLB) Act of 2002”. This meant that some subjects like PE had substantial reductions in time allocation and in some cases were completely eliminated in response to budget concerns and pressures to improve academic test scores (Keyes, 2004). This Act created unintended negative consequences by contributing to increased marginalization of physical education as a subject in many states. A PE teacher in Ireland, in Hardman’s and Marshall’s (2000) report, agrees with this situation in the United States when it states that “PE is being squeezed out of the education system by more and more compulsory academic courses.....which hold little benefit compared to PE.

2.4.1.5 The Status of Physical Education in Canada

The trend in Canada is not any different from that in the United States of America. Despite support from medical practitioners, Physical educators continue to experience problems in convincing provincial Ministries of education that PE has an important role to play both in the education system generally and in health promotion in particular. While timetable allocations have remained relatively stable since the PE World Summit, budget allocations have been reduced and many schools have sought to raise funds from other sources in order to sustain PE programmes. Canadian PE, as evidenced in the new curriculum, emphasises promotion of active life style which includes use of external resources for which there are costs implications. There have been widespread cuts in numbers of provincial and school district consultants and/or curriculum co-ordinators (Turkinton, 2002).

2.4.1.6 The Status of Physical Education in New Zealand

Hollard's (2005) findings indicated that in New Zealand, the concern was more on deficiencies in quality of teaching and learning than on image and curriculum time. Skinner's (2005) findings were that in the Pacific islands, countries variously adhered to the 'mixed messages' which ranged from no physical education programme in schools to a growing stature of physical education in other Pacific Island countries.

2.4.2. The Status of PE in Central and Latin America including the Caribbean

In most Latin American countries, the most recent legislation has made PE in elementary and middle schools (basic education) a compulsory curriculum subject, though timetable allocation, for which there are no legal prescriptions, is generally minimal or low. Despite the legislation on requirement, in most countries (Chile and Columbia are exceptions) there has been a decrease in the actual number of classes. In

the Bahamas and St, Vincent, PE is viewed as a play/fun time and often used as a class for disruptive or backward students. In Jamaica, it is regarded as a 'Cinderella' subject and/or a waste of time (Hardman and Marshall, 2000).

2.4.3. The Status of PE in Asia

In many Indian and Pakistani schools, lack of qualified teachers and facilities, inadequate inspection, perception of physical education as a non-educational fun activity and inferiority to academic subjects, collectively contributed to either minimal provision or absence from the curriculum. Saidhu's (1997) presentation on the position of PE in India could be summed up as insufficient trained personnel, death of playground, equipment, limited activities and games, and conflict with the academic work.

In many Indian schools, PE and yoga were combined as one subject. Although the number of studies concerned with yoga and PE are very few, the available studies threw some light on the status of this area. As far as physical education was concerned, the available studies indicated that this area did not get the importance that it deserved. This got translated into a negative attitude on the part of the teachers and head masters of schools. An evaluation of the PE curriculum at the lower primary stage in Mysore district showed that 80% of headmasters, 60% of general teachers and 90% of physical education teachers had a positive attitude towards PE. A significant percentage of generalist teachers had a negative attitude towards PE. As far as the curriculum and syllabus were concerned, the aims and objectives of this area were not clearly stated and the existing syllabus for this area did not contain minimum levels of learning and the activities prescribed under yogic exercises were found to be inappropriate. The infrastructure for PE was found appropriate but 50% of the lower primary schools of Mysore city did not have PE teachers (Sudarshan and Balakrishnaiah, 2003).

2.4.3.1 The Status of Physical Education in Vietnam and South Korea

In Vietnam, it is alleged that the allocation of teaching time does not reach requirements. A PE lesson is more likely to be cancelled than other subjects and teachers' technique is poor (Hardman and Marshall, 2000). In South Korea, children between the ages of six and fifteen are required to attend school. Each pupil takes a total of 3 hours of PE, every week, through primary and secondary school levels. During this period, pupils have no school choice until the end of the compulsory education which is at the end of junior high school (www.ncee.org/....education).

2.4.3.2 The Status of Physical Education in Singapore and Malaysia

In Singapore, pupils from primary school through junior colleges are required to have 2 hours of PE every week, except during examination seasons when they are given a series of fitness tests. In Malaysia, pupils from primary schools to secondary schools are expected to do 2 periods or 1 hour of PE throughout the year except a week before examinations and in most schools, there are a variety of games of indoor as well as outdoor nature. In the Philippines, PE is mandatory for all years unless the school gives the option for a student to do the Leaving Certificate Vocational Programme instead for fifth and sixth years (https://en.wikipedia/wiki/physical_education).

2.4.4. The Status of PE in Africa

In this part of the world, diversity and contrasting variations have prevailed ranging from the subject being taught and examined to one where it is free play for pupils.

2.4.4.1 The Status Physical Education in Nigeria

Too often unqualified teachers constituted a major problem especially in primary education for the subject. In some cases classroom teachers who usually had little or no training in PE conducted PE lessons as supervised play. There were more trained PE

teachers at secondary level, but many PE classes were still given to untrained teachers (Mina, Faye M. 1981). In Nigeria, for example, PE was a compulsory subject in the curriculum of teacher education in all segments of educational system in Nigeria between 1950 and 1980s. However, there has been a systematic decline in fortune of PE in Nigerian schools from 1990 to date. Currently, PE is included in the national curriculum of all educational institutions except the Polytechnics. The subject is now timetabled and compulsory at pre-primary and primary (Basic Schools) schools. It is also compulsory at Junior Secondary School level and examinable. It becomes an optional examinable subject at Senior Secondary School level. It is also done at Advanced level (Akindutire, 2005).

2.4.4.2 The Status of Physical Education in Kenya, Botswana and Uganda

In Kenya, it was taught but not examinable while in Uganda it was timetabled but not seriously taught (Toriola, 2005). In Botswana, PE was not a part of the secondary school curriculum for many years but was taught at the Teachers' College level as a minor subject. In 1993, a PE Department was established at the University of Botswana which offers certificate, two-year diploma and three year bachelor's degree programmes (Corlett and Makgwathi, 1987). PE was timetabled but hardly ever taught at primary school level. In 1999, Ministry of Education (2000) introduced PE at Junior Secondary School and is part of the 10 year Basic Education programme and is aimed at promoting health, fitness, social skills as well as positive attitudes to these values in Botswana children (MOE, 2000).

2.4.4.3 The Status of Physical Education in South Africa and Tanzania

In South Africa, PE is housed under Life Orientation and is divided into 3 phases namely; Foundation (Grades R-3), Intermediate (Grades 4-6) and Senior (Grades 7-9).

PE is part of Life Skills (LS) at first and second phases and part of Life Orientation (LO) at the last phase. Because of the many outcomes connected to LS and LO, the ultimate time allotted to PE now has decreased to 34 minutes from its previously allotted time of approximately 60 minutes per week. At secondary school level, PE is treated as a non-subject and has non-academic status. PE and Sports as a field of inquiry in Tanzania was characterized more by neglect than by attention (Kilimbai, 1991). PE was for so long perceived by many societies as restricted in sports, and that its importance was to satisfy the play and recreational drives of man (Shehu, 2009). It appeared that the popular opinion about PE in Tanzania evolved from this context and it was regularly referred to as '*michezo*' which means '*sports*', and often reduced to '*mchaka-mchaka*' meaning '*jogging*' (Ogundare, 2002).

2.4.4.4 The Status of PE in Zambia

Despite the "Next Step II" Conference held in Zambia, where the President of the Republic of Zambia (the late Mr Mwanawasa) (IYSPE, 2005) announced the re-introduction of PE into the mandatory school curriculum as a pillar to foster education, health and personal development PE as a school subject, has not been recognized as one of the core subjects. This was amplified by the then District Commissioner, for Kabompo, Rebecca Mukuka's speech in which she urged all schools in Zambia to incorporate PE in the school curriculum just like any other subject because it contributed to the physical and mental development of pupils (<http://www.lusakatimes.com>). PE was neglected, misunderstood, seen as of little importance and regarded as inferior when compared to other subjects in the school curriculum.

In another landmark effort to promote PE in Zambia, the University of Zambia (UNZA) and University of Toronto (UoT), led by the Faculty of Physical Education

and Health, signed a memorandum of understanding in 2006 to mark the first major development in the partnership of the enhancement of the PE unit at UNZA, research collaboration and student exchanges (<http://www.ccghr>). The 2013 National Curriculum Framework introduced Vocational Career Pathway Subjects and PE was one of them though with optional status. Students who choose this path-way would have five (5) compulsory subjects and two (2) from the four (4) options on offer, making a total of seven (7). This curriculum framework made PE an examinable academic subject and allocated it twelve (12) periods per week; the highest number of periods ever allocated by any preceding curriculum. This was a major success in the sense that Zambia is now one of the few countries in Africa and the world at large which offer PE as an examinable subject.

2.5 CHALLENGES IN THE TEACHING OF PE

Collectively, the various advocacy statements raise hopes about a sustained and positive future for PE. However, since the Berlin Summit of 1999, the developments in school PE policies and practices across the world have been diverse. The common and most prevalent challenges with regard to factors affecting the teaching of PE, globally, are in the areas of legislation and provision; curriculum time allocation and implementation; teacher supply and quality; facility and equipment supply which is associated with finances and materials, and full inclusion of school-age children with disabilities. A perceived decline in the position and presence of PE in school curricula worldwide was apparent in some countries in the 1970s and 1980s. The subsequent manifestations of a deteriorating situation, evidenced by a number of conference themes, a range of journal articles reporting on the perilous situation of PE in schools, several international and national surveys, speak volumes about the diversity of the challenges being faced by teachers in the teaching of the subject worldwide today

(Hardman and Marshall, 2000). Hardman's Final Report of 2013 on the World-wide Survey of School PE highlighted a number of regional challenges.

2.5.1 Challenges in the teaching of PE in Europe

Europe with its admixture of economically developed and developing countries and regions and various and different historical and sub-cultural settings is a continental region, in which both diversity and congruence are evident. Despite the legal requirements for PE in schools being in place in Europe, the continent has continued to face a number of challenges in the teaching of this subject. In as far as the teaching of PE is concerned, a lot of equipment and proper facilities are required. It was, however, discovered that, globally, only a few countries had adequate facilities for PE (British Columbia Teacher's Federation, 2004).

There is a marked geo-political differentiation in quantity and quality of facilities and equipment. Although legal requirements for PE in schools are in place which regard it as an obligatory subject or as a generally practised subject in all member states for at least some part of the compulsory schooling years for boys and girls, there is lack of legal framework for quality implementation of the subject, teachers' In Service Training (INSET) and Continuous Professional Development (CPD) programmes, and unsuitable Physical Education Teacher Education (PETE) study programmes at universities. The survey data, supported by research literature, points to deficiencies in teacher supply, particularly of PE specialists, inadequate PE teacher preparation though not exclusively so at primary/elementary schools, and to negative attitudes and low motivation levels of teachers responsible for PE delivery in schools.

Onafre et al (2012) indicated that generalist teachers are responsible for delivering PE in primary and elementary schools in Germany, Portugal, Sweden and the UK home

countries. There is also lack of material support from governments to enhance professional development of teachers. In the more economically prosperous Northern and Western European countries, quality and quantity of facilities and equipment are regarded as at least adequate and in some instances excellent but this is not the case in Central and Eastern European countries where there are inadequacies/insufficiencies in both quality and quantity of facilities and equipment. This situation arises from the fact that in some cases, there are non-specialist teachers teaching PE in secondary schools because of the shortage of specialist teachers.

The report also noted that there is lack of facilities and equipment to incorporate all strands of curriculum in schools. Schools have no halls and access to swimming pools and in some cases, where these facilities are available, they are in dire need of repair because of bad maintenance. In some cases, there is a marked decrease in the number of contact hours which makes it hard to dispense the required skills and knowledge. Mackendrick (1996) sums it up when he says that PE is not seen as priority subject. He describes PE as a subject a subject under attack within the curriculum, often taught by generalist teachers with little or no preparation in methods whose budget cutbacks are impacting negatively on time and the resources required to teach a quality PE programme.

There is still a perception in some countries that PE provision for disabled children is best met by 'special' schools rather than an integrated curriculum in 'Mainstream' schools. In some countries, separate PE provision usually occurs in the form of separate facility or a designed 'Special School'. Such provision is common in Europe though not exclusively so. One of the challenges in this area of disability is that there is not enough time to work with individual children during the class because they need special attention. The Final Report of 2013 on the World-wide Survey on School PE

explains that large classroom populations make it hard for teachers to modify all the activities. Some teachers are not trained enough to feel confident working with children with disability on account of lacking appropriate knowledge and materials to handle the subject competently.

2.5.2 Challenges in the teaching of PE in Latin America and the Caribbean

PE in this part of the world has been and is still equally facing a lot of challenges in its provision. Lack of specialist teachers coupled with budgets which have no criteria or structure for specialist places in the field of education have had a direct hindrance on the provision of PE and the ultimate result is that such pupils will not develop their skills fully. Where specialist teachers are available, the numbers are insufficient to cover all class groups. There is also the challenge of unsafe working conditions of a PE teacher which, unfortunately, lacks regulation.

The facilities' inadequacy and non-accessibility of infrastructure is another major challenge in as far as the provision of PE is concerned. In some instances where infrastructure is available, it is in very deplorable condition and hence hazardous to PE programmes. There is also lack of space from which to conduct PE lessons. Most educational institutions in the region do not have the materials for practice of PE. Mufalali (1974) states that PE was not taught seriously where there was lack of proper PE equipment.

There provision of PE for disability is another challenging issue in that there is no access in school buildings for students with disability. These school buildings lack proper facility to accommodate students with disability and these are noticeable from deficiencies in walking ramps as well as lack of sports equipment for the disabled. There is also lack of space and suitable adequate materials in these educational institutions. These challenges in PE provision are compounded further by the large

student population to be catered for by a single teacher, especially that they need special attention.

2.5.3 Challenges in the teaching of PE in North America

Despite support from medical practitioners, physical educators in Canada continue to experience challenges in convincing provincial Ministries of Education that PE has an important role to play both in the education system generally and in health promotion in particular. In Canada, timetable allocations have remained relatively stable since the PE World Summit but budget allocations have been reduced and many schools have to find other sources of money to sustain the provision of these PE programmes. There have been widespread cuts in numbers of provincial and school district consultants and/or curriculum co-ordinators and this has impacted negatively on the provision PE especially in British Columbia where ‘generalist’ teachers teach most elementary school PE classes with little or no training in PE. This is especially so in areas where new curricula have been developed and need the assistance of relevant professionals to implement them. Thus, such innovative curricula have been left to gather dust on the shelves (Turkington, 2002: 42-43).

In the United States, the “effect of the Berlin PE Summit has had no impact in the United States, where 9/11 and the terrorism threat together with the war in Iraq have significantly impacted on the economy and diverted funds into the military” (Feingold, 2004). In schools across the United States, Physical Education was substantially reduced and in some cases completely eliminated in response to budget concerns and pressures to improve academic performance. Yet the research showed that children who were physically active and fit tended to perform better in the classroom, and that daily PE did not adversely affect academic performance (Grissom, 2005).

President George Bush's 2002 *No Child Left Behind Elementary and Secondary Education (NCLB) Act* which was meant to stimulate educational reform and promote academic achievement and accountability in curricula which were identified as 'core' subject areas, neglected in omitting some subjects like PE and health to address the debilitating conditions of the nation's youth and did not acknowledge the link between health, physical activity and academic performance. This Act created unintended negative consequences such as diminishing time and resources, and has ultimately increased marginalisation of PE in many states with mandated time not being met in Illinois, Maryland, New Jersey, Washington and Wisconsin, and waiver programmes allowing exemptions from mandates (Keyes, 2004). Wickham (2001) observed this when he said that less than two-thirds of high school students attend PE classes. Nearly a third of all high schools exempt young stars from taking gym if they were cheerleaders, members of the marching band, choir or an athletic team.

There has been a decrease in the number of schools requiring PE programmes. Grunbaum et al (2002 , 2004) pointed out that many public school educators struggled with large class sizes, insufficient equipment, and limited facilities. Physical educators endured the additional stress of continually defending the importance of their subject. Whilst PE systems were vastly different across the world, studies indicated that the marginalization of physical education was near universal. This study picked key areas of concern in school PE provision around the world, regardless of geography or socioeconomic status. The following issues that plainly defined the challenges faced by PE were legal requirements, subject status of PE, curriculum time allocation, budget cuts, teacher training and resources (Grunbaum, 2002).

2.5.4 Challenges in the teaching of PE in Asia

Like in any other teaching subject, time is of essence. In this part of the world, reports revealed that the subject was facing a lot of challenges in as far as provision of quality PE was concerned and these challenges ranged from decreased time allocation, right through gender imbalances and infrastructure inadequacies, to issues of disability. It was established that the perception of PE as a non-educational fun activity coupled with its inferiority to academic subjects, partially contributed to the many challenges that PE provision faced in this region (Hardman and Marshall, 2000). For instance, time allocation for PE does not reach requirements in which a PE program can be rolled out to the learners because it is inadequate. Equally, a PE lesson was more likely to be cancelled than other subjects. This, coupled with teacher's inadequate numbers and poor technique, made PE provision difficult. There is also gender imbalance in as far as provision of PE is concerned. Girls are discouraged from participating in PE programs in many rural areas especially because of what allegedly it will do to their bodies (rendering them "unfeminine"). Cultural and religious constraints also limit the scope for the girl child's participation in physical activities unless done within the four walls of the schools (Hardman and Marshall, 2000). There was also very minimal provision of PE to students with disability in the region due to not only lack of teachers, but also lack of knowledge, adaptable facilities and equipment on how to handle them during lessons. Budgetary concerns which border on provision of materials for academic expedience as opposed to PE programmes is another source of challenges in the region.

2.5.5 Challenges in the teaching of PE in Africa

PE requires enough time to teach because apart from the demonstration of skills having to be done within the given time by the teacher, sufficient time for practice by the students was necessary for entrenchment of the learnt skills. The preference accorded to

the so called academic subjects result in the loss of time which is taken away from the teaching of PE and added on to other subject areas and such is the trend in most African countries. A secondary School Teacher in the World-wide Survey of School PE of the 2013 Final Report states that that some of the head teachers decrease some minutes per week from PE and add them to other natural science subjects and this poses a great challenge to the provision of quality PE programmes.

There is a great ratio disparity between the number of teachers and that of pupils. There is lack of teachers generally and specifically those who are specialised in the subject. The result is that College of Education graduates end up handling PE lessons in secondary schools though inadequately trained. This situation coupled with lack of seriousness on the part of some PE teachers as well as lack of CPDs to refresh teachers' skills in so far as effective teaching of PE is concerned, only creates more challenges in the teaching of the subject. This was further supported by 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.

The availability of facilities and equipment is another source of concern in this part of the world. In some countries, the infrastructure in schools is old and dilapidated due to gross neglect in terms of maintenance where as in others, there are no playing fields, facilities and equipment (MOE, Department of General Education Official in Final Report, 2013). There is little or no commitment on the part of school managements to budget for PE activities and in cases where they do, the budget is too minimal to serve the content. Arising from this situation, it is hard for PE teachers to teach the subject well.

2.6 STRATEGIES USED TO COPE WITH THE CHALLENGES IN THE TEACHING OF PE IN SECONDARY SCHOOLS

Since the Berlin Summit of 1999, the developments in school PE policies and practices across the world have been diverse. The common and most prevalent strategies with regard to factors affecting the teaching of PE globally are in the areas of legislation and provision; curriculum, time allocation and implementation; teacher supply and quality; facility and equipment supply (associated with finances and materials), and full inclusion of school-age children with disabilities. The subsequent manifestations of a deteriorating situation, evidenced by a number of conference themes, a range of journal articles reporting on the perilous situation of PE in schools, several international and national surveys, speak volumes about the diversity of the challenges being faced by teachers in the teaching of the subject worldwide today (Hardman and Marshall, 2000). Hardman's Final Report of 2013 on the World-wide Survey of School Physical Education highlighted diverse challenges. Against this advent, there are various interventions being used to ensure that PE attains its rightful status in the various school curricula both in the developed and developing worlds.

Despite official commitment to access to school PE either through legislation or as a matter of general practice, such provision is far from assured. The disparities between state policy legal requirements and actual implementation, with clear indications of non-compliance with regulations, are particularly evident in countries where curriculum responsibility lies with education districts or individual schools, that is in contexts of localized implementation of curricula and, therefore, are subject to local interpretations. It is important that the existing disparities between state policy legal requirements and actual implementation are well harmonised so that PE attains its legal status in the school curriculum. Individual schools should not be given latitude to decide which subject should be given preference to others.

In all educational settings, professional development for teachers and administrators is a continuous process of acquiring new knowledge and skills that relate to an educator's profession or academic subject area, job responsibilities, or work environment. Professional development is essential for improving classroom instruction and student achievement. Through a variety of delivery methods, professional development activities may include credit or non-credit courses, classroom or online venues, workshops, seminars, tele-conferences, and webinars, with the ultimate goal of improving the delivery of instruction to enhance student achievement. Professional development should be offered to improve teachers' knowledge of the subject matter they teach, strengthen their classroom management skills, advance their understanding and implementation of effective teaching strategies, and build their capabilities to address disparities in education. The Final Report (2013) on "The World-wide Survey of School PE" explains that, Continuing Professional Development (CPD) of teaching personnel through compulsory, structured, regular CPD or In-Service Training (INSET) programmes or courses is very important in as far as provision of quality PE is concerned. Professional development needs to be a continuous process throughout a teacher's professional career and CPD programmes should be a compulsory part of a national strategy.

Teacher training is another very important aspect that needs to be looked at if the teaching of PE is to be of high quality. Teacher training institutions should provide a kind of training which adequately prepares the teacher for the challenges that he/she will encounter in the field. There is need to ensure that more specialist teachers are trained in the field of PE to not only deal with the insufficient number of teachers teaching the subject but also provide quality PE to students. Suffice to mention that curriculum content for PE training is often inadequate especially in addressing issues of

teaching children with disability. There are very few schools government schools, if any, which are offering inclusive teaching in the area of disability and this is due to the fact that there are equally very few teacher training institutions offering inclusive training in PE for students with disability. There is need to revise the teacher training curriculum to address issues of disability and retrain academic staff to ensure that trainee teachers are adequately prepared to teach PE to students with disability when they are deployed in schools. Currently, children with disability end up just watching their able-bodied friends taking part in the activities when it is time for PE in most government schools.

The Final Report (2013) on the World-wide Survey of School PE states that there is need to focus on equity and inclusion and specifically how to support all children. This focus encompasses adequate levels of specialism embracing all stages (i.e. primary or elementary/basic through secondary levels) of the compulsory education framework. PE teachers are expected to operate in schools which include a diverse range of pupils. It is important that they understand the needs of each learner so that they can deploy a range of skills in order to promote achievement. Pupils with special needs or disabilities and learners from minority groups who might be at risk of underachievement depend on teachers to manage their learning and provide support.

Although institutional, all these are barriers that can, if carefully considered (and with good lesson planning and creativity, and departmental support and organisation) be overcome by teachers across all curriculum areas. In large schools in particular (in which many respondents teach), it is important to timetable well so that access to facilities is rotated, students experience learning in a range of environments and lessons can be planned appropriately to use the available space most effectively. Furthermore, if appropriate quantities of equipment are not available, teachers can be creative and

improvise activities using similarly shaped or sized pieces of equipment (Mowling, Brock, Eiler & Rudisill, 2004). It is also essential to investigate local facilities and programmes which may not only add value to school programs but also be easy to access and cost effective in nature. Teachers may be able to build or expand partnerships with local physical activity and wellness communities and create opportunities for students to be active inside and outside schools (Faber, Hodges Kulinna, & Darst, 2007). There are clear differences between those who have access to PE facilities with the majority of not having an opportunity (Sports Policy Review Report, 2004). This is the way to go while awaiting provision of facilities and equipment to use on a long term basis.

During the transition to and immersion in secondary school, adolescents are often taking greater ownership of their own decisions and attitudes toward both academic learning and physical activity, and this transition, itself, highlights that different influences will affect their choices to participate, including cognitive, behavioural and environmental factors (Bandura, 1986). The school environment is a very influential social determinant of physical activity and constant interaction with peers can greatly affect choices, including participation in PE and physical activity. Salvy et al. (2009) found that peers and friends may promote physical activity and increase motivation to participate. This finding, taken with the views of the respondents in the present survey, suggests that partner and group work or peer-led activities may be useful in attempting to engage students in PE and physical activity. Empowering students by offering elective topics, non-traditional activities or initiative games and increasing their role and responsibilities in class with sport education (Siedentop, 2007) can provide positive peer interaction that encourages and promotes activity. This approach breaks monotony in the PE activities that students will engage in. It is also important to mention and

emphasise that modern PE demands the availability of well trained teachers, well prepared grounds and enough teaching and learning materials, world over.

Still another way to overcome the barriers to quality PE is to assist administrative decision and policy makers in understanding the correlation between PE and academic achievement. The report by a group of researchers cites evidence that “children who are physically active and fit tend to perform better in the classroom and that daily PE does not adversely affect academic performance. A study conducted by Arday, Fernandez, Rodriguez, Jimenez-Pavon, Castillo, Ruiz and Ortega (2014) titled, “PE can benefit cognitive performance and academic achievement” established that intensity of PE lessons might play a role in the positive effect of physical activity on cognition and academic success. Schools can provide outstanding learning environments while improving children's health through PE.

2.7 SUMMARY

The literature has revealed that although PE was treated as a new subject, it was not because evidence showed that some of the activities in modern PE have been practised from time in memorial and largely informal and because they were locality-based, equipment and facility provision were not a factor at all. Although the subject has undergone a lot of changes in the nature of activities and teaching methods, there has not been a corresponding match with the graduates churned out from these PE programmes in terms of preparedness to teach because there was inadequacy in transition from possession of declarative knowledge to application of procedural knowledge in the field. Teachers lacked the technical expertise of the skills involved and hence could not organise physical activity. The literature has also revealed that the various benefits of PE in terms of the physical, health, social and academic dimensions could only be worthwhile if there was good planning and implementation. It has further

revealed that the status of PE world-wide was that of a non-productive educational subject less important to a successful future. It further stated that the Berlin PE World Summit of 1999 confirmed that there was a decline of and/or marginalisation of the subject in many countries of the world with perceived deficiencies in curriculum, time allocation, subject status, material, human and financial resources, gender and disability, issues and quality of program delivery. It has also given a picture on the status of PE in both the developing and developed worlds.

The literature revealed that in spite of the various advocacy statements which raised hopes for a sustained and positive future for PE, the developments in school PE policies and practices across the world have been diverse since the Berlin Summit of 1999. It pointed out that the most prevalent challenges as regards the teaching of PE were in the areas of legislation and provision, curriculum time allocation and implementation, teacher supply and quality, facility availability. The literature finally brought out some of the strategies used to cope with the challenges in the teaching of PE in schools. These strategies ranged from harmonisation of legal policy requirements and actual implementation, through regular compulsory structured CPDs to In-Service Training (INSET) programmes. It also established that there was need for inclusiveness in PE teacher training to cater for all children including those with disability. This meant that there was need for inclusiveness in teacher training curriculum to cater for such children in the field. There was also need for careful planning in view of large classes and the non-availability of materials so as to ensure adequacy during PE sessions through improvisation and partnerships with local community.

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

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

This chapter starts by describing the type of research design which was used in the study. It then talks about the parameters and composition of the target population. It also describes the sample size, sampling procedures and methods used in collection, analysis and interpretation of the collected data. This chapter further outlines the research instruments used in the study.

3.1 RESEARCH DESIGN

This was a case study on the factors affecting the teaching of PE in some selected secondary schools of Kitwe and Kalulushi districts of the Copperbelt Province, Zambia. The reason for using this study was to allow for a detailed and in-depth study of the situation that was prevailing on the ground from Standards Officers', head teachers', PE teachers' (specialists), students' and PE lecturers' points of views. An interpretive research approach in combination with observation was used in order to gain a deeper understanding of the factors affecting the teaching of PE in secondary schools. Behets and Vergauwen (2006) noted that using qualitative methods is essential when studying field experiences in order to better establish the challenges of PE in schools. The descriptive nature of such studies allows readers to learn about specific events and make judgments regarding the ability to generalize the findings to their own settings.

3.2 TARGET POPULATION

A population is a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the result of research (McMillan and Schumacher, 2001). The individuals involved in this inquiry comprised Standards Officers, head teachers, PE teachers (specialists) in secondary

schools, PE lecturers from colleges/universities and students from secondary schools. Head teachers were necessary in the study to provide essential information in the study concerning resource-based challenges facing the school as far as PE was concerned. PE teachers were also needed in this study to provide information based on practice, perception and preparedness in conducting PE activities in school while pupils were crucial in that they enabled the researcher to configure their attitudes towards PE implementation in public secondary schools. The respondents were drawn from selected secondary schools in Kalulushi and Kitwe Districts of the Copperbelt province in Zambia. It also drew lecturers from any two (2) colleges/universities offering secondary school training in PE in the country.

3.3 RESEARCH SAMPLE AND SAMPLING PROCEDURE

According to Bryman (2008), sampling is a method used to select a target group in a study. There are many types of sampling techniques in research and in this study, random and purposive techniques to select the sample. Standards Officers, PE lecturers and pupils were selected using simple random sampling technique. Simple random sampling technique involves a select group of subjects (a sample) for study from a larger group (a population). In this technique, each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Purposive sampling was used to pick head teachers and PE teachers in the selected secondary schools. This technique is a non-probability sampling procedure in which the respondents or units are selected purposely. This method has an advantage in that the purpose of the study can be fulfilled even if a small sample is picked purposely and carefully

This study was conducted in seven (7) secondary schools; three (3) from Kalulushi District and four (4) from Kitwe District of the Copperbelt Province. The sample size

was 95 respondents in total and comprised the following; 16 PE teachers (at least two from each school), 7 head teachers of the selected schools, 4 PE lecturers (two from each of the 2 institutions), 4 Standards Officers (two from each district), and a total of 64 students from the 7 schools.

Table 1 shows how the researcher distributed the questionnaires to the respondents. There was a hundred percent (100%) retention of questionnaires which were given out to all respondent groups except in the students' category where out of the eighty-four (84) questionnaires that were given out, sixty-four (64) of them were returned. This was translated into 76.2% of the total number of questionnaires returned in this category. This gave an overall respondent response rate percentage of 82.3%.

RESPONDENTS	# DISTRIBUTED BY GENDER		TOTAL QUESTIONNAIRES DISTRIBUTED	TOTAL QUESTIONNAIRES RECEIVED
	MALE	FEMALE		
Standards Officers	2	2	4	4
Head teachers	5	2	7	7
PE lecturers	2	2	4	4
PE teachers	9	7	16	16
Students	45	39	84	64
Total	50	41	115	95

Table 1. Questionnaire retention

3.4. RESEARCH INSTRUMENTS

To understand the factors affecting the teaching of PE in secondary schools, this study used multiple data collection techniques to avoid problems. Primary data was collected using questionnaires, semi-structured face-to-face interview schedules and observation checklists (see appendices). Interview schedules are used frequently because they give high response rates. Thomas (2009) explained that an interview schedule provided an enormous deal by this personal contact since they take action to the interviewer in boldly presence unlike how they would react to a questionnaire. Observation checklists are very important practical research studies. They are guided by research questions and thus consciously planned. The researcher used observation checklist to ascertain the availability of resources and challenges therein. This was an advantageous technique because it gave data from direct observation. Denzin (1978) explains that triangulation, as a conscious combination of qualitative and quantitative methodologies is a very important aspect of research design because no single method can solve the problem of rival causal factors.

3.5. DATA COLLECTION PROCEDURES

Data was collected over a period of two (2) months. This was due to the fact that it was difficult to find respondents like Standards Officers, in the offices, due to their busy schedules. To enable the researcher collect the needed data from the sample participants, the researcher obtained an introductory letter from the Assistant Dean Post-Graduate Studies at the University of Zambia, School of Education. This letter was used to obtain permission from the two (2) District Education Board Secretaries (DEBS) of Kalulushi and Kitwe to collect data from schools. This letter was further used to get permission from head teachers to collect data from schools. The same letter was used to get permission from heads of higher institutions of learning to collect data from their institutions.

According to Kumar (1996) primary research allows the author to obtain data directly from the source such as was the case of getting first-hand information on the factors affecting the teaching of PE in secondary schools. Primary data was collected through structured questionnaires, interviews from the respondents and observations of the school environment (i.e. facilities, equipment, and lesson observations). Each student was given a questionnaire and the PE teachers were tasked with ensuring that the students answered the questionnaires correctly at an ideal time so as not to disturb the normal learning process of the students. PE Lecturers, PE teachers and Standards Officers were also given questionnaires. Head teachers had face-to-face interviews with the researcher during their free time. This allowed for collection of in-depth information on the views of head teachers (see appendices). A semi-structured interview was considered most useful in the study because it allows a researcher to ask pre-established key questions and at the same time probe more deeply in response to the interviewees' contributions (Hitchcock and Hughes, 1989). This was possible because in cases where clarifications were needed, the researcher had chance to ask follow-up questions. The researcher also took notes on areas of importance related to the area of study through observation of lessons as well as sports infrastructure. Secondary data was collected from books, lectures, dissertations, reports, journals, internet and any other sources whose documented data related to the study. To remove apprehension, all the respondents were assured of the confidentiality of their responses.

3.6. DATA ANALYSIS

All the data collected was analysed both qualitatively and quantitatively through revelation themes emerging from collected data. Data collected through questionnaires was, thus, analysed by using the Statistical Package for Social Sciences (SPSS) software. Quantitatively, all questionnaire items were organised, quantified, categorised

and then subjected to statistical analysis. The analysis involved presentation of data by way of charts, frequency tables, percentages and graphical presentations. Qualitatively, the researcher transcribed all interview responses from individual respondents to make descriptive representations of the findings that emerged from the study. This approach provided a good situational analysis of what actually obtained in the study areas and involved grouping the respondents' responses and then putting them in theme categories. It paved way for participants to fully express themselves without any restrictions on what they had to say. The data was summarised using narrative reports and conclusions drawn from the respondents' responses.

3.7 ETHICAL CONSIDERATIONS

Ethical concerns were addressed adequately in this study. All the data collected during the study were used for no other purpose but the intended one, which was stated in the purpose of the study. The researcher also ensured that all the names of the respondents as well as those of schools involved in the study were protected and would, thus, remain anonymous.

3.8 SUMMARY

The chapter looked at the research methodology used in the research. The study used both approaches, it was largely qualitative. The study targeted the head teachers, PE specialist teachers and pupils from selected secondary schools in Kalulushi and Kitwe districts. It also, targeted Standards Officers from the two districts and lecturers from any two selected secondary school teacher training institutions in the country. Random as well as purposive sampling techniques were used in picking the population sample which comprised 4 Standards Officers, 7 head teachers, 4 PE lecturers, 16 PE specialist teachers and 64 students. The research instruments used for data collection were questionnaires, semi-structured face-to-face interview schedules and observation

checklists. Books, reports as well as internet were also utilized. Data were collected using both primary and secondary sources, and then was analyzed both quantitatively and qualitatively using frequencies, percentages, graphs, and themes. The researcher observed the ethical considerations by keeping the collected data strictly confidential and using it for the purpose of the study. The researcher will present the findings in the next chapter.

CHAPTER 4

PRESENTATION OF FINDINGS

4.0 INTRODUCTION

This chapter presents the findings of the study. It is divided into five sections namely demographic characteristics of respondents, the importance/benefits of PE, the status of PE, the challenges in the teaching of PE and the measures taken to cope with the challenges in the teaching of PE in secondary schools.

4.1 DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

The chapter begins by presenting the demographic characteristics of the respondents, followed by the presentation of the responses of students, PE teachers, head teachers, lecturers and Standards Officers. The responses were based on the research questions which were related to the study in question. The research questions which were investigated were as follows;

1. What is the status of PE in secondary schools in Zambia?
2. What challenges do teachers face in the teaching of PE in secondary schools in Zambia?
3. What strategies do teachers use to cope with the challenges they face in the teaching of PE in secondary schools in Zambia?

4.1.1 Students

Table 2 shows the age of student respondents. The distribution of students by gender was 35 males and 29 females with an average age range of 13-18 years. In terms of percentage this stood at 64.7 % for males and 46.3 % for females. This age range was a prime one in so far as nursery for various sports disciplines was concerned.

AGE	FREQUENCY	PERCENTAGE
13-15years	20	31.3
16-17years	34	53.1
18years	10	15.6
Total	64	100.0

Table 2. Age of student respondents

4.1.2 Teachers

The distribution by gender showed that there were more male than female PE teachers. Of the 16 PE teachers who were captured, 9 were males while 7 were females and all of them were diploma holders but 8 were pursuing their PE studies at degree level with various universities in the country. The age range was 23-50 years. However, of the 16 teachers, only one male teacher was aged 50 years.

4.1.3 Head teachers

Each head teacher represented a school and the distribution was such that there were 7 head teachers, 5 of whom were males and 2 were females. 6 of these head teachers were first degree holders while the other one was pursuing her degree at a named university. The age range was 35-54 years. This meant that the head teachers were experienced enough to be able to articulate matters on factors affecting the teaching of PE in secondary schools.

4.1.4 Lecturers

Of the 4 lecturers captured, 3 were male while 1 was female. 1 one of the male lecturers was a Masters holder while the other two three were first degree holders and currently pursuing their Masters programmes. The age range was 37-54 years.

4.1.5 Standards Officers

There were two males and two females and 3 of these officers were first degree holders while one was a Masters holder. The age range was 32-49 years. The other 3 officers who were first degree holders were studying for their Masters programmes.

4.2 IMPORTANCE OF PE IN SCHOOLS

Most of the respondents said that although most people from all walks of life looked at PE as a time wasting subject, it was a very important subject and that this importance lay in the immense benefits that accrued to people who took part in PE activities. All the 16 teacher-respondents agreed that, as a subject, PE was important in that it equipped students with knowledge and skills in all the three domains namely; Psychomotor, Cognitive and Affective. They stated that students who did PE tended to perform better in other subjects as well. One lecturer submitted that students who participated in daily PE activities tended to perform better, academically, than the other students who did not. "Students who lead sedentary lives risk being overweight and developing obesity, a condition you can rarely see in PE students," he added. More than 75% of all the respondents agreed that all students should be given chance to participate in PE lessons and sports at school.

Table 3 shows the comments of students on the importance of PE in schools. Of the 64 student-respondents, 54 said that PE was very beneficial in that it gave those skills and knowledge which would make them engage in sports and other activities at a higher level. They were also of the opinion that PE made them fit. They further said that the subject would also enable them to earn a living even if they did not progress academically. One student explained that, "Whenever I do exercises, I feel tired and just go straight home to rest. I have no time to engage in vices like beer drinking, smoking or having bad friends. I also have good health. 8 of the 64 students argued that

they did not see any benefits in doing PE in their school life. They submitted that PE did not contribute anything to a student’s life apart from just ‘eating up’ their time for studying worthwhile subjects which would contribute to their well-being in society. One student added, *“I have no reason to do or engage in PE at school because I do not see any benefits that go with it. I take part in PE lessons because it is a school requirement but if I had a choice, I would not do it. One thing I am sure about is that most of those students who are so much into PE just end up in the compounds when they drop out of school.”* The other 2 said that they did not think school PE would make a difference in their lives and so they did not like the subject.

NUMBER OF STUDENTS	COMMENT ON IMPORTANCE OF PE IN SCHOOL
54	It provides a lot of benefits to us as students
08	It has no benefits at all. It just ‘eats up’ time for studying
02	I do not like the subject at all. It makes no difference in life

Table 3. Students’ comments on importance of PE in schools

All the head teachers acknowledged that when taken seriously, PE prepared students for life after school in one way or the other. 1 female head teacher amplified on this when she said that 2 of her former students were playing soccer in Lusaka and were role models to the young stars at her school. “Many students at my school want to do PE because of the numerous talks I usually give them about the two footballers, who are our former students, whenever we have sports events,” she added. Another head teacher said that PE worked out well for those students who were well focused in their lives.

All the lecturers agreed that PE contributed immensely to the life of students in general. 1 lecturer from one of the institutions added that his institution was visited by officials from various football clubs to tap talent. He added, “These officials use our college as a reservoir/nursery for their clubs.”

Table 4 gives an illustration on the benefits derived from engaging in PE by student-respondents who were asked to record some of them.

S/N	TYPE OF BENEFIT	FREQUENCY	PERCENT
1	Promotes Body Fitness	20	31.25
2	Develops Physical Skills	12	18.75
3	Improves Social Skills	10	15.625
4	Improves Academic Performance	05	7.8125
5	Promotes Healthy Lifestyle	09	14.0625
6	Teaches Life Skills	08	12.5

Table 4. Benefits students derive from engaging in PE.

4.3 STATUS OF PE IN SECONDARY SCHOOLS

4.3.1 The status of PE in the school curriculum

To establish the position of PE as an academic subject in secondary schools, head teacher, lecturer and teacher respondents were asked to give their opinion on whether PE had the same legal status with other subjects or not. Their opinions were revealed as follows; 9 (33.33%) said the subject did enjoy the same legal status as other subjects while 18 (66.67%) said it did not and was inferior to other subjects. Asked why they felt PE was inferior, teacher respondents submitted as follows; it was easier to cancel a PE lesson than any other and students were more likely to be punished during PE lessons than during others. The teacher respondents stated that although the subject had become examinable, that would not bring about a sudden positive perception about PE. They added that it was easier for a school to sponsor other subject teachers for workshops than PE teachers.

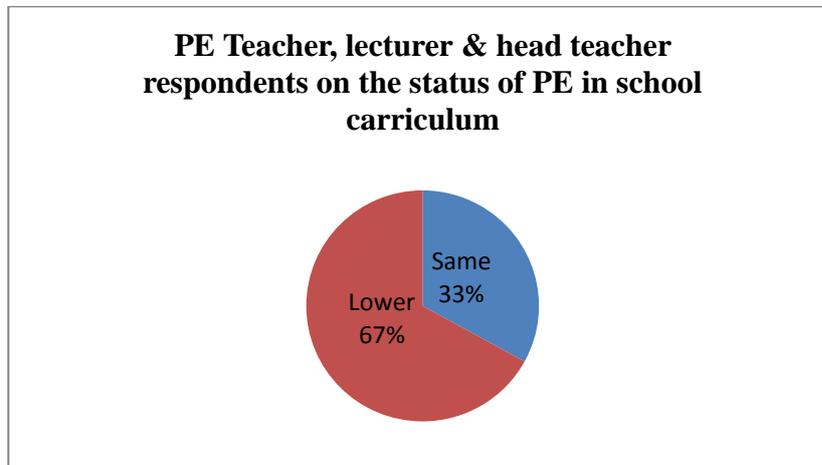


Figure 1

N=27

4.3.2 Status of PE teachers compared to other subject teachers

Figure 2 shows PE teacher's status in relation to other subject teachers, 45% of the respondents stated that it was equal with other subject teachers, 6% of the respondents perceived it to be of a higher status and 49% felt that PE teachers were of lower status

compared to other subject teachers. On why more PE teacher respondents felt their status was lower than that of others, they submitted that some head teachers' tendencies to recognize and give preference to second teaching subjects for PE teachers and assigning them to teach as such, confirmed the insinuation that PE teachers were of lower status. It was also revealed that some teachers who did PE did not confirm it as their second teaching subject because they did not want to be associated with low status of the subject.

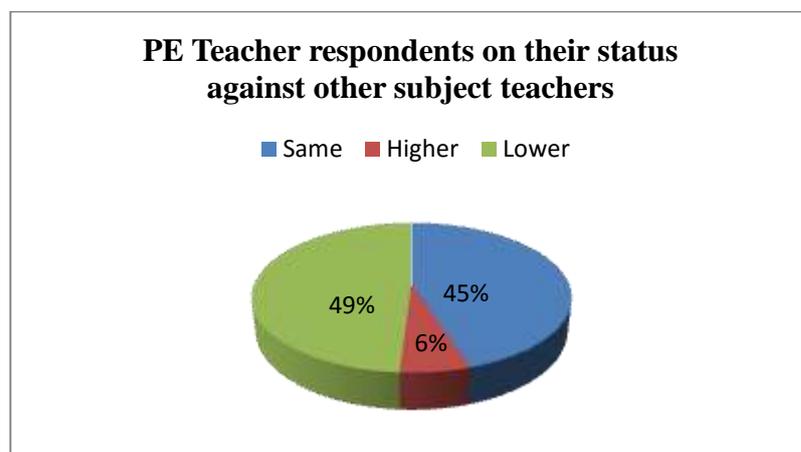


Figure 2

N= 16

4.3.3 Time-tabling of PE in secondary schools

All teacher-respondents confirmed that PE was timetabled in their schools and this represented 100% acknowledgement. The response from the head teachers about this situation was not different from what the teachers said and this gave yet another 100% confirmation that the subject was time-tabled in all the schools captured in this study. The teacher respondents revealed that subjects perceived as academic were considered first when allotting periods on the time table and PE got more periods in the afternoon sessions.

4.3.4 Number of PE periods per week

The national educational curriculum apportioned 12 periods per week to PE but ranged from 8 periods to as low as 5 periods on the timetable. Table 4 shows how the periods were apportioned in each of the 7 schools. Not a single school had met that standard requirement of 12 periods per week. Only 1 out of the 7 schools had 8 periods per week, 2 schools had 6 periods per week each and the remaining 4 schools had 5 periods per week each.

S/N	Number of Schools	Number of periods per week
1	Nil	12
2	01	08
3	02	06
4	04	05

Table 5. Number of PE periods per week

All the teachers confirmed that their schools did not meet the legal curriculum requirement target of 12 periods per week because there were new subjects which had been introduced in the curriculum which needed space on the already crowded time table. They added that to accommodate these new subjects, some periods from other subjects including PE had to be surrendered.

4.3.5 Sessions for PE teaching in secondary schools

The study revealed that PE was offered at different times in schools. While some schools offered it during morning sessions only, others offered it during both the morning and afternoon sessions and the rest offered it during the afternoon sessions only, as illustrated in Figure 3. Out of the 7 schools, only 1 school offered PE during

the morning sessions only, 2 schools offered PE during both sessions (morning and afternoon) while 4 schools offered PE during the afternoon sessions only.

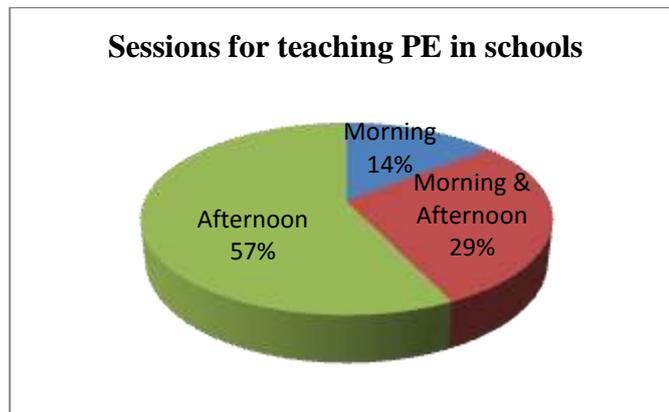


Figure 3

N=7

One head teacher submitted, *“I have a shortage of teachers in my school to teach some compulsory subjects like History, Civic Education and Geography. The few PE teachers I have, have also done these compulsory subjects so they have to teach the compulsory subjects before they can teach PE. I have to shelve it to another session- afternoon session!”* In reaction to afternoon PE sessions, one student said, *“I do not like doing PE after learning hours because teachers concentrate only on those who already have good skills leaving out most of us because we do not have good skills. Teachers treat this time not as time for PE but as time for sports.”*

4.3.6 Number of pupils learning PE in secondary schools

The study revealed that the number of students learning PE varied from one school to another since the subject was no longer compulsorily taught. Very few secondary schools had chosen PE as a career pathway subject because of cost implications in terms of material provision. The study also established that a small class had a population of about 50 students while the largest class had in excess of 90 students.

The findings from table 6 show that 4 schools from a total of 7 had 5 classes per grade out of which only 1 class per grade offered PE; a further 2 schools had 6 classes per grade and only 1 class offered PE, and 1 school had 8 classes per grade and only one class offered PE.

Number of Schools	Number Of Classes Per Grade	Number of PE Classes per Grade
04	5	01
02	6	01
01	8	01

Table 6. Number of classes offering PE per grade per school

4.4 CHALLENGES IN THE TEACHING OF PE IN SECONDARY SCHOOLS

4.4.1 Overcrowded National Curriculum Content

The study revealed that while there was an increase in the number of options in this pathway in most schools as a result of the new curriculum, but no corresponding increase in the number of periods allocated to each subject. Teacher respondents reported that PE lost some periods to accommodate more optional subjects. All the head teachers acknowledged that it was not possible to allocate periods to PE as apportioned in the curriculum because they needed to give more optional subjects to pupils who had chosen this pathway.

4.4.2 Overcrowded PE curriculum

PE Teacher-respondents submitted that there were more disciplines that had been introduced into the PE curriculum without a corresponding increase in the number of periods. “It is just difficult to teach PE where time is so inadequate”, said one of the PE teachers. To determine the PE curriculum content size, student respondents were asked to list down disciplines they learnt during PE lessons.

S/N	DISCIPLINE	FREQUENCY	PERCENTAGE
1	Athletics	29	45.3125
2	Football	21	32.8125
3	Netball	17	26.5625
4	Basketball	16	25
5	Volleyball	15	23.4375
6	Gymnastics	10	15.625
7	Badminton	08	12.5
8	Table Tennis	07	10.9375
9	Traditional Games	07	10.9375
10	Swimming	04	6.25

Table 7. Disciplines learnt during PE lessons

4.4.3 Exercise related punishment and strenuous nature of PE

Asked whether they liked learning PE or not, 54 students out of 64 said that they liked learning PE. The other 10 students said that they did not like learning PE because it was a form of punishment for students who reported late for classes. They added that students, who came late, were told to go and run round the classroom blocks or round the running track before they could be allowed to enter the classrooms by their class teachers or teachers on duty. They also submitted that this form of punishment discouraged them from attending PE lessons. Most of the teachers submitted that they saw some pupils running round the classroom blocks some times in the mornings.

On the strenuous nature of the subject, the students submitted that it was a very strenuous subject because it involved a lot of running. “When we are doing athletics and I am tired, the teacher demands that I continue running. It is hard for me,” said one

female student from a school in Kalulushi. Students also submitted that they did so many hard activities during PE lessons that they became too tired to enjoy the lessons.

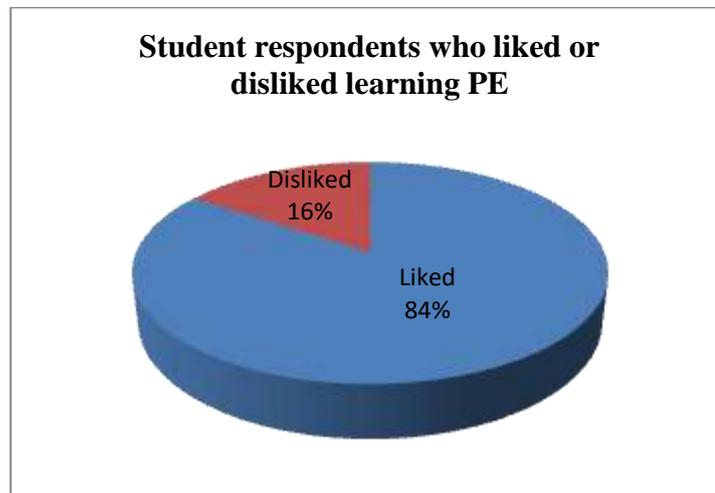


Figure 4 *N=64*

4.4.4 Time of PE sessions in secondary schools

Only 1 school offered PE during the morning sessions whereas 2 other schools offered PE during both sessions (morning and afternoon). 4 schools offered PE during the afternoon sessions only. Asked about student reaction to the various PE sessions, the teacher respondents submitted that there were reactions from students, who had PE lessons in both sessions (morning and afternoon) and those who had it in the afternoon session only. One student whose sessions were in the afternoon retorted, “What sense is in keeping us here to do PE when all our friends have gone home? PE in the afternoons is like sports and teachers concentrate only on those who already have good skills and because of this most of our friends shun learning PE although it is a good subject.”

4.4.5 Female student participation in PE lessons

Out of a total of 39 female students, 30 submitted that they liked doing PE while the remaining 9 said they did not. Those who submitted that they liked doing PE said they it because of the many benefits associated with the subject. Those who did not like PE

stated that they were uncomfortable in their attire because it exposed their body structures in the grounds. “Why should we parade our structures for everybody to see in the name of PE?” asked one of them. They further submitted that male students were more competitive, focused and success-oriented in nature while they (females) were recreation and enjoyment-oriented. “We also lack engagement or involvement in activities when we mix with the male students during PE and this discourages us a lot because of their dominance,” said one female student. The male students stated that female students did not like doing PE with the male students. It does not make sense because we cannot compete at the same level because of our different abilities. They always resisted pairing with male students whenever the teacher told them to do so because they were shy to mix with male students. All the teacher respondents submitted that the female students were not comfortable doing PE with the male students. There was need to engage female students so they could participate effectively in PE lessons.

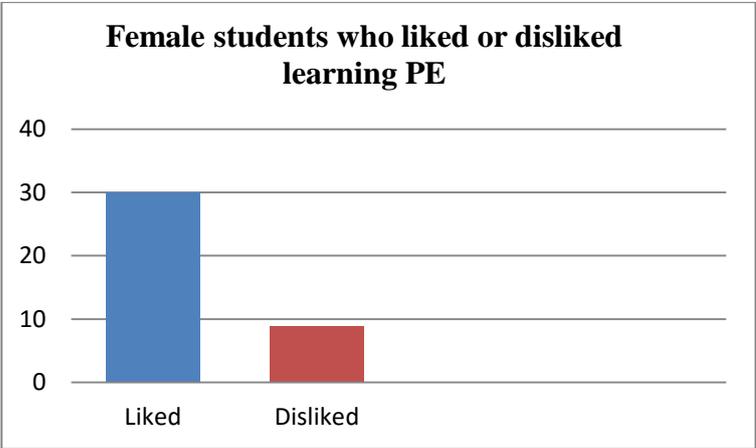


Figure 5 *N=39*

4.4.6 Lack of shower and change rooms

Asked about what challenges they faced before, during and after PE lessons, all the student-respondents said that continuing with other lessons after a PE session was hard because they never showered. They added that PE sessions were vigorous in nature and

so sweating could not be avoided. The findings also established that all the students found it hard to change into PE attire because there were no change rooms and they lost time this way because lessons never started on time. All teacher respondents submitted that students liked taking part in PE lessons but the challenge of lack of shower and change rooms made lessons to start late.

4.4.7 Lack of PE Resources

Teacher respondents indicated a similar trend in most of the schools; that of there being no reference materials. There were no charts, teachers' handbooks and pupils' books in schools and this affected proper planning. If there were any, then they were personal books. They explained that schools provided resources for other subjects but not PE. Some schools did not even have a PE syllabus in their custody. The teacher respondents also submitted that they organized Continuous Professional Development (CPD) and Insert programmes.

4.4.8 Lack of PE Facilities

Table 8 shows the availability and number of facilities in the sampled schools. Out of all the 8 schools, 3 had 2 football pitches each and the rest had 1 pitch each; 2 schools had 2 netball courts each and the rest had 1 court each; each school had a volleyball court and a basketball court. 3 schools had a school hall each and only one school had a proper running track. None of all the sampled schools had an operational swimming pool. Teachers confirmed that the trend on the availability of sports facilities was almost uniform for all the schools and not sufficient enough to cater for all the activities offered in a particular school and this submission was in tandem with what was obtained from the checklist.

S/N	FACILITY	FREQUENCY
1	Football pitch	10
2	Netball court	09
3	Volleyball court	07
4	Basketball court	07
5	School hall	03
6	Badminton court	02
7	Handball pitch	01
8	Running track	01
9	Swimming pool	-
10	Table Tennis table	04
11	Traditional games arena	03

Table 8. Sports facilities in schools as captured from Observation checklist

4.4.9 State of the available sports facilities

Information from the students revealed that most of the facilities were in bad condition and using them was a risk. *“Even in cases where facilities are available in some schools, they are far from being suitable, hence as students, we are reluctant to participate in PE activities on such facilities in case we get injured,”* submitted a student from one of the sampled schools in Kitwe. *“Look at our basketball court for instance, most parts of the court have come out and the patching up of the affected areas shows very poor workmanship. It does not take long before the cement in the patched up areas comes out. The board has no ring for scoring baskets, so how do you expect students to learn this sport properly or play a proper game on such a court?”* asked a PE teacher from one of the schools in Kitwe. Some facilities like swimming

pools had been neglected and ended up being turned into fish ponds and elsewhere into rubbish pits.

4.4.10 Lack and availability of PE Equipment

All the teacher respondents did acknowledge that the situation about sports equipment in all the sampled schools was nearly the same. They explained that it was either there was no equipment or numbers were very insufficient. They added that where equipment was available, it was in the form of footballs and/or netballs. They said that most head teachers knew sport as only football and netball. *“It is hell trying to convince management to buy equipment for other sports disciplines such as volleyball, badminton, athletics, handball, basketball, gymnastics and table tennis. Budgeting for other materials apart from footballs and netballs means a reduction in the number of footballs and netballs to be bought. That is how bad the situation is concerning PE equipment,”* said a teacher from one of the sampled schools. Most teachers confirmed that this challenge was mostly responsible for teaching fewer PE disciplines in most schools. Others said that they also taught other disciplines such as volleyball, athletics, gymnastics and basketball besides football and netball. One head teacher confirmed that things were not good when it came to budgeting because schools had no money to buy PE equipment. *“There are many competing demands from the same source of money and we have to prioritize in our procurement of what we need,”* added another.

4.4.11 PE for students with disability

On whether or not PE teacher respondents had students with disability in their classes, 12 out of 16 PE teachers responded in the affirmative and stated that the degree of disability varied amongst the students but confirmed that none of those students ever participated in PE lessons. The findings also established that PE teachers did not have

the expertise to teach PE to students with disability neither did their schools have facilities and equipment to conduct lessons from. All the respondents submitted that it was important to have PE for students with disability in ordinary government schools because there were such students.

All lecturers, head teachers and standards officers confirmed that students with disability in ordinary government schools including colleges and universities never participated in PE lessons. The lecturers further stated that the national educational curriculum being followed by teacher training institutions was devoid of PE literature on specialized and inclusive training. Standards officers explained that there was PE for pupils and students with disability but that it was only offered in special schools for children with disability and such PE was handled by specialized teachers in the field of Special Education.

4.4.12 Large PE classes

All the teachers acknowledged that they had large classes and this made it hard for them to offer quality PE. They said that while what they considered to be small classes had about 60 students, the large classes had in excess of 90 students. All the lecturers confirmed that the situation in schools was not different from colleges and universities. They submitted that while enrollment numbers for PE applicants were regulated in the past, especially in the full time programs, this was no longer the case. One lecturer submitted that at his institution in the Distance Education PE program, the numbers for teacher applicants spiraled to over 400 in some intakes. Asked about the implication of such a trend, the response was that the quality of PE was compromised because it was not possible for an institution to have sufficient facilities and/or equipment for use during PE sessions.

4.4.13 Negative attitude of head teachers and non PE teachers towards PE

Out of 16 PE teachers, 12 said that none PE teachers were supportive while the rest said that they were not. PE teachers said that the unsupportive teachers tended to punish students during PE lessons or sent them to perform various school chores during PE periods. One PE teacher lamented that some of the actions by some none PE teachers left much to be desired. *“Imagine a situation where students come late and find their friends already in class and the teacher on duty orders them to go and run round the running track or round some classroom blocks! Other teachers literally tell students that there is nothing jumping and running will do for them and that they needed to concentrate on academic subjects like Mathematics, Sciences and English which will give them better future. PE is for dull students and therefore a waste of time. Such comments are bad because they demoralize students and lower their self-esteem,” lamented one female PE teacher.* One student from a school in Kitwe said that he almost stopped going for PE lessons because of a comment from one of the Mathematics teachers after a PE session which was just after break. *“These classrooms are very small and I do not expect a student coming from a vigorous physical workout to come straight in here before having a shower,”* the teacher was reported to have said.

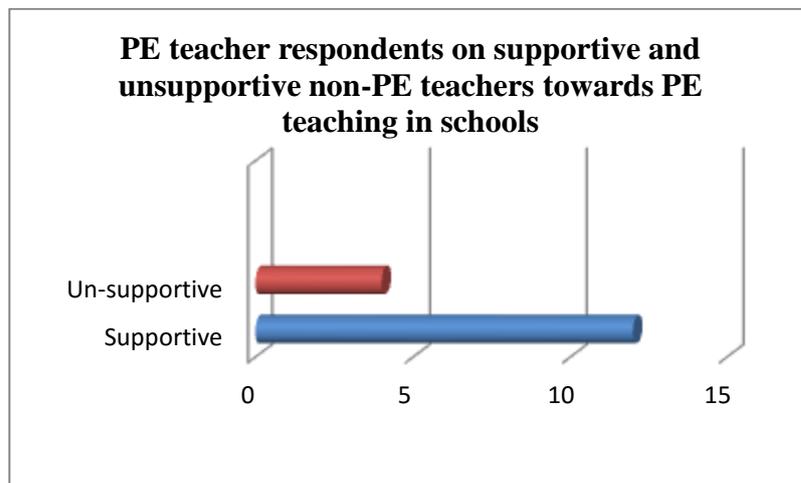


Figure 6

N=16

4.4.14 Negative attitude of parents towards PE

40 out of 64 students said that their parents allowed them to participate in PE lessons because it was a school requirement but not in sports after school. However, the students confirmed that they liked doing both PE and sports. Asked why they were allowed to take part in PE lessons but not in sports after classes, the students explained that their parents allowed them to participate in PE lessons because according to them, every student attended class during the normal stream time but that in the afternoon when everyone else was free, they were supposed to be home studying. One of these students added that he participated in sports without his parent's consent.

10 student respondents said that their parents had a negative stance towards PE and sports because they perceived their children's learning of PE as sheer waste of time. They added that some parents believed that PE was for dull students. 14 students said that their parents encouraged them to take part in PE as well as sports. They further submitted that their parents encouraged them by buying sports material such as boots, sneakers, balls and jerseys to use not only during PE sessions but sports sessions as well. One student explained that "my father provides transport money for me to go for training sessions and sometimes attends inter-school competitions. Asked why these parents were so supportive, some students said that their parents had keen interest in PE while others said their parents were former high profile sports personalities.

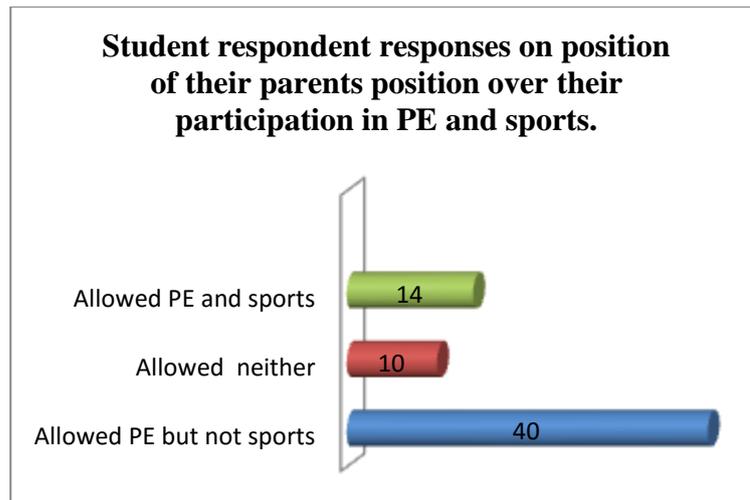


Figure 7

N=64

4.4.15 Lack of Motivation

11 out of the 16 PE teacher-respondents confirmed that there was little or no motivation in their schools from school authorities they were rarely appointed as sports teachers and they said that this was very demoralising because the people appointed to such positions had little or no sports knowledge or background. Asked how such a scenario was possible, one teacher said, “It depends on how close you are to the administrators. In some cases, you will find that the entire school sports committee does not have a single PE teacher even in cases where such teachers are available. They further stated that during sports meetings, competitions, workshops, and coaching clinics, most administrators picked non PE teachers to represent their schools instead of PE teachers.

“It is not true that there are not enough PE teachers in the field, no! The number of teachers that enroll to train as PE teachers at Distance Education level, for example, are immense but what happens to these teachers in the field makes most of them to damp PE”, elaborated one teacher. 5 out of 16 teachers submitted that their school authorities were motivating in many ways and that they were all sports teachers in schools where

they were and that any work which had anything to do with PE and sports was handled by them.

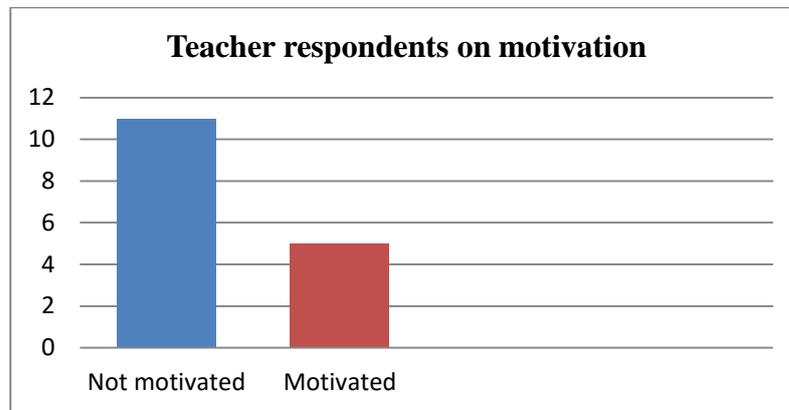


Figure 8

N= 16

4.4.16 Lack of Monitoring of PE lessons

The findings revealed that all the 16 PE teachers confirmed that monitoring of PE lessons was very erratic and very few of them could remember when they were last observed teaching PE by Standards Officers but submitted that they were consistently and frequently observed in their other teaching subjects. They submitted that only 3 PE teachers had been observed by both Standards Officers and head teachers while all the 16 had been observed by head teachers. They added that there appeared to be so much emphasis on the so called academic subjects leaving out the other subjects. One teacher respondent explained why monitoring was important, “as a teacher, you are always alert because you plan in advance and your lesson deliveries are excellent. Teachers who are not monitored become bad over time because they do not see the need to plan and so lack knowledge.” he had said.

4.5 SUMMARY

This chapter looked at the characteristics of the respondents who were the Standards Officers, lecturers, head teachers, PE teachers and students. The study was conducted on 4 Standards Officers, 4 lecturers, & head teachers, 16 PE teachers and 64 students.

The findings gave an indication that there were a number of factors affecting the teaching of PE in secondary schools. They established that PE was lowly rated subject in the school curriculum and therefore an inferior subject with very few schools offering it. The introduction of more new subjects in the curriculum had left PE with fewer periods on the time table and this had made its teaching more difficult due to lack of time. This situation had been compounded by the increase in the PE curriculum content without a corresponding increase in teaching time.

It was also observed that there were a number of diverse challenges in the teaching of PE in secondary schools. Among these challenges were; lack of shower and change rooms, lack of PE resources, facilities and equipment for conducting lessons. Other challenges were; large classes, inadequate personnel, lack of conducive environment for teaching students with disability, lack of monitoring from standards officers, support and motivation from head teachers and the negative attitude from some parents.

The chapter also highlighted some of the strategies which teachers used to cope with the challenges. What came out prominent on these strategies was the formation of partnerships between schools and then schools with other institutions like the police, churches and the councils which helped in easing up the challenges that lay in lack of facilities, equipment and resources because it allowed for borrowing and lending of equipment, and use of those lacking facilities, equipment and resources within those partnerships. The engagement of the people who had a negative attitude towards the teaching of PE in schools also yielded positive results in so far as perception of the subject was concerned by other people.

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

CHAPTER 5

DISCUSSION OF THE FINDINGS

5.0 INTRODUCTION

This chapter discusses and interprets the findings of the study on the factors affecting the teaching of PE in selected secondary schools of Kalulushi and Kitwe districts. The discussion has been grouped into four main themes. These include the following: the importance of PE in schools; the status of PE in secondary schools; the challenges that teachers face in the teaching of PE in secondary schools and strategies which teachers use to cope with challenges in the teaching of PE in secondary schools.

5.1 IMPORTANCE OF PE IN SECONDARY SCHOOLS

The study revealed that although there was a perception by people from some sections of society that PE was a time wasting subject, this was not true. To the contrary, the majority of respondents submitted that PE provided a lot of benefits not only to the school-going age but to none students and adults, too. To prove this perception wrong, out of a total of 64 student respondents, 54 agreed that PE was a very beneficial subject in many ways. They listed some of the benefits as promoting body fitness and healthy lifestyle; developing physical skills; improving social skills and academic performance, and teaching life skills. Table 3 gives an illustration of these findings. This is in agreement with Research which demonstrated that children who engaged in daily PE show superior motor fitness, academic performance and attitude towards school versus their counterparts who did not participate in daily PE (Keays & Allison, 1995). These findings also agreed with those of Almond, (1989); Drewe, (2011); Galloway, (2007); and Macfadyen and Bailey (2002) who established that PE and sport had been reported to have immense benefits for children, including improved academic performance, good health, and positive social skills among others. The findings also established that PE was a very beneficial subject in that the contribution to knowledge and skill

acquisition by learners not only prepared them to engage in elite sport later in life but would also make them fit, which fitness would lead them to attaining good health. This was consistent with what Calfas and Taylor (1994) who said, “PE programme is a place where students learn about all the benefits gained from being physically active as well as the skills and knowledge to incorporate safe and satisfying activities into their lives.”

One lecturer submitted that overweight and obesity students were mostly those who lacked PE or physical activity in their day to day lives. These were conditions arising from poor eating habits and were common among the adolescents and teenagers. The old adage that ‘you are what you eat,’ summed it up. This made students fail to engage in PE lessons.

All the head teachers were in agreement with what the teachers said about PE’s contribution to the life of students who were focused and wanted to achieve better in life after school. The study had thus shown that students who engaged in PE activities had immense potential of experiencing holistic growth because as a subject, PE exposed students to all the domains that human development needs. Therefore, we can conclude that PE was a very important subject going by the fact that all the respondents recognized the immense benefits that accrued not only to students but to all those who engaged in any form of physical activity.

5.2 STATUS OF PE IN SECONDARY SCHOOLS IN ZAMBIA

Objective number one of the study was to establish the status of PE in secondary schools in Zambia.

5.2.1 The number of schools offering PE

From the time PE assumed optional status in the National Curriculum; things have changed at school level regarding the school curriculum. School authorities have been

given authority to choose which career pathway subject/s they wanted to be offered in their schools. Arising from this development, it was observed that most secondary schools had discarded PE from their school curriculum, mainly giving monetary implications as justifications for this kind of action. This had left very little room for schools to offer PE as a career pathway subject and only very few schools were offering it as such. Asked why PE was not taken on by most schools as a career pathway subject, the head teachers submitted that it was an expensive subject to offer even before it started being examined.

They added that it was cheaper to run sports for the whole school over a period of one year than to provide resources and equipment for one PE class for the same period because sports are not done throughout the year. “It is because of the costs involved in running PE classes that most school administrations shun offering it,” emphasized one head teacher. These findings coincided with those of Mackendrick’s (1996) who suggested that reduced funding of PE is having a negative effect on the time and resources needed for the successful PE programs. It was surprising that while head teachers submitted that PE was expensive to fund PE teachers contended that comparing the budgets for sports and PE in a year, the opposite was the case and this meant that the head teachers did not just want to fund PE. Although it was hard to find schools offering PE as a vocational career pathway subject in the two districts, all the schools which the researcher went to, in pursuit of meeting the required number for the study, some form of sports were organized after classes. However, the researcher was able to meet the number of schools needed for this study.

5.2.2 The status of PE in the school curriculum

To establish the status of PE in the school curriculum, the head teacher, lecturer and PE teacher respondents were asked to give their opinion on the status of PE in the

curriculum and the submissions were as follows; 9 (33.33%) said the subject enjoyed the same legal status as other subjects while 18 (66.67%) said it did not and was inferior to other subjects. Figure 1 gives an illustration on these submissions. These findings were in tandem with those of Marshall and Hardman (2000) who reported that although Australia is a renowned sporting country, PE has been deemed to be a marginal subject in schools with low status of the subject. They also add that PE is allocated very few hours and both teachers and learners look down upon the status of PE as compared to other examinable subjects. It was easy to establish this situation of inferiority in schools by the many things that happened. For example, it was easier to cancel a PE lesson than any other lesson in a school environment and students were more likely to be punished during PE lessons than during other lessons.

Although the subject had become examinable, that would not bring about a sudden positive change of perception about PE. It would take some time before people come to terms with the fact that PE needed to be treated as per the legal requirements in the curriculum. They added that it was easier for a school to sponsor other subject teachers like Mathematics and Science for workshops than PE teachers. These findings were supported by Hardman (2000) who stated that world-wide, PE as an ascribed practical subject does not have equal status in the curriculum because of its perceived subservience to academic traditions..... Consequently, PE is not appreciated for its potential to contribute to the educational experience of children and hence, has lower prestigious esteem on the hierarchical scale of school curriculum subjects.

5.2.3 Status of PE teachers compared to other subject teachers

Figure 2 gives an illustration on PE teacher's status in relation to other subject teachers. While 45% of the respondents stated that the status of a PE teacher was equal to other subject teachers, 6% of the respondents perceived PE teachers to be of a higher status

and 49% of the respondents felt that PE teachers were of inferior status compared to other subject teachers. The fact that a bigger percentage indicated that their status as PE teachers was low was an indication on their actual status in the school environment. This was the case because PE teachers were not considered to be teachers of an academic subject and hence could not be ranked higher or be at par with those teachers who taught the 'actual' academic subjects. These findings were in conformity with Timings (2005:60) which stated that "Teachers of the academic curriculum continue to command higher status within the education profession." The school administrators' tendencies of recognizing and giving preference to teaching of second subjects other than PE and assigning them to teach as such, confirmed the insinuation that PE teachers were of lower status compared to others. It was also revealed that some teachers who had done PE did not come out to confirm that PE was their second teaching subject because they did not want to be labeled a 'running and jumping' subject teacher, as PE teachers were popularly famous for in some quarters, an indication that the subject was an inferior one and so teachers tended to remain mute about PE. These findings were in agreement with Wanyama's (2011) findings which established that many PE teachers, especially those at diploma level have opted to discard the subject and concentrate on teaching their second subjects. This state of affairs was a confirmation of the subject's marginalization and low status in the national curriculum and this status also accrued to its teachers. These findings, indeed, showed that PE teachers were inferior because the superiority of a subject teacher was dependent on their teaching of academic and examinable subjects, which characteristics PE teachers lacked even in the advent of the subject having become examinable.

5.2.4 Number of PE periods per week in secondary schools

All the head teachers confirmed that their schools did not meet the legal curriculum requirement target of 12 periods per week for PE because there was need to have more optional subjects introduced on the timetable in this pathway. This can be seen from Table 5. One teacher emphasized, “To accommodate more optional subjects, head teachers chop off some periods from PE because it is the only subject with most periods.” The fact that there was not a single school which fulfilled the legal requirement of 12 periods per week meant that PE was still regarded to be of low status in schools.

The study revealed that most schools could not retain the 12 periods per week of teaching PE because it had to surrender some periods for more optional subjects to be included in this pathway. The head teachers argued that students in vocational pathway subjects were at more risk of failure during examinations unlike their colleagues in the academic pathways who had more compulsory subjects (7 compulsory) and that made their passing chances higher. Given this situation, the head teachers explained that students in the PE pathway also needed to take more optional subjects in addition to their mandatory 5, to enhance their passing chances. The curriculum provided for only 2 mandatory optional subjects in this pathway and so, for any additional optional subject/s that was/were offered, periods had to be sourced from other subjects within this pathway because that was outside the curriculum provision. The head teachers needed not to look beyond PE for those much needed periods. This was testimony enough such that even in the advent of the new curriculum according PE legal academic status, low status was still attached to the subject because it was still treated as a non-academic subject by school authorities. This revelation conforms to the World-wide Survey of School PE of the 2013 Final Report which states that some of

the head teachers decrease some minutes per week from PE and add them to other natural science subjects.

All the schools captured in the study offered PE as acknowledged by the 16 PE teachers and 7 head teachers who participated in this research and this gave 100% teaching status of PE in the captured schools. The head teachers confirmed further that although PE was being offered in their secondary schools, it was not a compulsory subject per se but an optional one and that only few classes in a particular school may be taking PE as may be determined by the school administration.

5.2.5 The number of classes offering PE per grade per school

The findings from this research revealed that the 7 schools had a total of 200 classes, out of which a total of 35 classes were offering PE as shown in table 5. This meant that on average, each school had only one class per grade offering PE. For example, out of the 4 schools which had 5 streams per grade each, only 1 class per grade offered PE and this was the picture with the other remaining 3 schools. Table 5 gives an illustration on this. Even in cases where there were more streams in each grade, schools could not allow more classes to take PE. The case of 1 school which had 8 streams per grade yet had only 1 class offering PE was an ideal example of such a case. This implied that although PE was part of the school curriculum, it did not have a status high enough to warrant its being offered as other academic subjects. It can be concluded that the fact that not a single school fulfilled the curriculum requirement of 12 periods of PE per week was enough testimony as to the low status of the subject in the school curriculum.

5.2.6 Time for PE sessions in schools

The study revealed that there were three categories in the way PE was offered in schools. Category one involved schools which offered PE in the morning session only, while category two involved schools which offered PE in both the morning and afternoon sessions. The third category involved schools which offered PE in the afternoon session only. Figure 3 gives an illustration on how and when PE sessions were conducted.

One of the head teachers explained that the shortage of teachers in other subject areas was responsible for having all the PE sessions in the afternoon at his school. PE teachers were engaged in teaching their second subject and this was confirmed by one head teacher who had a shortage of teachers to teach Social Science examinable subjects like History, Civic Education and RE in his school. PE teachers in this school made to offer their second teaching subject since although PE had become examinable in schools, only one class was taking it. This meant teaching PE during the afternoon sessions in this school. This situation attracted some sharp reactions from some students who said, “We do not like doing PE after learning hours because teachers concentrate only on those students who already have good skills leaving out most of us because we do not have good skills. Teachers treat this time not as time for PE but as time for sports.” The implication was that PE was at the bottom of the web on the hierarchy of subjects in the school curriculum as could be established from the way the subject was being treated by not only non PE teachers but some head teachers as well. The tone of the contribution from one student about PE lessons being done in the afternoon session was also testimony enough about the low status attached to the subject. Figure 3 shows that out of a total of 7 schools in this study, 4 schools which was more than half the number of schools captured in this research had PE lessons

being offered exclusively in the afternoons. This bundling of all the periods into the afternoon session did not go well with students and was a clear indication about the low status of PE in the school curriculum.

Therefore, we can conclude that the status of PE in secondary schools ranked low going by the few schools offering it overall, its low position on the curriculum subject stratum, low status of its teachers, continued reduction in the number of periods allocated to it per week and the timing of sessions for its teaching on the timetable.

5.3 CHALLENGES THAT TEACHERS MAY BE FACING IN THE TEACHING OF PE IN SECONDARY SCHOOLS IN ZAMBIA

Objective number two was to highlight the challenges that teachers may be facing in the teaching of PE in secondary schools in Zambia. The study revealed that there were a number of challenges which teachers faced in their teaching of PE in schools and were diverse in nature.

5.3.1 Challenges related to overcrowded National and PE curricula content

The study revealed that there had been an introduction of new subjects in the new curriculum. This increase in the number of subjects had made the already crowded curriculum even more bloated and the result had been a reduction in the number of periods allotted to each subject. In some cases, some subjects, especially those referred to as non academic have had to be removed from the time table completely and replaced with newer subjects. This was in conformity with Final Report (2013) on the World-wide Survey of School PE which stated that the preference accorded to the so called academic subjects, results in the loss of time which is taken away from the teaching of PE and added to other subject areas and such is the trend in most African countries. The study also revealed that the overcrowded PE curriculum content was one challenge which came about as a result of an increase in the number of disciplines to be

taught in schools. This increase in curriculum content did not take into account the need to have a corresponding increase in the number of PE teaching hours. This meant that the increased disciplines in the PE curriculum content had to be taught within the same number of periods on the timetable. This led to a reduction in the frequency of teaching a particular discipline to ensure that other disciplines got time to be taught as well. PE by nature requires a lot of time to teach because there are skill demonstrations and practice implications involved in ensuring that quality is guaranteed. The increase in curriculum content in PE strangles the one-on-one contact during the learning process because time cannot be found for that.

Table 7 shows students' responses on the number of disciplines they learnt during PE lessons. The findings confirmed the concerns arising from the challenge of having to teach so many disciplines within a limited period of time and that indeed, students had exposure to too many PE disciplines and this ended up compromising the quality of PE. "It is just difficult to teach PE where time is so inadequate, considering the largely bloated PE curriculum content," said one of the teachers from Kitwe. The study also revealed that some disciplines among the ones listed were taught more often than others. For instance, looking at the PE curriculum content revealed that the traditional 6 disciplines (football, netball, volleyball, basketball, gymnastics and athletics) still took centre stage in terms of the most taught, with athletics and football ranking first, followed by netball, basketball and volleyball in that order. Although swimming was considered as a necessary requirement for PE students in the developed world, this appeared not to be case in the schools in this study where it only ranked last on the web as the least exclusively theoretically taught discipline in the PE curriculum due to lack of swimming pools in schools. A swimming pool did not appear to be a feasible facility in all the schools and it would need government to do a lot to bring swimming back to

life again in government schools. The study also established that gymnastics appeared more of an indoor discipline and so looked like a discipline for schools which had halls.

5.3.2 Challenges related to exercise-related punishments and the strenuous nature of PE

The findings revealed that while 50 students liked learning PE and always enjoyed the lessons, the remaining 10 said that they did not as shown in figure 4. Those students who liked PE submitted that they were encouraged to see people getting jobs by playing games such as football, netball, volleyball to mention but a few. They felt happy and believed that if other people could get jobs through sport, they could equally benefit from them. The 10 students stated that they did not like PE because all they saw in the subject were various types of punishments. They explained that whenever they came to school late, they were told to go and run round a classroom block or round the running track before they were allowed to enter the classroom. “During class, some non PE teachers will tell us to go and squat at the back of the classroom for failing to answer a question until the lesson is over and we don’t like this at all. The problem is that these punishments we are given are the same exercises that we do during PE lessons,” said some students from a Kitwe school.

PE Teacher respondents confirmed this situation when they submitted that they saw students running round classrooms from time to time and what made this situation even worse was the fact that students had to do this in school uniform. Whenever some non PE teachers were on duty, students whose homes were far from schools tended to stay away from school for fear of being given that type of punishment whenever they arrived late at their schools. The trend amongst some students was that whenever they went for PE sessions, it was easy for them to go through all the routines in warm up, for

example, but when it came to execution of skills involving any exercise which could have been experienced as a form of punishment, they exhibited some form of apathy.

Students also found it hard to cope with some of the activities or exercises given to them because either they were too many and/or too strenuous to do. “It is hard to do some of these exercises because they are too many and I get too tired to continue doing them. That is why some of our friends avoid coming to school on days when there is PE,” submitted one of the students. It was established that although students’ apathy towards PE was generated by non PE teachers in most cases, who gave exercise-based punishments to students for reporting late for school, it was also perpetuated by some PE teachers themselves who did not program their exercise activities well to ensure that students were able to cope with them. This led to a lot of absenteeism by not only non PE students but PE students also during the weeks when such punishments were meted to students.

5.3.3 Challenges related to female student participation in PE lessons

The findings revealed that 30 female students liked PE while 10 said they did not as shown in Figure 5. The issues related to female student participation in PE lessons were diverse. The female students found it embarrassingly hard to get into PE attire and go to the pitches for whichever discipline. “The nature of PE attire makes me feel shy whenever I wear it because the boys keep on looking at me and this makes me feel out of place for most of the lesson. I have to expose my legs for all male students to see,” narrated one of the female students from Kitwe. It was also found it strange for the female students to pair up with male students whenever pair formations were needed especially during warm up activities. “Male students want competition and success from PE lessons while for us females, we want enjoyment. Imagine a situation where I have to pair up with a male teacher during a demonstration!” lamented one female

student! They wondered why it had to be that way and stated that it was a great challenge and preferred to pair up with their fellow females. The female students wanted to do PE on their own and not with men. These findings were in agreement with Myrick (1996) who stated that girls feel more comfortable, feel less pressure and reap more benefits from single-sex PE classes. “How can we compete with male students who already have very good skills?” They asked persistently.

“Hard exercises make females grow strong muscles and start looking like males and which male wants a female with male features for a wife?” asked another female student teasingly from Kalulushi. This expression collaborates with the citation of Nhamo and Muswazi (2014) that some people believe that taking part in PE leads to the development of unattractive bulging muscles. “My parents say that they do not appreciate my being in a PE class as a female because there is nothing that PE will do for me apart from ‘eating up’ my study time while my friends just laugh at me for attending PE lessons.” added another female. Some parents and teachers believe that involvement in PE will make their students, especially girls physically unattractive. Many women and girls are sometimes said to express these same fears. However, this is a misconception because research has shown that bulging muscles depend on the presence of androgens in the body and women do not usually possess these. From these findings, it can be established that female students did not like taking part in PE lessons for various reasons. To start with, some female students did not know the importance of engaging in physical activity and in some cases it was just because of sheer laziness. Some parents also did not value PE and so they felt it was just a waste of time for their daughters to attend PE lessons. These findings were in conformity with those of Barroso (2005) who stated the challenges related to student participation as non-student engagement, expressed dislike for activity, lack of intrinsic and extrinsic motivations,

interpersonal barriers, lure of sedentary behaviour, low fitness levels therefore potentially lower ability, peer support and pressure.

5.3.4 Challenges related to lack of shower and change rooms

Asked about what other challenges they faced during the actual PE lessons, most of the students said that they faced challenges in getting ready for PE lessons because they did not have where to change from and the implication of this challenge was that of starting lessons late. Students had to change from the toilets in most cases and such an environment was not conducive especially for the female students. It was equally cumbersome for students to continue with lessons after having a PE session because they needed to shower before they could continue with lessons. They added that PE sessions by nature were vigorous and so sweating was part of the game but the non-availability of shower rooms in schools made it hard for most pupils to continue learning after PE lessons or mingle freely with non PE students because such comments were always acrimonious.

All teacher respondents were in agreement that while most students liked taking part in PE lessons, the challenge of lack of shower and change rooms in schools was a deterrent to some students' desire to take part in lessons. This situation, therefore, created negativity in some pupils towards their participation in PE sessions because they knew very well that they would attract nasty comments from their fellow students for going into classrooms with sweat. This lack of change rooms also resulted in loss of time for PE lessons because they never started on time. Students had to look for alternative venue for changing into PE attire and by the time the students were ready, very little time was left for the lesson before the end of the period. Teachers were equally affected by this lack of change and shower rooms.

5.3.5 Challenges related to lack of PE Resources

Teacher respondents indicated a similar trend in most of the schools; that of lack of charts, syllabi, teachers' handbooks and pupils' books in schools and in cases where these books were available, then they were personal books. These findings were supported by the findings of Jere (2015) who looked at lack of resources as the "general outcry to most of the schools as that similar problem was recently mentioned that the most schools on the Copperbelt had not yet received textbooks for subjects to be taught." They stated that proper planning was hampered by lack of the said resources. These teacher respondents added that in some cases, some of these scarce resources such as books had erroneous information on some disciplines. They gave an example of a book titled, 'M. K. Senior Secondary School Physical Education Grade 10,' Pupils' Book, as containing some wrong data which needed correcting. A school may not be interested in providing the resources for PE as a subject because it is still considered as an inferior subject when compared with other subjects."

5.3.6 Challenges related to lack of PE Facilities

Table 7 shows the availability and number of PE facilities in the sampled schools. Of all the seven visited, 3 schools had 2 football pitches each and the rest had 1 pitch each; 2 schools had 2 netball courts each and the rest had 1 court each; each school had a volleyball court and a basketball court. 3 schools had a school hall each and only one school had a proper running track. None of all the sampled schools had an operational swimming pool. As can be noted from the type of facilities found in schools, it can be deduced that the games engaged in were mostly ball games such as football, netball, volleyball and basketball. Swimming was the only discipline which was taught exclusively theoretically due to lack of swimming pools in the sampled secondary schools and student performance was not good in this discipline. Teachers confirmed

that the trend on the availability of PE facilities was uniform and not sufficient to cater for all the activities offered in those schools and this submission was in tandem with what was obtained from the checklist.

One teacher explained that it was difficult to find a school which had a sufficient number of facilities which catered for all the activities offered in that particular school. “Even in cases where facilities were available in some schools, they were far from being described or rated as sufficient and suitable, hence very few students were able to take part in activities on such facilities,” said another teacher from one of the sampled schools. These findings correlated with the findings by Igbanugo (2004) who ascertained that athletes have been known to drop out or skip training because these things (facilities and equipment) are either non-existent or inadequate. Lack of adequate and standard facilities and equipment hampers PE and other sports programs. The insufficient facilities and equipment in schools did not lure or attract a lot of students to go for PE lessons or sports indeed because only few students were able to participate at any given time. On the other hand, the unsuitable state of facilities posed a risk and this could result in injuries at any time during PE lessons or sports trainings. Thus, it can be concluded that the trend in terms of the availability of PE facilities was more or less the same. At least all schools had a facility in football, netball, volleyball and basketball but not in the rest of the other facilities. This meant that the most taught disciplines were those whose facilities were found in all the schools. Teachers found it hard to teach the other disciplines due to this state of affairs.

5.3.7 Challenges related to the available and state of PE facilities

Information from the students revealed that most of these facilities were near obsolete condition and using them was a health hazard. “Look at our basketball court for instance, cement in most parts of the court has come out and the patching up of the

affected areas shows very poor workmanship. It does not take long before materials in the patched up areas comes out. On one board there is no ring for scoring baskets so how do you expect students to learn this sport properly or indeed play a proper game on such a court?” asked one PE teacher from one of the schools in Kitwe. These findings were in conformity with those of Awosika (2009) and Patel et al (1977) who stated that it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. Some of these facilities like swimming pools have been neglected and turned into fish ponds and elsewhere into rubbish pits. What came out from this discussion was that although some schools had PE facilities, the state of these facilities were in poor condition and therefore posed a great risk of injury to students during its sessions. This situation, therefore, could not lure more students to attend PE sessions. Poor maintenance of sports facilities and equipment in the school can spoil the conduct of PE, intramural sports and other sports programs, maintains Okwori (2004).

5.3.8 Challenges related to lack of PE Equipment

All the teacher respondents did acknowledge that the situation about sports equipment in all the sampled schools was nearly the same. They explained that it was either there was no equipment or numbers were very insufficient. They added that where equipment was available, it was in the form of footballs and/or netballs and such was the case because most head teachers knew sport as only football and netball. “It is hell trying to convince management to buy equipment for other sports disciplines such as volleyball, badminton, athletics, handball, basketball, gymnastics and table tennis. Inclusion of any other materials apart from footballs and netballs means a reduction in the number of footballs and netballs to be bought. That is how bad the situation is concerning lack of sports or PE equipment,” said a teacher from one of the sampled schools. Most of the

teachers confirmed this situation as a big challenge and narrowed the most taught disciplines in most of the schools to football and netball. These findings were in agreement with the findings of Mulima (2010) who revealed that other than footballs and netballs, any other PE equipment and materials were non-existent in schools. However, some teachers said that they taught other ball games like volleyball and basketball as well.

5.3.9 Challenges related to lack of facilities and equipment for PE for students with disability

On whether or not teacher respondents had students with disability in their classes, 12 out of the 16 teachers responded in the affirmative and stated that the level of disability varied among the students. Despite these differences in the students' disabilities, all the 12 teachers confirmed that none of these students ever participated in their PE sessions. They just watched as the rest of the students went on with the sessions. Asked why students did not take part in the PE sessions, the teachers said that they did not have the expertise needed to conduct PE lessons for students with disability neither did their schools have facilities and equipment to teach from and use when teaching such students. They added that they did not receive any specialized or inclusive training needed to handle such students during PE sessions from institutions where they trained as teachers. "In short, schools do not have disability friendly environments in which learning for students with disability can learn PE," said one teacher from one of the sampled schools in Kitwe.

All the lecturers, head teachers and standards officers confirmed that students with any form of disability were never engaged in any PE lessons in ordinary government schools. The lecturers stated that they had no expert knowledge to train students in PE for disability and so could not produce teachers literate in handling students with such a

handicap. They further stated that the national educational curriculum being followed by most of the institutions offering teacher training qualifications was devoid of literature on specialized and inclusive training. They said that there was need for revision of such curriculum to include literature that was disability friendly. Lecturers needed to be equipped with skills to handle training programs in PE which would train teachers to teach PE students with disability. These findings are in conformity with the Final Report (2013) on the World-wide Survey on School PE which explains that large classroom populations make it hard for teachers to modify all the activities and that some teachers were not trained enough to feel confident working with children with disability on account of lacking appropriate knowledge and materials to handle the subject competently.

Standards officers explained that there was PE for pupils and students with disability but that it was only offered in special schools for children with disability and such PE was handled by specialized teachers in the field of Special Education. All the standards officers were in agreement on the need to have a PE teacher training curriculum which would be inclusive in nature so that all trainee teachers would undergo this training and teach PE to students with disability in ordinary schools after completing their training. The head teachers confirmed that there was no PE for disability and their schools were not disability-friendly in terms of availability of equipment, facilities and teachers. No school in the study offered PE to such students.

5.3.10 Challenges related to large PE classes

All the teachers acknowledged that they had large classes and this made it hard for them to offer quality PE. They said that while what they considered to be small classes had about 60 students, the large classes had in excess of 90 students. All the lecturers confirmed that the situation in schools was not any different from that in colleges and

universities. They explained that while enrolment numbers for PE applicants were regulated in the past, especially in the full time programs, that was no longer the case then. The worst scenario was in the Distance Education PE program where numbers for teacher applicants spiralled to over 500 in some intakes. Asked about the implication of such a trend, the response was that the quality of PE was compromised at school, college and university levels because whatever the case, it was not possible for an institution to have sufficient facilities and/or equipment to use during PE sessions. These findings were in agreement with the 2013 Final Report on the World-wide Survey on School PE which explains that classroom populations make it hard for teachers to modify all the activities. It can be deduced that it is hard to provide quality PE in the advent of big classrooms because it is hard as well to monitor the learners' progress in PE lessons. This is in conformity with Tirusew (1998) who justified that since the learning and teaching processes depended almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. It can be concluded that large PE classes are a hindrance to the provision of quality PE in schools because they curtail the one-on-one contact which is the bedrock of quality PE provision.

5.3.11 Challenges related to negative attitude of school head teachers and non PE teachers towards PE

Out of all the 16 PE teachers, 12 said that none PE teachers were supportive while the remaining 4 said that they were not as shown in Figure 6. As regards their unsupportive nature, the PE teachers said that some of their counterparts (non PE teachers) tended to punish students during PE sessions and this situation disturbed the free flow of PE lessons. They also said that these unsupportive teachers sent students to go and perform various school chores during PE periods. One PE teacher lamented that some of the

actions from some none PE teachers left much to be desired. *“Imagine a situation where students come late and find their friends already in class learning and then the teacher on duty orders them to go and run round the running track or round some classroom blocks! Other teachers literally tell students that there is nothing jumping and running will do for them and that they needed to concentrate on academic subjects like Mathematics, Sciences and English which will give them better life in future. PE is for dull students and therefore a waste of time. Such comments are bad because they demoralize students and lower their self-esteem!”* lamented one female PE teacher.

5.3.12 Challenges related to negative attitude of parents towards PE

Figure 7 shows submissions by students over their parents’ position on their participation in PE and sports. 40 out of 64 students submitted that their parents reluctantly allowed them to participate in PE lessons because it was a school requirement but did not permit them to take part in sports after school. These students confirmed that they took part in sports after school without consent from their parents. They were not allowed to take part in sports after classes because their parents considered this action as sheer waste of time. They were supposed to be home studying. One of the students said that his parents were totally objected to his participation in sports after school because at that time, he was supposed to be home studying as opposed to doing activities which would not add value to his life in future. Another student emphasized this when he said, “My father never minces words about his apathy towards PE and sports although he allows me to do PE only. My participation in sport is purely outside what he has allowed me to do when I am in school.”

10 out of the 64 student respondents said that their parents did not want them to do PE and sports because it was a subject for dull pupils and therefore, a waste of time. This conformed to the findings of Drowatzky and Armstrong (1984) that many people in the

world have a very limited perception of the actual scope of PE and many people are surprised to learn that PE is much more than what they have experienced in their school. The remaining 4 students said that their parents encouraged them to take part in PE lessons as well as sports. They added that their parents encouraged them by buying sports equipment for them for whatever sport they played. One student explained, “My father provides transport money for me to go for trainings and sometimes even attends inter-school competitions. Asked why these parents were so supportive, 3 students said that their parents had keen interest in PE and sport while 1 said his father was a former high profile sports personality.

5.3.13 Challenges related to lack of Motivation

11 out of the 16 teacher-respondents agreed that there was little or no motivation in their schools from authorities that be, as shown in Figure 8. The trend in most schools was that PE teachers were rarely appointed sports teachers and this development was very demoralizing because the people appointed to such positions had little or no sports background. In this research, it was established that to a large extent, the PE teacher shortage was artificial in the sense that such teachers appeared not to be recognized and so were not motivated. Huge numbers of PE teachers graduated yearly from institutions offering PE and so, it was surprising that there could still be a deficit in PE teacher numbers in schools. As to how such a scenario of appointing non PE teachers to such positions as sports teachers was possible, one teacher said, “It depends on how close you are to the administrators. In some cases, you will find that the entire school sports committee does not have even a single PE teacher even in cases where such teachers are available.” It was also disheartening to find that some head teachers could send non- PE teachers to sports meetings and competitions, workshops, and coaching clinics

to represent their schools at the expense of PE teachers who were rightly placed by virtue of their qualification, to attend such meetings.

5.3.14 Challenges related to lack of Monitoring of PE lessons

On monitoring of lessons by Standards Officers, all the 16 teachers confirmed that monitoring of PE lessons was very erratic. Very few of these teachers remembered when they were last observed teaching PE but confirmed that they were consistently and frequently observed in their other teaching subjects whenever there was a monitoring exercise. Asked why this was the case, one teacher respondent said that it looked like there was so much emphasis on the so called academic subjects that other subjects like PE ended up being left out during the monitoring programmes. They further explained that while Standards Officers failed to observe them adequately during such exercises, it was different with school administrators who observed them at least 2 to 3 times per term. One teacher respondent explained why monitoring was important, “As a teacher, you are always alert because you plan in advance and your lesson deliveries are excellent. Teachers who are not monitored become bad over time because they do not see the need to plan.

Therefore, we can conclude that the challenges which teachers face in the teaching of PE in schools are so immense that they make the teaching of this subject hard. These challenges were similar in most cases and ranged from overcrowded national and PE curricula, through lack of facilities, equipment, large classes, to negative attitude by head teachers, teachers and parents to mention but a few.

5.4 STRATEGIES THAT TEACHERS MAY BE USING TO COPE WITH THE CHALLENGES THEY MAY BE FACING IN THE TEACHING OF PE IN SECONDARY SCHOOLS IN ZAMBIA.

The third and final objective was to identify strategies which teachers may be using to cope with the challenges they may be facing in the teaching of PE in secondary schools in Zambia.

5.4.1 Strategies related to overcrowded National and PE curricula content

The study revealed that there had been an introduction of new subjects in the new curriculum. This had increased the number of subjects and made the already crowded curriculum even more bloated and this had led to a reduction in the number of periods allotted to some subjects like PE. In some cases, some of these subjects, especially those referred to as 'non-academic' have had to be removed from the time table and replaced with the newer subjects.

This development meant that the issue of quality PE stood compromised because of increased national and PE curricula content considering the fact that there was no space on the timetable. It is a well-known fact that time is of essence in provision of quality PE. To ensure that the overcrowded National and PE curricula did not impact negatively on the teaching of PE, the teacher respondents submitted that while they gave away morning session periods to accommodate newer subjects, they ensured that they got make-up periods in the afternoon session. Such an arrangement was not easy to enter into with head teachers but necessary because while it (arrangement) gave teachers ample time for skill demonstrations it also accorded the learners more practice time on the learnt skills. Since practice time was a very important element in the delivery of a PE practical lesson, it was important that teachers found sufficient time

for such delivery of lessons. It was also established as common practice that whenever PE teachers were done with theory work, they used the theory periods to teach practical lessons if they were not yet done with practical work.

5.4.2 Strategies related to the strenuous nature of PE and exercise-related punishments

Teacher respondents were disoriented with colleagues (non PE teachers) who used PE-related activities as punishment for students whenever they reported late at school. Students did not like being punished this way as such punishments made them uncomfortable to sweat even before they started learning. This action did not only create discomfort for the students who were punished but it also sent a wrong signal by associating PE activities with punishment. Some students avoided coming to school whenever they were late because they were sure of receiving such kind of punishment. This made a subject which was already regarded as ‘non-academic’ to become even more unpopular among the students who related most PE activities to punishment. To arrest this physical activity vice, PE teachers always engaged their counterparts to deal with punishments away from PE activities because that had the potential to make students hate the subject. They also engaged and implored upon school management to educate and sensitise non PE teachers on the need to avoid associating PE exercises with punishment. Some students attested to the fact that they did not like running during PE lessons, for instance, because they felt like they were being punished for no apparent reason. This engagement yielded positive results in as far as the teaching of PE was concerned in most of the schools because non PE teachers adhered to the appeals and pieces of advice from the concerned parties.

Uncoordinated strenuous activities or exercises tended to pose a challenge to the students as most of them could not cope with them and so stayed away from PE

activities. The findings also revealed that PE teachers explained the need for students to have good health and that participation in PE lessons was a good start towards not only realizing good health but good academic performance as well, hence the need for them to engage in some form of physical activity. The study also revealed that PE needed to be a compulsory subject because every student needed not only good health but other benefits as well that come with exercise. Exercise was very important not only for students but all people who desired good health, hence the need to put in place good programs which led to quality PE for all to enjoy. To ensure this enjoyment, teachers provided programs with systematic progressions of appropriate exercises from simple, through moderate to complex ones which students did without experiencing the perceived strenuousness of PE as such a subject.

5.4.3 Strategies related to female student participation in PE lessons

The findings revealed that there were issues related to female student participation in PE lessons which were diverse. The female students found it hard to get into PE attire and go to the pitches for whichever discipline. PE attire made them feel shy because the boys kept on looking at them and this made them feel out of place for most of the lesson. Most of the students felt that it was not correct that they had to expose their legs for all male students to see all in the name of attending a PE lesson. They also found it strange to pair up with male students whenever they were asked to be in pairs especially during warm up activities. They wondered how they were required to even pair up with their own male teacher. It was established that PE was about competition, focus, success, and way ahead in terms of skill acquisition whereas for them, it was about enjoyment. What came out from the female students was that they were better off doing PE on their own without males. They also wondered how they could compete on level terms. These findings are in agreement with Myrick (1996) who stated that girls

feel more comfortable, feel less pressure and reap more benefits from single-sex PE classes.

“Hard exercises make females grow strong muscles and start looking like males and which male wants a female with male features for a wife?” one female student from Kalulushi had lamented. “My parents say that they do not appreciate my being in a PE class as a female because there is nothing that PE will do for me apart from ‘eating up’ my study time while my friends just laugh at me for attending PE lessons.” added another female. From these findings, it can be established that female students did not like taking part in PE lessons for various reasons other than those they gave. To start with, some did not know the importance of engaging in physical activity and in some cases it was because of sheer laziness. In the case of parents they did not value PE and so they felt it was a waste of time for their daughters to attend PE lessons. These findings are in conformity with those of Barroso (2005) who stated the challenges related to student participation as non-student engagement, expressed dislike for activity, lack of intrinsic and extrinsic motivations, interpersonal barriers, lure of sedentary behaviour, low fitness levels therefore potentially lower ability, peer support and pressure.

The PE teachers encouraged the female students to take part in PE lessons because the benefits were immense. In mixed sex schools where the stated challenges were apparent, affirmative rules were made during PE lessons to ensure female engagement and active involvement. For example, in soccer, a goal could only be scored by a female student whereas completing an attack in volleyball could also only be done by a female player as well.

5.4.4 Strategies related to lack of shower and change rooms

The findings on lack of shower and change rooms revealed that this was a challenge in all the schools which were part of this study. Unlike in the private schools where the prescribed facilities were available, this was not the case with the government schools. Teachers came up with strategies which made PE popular and students felt comfortable during PE sessions. The teachers ensured that flexible timetables were put in place in schools. These timetables involved making those periods which ran into break time as PE periods so that students could have time to prepare themselves for the subsequent sessions after break. Having made things easier for students on the part of knocking off, there was need to ensure that students did not lose a lot of time prior to the start of the lessons either as doing so was a recipe for compromising quality. PE teachers, therefore, requested their non PE teacher colleagues to release PE students a bit early on PE days so that time spent on changing into PE attire did not affect the PE lesson so much in terms of loss of time. Teachers also took care of the lack of change rooms by coming in PE attire from home or using their offices to change into PE attire. Students were at least able to attend upcoming PE sessions freely. The last periods on the time table were also assigned to PE and this ensured that whatever the state of students after the session/s, they (students) went straight home without having to worry about how to deal with possible provocative comments relating to PE sessions. “This way, students do not go through the acrimony of comments from non PE students,” one of the teachers had said.

5.4.5 Strategies related to lack of PE resources

The study revealed that the trend of schools lacking PE resources was common among all the schools in this study and this was attributed to the financial constraints schools were facing. Arising from teachers’ desire to teach PE adequately, they engaged

management to ensure that all the necessary PE resources were provided. However, these engagements yielded little or nothing at all because the solution to this challenge lay in the availability of funds. It was noted that although schools lacked such resources as Teacher's Handbooks and Pupil's Books, and charts, teaching of PE went on. "Instead of waiting for the school to provide books, I have to use other means to access these resources because I need them for my lessons." This study agrees with Combs (1970) who asserted that scarcity of textbooks, libraries and PE amenities will limit educational system from responding completely, to new demands. Through their own resourcefulness, teachers were able access materials such as modules from Colleges of Education and Universities to teach students. It was established that these modules contained very rich information which was used to deliver successful PE lessons. Sometimes teachers had to improvise some of these other resources where possible. They also photocopied and bought other resources to ensure that the subject continued to be taught and gain positive image among students. Where possible, internet was also a source of information as well. That way, teachers were able to deliver PE lessons successfully because they were able to plan properly.

5.4.6 Strategies related to lack and state of PE facilities

The findings revealed that it was difficult to teach PE in schools which had bad or no PE facilities at all. Generally speaking, schools did not have adequate PE facilities and even in cases where some schools had some of these facilities, the state and/or condition of such facilities made the teaching of PE difficult. Anejo and Okwori (1995) in agreement state that the existence of standard facilities is of vital importance in the conduct of PE, intramural sports and other sports programs. Of all the schools in this study, none of them had a swimming pool and this made the teaching of swimming hard as it could only be taught theoretically. As a practical subject, swimming needed

practical sessions in its teaching. This was based on the fact that the role that the availability of facilities played in the teaching of PE as a practical subject could not be over-emphasized. This was in conformity with the findings of Ekanem (1995) who observed that standard facilities and equipment are essential pre-requisites to good and impressive performances in sport at all levels of participation. Consequently therefore any limitation of these facilities and equipment create difficulties in presenting the desired variety of sports activities.

This study also revealed that the lack and bad state of PE facilities in some schools did not discourage teachers, especially those at schools which were close to sports clubs, police stations, church premises and council infrastructure from teaching PE. If anything, this encouraged them to form partnerships with these institutions over the use of their facilities when teaching PE. The disciplines which were mostly taught through such an arrangement were football, netball and volleyball because the three disciplines appeared to be the most common among the facilities owned by some of these institutions. This access to such extra facilities enabled PE teachers to handle large classes of PE students well. While it was generally acknowledged by all the respondents that government needed to renovate old PE facilities and put up new ones in all schools offering PE on a permanent basis, the study however revealed that it was important for schools partner with communities in the administration of activities related to PE and sports because such partnerships provided strategy to a lot of challenges befalling the teaching of PE in schools. However, such partnerships would and were only able to work between schools and the mentioned institutions situated within the same proximity.

5.4.7 Strategies related to lack of PE equipment

The study revealed that there was lack of PE equipment in most schools and this affected the teaching of PE in those schools. Few schools had sufficient equipment while most of them did not. PE equipment was very important in the delivery of successful PE lessons and that government needed to do a lot more in terms of providing such equipment. This revelation is in agreement with Butcher and Krotee (2002) who opined that equipment and facilities should always be maintained in a serviceable condition. However, it was noted that although lack of PE equipment was apparent, teachers in most of the schools continued to teach the subject.

Outside the art of improvisation, PE teachers accessed additional PE equipment from their fellow PE teachers and clubs in their community through formations of networks within their schools and outside, too. These included links with other teachers in the same school and in other schools, links with sports clubs, sports organizations and other outside school community sports providers. Furthermore, if appropriate quantities of equipment are not available, teachers can be creative and improvise activities using similarly shaped or sized pieces of equipment (Mowling, Brock, Eiler & Rudisill, 2004) or, alternatively, network with neighbouring schools to exchange equipment and spaces. There were such clubs as volleyball, athletics, netball and football in some communities. Partnerships between schools and such clubs worked well because schools accessed the scarce sports equipment from the clubs and delivered PE lessons. This meant that teachers needed not to wait for government or their schools to provide equipment for their PE lessons as such solutions were terminal.

Such partnership pathways also called for proper scrutiny and synchronization of timetables between schools to allow for borrowing and lending of the much needed inadequate materials on alternate basis and this, to a great extent, determined and

ensured the success of PE programmes in schools. This arrangement proved very effective and yielded very positive results especially in the teaching of PE as a subject in cases where there were fulfilled commitments to what was agreed upon in these partnerships. Even in such cases, proximity between institutions involved in these partnerships was of essence to ensure that such partnerships were successful in the delivery of PE lessons.

5.4.8 Strategies related to lack of facilities and equipment for PE for students with disability

This study revealed that none of the schools in this study had facilities or equipment to provide PE for students with disability. Most of the schools had students with disability but none of them ever participated in PE lessons because these schools had no facilities and equipment for teaching PE students with disability. There were few teachers trained in Special Education country-wide and these were only found in Special Unit Schools where PE was offered to such students. The number of Special Education teachers was not sufficient to conduct workshops at which ordinary teachers could be equipped with basic skills on how to teach PE to students with disability. From the findings, it was noted that government needed to do a great deal on the part of facilities and equipment provision on one hand, and teacher training for this kind of PE to be taught in ordinary schools on the other. All the respondents acknowledged that every child had a right to play and so government needed to provide an enabling PE environment for all types of students. It was important that government provided inclusive and disability friendly curricula for ordinary teacher training institutions to churn out teachers who would be literate enough to teach PE to students with disability. Government should also provide all the necessary equipment to be used during such PE sessions although its (government) commitment on this provision remained a far-

fetched endeavour. The solutions to this challenge lay in the long term and a lot needed to be done by government.

5.4.9 Strategies related to large classes and inadequate PE teachers

The study revealed that although the number of classes taking PE per school was in most cases on the minimal side, the actual student population per class was a minimum of 60 and a maximum of over 90. Lone teachers utilized group work in teaching their PE lessons for such large classes as opposed to one-on-one lesson presentations. Teachers who handled large classes also presented lessons based on team games which engaged bigger numbers at any given contact time. Thus, football and netball, as opposed to smaller team games like badminton and table tennis, were very ideal games for such large classes. However, this arrangement disadvantaged students who had potential in small team indoor sports such as table tennis and badminton. This arrangement worked well even with the use of few facilities and equipment available.

The success of any PE lesson lay in the teacher's ability to explain and demonstrate the skill/s well and once that was done, it became easier for students to practice and more time was needed for this practice. It became easier to conduct lessons for such big classes in this manner. PE Teachers formed partnerships among themselves within schools to teach PE in cases where they had to handle large classes. This meant that if there were 2 PE teachers at a particular school, whenever there was a PE lesson, the class population was split between those 2 teachers for easy handling. It also meant that large PE classes were segmented into smaller and more manageable groups (depending on the number of PE teachers in that school) and this way, the quality of PE was not compromised. Time tables were made flexible enough to allow for delivery of such lessons in schools.

5.4.10 Strategies related to negative attitude of school administrators and non PE teachers towards the teaching of PE

The study revealed that some head teachers did not support the teaching of PE in schools. For instance, when a workshop in PE coincided with a workshop in Mathematics, English, Science or any other subject perceived to be academic, priority was given to the other subject. The study also revealed that a few non PE teachers used to demean PE as a subject by passing derogatory comments to ensure that the subject did not get recognition as an academic subject. They contended that PE was not an academic subject and that it was for students who could not make it in the academic world. These non PE teachers punished students during PE lessons.

As a way of ensuring that such actions perpetuated by these non PE teachers and head teachers did not continue and affect the teaching of PE in schools, PE teachers engaged both the head teachers and non PE teachers in schools where the subject was marginalized stressing the importance of having PE in the school curriculum. This resulted in head teachers taking up the responsibility of educating not only the non PE teachers but students as well about the importance of every subject in the school curriculum including PE. This was done whenever there was assembly, staff meeting or briefing and it was emphasized that all subjects in the curriculum enjoyed the same legal status. The PE teachers said that such engagements brought about a healthier learning environment where all the subjects were looked at as having equal status in the concerned schools and established that the misconceptions which people had about PE, as a subject, were as a result of lack of proper information in some cases.

5.4.11 Strategies related to negative attitude of parents towards the teaching of PE in secondary schools

The study revealed that the negative attitude of some parents towards PE was hard to deal with. It was established that some parents in some cases even exhibited arrogance in their total opposition to having their children engage in PE lessons and sports after school. They contended that they did not want their children to waste time on subjects which would not enable them progress on the academic ladder. They were of the view that the time their children spent in school was just wasted and could be better spent by studying at home. They insisted that there was loss of time on the part of the students who remained behind after school doing sports when compared with those who went home.

The results confirmed that they engaged the parents who had issues with their children's participation in PE lessons/sports and explained the importance of letting their children take part in such activities. It was established that after explaining the various benefits of learning PE, some parents allowed their children to not only learn PE but also take part in sports after school. One teacher respondent said, "We even invite such parents for our sports day at which their children showcase their skills. It is a way of making them realize that their children have other exceptional talents and so, they (parents) must be supportive of their children's endeavour to exploit such talents."

It was thus established from the findings that some parents were totally opposed to their children's participation in PE lessons and sports because they did not know the benefits that accrued to such students.

5.4.12 Strategies related to lack of motivation

11 out of the 16 teacher-respondents agreed that there was little or no motivation in their schools from school authorities. The trend in most schools was that PE teachers were rarely appointed as sports teachers and this development was very demoralizing. It was demoralizing because the people who were appointed to such positions had little or no sports knowledge/background. In some cases, an entire school sports committee did not have a single PE teacher even in cases where such teachers were available. This gave an indication that some head teachers did not believe that PE teachers were the right people for certain positions like sports teacher. In some cases, this was proven further by sending non PE teachers to sports meetings, competitions, workshops, and coaching clinics by most head teachers at the expense of PE teachers.

Teacher respondents admitted that lack of motivation dampened their teaching morale was hard to deal with. However, they engaged the administration and justified the need for them to be motivated by being involved in the running of PE and sport related programs in the schools. They added that they also engaged Standards Officers whenever chance allowed and explained that they were not only the right people to attend coaching clinics and workshops on PE but were also qualified to conduct and manage sports in their respective schools. PE teachers did courses which give them an insight on how best to run sports in schools. This state of affairs which left out PE teachers in the management and organization of sports in schools made them feel unfairly treated and ultimately demotivated. It can be concluded from the study that very few PE teachers were motivated by being given various responsibilities in schools whereas the bigger number was demotivated by not being given any responsibilities. Though some of the head teachers did not see the need to motivate their PE teachers, PE teachers continued to lobby for such motivation through their professional

association body-Physical Education and Sport Teachers Association of Zambia (PESTAZ).

5.4.13 Strategies related to lack of monitoring in PE lessons

On monitoring of lessons, the findings revealed that all the 16 PE teachers confirmed that monitoring of PE lessons was very erratic and very few of them could remember when they were last observed teaching PE by Standards Officers but were quick to submit that they were consistently and frequently observed in their second teaching subjects whenever there was a monitoring exercise by the same team. Asked why this was the case, one teacher respondent wonderingly, “It is not really known why we are not observed even in cases when there are periods on the time table on the days of visitations by them. Not only is this the case, there appear to be so much emphasis on the so called ‘academic subjects’ such that other subjects like PE end up being left out during such monitoring programs.”

The study revealed that while Standards Officers failed to observe them in PE during their monitoring programs, school administrators were able to observe them at least 2 to 3 times per term in PE lessons. This non-monitoring of PE lessons by some Standards Officers was testimony enough that the subject had not yet reached the status of other subjects. One teacher respondent explained why monitoring was important, “as a teacher, you are always alert because you plan in advance and your lesson deliveries are excellent. Teachers who are not monitored become bad over time because they do not see the need to plan.” Considering the effects of lack of monitoring on a teacher, PE teachers were proactive in their quest to be monitored in PE by engaging the Standards Officers through their head teachers so that they were captured whenever there were monitoring programs going on.

5.5 SUMMARY

In the above chapter, it was observed that PE was very important not only in the life of a student but other people as well. It provides physical activity which is necessary to a person's well-being. It was established that PE helps in the development of Physical Skills and improves Social Skills of an individual. It also goes further by bettering performance in Academics, promoting a Healthy Lifestyle, increasing Self-Esteem and teaching Life Skills.

It was also established that the implementation of the 2013 National Curriculum had seen introduction of Vocational and Career Pathway Subjects in secondary schools and this has brought more new subjects into the school curricula. This advent gave school authorities power to choose which subjects their schools could offer and very few schools picked PE as such. It was noted that the status of PE was low and so was that of the PE teacher and reasons were advanced to justify this status-quo. It was also observed that there were a lot of challenges faced by teachers in their quest to teach the subject in their schools. These ranged from overcrowded national and PE curricula content, through lack of resources, facilities and equipment to attitude of various people towards the teaching of PE in schools.

The chapter also observed that a lot needed to be done in terms of provision of the needed requisites to ensure that PE was taught just like any other subject on the curriculum. While most of, if not all the challenges were terminal and needed long lasting solutions, it was noted that teachers employed certain strategies which enabled them to continue teaching PE even in the absence of such provisions. Such strategies involved making working partnerships between schools and the community over the use of facilities and infrastructure where possible, making flexible timetables, and engaging, non PE teachers, head teachers and parents on the importance of PE to

children and people in general. To enhance the teaching of PE in schools and share more knowledge in PE as a subject, workshops, coaching clinics and CPD activities were held from time to time. These yielded solutions and provided strategies which were employed by teachers in their endeavour to continue teaching PE in schools even in the advent of so many challenges.

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

CHAPTER 6

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. The chapter also gives suggestions on areas for further research.

6.1 CONCLUSION

It was established from the findings that PE was beneficial to students and any other people who engage and engaged in physical activity. It not only helps students to develop holistically (physically, emotionally, socially, morally and intellectually) but also provides career prospects (life skills) to students who are focused. PE teaches students healthy life styles, enhances their self-esteem, improves their academic performance and keeps them away from bad vices in society.

It was also revealed that there were a number of factors affecting teachers in the teaching of PE in secondary schools. Among these were inadequate schools offering PE; crowded national and PE curricula; lack of shower and change rooms; lack of resources, equipment and facilities; lack of time; large classes; restricted curriculum; lack of funding; low subject and teacher status; PE teaching sessions; lack of inclusive teaching, training and knowledge; negative attitude by non PE teachers, head teachers and parents; gender stereotyping of activities; lack of student engagement; expressed dislike for activity; lack of motivation; low fitness levels among students therefore potentially lower ability; and lack of monitoring and motivation. In most cases, the existing facilities and provision of educational requisites in schools, did not meet the required standards for the effective delivery of PE. It was also found out that many head teachers were seriously constrained to improve the state of learning facilities and

the teaching/learning activities because most schools did not have the required facilities.

The research also revealed that to overcome most of these challenges that affected the teaching of PE in secondary schools, PE teachers employed strategies that ensured the continued teaching of PE in secondary schools. Since it was a well-known fact that the delivery of PE was dependent on availability of time, PE teachers had to arrange for more teaching time in the afternoon sessions. This also called for synchronization of school timetables whose PE lessons ended into break time or into knocking off time for the day. It was also noted that in the advent of inadequate facilities, resources and equipment in their schools, PE teachers relied on partnerships among schools on one hand, and between schools and sports clubs in the communities where their schools were situated. Such partnerships ensured that flexible timetables were put in place to allow for borrowing and lending of equipment between schools so that teaching of PE to large classes was well handled. It was further established that these very partnerships enabled PE teachers to teach disciplines in which schools did not have such equipment.

It was also noted that partnerships also worked well between PE teachers within the same school, especially when it came to teaching large classes because the teacher to student ratio was reduced. On the lack of motivation by their head teachers and monitoring of PE lessons by Standards Officers, PE teachers engaged the head teachers on the need for them to be motivated by being given sports responsibilities and Standards Officers to include them in their monitoring programmes of PE lessons. This not only raised the teachers' commitment to their work but also made them become better teachers. The study also revealed that the negative attitude towards PE teaching by some non PE teachers, head teachers and parents which in some cases was due to lack of information about the subject was resolved through engagement of the parties

involved in this negativity about the many benefits of PE, not only to students but to all who engage in physical activity.

6.2 RECOMMENDATIONS

In view of the findings and conclusions of this study, it was recommended that:

1. The curriculum content for colleges of education and universities training PE specialist teachers in the country should be inclusive enough to help trainee teachers acquire the requisite knowledge and skills to teach students with disability at secondary school level in ordinary government schools. In the same vein, government should provide a disability-friendly environment in ordinary government schools to support this kind of teaching.
2. The Ministry of General Education should procure PE equipment, teacher's and pupil's text books, and other reference materials for use by PE teachers during lessons.
3. The teaching of PE should be compulsory at both primary and secondary school levels because of the holistic development that every child who participates in it stands to benefit from it, as shown by research.
4. Ministry of General Education should encourage partnerships between schools and sports clubs in the communities to ensure accessibility of equipment lacking in schools.
5. Ministry of General Education should emphasize and encourage In-service programmes, CPD meetings and workshops in PE for secondary school teachers which should be organized at school, zonal, district and provincial levels. Subject associations like Physical Education Teachers Association of Zambia (PETAZ) should also be encouraged and held more frequently to mitigate some of these challenges.
6. Government through the Ministry of General Education should build new facilities such as swimming pools and renovate the already existing ones in all secondary schools in Zambia.

7. Standards Officers and head teachers in the Ministry of General Education should enhance their monitoring programmes by ensuring that PE teachers are frequently observed in the teaching of their subject.
8. Since most of the parents' negative attitude towards PE and physical activity is anchored on lack of information on the many benefits that PE and physical activity have on the life of a student and other people generally. Ministry of General Education should encourage school authorities to engage communities and explain the importance of teaching PE in schools from time to time so that parents can encourage their children to take part in PE activities in school.

6.3 SUGGESTIONS FOR FURTHER RESEARCH

- 1 Negative attitude by parents towards their children's participation in PE in schools.
- 2 The status of PE in private schools in Zambia.
- 3 Factors affecting the training of PE specialist teachers in teacher training institutions.
- 4 Why very few secondary schools have picked PE as a vocational career pathway subject in Zambia.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER FROM UNIVERSITY OF ZAMBIA


THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date 18.02.2013

TO WHOM IT MAY CONCERN

Dear Sir/Madam

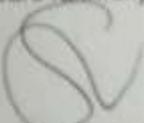
RE: FIELD WORK FOR MASTERS/ PHD STUDENTS

The bearer of this letter Mr./Ms. MUSANGA KATE Computer number 531001151 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/~~PhD~~ programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

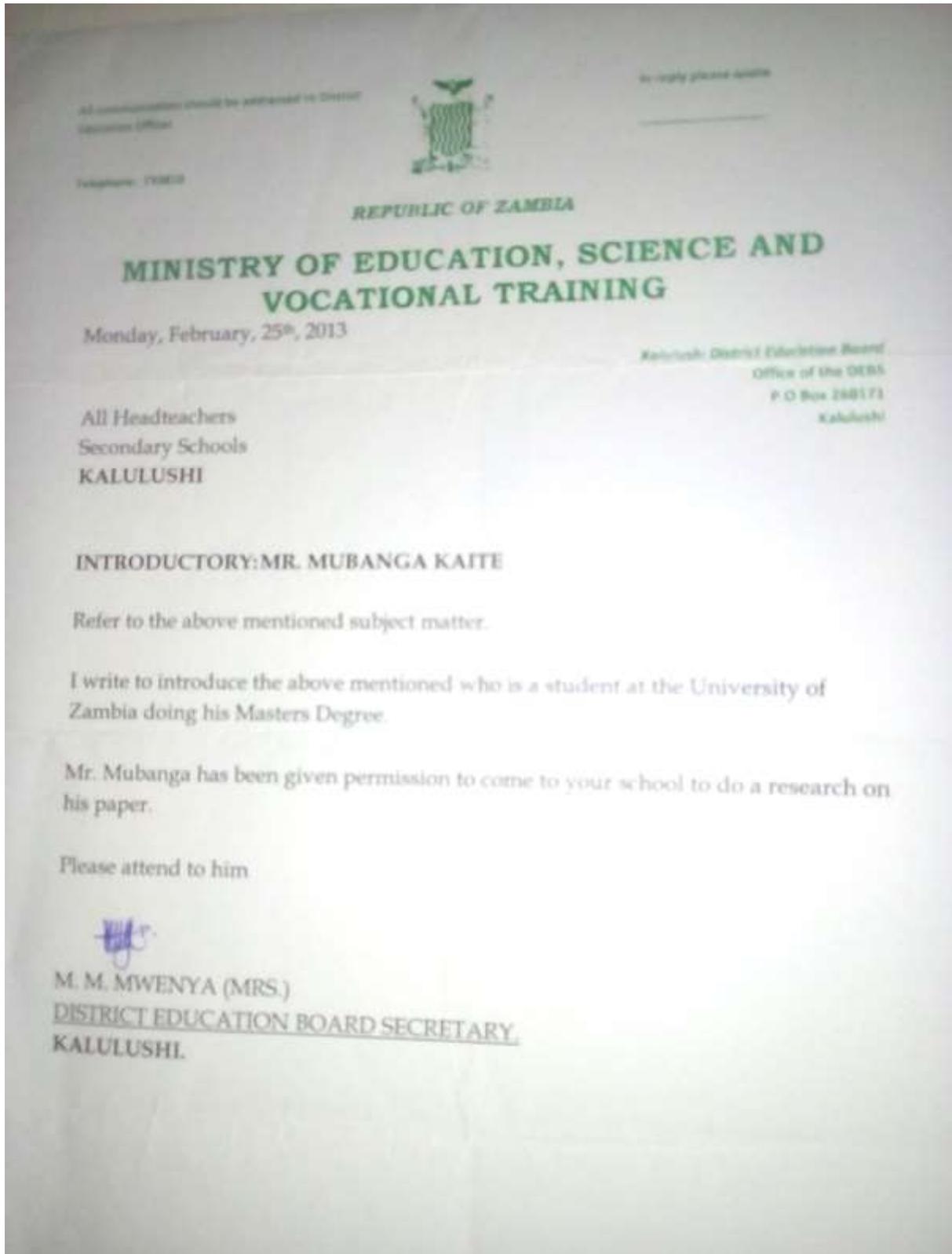
Yours faithfully



Sophie Kasonde-Ng'andu (Dr.)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

Cc: Dean-Education
Director-DRGS

APPENDIX 2: INTRODUCTORY LETTER FROM DEBS



APPENDIX 3: INTERVIEW SCHEDULE FOR HEAD TEACHERS

SECTION A: DEMOGRAPHIC INFORMATION

NAME OF SCHOOL:

DISTRICT:

SEX: Male [] Female []

QUALIFICATION: PhD [] Master's Degree [] Diploma []

SECTION B

1. Is PE taught in this school?
2. Do you think PE is an important subject? Why?
3. Do you think every student should be allowed to participate in PE lessons? Why?
4. What are some of the benefits of teaching PE in secondary schools?
5. How do other teachers perceive the teaching of PE in this school?
6. How many PE teachers do you have in this school? Is this number sufficient?
7. What is the level of their qualification?
8. What is the attitude of your PE teachers towards the teaching of PE?
9. How many PE periods are there on the timetable per week? Is this in line with curriculum requirement? If not, why?
10. What times is PE taught in this school? Are there specific reasons for these times?
11. How is student participation in PE lessons going by gender?
12. In your own opinion, are parents in support of the teaching of PE in schools? What is the reason for your answer?
13. Does your school support the teaching of PE? If so, how?
14. What challenges do your PE teachers face in the teaching of PE in this school?
15. How do your teachers manage to continue teaching PE even in the advent of such challenges?
16. What are you doing to promote the teaching of PE in this school?
17. Do you motivate your PE teachers? If so, how?
18. How often do you monitor the teaching of PE in this school?
19. What are the long term solutions to the challenges in the teaching of PE in schools?

Thank you for taking your time to respond to this interview.

APPENDIX 4: QUESTIONNAIRE FOR PHYSICAL EDUCATION TEACHERS

SECTION A: DEMOGRAPHIC INFORMATION

NAME OF SCHOOL:

DISTRICT:

POSITION HELD:

SEX: Male Female

QUALIFICATION: PhD [] Master's [] Degree []

 Diploma [] Certificate []

SECTION B

1. Is PE taught in this school? Yes [] No []
2. Do PE students like the subject? Yes [] No []
3. What perception do none PE students have towards the subject?
.....
.....
4. Do you think every student should participate in PE lessons? Yes [] No []
Give a reason for your answer.
.....
.....
.....
5. What are the benefits of participating in PE lessons?
.....
.....
.....
.....
6. What do you think is the status of PE as a subject compared to others in the school curriculum? Same [] Higher [] Lower []
7. How many PE teachers are in this school? Is this number of PE teachers sufficient to handle all PE lessons in this school? Yes [] No []
8. In your own opinion, what is the status of a PE teacher compared to other subject teachers? Same [] Higher [] Lower []
9. What does the school consider when making the timetable with regard to PE?
.....
.....
10. How many periods do you have for PE per week?
Is this in accordance with curriculum requirement? Yes [] No []
If no, why?
.....
.....
.....

11. During which sessions do you have PE lessons?
- Do you have any reactions from students over this/these session/s? Yes [] No []
 If yes, what are they about?

12. Do you have large numbers in your Physical Education classes? Yes [] No []
13. Do such numbers pose a challenge in your teaching of Physical Education?
14. Yes [] No []
 If yes, how?.....

15. What other challenges do you face in the teaching of PE in your school?

16. What is the extent of female student participation in PE lessons in this school?

17. Do you have students with disability in your PE class? Yes [] No []
18. Do they take part in PE lessons? Yes [] No []
 If no, why?

19. What do think should be done to ensure that students with disability are able to take part in PE lessons in ordinary government schools?

20. Are parents supportive or none supportive of their children's participation in PE lessons in this school? Supportive [] Non Supportive []
21. How do you engage the non-supportive parents?

22. Are head teachers and none PE teachers supportive or supportive in the teaching of PE in schools? Supportive [] Non Supportive []
 Give illustrations for your answer

.....
.....
23. Does this school have enough resources, facilities, and equipment to facilitate the teaching of PE? Yes [] No []

If no, explain how you manage to conduct your PE lessons in the inadequacy or absence of the above.

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

24. What role do other institutions and sports clubs in your community play in enhancing the teaching of PE in your school?

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

25. Do you teach all disciplines which are in the PE curriculum content in this school?

Yes [] No []

If no, why?

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

26. Do you attend any PE workshops? Yes [] No []

If no, why?

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

If yes, what do you discuss in those workshops?

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

27. How many times are these workshops held in a year?

28. 27 Are you motivated as PE teachers? Yes [] No []

Give a reason for your answer.

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29. How often are you monitored in your teaching of PE by Standards Officers and your school administration?

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30. What other challenges do you face in your teaching of PE in schools?

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31. What do you do to cope with the challenges that you encounter on a daily basis in your PE teaching?

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32. What are the long term solutions to these challenges in the teaching of PE in secondary schools?

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Thank you for taking your time to complete this questionnaire.

APPENDIX 5: QUESTIONNAIRE FOR PHYSICAL EDUCATION STUDENTS

TITLE OF RESEARCH: FACTORS AFFECTING THE TEACHING OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS: A CASE OF SELECTED SCHOOLS IN KALULUSHI AND KITWE, ZAMBIA.

SECTION A: DEMOGRAPHIC INFORMATION

NAME OF SCHOOL:

DISTRICT:

AGE:

GRADE:

SEX: Male [] Female []

SECTION B

1. Do you like participating in PE lessons? Yes [] No []

Give a reason for your answer.

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2. What are the main PE activities in your PE lessons?

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3. Do all students participate in PE lessons in this school? Yes [] No []

4. Do you think every student should participate in PE lessons in school? Yes [] No []

Give a reason for your answer.

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5. What is the importance of participating in PE lessons in school?

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6. What other benefits do you get as a student by participating in PE in school?

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7. Do you take part in sporting activities after school? Yes [] No []

Give a reason for your answer.

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8. What sports activities do you take part in?

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9. What time of the day is PE taught in your school? Morning Only
Morning and Afternoon [] Afternoon Only []

10. Are you happy with these times? Yes [] No []

If no, explain

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11. How many periods of PE lessons do you have per week in this school?

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12. Do you think this number of periods is enough for PE lessons?

Yes [] No [] If no, why?

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.....

13. Does your school have enough facilities, equipment and resources for PE? Yes [] No []

14. In what state are they? Good [] Bad []

If bad, what does it mean for you a PE student?

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15. What do you dislike about PE lessons?

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16. Do you like doing PE as a co-ed activity? Yes [] No []

Give a reason for your answer

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17. Do you like wearing Physical Education attire during lessons? Yes [] No []
 Give a reason for your answer

- 18 Do your parents encourage you to take part in PE lessons at school? Yes [] No []
 Give a reason for your answer

- 19 Does your PE teacher motivate you in the way he/she conducts PE lessons?
 Yes [] No []
 Give a reason for your answer.

- 20 What is the attitude of some non PE teachers towards the teaching of PE as a subject?
 Good [] Bad []
 Give a reason for your answer

- 21 Is there anything that you feel should be done to ensure equal participation in PE lessons by both male and female students.

- 22 What do you think should be done to make the teaching of PE more interesting for students in secondary schools?

Thank you for taking your time to complete this questionnaire.

APPENDIX 6: QUESTIONNAIRE FOR STANDARDS OFFICERS

TITLE OF RESEARCH: FACTORS AFFECTING THE TEACHING OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS: A CASE OF SELECTED SCHOOLS IN KALULUSHI AND KITWE, ZAMBIA.

SECTION A: DEMOGRAPHIC INFORMATION

PROVINCE:

DISTRICT:

SEX: Male [] Female []

QUALIFICATION: PhD [] Master's [] Degree [] Diploma []

1. Are there secondary schools teaching Physical Education in this district?

Yes [] No []

If yes, how many?

If no, why?

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2. Do you have sufficient trained PE teachers to teach PE in secondary schools?

Yes [] No []

3. Do you think every pupil should take PE as a compulsory subject?

Yes [] No []

Give a reason for your answer

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4. Is there PE for students with disability in ordinary schools? Yes [] No []

Give a reason for your answer

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5. How does the teaching of Physical Education contribute to the production of sports men and women in Zambia?

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6. What are some of the benefits of teaching PE in secondary schools?

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7. Do schools fulfil the legal requirement of time allocation in PE?

Yes [] No []

If no, why?

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8. What is the status of PE as a subject compared to other subjects in the school curriculum?

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9. What is the status of PE teachers against other subject teachers in secondary schools?

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10. What are some of the challenges that PE teachers are facing in teaching PE?

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11. What are some of the solutions to these challenges?

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12. What role does monitoring play in the teaching of PE in secondary schools?

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13. How often do you monitor the teaching of PE lessons?

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14. What do you think is community's perception on the teaching of PE in schools?

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15. How can the community contribute to the teaching of PE in schools?

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16. How often do you hold PE workshops for secondary schools in the district and what things are discussed in these workshops?

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17. How has the new curriculum impacted on the teaching of PE in secondary schools?

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18. What do you think are the long term solutions to the problems being faced by PE teachers in the teaching of PE in secondary schools?

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Thank you for taking your time to complete this questionnaire.

**APPENDIX 7: QUESTIONNAIRE FOR PHYSICAL EDUCATION
LECTURERS**

**TITLE OF RESEARCH: FACTORS AFFECTING THE TEACHING OF
PHYSICAL EDUCATION IN SECONDARY SCHOOLS: A CASE OF
SELECTED SCHOOLS IN KALULUSHI AND KITWE, ZAMBIA.**

SECTION A: DEMOGRAPHIC INFORMATION

COLLEGE/UNIVERSITY:.....

PROVINCE:

DISTRICT:.....

SERVICE PERIOD AS LECTURER:

QUALIFICATION: PhD [] Master's [] Degree [] Diploma []

SEX: Male [] Female []

1. At what level do you offer Physical Education in this institution?

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2. Do you think PE should be a compulsory subject in secondary school?

Yes [] No []

Give a reason for your answer.

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3. What are some of the benefits of teaching PE to students in secondary schools?

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4. Is your institution enrolling suitable students to train as Physical Education teachers? Yes [] No []

If no, why?

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5. Are you happy with the performance of teachers who graduate from your institution in PE? Yes [] No []

Give a reason for your answer

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6. Do you offer inclusive PE? Yes [] No []

Give a reason for your answer

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7. What is your comment on female-student participation in Physical Education?

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8. How do they react to the issue of being in PE attire during PE lessons?

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9. How has the new curriculum impacted on the training of PE in teacher training institutions?

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10. Do you think the number of contact periods is sufficient for teaching PE in secondary schools? Yes [] No []

Give a reason for your answer

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11. What could be root cause for those students having problems during practical sessions in PE?

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12. What are some of the challenges affecting PE in teacher training institutions?

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13. What are the solutions to these challenges?

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14. What are the solutions to the challenges that PE teachers are facing in the teaching of PE in secondary schools?

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15. How do large numbers of students affect the delivery of PE in secondary schools?

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16. What do you think should be done to ensure that the challenges in the teaching of PE do not affect quality delivery of PE lessons in secondary schools?

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Thank you for taking your time to complete this questionnaire.