

**AN EVALUATION OF THE IMPLEMENTATION OF PHYSICAL EDUCATION
CURRICULUM IN SELECTED SECONDARY SCHOOLS IN MANSА DISTRICT,
ZAMBIA**

By

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**A Dissertation Submitted to the University of Zambia in partial fulfilment of the
requirements for the award of the degree of Master of Education in Curriculum Studies**

THE UNIVERSITY OF ZAMBIA

LUSAKA

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DECLARATION

I, **Brighton Namushi Mukata**, do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged, and that it has never been previously submitted for a degree at the University of Zambia or any other university.

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APPROVAL

This dissertation of **Brighton Namushi Mukata** is hereby approved as fulfilling the partial requirement for the award of the degree of Master of Education in Curriculum Studies of the University of Zambia.

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ABSTRACT

In this study the scholar evaluated the implementation of Physical Education (PE) curriculum in selected secondary schools in Mansa District of Luapula Province, Zambia. The study sought to establish the availability of instructional materials, human resource and facilities for the implementation of PE curriculum. Through this study, the attitudes of school administrators and teachers towards the teaching of PE curriculum were determined. The challenges faced by teachers in the implementation of the PE curriculum in secondary schools were further identified in this study. A qualitative research approach utilizing descriptive design was used in order to describe experiences involved in the PE curriculum implementation in secondary schools. The sample comprised 16 respondents drawn as follows: 1 Education Standards Officer, 3 head teachers and 12 teachers from the three schools, these were sampled purposively. Data was collected using interview schedules and lesson observation checklist. Data was analyzed thematically. Findings of the study revealed that secondary schools in Mansa had insufficient instructional materials, poor infrastructure where sports ground for instance developed anthills with no running tracks, lack of interest in sports practical skills by PE teachers and insufficient PE teachers. The attitudes of head teachers and non-PE teachers towards PE were negative in that some head teachers did not support the curriculum hence failed to procure more equipment, citing that the sports equipment were expensive and may drain school funds. Non-PE teachers mocked PE teachers as they stated that the subject had no future for the learners. However, Pupils' attitude towards the subject was positive for they showed interest and participated willingly in PE lessons. The challenges faced by teachers in implementing PE curriculum included: Inadequate sports facilities, risk for learners being injured in practical lessons, lack of self motivation by some learners, lack of practical knowledge about PE and sport by PE teachers, limited supply of instructional materials and equipment, lack of enough qualified PE teachers and PE was not prioritized in many schools due to lack of financial support from school administration. In addition, lack of sensitization of PE teachers, pupils and parents about the importance of PE as well as lack of appropriate PE attire for most learners during PE lessons were among the notable challenges. The recommendations from this study were that: The Ministry of General Education through the Curriculum Development Centre needed to institute a monitoring and evaluation team to check the extent to which PE is being implemented in all secondary schools. The Ministry of General Education through Colleges should encourage teachers to upgrade in Qualification so as to promote quality. There is need to invest in procurement of teaching materials, infrastructural development and capacity building because they were deemed to be catalyst towards the implementation of physical education to all learners.

Keywords: *Curriculum implementation, Physical Education and Evaluation*

DEDICATION

This dissertation is dedicated to my late father Mr Elias Mukata and my mother Mrs Margret Mbao Muwina Mukata whose pride in my academic achievement remain my greatest inspiration: to my lovely wife Moddy Mupeta Kapesa for her encouragement and selfless support throughout my study period, as it was not easy for her to take care of our children in my absence and finally to my lovely children; Charity Nalukui, Walusiku, ModdyNkandu, Inonge, Wamunyima, Mapalo and Bright. I say thank you for your patience and endurance during the persuit of this study. May the Almighty God greatly bless you.

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ACRONYMS AND ABBREVIATIONS

CDC	Curriculum Development Centre
CIPP	Contextual Input Process and Product
CPD	Continuing Profession Development
DEBS	District Education Board Secretary
ESO	Education Standards Officer
GRZ	Government of the Republic of Zambia
HoD	Head of Department
MoE	Ministry of Education
PE	Physical Education
PERT	Programme Evaluation and Review Technique

CHAPTER ONE: INTRODUCTION

1.1 Overview

In this chapter, the background of the study, statement of the problem, purpose of the study, research objectives and questions are presented. At the same time, the significance of the study, theoretical and conceptual frameworks, operational definition of terms, ethical consideration and delimitations of the study are also discussed. The chapter then ends with a summary.

1.2 Background

Physical Education (PE) is a sequential, developmental appropriate educational experience that engages pupils in learning and understanding movement activities that are personally and socially meaningful, with the goal of promoting healthy living (Mutiti 2010). The notion of PE was adopted in the 6th century from Greece in Sparta where physical fitness was developed to make soldiers strong because of a combination of political and military factors. Physical education was influenced by Sophists such as Plato and Aristotle who were once students of Socrates. These looked at PE as a component that brings lost energy back to the body so that it remains strong. In Greece PE was considered essential to uplift Greek culture where they believed that Apollo was the god of the light, truth and the patron of gymnastic games (Daughter, 1993).

According to the Greeks, the aim of PE implementation was to develop a man of action. Wars were part of their home life and every citizen was a soldier. Thus, physical fitness was a necessity to them and therefore Greek exercises were inculcated in learners in their education systems to produce qualities such as strength, endurance, agility, and bravery which were needed in a soldier for them to remain healthy. (Abdussalim, 2008).

Apart from that, the influence of the middle ages on PE and sport was due to industrial expansion. At the start of the 19th century, sports became more organized and the development of modern sports started. Machinery was developed and used in the production of goods. This resulted in movement of the population from rural areas to towns to seek employment in these industries, and this had a great impact on sport. There was not enough space in the industrialized town to play the sports they knew from their villages. Also, working for long hours did not leave them with much energy to play sports they knew from their villages. The village games died and

new sports took their place. This new breed of labourers became watcher of sport instead of being participators. The development of railways allowed for spectators and teams to travel around the country to watch and compete in sports, leading to the development of competitive league and cup competitions.

Mostly for effective implementation of the PE curriculum in secondary schools to occur, learners need to have strength, endurance, and flexibility when performing exercises on the playing ground. PE as a curriculum subject is taught in different parts of the world as indicated in the following paragraph.

PE has become well known internationally and is taught to a number of Schools in the world. According to NASPE (2004) the main goal in teaching PE in secondary schools has been developing learner's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictated a learning environment in which instructional materials and appropriate facilities are available. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. According to Siedentop (1994) stated that secondary schools, primarily through Physical Education (PE), have the potential of socializing and educating all learners 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. In fact, Fisher (1996) asserted that young people's education would be incomplete if physical education was neglected as it happens in Kenyan secondary schools

The original focus in the implementation of PE in Sweden and Germany depended on educating learners about reduction of obesity, good body posture, hygiene and health as benefits of physical education and sports. With a dramatic expansion of content beyond the original Swedish and German gymnastics programmes of the 20th century, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of learners (NASPE, 2004).

The Implementation of the PE curriculum in secondary schools enables all learners to enhance their quality of life through active living (New Zealand Ministry of Education, 2007). For programmes to be effective and successful, it is generally considered that learners should aim at

having positive social development as an overt aim and be clearly structured to increase the possibility that appropriate learning will occur.

According to the New Zealand Ministry of Education (2007), it is indicated that effective implementation of PE in secondary schools has contributed to the provision of quality education in that country. This is because the subject develops personal qualities such as self-reliance, endurance, self-control, courage, initiative, steadiness of purpose and resourcefulness amongst the learners. Other qualities developed by learners through PE are referred to as social qualities and these are obedience, cooperation, fellowship, fair mindedness, self-service, leadership and sportsmanship (Sidhu, 2013).

Nkamo (2012) asserted that, the Ministry of Education, Art, Sport and Culture in Zimbabwe produced several policies which guided the teaching of physical education. All the policy pronouncements made physical education a compulsory teaching subject in both primary and secondary schools in Zimbabwe. Training of competent teachers is inevitable in the teaching of physical education.

However, the presence of Physical Education in Zambia can be traced way back in the colonial times. According Nkamo (2012) further stated that in spite of the existence of such policies, physical education was still not being taught effectively in most secondary schools in Zimbabwe because of not having competent trained teachers coupled with challenges, attitude of administrators and non PE teachers towards the subject. Mwanakatwe (1965) observed that when missionaries came to Zambia, they found our ancestors playing traditional games as part of their Physical Education. In addition, they practiced several activities such as swimming, jumping, throwing stones and climbing trees. The missionaries introduced many subjects to be taught in schools that included physical education. Since learners practiced swimming, jumping and climbing in a way which was not advanced, the missionaries found it easy to teach them modern drills which they practiced in classes and after school learning hours. In 1977 Physical Education was included in the curriculum Reforms through the influence of Professor Lameck Goma who was the minister of education by then. He stated that there was a need to create an education system that would meet the needs and aspirations of the people (MoE, 1977). Since then, PE has been recognized as a curriculum subject and taught in all Zambian schools.

However, PE was non-examinable in secondary schools at that time. The curriculum in secondary schools at all levels must be concerned with the pupils' complete needs; those of the body which are physical activities, those of the mind dealing with numeric and literacy of PE, the affective for example creativity as well as spiritual like living in harmony with others. Most importantly the PE curriculum requires highly trained personnel, quality infrastructure, equipment and instructional materials. Despite PE being a non-examinable subject, it is one of the subjects which is taught in schools with a wide range of recreational activities and aims at educating the learner holistically. PE does not only focus on the cognitive development of the learner but it also focuses on the physical and social development of the learner (MoE, 1977).

Stressing the importance of PE, MoE (2013) stated that as learners participated in Physical Education, they acquire knowledge, skills, and attitudes necessary to incorporate Physical activities into regular routines and leisure pursuits in order to live an active healthy lifestyle. Education in every curriculum aspect such as the Physical Education curriculum is a key to a future of learners and it is a necessary tool to the development of any country (MoE, 2013). When provided with an appropriate Physical Education curriculum, instruction and learning experiences, pupils develop a broad spectrum of movement skills, personal and social skills, knowledge, motivation and confidence to engage in healthy activities throughout their lives (Kakuwa, 2005).

Quality Physical Education is based on objectives, human resource, instructional materials and teaching methods, such requirements help learners achieve their needs. One example of such objectives according to (MoE, 1996) records that all learners are expected to be involved in the learning of PE and Sport. It is education that enables learners meet their needs in life and in the community where there is quality education, learners will be learning and getting better in knowledge, skills and values. The objectives of teaching PE in Zambia are; to provide physical development, cognitive development, social development and skill development in learners in order to maintain body health and fitness through regular participation in physical activities. Diseases such as hypertension and stroke are likely to be reduced, strengthening white and red blood cells in the body as well as to enable learners to effectively perform physical activities such as games and exercises. It is documented in MoE (1977) that learners with abundant vitality are

often physically and mentally alert and socially well adjusted. Thus, PE helps to promote academic attainment of learners.

The other objective for implementing the PE curriculum in secondary schools in Zambia was to enhance cognitive development in learners. Indeed, PE programme provides learners with opportunities to engage in decision making and problem-solving situations, such opportunities help learners to develop thinking skills such as organizing and evaluating for example, a captain in any sporting game lessons organizes his side on the playing space, focusing and remembering rules of the game, generating and integrating, inferring and analyzing issues, decision making and creativity in problem solving. (MoE, 2013).

Sipalo (2010) argued that the implementation of PE curriculum can be effective if teachers' were creative in the way they teach and use the available teaching and learning resources in PE lesson. It is also a role of teachers' to help learners to make corrections whenever mistakes are committed by learners in class. Mutiti (2010) argued that PE teachers should provide clear instructions to the learners in a theory lesson so that PE concepts are grasped by all learners before engaging them in practical activities. Besides, PE Teachers give quick demonstration of skills in a practical PE lesson to enable learners perform the assigned practical activities in a correct way. Mutiti (2010) further stated that teachers should avoid talking too much in a practical PE lesson; instead they should concentrate on the provision of skills because time allocated to the subject on the time table is very little. Despite all these benefits of PE which learners are supposed to be provided with by PE teachers through the curriculum, one then wonders how PE has been effectively implemented in Zambian secondary schools particularly in Mansa District.

The provision of the teaching of PE in secondary schools under the vocational career pathway in the 2013 revised curriculum prompted the researcher to evaluate the implementation of PE curriculum in selected secondary schools of Mansa district in Zambia.

1.3 Statement of the Problem

Physical Education is one of the subjects which all learners are expected to learn among the practical subjects in the vocational career pathway in the Zambian Educational system (MoE, 2013). Despite PE playing important roles in the development of learners' physical, cognitive,

social and emotional development, its implementation in secondary schools seems not to be well investigated. Studies by Mutiti (2010), Sipalo (2010) and Shimishi (2015) indicated that the implementation of PE in primary schools was not effective. The situation in terms of PE implementation in secondary schools seems not to be adequately handled in terms of assessment. It was therefore important to evaluate the implementation of PE in secondary schools of Zambia's Mansa district. Failure to evaluate the implementation of PE in secondary schools, it would be difficult to realize the availability of instructional materials, human resource, infrastructure and benefits of the subjects to learners as enshrined in the revised Zambia Education Curriculum Framework of 2013.

1.4 Purpose of the study

The aim of this study was to evaluate the implementation of the Physical Education curriculum in selected secondary schools in Mansa district, Zambia.

1.5 Objectives

The objectives of this study were to;

- i. Establish the availability of instructional materials, human resource and facilities for the implementation of PE curriculum in selected secondary schools of Mansa district in Zambia.
- ii. Establish the attitudes of school administrators and teachers, towards the teaching of PE in selected secondary schools of Mansa district in Zambia.
- iii. Find out challenges if any faced by teachers in the implementation of the PE curriculum in selected secondary schools of Mansa district in Zambia.

1.6 Research questions

The study sought to have the following questions answered;

- i. To what extent were the instructional materials, human resources and facilities available for the implementation of PE curriculum in selected secondary schools of Mansa district in Zambia?

- ii. What attitudes did school administrators (head teachers), and teachers have, towards the teaching of PE in selected secondary schools of Mansa district in Zambia?
- iii. What challenges did secondary school teachers face, if any, in implementing the PE curriculum in selected secondary schools of Mansa district in Zambia?

1.7 Theoretical framework-CIPP Model

In this study the Contextual, Input, Process, Product evaluation model which was developed by Daniel Stufflebeam and colleagues in the 1960s was used. The CIPP evaluation model belonged to the improvement/accountability category, and is one of the most widely applied evaluation models, (Stufflebeam and Shinkfield, 1985). CIPP stands for Context, Input, Process and Product. The CIPP framework was developed as a means of linking evaluation with programmed decision-making. In this study, it required the evaluation of the context, input, process and product in the physical education programme to help in judging its credibility to learners. CIPP is a decision-focused approach to evaluation and emphasized the systematic provision of information for any operation of a management programme. According to Stufflebeam and Shinkfield (1985) in Mulenga (2006) context deals with planning decisions which lead to defining programme objectives, input evaluation provides information and how to utilize them and meet needs, process is what determines how the programme is being implemented, what challenges threaten success and what could be done for solutions and products determines the results of the programme.

The model provides an analytical, reviewing and revising decisions, planning, implementing, and assessing a service-learning project such as an evaluation of the implementation of physical education curriculum in secondary schools which can be a complex task because service-learning projects often involve multiple constituencies such as human resource, infrastructure and instructional materials and aim to meet both the needs of pupils and community partners (Mulenga, 2006). Thus, teachers need to follow systematic structures of physical education such as teaching anatomy and physiology before implementing conventional games within the syllabus. The process of evaluation component monitors how the programme is being done and potential procedural barriers, and identifies needs for the evaluation of the implementation of a programme. Finally, the product evaluation component

will measure, interpret, and judge outcomes of any programme and interprets their merit, worth, significance, and probity (Mulenga, 2006).

Summary of the CIPP model.

The model provided a theoretical perspective to this study for instance Context evaluation provided information about the strength and weaknesses of a system to which assisted in planning improvement. Context evaluation is often referred to as needs assessment and this assess the overall environmental readiness of the project, to determine whether existing goals and priorities were attuned to needs, and assess whether proposed objectives were sufficiently responsive to assessed needs. The context evaluation component addresses the goal identification stage of a service-learning project. An effective service-learning project starts with identifying the needs of service providers (learners) and the needs of the community. Application of the context evaluation component of the CIPP evaluation model could potentially prevent these deficiencies in a programme. Since Physical education is of utmost significance to the human race, thus, context provides a natural balance and encourages the learners to remain physically fit and mentally sharp, the quality of the PE curriculum needs to be evaluated as it is a new programme in secondary education. (Green, 2008). This is not to downplay the contribution of clubs, but it is in schools where learners are introduced to P.E in a formal setting, and with a curriculum to guide such exposure. Physical education have been reported to have immense benefits for secondary school learners, PE is the basis of sportsmanship, health, happiness and harmonious life to mention a few (MoE, 1996). In addition, the physical education curriculum that is in secondary schools must only target pupils from Grades eight to Twelve; it should not go beyond, because it will be more advanced. 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. Consequently there is an increase in cases of obesity and heart disease, and a general lack of fitness among learners (Hardman, 2008). It is against this background that the MoE (2013) has been developed to provide further guidance on the preferred type of education for the nation. The Context evaluation level makes it easier to check the implementation of PE curriculum in secondary school.

Input evaluation helps in providing information on PE resources available and how to utilize them so that they meet needs of learners. The success of the implementation of PE curriculum in secondary school would benefit both learners and the community members. When the physical education curriculum implementation is being evaluated, the following should be considered: the work plan, equipment, funds, facilities and the personnel resources availability.

PE Teachers need to be evaluated on the planning aspect; do they really plan before teaching the learners? Do they only teach without the individual work plan and lesson plan? The input stage helped in evaluating teaching materials and other equipment in the PE curriculum. Who has written the available PE pupils' text books? These text books must be written by specialists who are PE teachers but if not then we should get worried with the quality of education we are offering to the learners. What are the qualifications of these writers and are the books recognized by the Ministry of General education? The writers might be well vested in terms of knowledge in physical education and sport. These books must be recognized by the Ministry of general Education. (Stufflebeam, 2007).The personnel handling pupils in the physical education curriculum, are they qualified? If so what level of professional qualification did they reach? These should be probing questions in the input evaluation of the Secondary school PE curriculum.

At Process evaluation level the study focused on how the implementation of Physical Education curriculum in secondary schools was going on. The study also focused on the teaching and learning process, curriculum, school environment in which the learning of PE was taking place physical (facilities for example classrooms and sports grounds) and how time was being utilized. It asked questions, "Is PE being taught?" and "do standard officers once in a term provided an ongoing monitoring on the PE implementation process. Important objectives of the process evaluation included documenting the process and providing feedback to managers and staff regarding (a) the extent to which the planned activities in the programme are carried out by participants and (b) whether adjustments or revisions of the plan are necessary. The evaluation helped in the understanding of professional skill competencies, which can promote the PE curriculum's long-term sustainability. Through process evaluation: the following questions were used to verify how PE was implemented in Secondary schools. How well were learners

performing? What was the quality of instruction and support personnel? To what extent are students satisfied with teachers' instructions? (Shimish, 2015).

Learners in physical education should perform according to what the teacher has provided in terms of instructional materials. The secondary school physical education teachers must teach the subject content so well that learners should grasp theory and practical instructions.

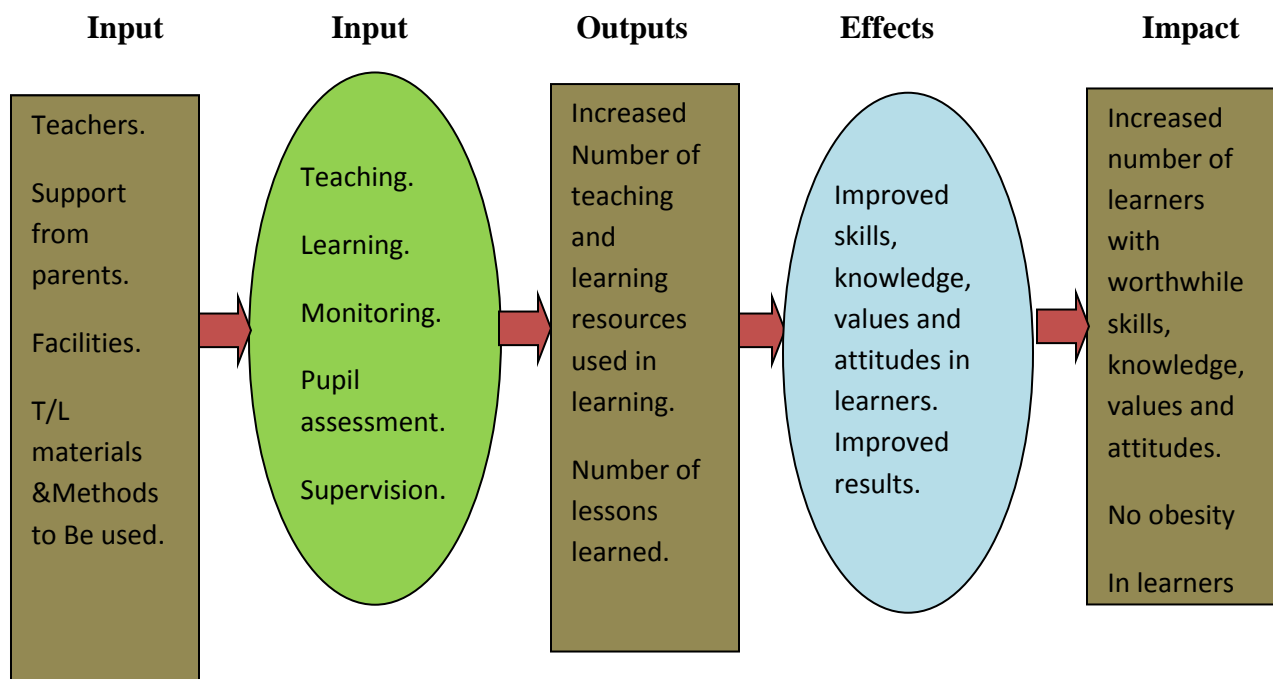
Learners may not perform well if the methodology used is not for that level for example using lecture method to pupils for PE curriculum in secondary schools instead of discussion method. When the instructions and support personnel are not of good quality, this may retard pupil performance. Students must be satisfied with the instructions before them. Learners will be satisfied with the instructions given by their teachers upon seeing improved results. Diploma and degree holders must be the qualifications for the professionals teaching PE in secondary schools.

Product evaluation identifies and assesses project outcomes. It involves questions such as, "Did the project succeed?" and is similar to outcome evaluation. The purpose of a product evaluation is to measure, interpret, and judge a project's outcomes by assessing their merit, worth, significance, and probity. Its main purpose is to ascertain the extent to which the needs of all the participants were met. Product evaluation uses in service-learning projects could serve at least three important purposes: Firstly, it provided summative information that can be used to judge the merits and impacts of the service-learning project. Secondly, it provides formative information that can be used to make adjustment and improvement to the project for future implementation. Thirdly, it offers insights on the project's sustainability and transportability, that is, whether the project can be sustained long-term, and whether its methods can be transferred to different settings.

The model was important to this study because it helped in the establishment of the PE programme context, PE teaching materials, the feedback from school head teachers and teachers and the success of implementation of PE curriculum in secondary schools of Mansa district.

1.8. Conceptual Framework

The conceptual framework in figure 1.1 shows how an effective Physical Education curriculum implementer may make a learner acquire knowledge, values, skills and desirable attitudes through demonstrations by teachers as role models. It is envisaged that for effective implementation of the PE curriculum to be attained there should be high learners' performance, there is a need for schools to have in inputs in place such as suitable infrastructure, good teaching methods, school fees, effective teaching materials, qualified teachers, monitoring and evaluation. The processes define the tasks that the teachers would undertake in order to achieve outcomes and eventually the impact. Output; are product which results from the activities of the effective implementation of physical education curriculum. The effects are improved skills, knowledge, values and attitudes shown by learners during indoor and outdoor activities. Lastly, in the product component: more learners will have worth while skills, accepted moral values in society and improved health conditions for they will be active in exercises.



Adapted from Ogula (2002:6)

Figure 1.1: Conceptual Frameworks.

1.9 Significance of the study

The significance of the study section in research elaborates on the importance and implication of a study for researchers, practitioners and policy makers (Kasonde-Ng'andu 2014). To this effect, the study findings might be useful to the Ministry of General Education and curriculum developers to come up with modalities that may improve the quality of PE content and methods to be used by teachers in secondary schools.

In addition, the findings of the study would help Standard officers and head teachers to formulate new strategies to replace the ones which could make learners not to grasp PE concepts and skills. Teachers would also benefit in such a way that they may improve on the mode of delivery of physical education concepts and skills to the learners in the classroom. There could be more cooperation among teachers to consider PE as an important subject of the curriculum.

Ultimately, the appropriate and professional teaching of PE subject might be of great benefit to the learners thereby equipping them with survival and entrepreneurship skills which can enable them fit in the competitive society. Learners may benefit from leadership skills when they are taught football, netball and so on when they become captains of each team. Lastly, the results might stimulate further academic research in an evaluation of the implementation of PE curriculum.

1.10 Delimitation

This study was conducted in 3 selected secondary schools of Mansa district, Zambia. This site was chosen because there seems to be a gap in terms of literature on the implementation of PE curriculum in the area at secondary school level since the inception of the Zambia Education Curriculum in 2013.

1.11 Operational definition of terms

Curriculum: a programme of planned activities that show tasks and concepts which must be achieved by learners either inside or outside the school.

Evaluation: a systematic collection, analysis, interpretation and presentation of data about the value, nature and effectiveness of the programme or project being evaluated with a view to

facilitating decision making. In this study, evaluation can also refer to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.

Implementation: To carry out or accomplish a specific programme or project.

Physical Education: This is the education that involves the teaching and learning of sport and physical exercise that assists in developing and maintaining physical fitness throughout lifetimes.

Methods: refers to approaches, techniques and strategies used in the teaching of P.E.

1.12. Organisation of the Dissertation

The dissertation has been divided into six chapters. The first chapter explains the introduction and in it the main problem that this study sought to address was described, purpose of the study, objectives, research questions, the theoretical and conceptual frameworks, the significance, delimitation, including key words used in the study were outlined.

In chapter two, the literature review was discussed and was aimed to evaluate the implementation of Physical Education curriculum in selected secondary schools in Mansa District so as to establish a gap that this study was trying to fill. Hence, the literature was purposely searched and reviewed on the basis of its relevance to the main themes and the references consulted were not exhaustive since Physical Education curriculum implementation in secondary schools was a growing discipline.

In chapter three, the methodology that was used to solicit data was explained and it comprised of the following sub-sections; research design, target population, sample size, sampling procedure, data collection instruments, Data quality assurance: trustworthiness and pilot study , procedure for data collection, data analysis and ethical considerations.

In chapter four, the findings of the research questions based on a number of themes that emerged from the data were presented. Qualitative data was analysed using thematic analysis. The findings were discussed in chapter five.

Chapter six was comprised of the conclusion and recommendations of the study and all of which were based from the findings of the study. The proposed areas for future research in the same field of this study were presented.

Summary

In this chapter, the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significant of the study, theoretical and conceptual frameworks, delimitation, including operational definitions of items were presented. Literature review will be provided in the next chapter.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

In this chapter, literature related to the topic of this study will be presented. Studies in this regard that had been done globally, in Africa and in Zambia that was available consulted. Thus, this chapter tried to show the existing gap in research on the implementation of physical education curriculum in selected secondary schools of Mansa district, Zambia.

2.2 The concept of Physical Education (PE)

According to Moors and Hills (2004), physical education means a subject that contributes to the physical, social and mental development of children through the medium of physical activities. PE is a science of body muscle movement where the muscles contracts and lengthens through physical activities. PE is the learning process where pupils learn floor agilities. Floor agilities are activities practiced indoors and open space grounds, examples of these activities include jumping, rolling, balancing and kicking activities.

Moors and Hills (2004) further argued that it is a kind of education that subjects the learner to either stretch the body, run, jump or throw an object. Physical Education (PE) thus help learners develop the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. Siedentop (1991) explained that, PE comes from a restrictive phrase, 'physical training' which has been in use in North America since the start of the twentieth century. Kirchner and Fishbone (1995) outlined that PE is the part of the educational process that contributes to the physical, emotional, social and mental development of children through the medium of physical activity.

In an attempt to describe PE, Pangrazi (2007) stated that it is a learning process that focuses on increasing knowledge and affecting attitudes and behaviour related to physical activities including exercise, sports, traditional games and dances. However, Mutiti (2010) reported that the amount of PE taught is dwindling in many Zambian Primary schools as its time is given to other academic subjects. However, Mutiti (2010) did not look at how PE as a curriculum subject

was being implemented at secondary school level as his study focused on the status of PE in basic schools of Chongwe hence the need for this study.

2.3 PE Curriculum Implementation History.

Physical Education emanated from Greece around 6 BC when it was called physical training. It was aimed at providing strong bodies as the nation was preparing to defend itself from being attacked by Tunisia, Morocco and other surrounding societies (Moor, 2004). After the fall of Rome there was a period called the dark ages (538-1798 AD), When people were not active in sports because many Christians used to be killed and people feared to gather for sports. However, development of physical education began in the medieval times which meant a period of revival of activities that included PE. Leisure times were limited and sports were closely associated with the church calendar. Physical Education activities were associated with religion and were done at religious festivals in order to honour gods within church premises on a holiday (Moor & Hills, 2004). Apparently, Fisher (1996) highlighted that P.E in the United States of America started in 1820 when schools focused on gymnastics, hygiene training, care and the development of the human body. By 1950, close to 500 secondary schools had introduced PE in Canada. In Spain there was compulsory PE but in the final school year the subject became optional (Moor & Hills, 2004).

Implementation of PE Curriculum has been argued in the input and output perspective of learners where learners progress further than they might be expected from consideration of its intake and broader than academic achievement Mulenga (2006). Effective teaching depends on teachers, head teachers and the resources available to implement the curriculum. Parents also should be part and parcel of their children's education as Sipalo (2010) explained that, parent involvement in children's learning at home and at school remains important, at the time when the learners complete school they become either good or bad products. Implementation should be judged by the *product*, and that is the ultimate product of schooling is the '*value added*': what pupils have gained from their years in school due to the availability of infrastructure and instructional materials.

Kilimbi (1991) conducted a curriculum study for Physical Education in Tanzania and the findings were that PE was described as *michezo* which means sports and it was reduced to

mchaka-mchaka meaning jogging. Therefore, the history of PE curriculum in Tanzania shows that it was one of the oldest disciplines in Tanzania. It was during the colonial period in Tanzania, that P.E was introduced in schools as one of the academic disciplines taught from primary, through middle to secondary education. During this period, a lot of physical activities were used to train African soldiers and other low ranked civil servants. The Prominent exercises that were done included drills, jumping and running. These were referred to as games of *impacts* meaning that during running there was impact between the ground and the feet, when scoring in basketball there was an impact between the ball and the board. The list with examples in the Tanzanian PE curriculum demonstrated the critical role of impacts in sports can be extended to include almost every single sport played today. The main aim was to reduce obesity and avoid too much fats in the body Kilimbi (1991) further, reported that although PE curriculum in Tanzania was as old as any other subject on the curriculum with specifically stated aims, it was not fully implemented up to the year 2000, due to the acute shortage of PE facilities and equipment, textbooks, reference books and lack of a new PE syllabus. However, Lungwangwa in Mulenga (2006) observed that economic difficulties that the country faced from the mid seventies, from which it has not yet recovered led to a reduction in government funding on the education sector. This has led to difficulty in adding more facilities for the growing population in schools. Sipalo (2010) conducted a study on factors inhibiting effective teaching of PE in some selected basic schools in Mbala, where he found that inadequate infrastructure and instructional materials affected teachers in the teaching of PE. It was important to evaluate the implementation of PE in fully established secondary schools in Mansa district in Zambia.

Other studies by Golsanamlou and Ghofrani (2012) indicated that, in secondary schools in Zimbabwe, Physical Education was not included on the time table and there was no attempt to teach the subject in the majority of the schools. The teaching of Physical Education was associated with many barriers. They classified the barriers that restricted teachers from teaching PE under institutional (outside the teacher's control) and teacher related conditions (arising from the teacher's behavior towards PE). Many institutional barriers included budget constraints, scarce resources, and reduction in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and lack of facilities and equipment are among the external barriers to the effective implementation of PE curriculum in secondary schools. The teacher related barriers which had been identified by earlier researches as Fisher (1996) included

possessing low levels of confidence or interest in teaching PE, being unable to provide safely planned and structured lessons, having had negative personal experiences in PE and lacking training, knowledge, expertise and qualifications. Thus the study evaluated the implementation of physical education curriculum in terms of teaching and learning materials, attitude of teachers and challenges in secondary schools in Mansa district.

The implementation of PE curriculum has been made effective in most schools, communities and countries due to the benefits it offers to humanity (Hardman, 2008). In an international survey, which was carried out on some African countries, Hardman (2008) further established that the status of PE was low and the subject was being sidelined. This is in line with Hugh (1979) who indicated that most countries such as Ghana, Mali Tanzania, Kenya and Ivory Coast implemented PE which even existed on their formal timetables but taught it in the afternoon when other subjects had been taught in the morning. The Nigeria's Federal Government adopted The National Policy on Education which emphasized on providing PE at all levels of the educational system. These policy provisions tremendously helped in the implementation of PE, and made physical education a core subject in Nigeria's secondary educational systems (Helion, 2011). However, the subject was no longer delivered in most Nigerian secondary schools because of several factors such as poor facilities and equipment, none allocation of PE time on official school time tables as well as insufficient of PE trained teachers; contributed to disregard of PE in schools (Helion, 2011). PE existed long time ago in Zambia. At that time it was well known as learning physical activities (PA) because our ancestors used to chase animals and threw spears during hunting which made children of that time to learn PE in the hidden curriculum and learned unintended values. Nevertheless, Mufalali (1974) wrote that Physical Education existed among the old Zambian generation and later it was even implemented in the school curriculum through traditional activities such as *Chiyato* and *solo* which were also taught in Zambian schools (Kakuwa, 2005).

In another development, Mweene (1971) conducted a study to determine the teaching of Physical Education in Zambian schools, his findings were that in some schools due to the pressure that community put on the academic achievement of learners, they had excluded the physical education from their curriculum. During this period, PE was perceived as a subject which lacked purpose since it was not examined and standards could not be easily set to determine the results.

Lack of technical knowledge, skills and lack of understanding of the importance of PE by teachers contributed to its non-effective implementation. Identifying the attitude of teachers and pupils towards physical education is an important element in education because it would assist them to develop and strengthen positive thinking towards physical education through participation in physical activities during and possibly after school life (Kapambwe ,2015).

According to Kakuwa (2005), PE in Zambia included activities such as hunting, gathering food and dancing. However, there was evidence that the level of development of PE varied from school to school. In the 1970s, PE was known in most schools as “*ifyakutolokatoloka*” in Bemba which meant jumping about with children on dusty grounds behind class buildings,’ and often reduced to “*votabataba*” in Nyanja, or “*zakumatamata*” in Lozi meaning jogging. This was an indication that stakeholders in schools in the past would think that PE meant running only and it was a sign of not understanding why PE should be implemented in society. This information was relevant to this study because PE has a lot of components such as learning the functions of the body system, manipulative skills and many more.

In November 2003, the United Nations (UN) General Assembly declared the year 2005 as the International Year of Sports and Physical Education where The Former Republican President, His excellence Levy Patrick Mwanawasa state council (Late) directed that all public and private institutions should effectively implement Physical Education as a compulsory subject. This statement was later followed by a circular minute No 1 of 2006 to compel learning institutions to institute that directive. Even though the directive was provided, Sitima (2015) reported that, “School sports had been seen to be more prominent and popular in schools among pupils than Physical Education in Zambia.” Whilst in Cuba, the former Minister of Sports Youth and Child Development, Chishimba Kambwili made the following remarks which agree with what is stated above: “The country has not paid much attention to the teaching and learning of physical education as a subject, and this has made it difficult for the country to prepare children for future sports, the country should ensure that the implementation of Physical Education in schools is considered seriously.”

Therefore, the above remark shows that teachers in the country do not put more emphasis on the implementation of Physical Education curriculum in schools and instead the country puts more emphasis on sporting activities than the teaching and learning of Physical Education. As a school

subject, PE had not been recognized as one of the core subjects as it was neglected, misunderstood and seen as irrelevant. From the above literature, it could be seen that more studies done in Zambia just focused on the status of PE, traditional games and the perception of PE not necessarily about how it was implemented as a curriculum subject. In this study the researcher tried to evaluate the implementation of Physical Education curriculum in secondary schools. In the next section the extent of the availability of PE resources towards the implementation of the PE subject in secondary schools has been discussed.

2.4 Availability of PE Teaching and Learning Resources

Literature on curriculum implementation calls for teachers to take curricular leadership roles. Teachers must have comprehensive understanding of their content areas and methods for communicating knowledge to learners, however, Luangala(1999)in his study called the impact of cost sharing in education in Zambia stated that a reduction in government funding to the education sector had made it difficult to provide additional facilities to the growing population thus resulting in unattractive conditions of service for teachers, dilapidated educational facilities,poor teaching materials and equipment.Moreover, Sitima(2015) indicated that teachers as curriculum implementers should not only have comprehensive understanding of the pragmatics of curricular design and instructional practice, but also take into consideration issues of instructional resources and facilities in order to realize the effectiveness of the implementation of any curriculum. Being a practical subject, PE requires a variety of teaching and learning resources.

2.4.1 Instructional materials.

Instructional materials refer to: learning and teaching resources with content that conveys essential knowledge of a subject in the school curriculum through a medium to a learner. Examples of such materials includes student textbooks, teacher's guide books, workbooks/work sheets, task cards, and activity sheets, as well as technology-based instructional materials such as DVDs, CDs, video clips, and any software (Fisher, 1996). All PE teachers need high-quality teaching materials which are well-designed and must have content knowledge, meaning the knowledge that enable the teacher to have a comprehensive understanding of the nature and purpose of the activities in PE. The teaching materials should present physical education as a

comprehensive, sequential curriculum that promotes the physical, mental, emotional, and social well-being of each learner. According to Kelly (1994), the acquisition of learning requires that the process be supported by appropriate and adequate educational materials and equipment. Thus, the researcher evaluated the availability of instructional materials; since they are vital for the implementation of PE curriculum in secondary schools.

A curriculum is characterized as what is to be taught, in what order, in what way, and by whom (Ornstein & Hunkins, 2004). On the pragmatic end of the spectrum of requirements, curriculum implementers must demonstrate an understanding of the relationship between assessment data and instructional design, particularly in light of the dominance of progress monitoring and “Response to Intervention” paradigms. To meet the diverse needs represented in each classroom, curriculum ability to recognize the need for the best design and implementation techniques of a broad range of instructional variations however within text books teachers require more than a general understanding of Physical Education, as curriculum implementers must consider developmental, cognitive, emotional, and communicative factors as they relate to the reception and expression of content that is being learned by pupils (Mutiti, 2010). Also, Right (2014) explained that teaching and learning helps teachers to be prepared for the implementation of the PE curriculum in secondary schools. The next part explains literature and human resource.

2.4.2 Human resource

The human resource involved in the implementation of physical education curriculum in mansaincluded: standard officer, head teachers and teachers.

Physical educators are becoming more accountable than ever before as their role continues to evolve and they pursue opportunities to facilitate activities that engage learners and provide education on lifestyle choices and healthy behavior Shimishi (2015).

Therefore, PE teacher’s aims at enabling learnersto: acquire the knowledge and skills; develop the values and attitudes necessary to pursue an active and healthy life in a self-regulated manner. Thereafter, learnersbecome responsible citizens who contribute to the building of a healthy community and are themselves vital and able to convince others to adopt an active and healthy lifestyle. PE teachers provide knowledge aboutthe integration of physical skills with theoretical

learning, for example learners are taught the techniques of how to perform high jump then they go for practical lesson on high jump. Through infrastructure and equipment, teachers are able to implement the PE curriculum in secondary schools (Brown, 2001). Furthermore learners construct knowledge by linking the understandings they develop in PE curriculum implementation, sport and recreation with those in other disciplines, and make use of this knowledge in further education and career development.

The government of Zambia has been able to make funding commitments to education and taken policy action to institute measures to expand opportunities of human resource in secondary education, the education sector receives the largest budgetary allocation at approximately 20 percent of the total national budget. About 68 percent of this allocation goes towards personnel emoluments leaving just below a third of the budget for other non-Personnel Emolument programmes MESVETEE (2015). Indeed, the access to quality education still remains a huge challenge in high density areas as secondary school PE teachers are still insufficient to be able to teach values and skills to high numbers of learners in the physical education curriculum.

Simillary (Tembo, 1997; Toluhi, 1998) stated that in most cases, learners are only allowed by some of their teachers to play soccer and netball with occasional running around the school field without guidance on the skills required. This problem is compounded further by the fact that Malawi does not have well prepared teachers of physical education. Bucher, (1983) stated that “there is, inadequate qualified Physical Education teachers at secondary level. In some schools, teachers are often incompetently or unsuitably prepared to teach Physical Education in African.” Bucher (1983), further cited that, “effective management in the school is central to the well-being of education system that requires monitoring as it is cardinal in the teaching and learning process. Responsible and Professional officers such as standard officers and school head teachers should monitor all teachers involved in the implementation of PE curriculum in secondary schools.

In the same perspective Mulenga (2006) also argued that, “teachers are major players in the curriculum implementation process. However, the process can only succeed if teachers are well educated, trained and qualified in both delivery techniques and mastery of content. He further stated that teachers, who lack positive attitudes towards the art of teaching, may achieve very

little in the teaching and learning process.” Moreover, Sitima (2015) argued that, Effective teachers do have some characteristics which they display while ineffective teachers tend to make the same mistakes repeatedly.

Mulenga (2015) stated that central to any discussion of teacher preparation is a judgment about what content knowledge and skills teachers possess so that they are able to teach effectively. Some of the things which effective teachers tend to do in any Curriculum implementation as further observed by Mulenga (2006) who explained that, “teachers must be provided with more equipment and makes difficult topics easy to understand.” Quality implementation of the PE curriculum is brought about due to: instructional scheme of the subject completed in a term, planned lessons according to the time table, using methods which learners can understand for example learner centered. Provided learning resources and progressive testing.

2.4.3 Physical facilities and equipment

Physical facilities and equipment are important aspects for the implementation of an education programme. According to MoE (1988) there was so many facilities required in PE implementation which include sports halls, playing grounds and classrooms. Apart from that, equipment was necessary too. Nevertheless Sipalo (2010) stated “that, balls skipping ropes, rackets, through vault boxes, hoops and whistles are some of the equipment used by physical education teachers to implement PE in schools.” a study done on constraints to implementation of physical education and sport as a compulsory subject among schools, by Sitima (2015) found that there were shortages of facilities and equipment which had significantly contributed to the failure of implementation of PE in schools. There is no mere exaggeration because the main task of school is to provide PE which involves a series of physical activities. The successful teaching of these activities by PE teachers depends mainly upon the availability of enough facilities and equipment in the school. According to Nirav (2012), the term physical facilities stands for the Physical Infrastructure of the school, meaning buildings, grounds, furniture and apparatus along with equipment essential for imparting physical education. PE facilities provides places for learners to be physically active in formal and informal activities. Teachers and learners who have access to equipment and playgrounds tend to be more physically active than those living in neighbourhood with fewer PE facilities.

However, Sitima (2015) suggested that, since teachers and learners spend most of their time in school, there is need for the provision of well-established PE facilities and opportunities for the purpose of encouraging those found in school to engage in physical activities. There was need also to increase access to PE facilities, plan and develop outdoor and indoor physical activity equipment and facilities. By undertaking an inventory on facilities found in both public and private institutions, school management could address deficiencies of facilities and equipment. In PE It is important to plan routines that learners can follow as they move to and from the gymnasium or activity space, make transitions from one activity to another collect and put away equipment (Sipalo, 2010).

Furthermore, Mufalali, (1974) and Kakuwa (2005) focused their research on Zambian Traditional Games thereby providing a rich resource of teaching and learning materials which are just limited to floor agility skills only living out the conventional games. Since equipment and facilities in individual secondary schools across Mansa district will vary, care was taken to ensure that the expectations of an evaluation of the effectiveness of the implementation of PE curriculum in selected secondary schools of Mansa can be met in a variety of Settings to cater even for learners who needed special education and using a broad range of equipment.

2.5 Head teachers, and teachers' attitudes regarding physical education as an academic discipline.

The perceptions and understanding of Physical Education are important building blocks in influencing teachers and pupils' attitude towards the PE curriculum. According to Shimishi (2015) the nature of interaction between the teacher and learners usually influences the perception and understanding of PE by members of the teaching staff in school. During Physical Education lessons, statements made by the teacher in secondary school, may either build the interest of learners in the subject or not, the interest increases when the PE teachers are very active and creative in teaching. The practical part of the PE curriculum also helped PE teachers to interact with their learners in athletics and ball games, such kind of interactions leads to either positive or negative attitude toward Physical Education among learners. Shimishi (2015) further stated that teaching behaviour show strong indicators for either positive or negative perceptions towards the implementation of PE curriculum in Mansa district.

Tembo, (1997) and Toluhi, (1998) did a study on physical education curriculum for Malawi, where they particularly asked headteachers on how PE and sports had been considered in education. Findings were that PE has not yet fully implemented as compared to other subjects like mathematics English and science. This situation had worsened the way head teachers and teachers view PE in Malawi. The subject is considered as if it is not worthy for learning and other subjects have been over emphasized. PE had also been given less space on the time table hence teachers do create a negative attitude towards PE and consider teaching other subjects with more teaching and learning resources. Some non PE teachers consider the PE to be too simple and have no future in Malawi. UNESCO (2014), noted that, some countries in the world considered Physical Education as a subject of lower status than other subjects, testimony to which is a higher frequency of cancellation of physical education lessons than other subjects. In many countries, physical education teachers do not enjoy the same status as other subject teachers. In some countries, there is an element of mockery in physical education by other members of the teaching staff. (Sitima, 2015)

Shimish (2015) argued that, “it was necessary not only to consider what was being taught in the physical education curriculum, but also the attitudes of head teachers, teachers and pupils themselves towards the subject.” It is very crucial to consider this because the stakeholders’ attitude has an influence on what learners should achieve in physical education curriculum implementation. As a result learners are either motivated or demotivated to participate in PE as well as organized sports outside school. Teachers play an important role in influencing the pupils’ attitude towards P.E teaching. The way the teachers interpret the curriculum may have an impact on learners. Teachers can make learners like or dislike physical education. The attitude which a teacher may have on the implementation of physical education curriculum can influence what that teacher can do.

According to Kakuwa (2005), traditionally the opinions pupils have about learning have been overlooked. Some students and parents have the perception that replacing cognitive learning with physical learning can have a detrimental effect on a child’s cognitive development, Penney (2007) added that making PE another academic subject creates problems of another kind, as it must retain its aspect of enjoyment. Like in other African countries, times allocated for Physical Education in Zambian schools is regarded as free and play time for children. (Sipalo, 2010) In

most cases where an attempt to teach the subject is made, it is taught by unwilling classroom teachers. Sometimes teachers use Physical Education time to teach other examinable subjects. Sipalo's (2010) work quite clearly indicated that many headteachers and teachers had a lot of negative attitude than positive perceptions towards PE. The perception that PE contributed to the overall physical development of the child only had deceived most non PE teachers in believing that PE was not one of the important academic subjects given to learners but yet, it contributed to identification of talent in sports, health learners through reducing non communicable diseases like heart failure, type 2-diabetes and kidney failure. Such attitudes marginalized Physical Education to the extent that lack of priority given to Physical Education within the school system was a hindrance to its implementation.

Indeed it can be deduced that PE is perceived as a subject that is for enjoyment and fun only from what have been explained, the attitudes of head-teachers and teachers could either facilitate or hinder the implementation of the PE programme in Secondary schools.

2.6 Challenges Teachers face when implementing the Physical Education curriculum

UNESCO (2014) survey on challenges generally showed that PE faces a lot of challenges in all continents, among these challenges were limited time allocation and lack of formal classroom timetable, lack of adequately trained teachers, infrastructure, equipment among others. Africa was cited as being one of the worst affected by these challenges in PE.

Hardman (2008) in his survey in African nations namely Ghana, Mali, Gambia and Nigeria, investigated and discovered that Physical Education was inferior as well as being sidelined. This contributed to the low status of Physical Education. Physical Education has been neglected, misunderstood, seen as of little importance and regarded as inferior when compared to other subjects such as Mathematics, English and Science in the Secondary school curriculum. Apart from how PE is implemented in West African countries, a different aspect of the implementation PE in east Africa is outlined in the next paragraph.

Schools in Kenya reward teachers whose subjects excelled as a way of motivating them to work even harder. These rewards, which were often financial, were pegged on the grades achieved by their students in examinations. Since PE was not examined, PE teachers were often ignored when it came to such rewards because they had notangible grades for their learners in PE (Wanyama,

2011). Rewarding issues discourage teachers of PE because although they did not have grades in PE, the subject assists the learners in their lives in school. They perform well in other subjects such as biology, physics, and mathematics because of having similar topics. Systems of the body such as digestive system could be taught in biology as well as in PE, distance of moving balls on various sports grounds during play might be calculated in physical education as well as in physics. Therefore physical education also help learners to pass other subject due to the transfer of knowledge.

Physical Education curriculum in Malawi is narrow and does not give learners' subject a variety of activities, which would enable them to improve their physical skill. In most cases, students are only allowed to play soccer and netball with occasional running around the school fields. This problem is compounded further by the fact that Malawi does not have a well-prepared teachers of physical education curriculum, facilities to support the teaching of the subject are hardly available (Tembo, 1997; Toluhi, 1998).

Symons in the United Kingdom (1997) argued that there were abundant challenges to implementing comprehensive physical education in schools. These challenges were related to administrative support, trained and skilled teachers, resources and facilities. This relates to PE in a way that when a learner is physically fit then physical activities would be performed effectively of course with proper guidance from PE teachers. Physical education programmes were not often seen as a primary concern to these administrators since many believed that learners' health was not of concern to schools but that of parents to address. In some schools, there appeared to be an over-emphasis on elite level sport at the expense of basic physical education programmes which learners were suppose to learn. Since many of the countries did not consider those beginners of PE and sport, learners' health and fitness were compromised. Physical education was regarded as free play. The reality was that physical education and sport is essential for a healthy body. Contrary PE specialists in many countries were involved in training athletes only outside the main school programme (Hardman, 2008). According to Ministry of Education Scientific Vocational Training and Early Education (2014) the barriers to learning that might be faced by learners in reality to their educational right are systemic for example inadequate facilities; pedagogical meaning inappropriate teaching methods or materials.

On the other hand, Mutiti (2010) argued that just as PE has benefits for everyone in society, it is realized that the subject is still marginalized in school curricular worldwide. Time for PE in many schools in Zambia is considered as a way to relax from the serious class activities. Furthermore, the study revealed that Physical education was marginalized to the extent that teachers attitude the implementation of Physical Education in schools was negative, this needed sensitization for head teachers, non-PE teachers and the community on the importance of PE. PE as a school subject has not been recognized by some head teachers, teachers and pupils as one of the core subjects. Therefore, PE teachers feel that they have to continue providing justification for the existence of their subject and to plead for actual control of the time they are allocated on the timetable. This study was undertaken in order to evaluate the implementation of PE curriculum in secondary schools.

This was also affirmed by the then minister of Sport Chishimba Kambwili 's speech after he came from Cuba in which he urged that, Zambians should take sports and games very seriously starting from schools. Considering his speech carefully it implied that Sport and PE are different and the schools together with the community should only consider sport and games to be useful, this becomes a challenge to implementers of physical education and makes them difficult to convince the community and pupils that this subject is necessary. The former minister did not understand that sport and games are within PE as such schools must incorporate physical education in the school curriculum just like any other subject because it plays an important role in the physical and mental development of learners (<http://www.lusakatimes.com>).

Negative attitudes and stereo-type from non-PE teachers were isolated to be one of the constraints to the implementation of PE as a subject. Stereotype is currently one of the main challenges modern society faces (Brown, 2000) Attitude is very crucial in teaching, in support of the same Sitima (2015) found that "challenges of teaching PE in classroom ranges from lack of adequate prepared teachers and reduced time, to poor state of facilities and negative attitude from teachers, pupils and parents. Parents always think that their children may get injured as they learn physical Education because learners pull and push each other when engaged in physical activities". Parents' attitudes towards the effectiveness of the implementation of PE curriculum in selected secondary schools in Mansa district cannot be overlooked. Their role in this regard is critical. Kirchner and Fishbone (1995) said that schools in Macedonia could not implement

physical education without the existence of the parents in the community. This was because many secondary schools were being constructed near societies where people lived and were available to support secondary schools in any way as the economic resources in such institutions had been limited. According to Siebin (1985) for a curriculum to be implemented effectively it needs support in form of human resource, especially teachers.

A study done in Zambia on the status of PE in basic schools by Mutiti (2010) concluded that parents in Chongwe did not support the teaching of PE in schools through buying pupil text books and equipment. Mutiti (2010) further stated that there was also shortage of teachers to fulfill the programme of the PE curriculum. Considering this fact since Chongwe has a different environment from Mansa and such a study was carried out in basic schools, this study was done in Mansa and the focus was on secondary school level. Shimishi (2015) also conducted a research in Mansa where she looked at learner academic performance at one primary schools. She stated that some parents in the community were helpful and got engaged in decision making in schools and since it was not clear whether the involvement of the parents in the PE curriculum implementation was necessary. Since the parents were not part of the participants in this study, the researcher involved the standard educational officer, headteachers and teachers to find out how parents in the community helped them in the implementation of PE curriculum in secondary schools.

Summary

Some literature available globally, in Africa and Zambia on an evaluation of the effectiveness of the implementation of PE Curriculum in secondary was presented in this chapter. The evaluator firstly reviewed the general concept of PE, extent of availability of instructional materials, human resource and facilities, the attitudes of school headteachers, and teachers, towards the teaching of PE. Lastly challenges that were there in the implementation of physical education curriculum in secondary school in Mansa district. Though the PE Curriculum was made mandatory as it is one of the practical subjects in the career pathways within secondary schools in Zambia. Despite the Zambian government educational reforms especially with the introduction of the revised curriculum, there seems to be a gap in literature in terms of an evaluation of how PE as a curriculum subject was being implemented in Mansa district.

From the reviewed literature it was concluded that the quality of PE is vital to learner academic outcomes. This suggested that the evidence relating to the implementation of PE curriculum has been limited by teachers' attitude towards the subject, the quality of infrastructure, instructional materials and equipment. It was under this background that the researcher sought to evaluate the implementation of Physical Education curriculum in selected secondary schools of Mansa district, Zambia.

CHAPTER THREE: METHODOLOGY

3.1 Overview

In this chapter the methodology for the study is presented under the following headings: research design, population of the study, sample size, sampling techniques, data collection instruments, procedure for data collection, data analysis and ends with ethical issues.

3.2. Research Design

Kombo and Tromp (2014) stated that a descriptive design is a method of collecting information by either interviewing or administering a questionnaire to a given sample. Therefore, this study followed a qualitative approach using a descriptive research design because the purpose was to give a detailed description of the state of affairs as it existed. The qualitative data were obtained from PE teachers using purposive sampling whilst face to face interviews were administered to collect data from Education Standard Officers and Head teachers. Meanwhile, a Checklist was used by the researcher to observe the teachers as they conducted various PE activities. This design proved to be appropriate for this study as it enabled the researcher to collect primary data from the source which was relevant for this current study. Further, the fact that the researcher was able to compare the data collected from the various stakeholders, It provided a rich account regarding the implementation of Physical Education curriculum in selected secondary schools in Mansa District.

3.3 Target Population

Msabila and Nalaila (2013) stated that a population refers to a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher. In this case, the population for this study was all Education Standards Officers (expressive arts) all secondary school head teachers, and all PE teachers, in secondary schools of Mansa district.

3.4. Sample Size

White (2005) explained that, a sample size refers to the number of items to be selected from the population. The most important thing in sampling is to identify an appropriate sample from which to acquire data.

For the purpose of this study, three secondary schools that offered PE in Mansa district were selected. One school was selected from rural, one from peri-urban and another from urban. This was meant to understand teachers' different settings with pupils on how they were implementing the Physical Education curriculum in secondary schools. The respondents that took part in the study were: 1 Education Standard Officer for Expressive arts, 3 head teachers and 12 PE class teachers (4 per school) which gave a total of 16 respondents.

3.5. Sampling Procedures

Non-probability sampling was employed in this study where purposive sampling was used in selecting participants. In this sampling method, the evaluator purposely targeted a group of people believed to be reliable for the study such as one Education Standard Officer, three headteachers and twelve PE teachers. Purposive sampling technique was used because it allowed the researcher to use his judgment to select these potential participants who are named and suitable for the study According to White (2005) a purposive sampling technique is when the researcher consciously decides who to include in the sample. To this effect, the ESO (expressive arts), headteachers of schools where PE was taught and PE teachers as participants were purposively sampled.

3.6. Instruments for Data Collection

Kasonde-Ng'andu (2013) argued that research instruments refer to the tools that the researcher uses in collecting the necessary data. In order to gather data for this study, research instruments that were used during the research included the interview schedules, focus group discussion guide, document reviews and an observation checklist.

3.6.1 Interview Schedules for the ESO and headteachers.

These were used to collect information from the ESO (Expressive Arts) and head-teachers. The interview schedules were used because they were flexible and allowed the researcher to ask participants follow up question in case of need. The data collected on availability of instructional materials to help teachers implement the PE curriculum included pupils sharing PE teaching and learning resources. Parents failed to buy PE learning materials for their children to supplement on what schools had, this was reported by head teachers, Teachers of PE were still very few in secondary school, some headteachers do procure teaching and learning materials while others not. Further, more data collected indicated that there were no swimming pools, sports halls, no enough playing grounds and no enough class rooms. The classrooms are used for theory knowledge before the practicals. The data collected about challenges were: inadequate availability of PE trained teachers in secondary schools. PE teachers were not monitored by regular by standard officers.

3.6.2 Focus group discussion for teachers

Focus group discussions (FGDs) were separately held with the PE teachers from all three schools to find out from them how often they taught P.E and to have insight on their attitudes towards PE. FGDs also provided information on the challenges they faced with other stakeholders in their learning environment towards the PE curriculum. The researcher was in the position to change the order in which the questions were asked for he had to remove, add or reword questions as the conversation progressed. The probing during the discussion was helpful because the respondents were willing to be part of the team hence participated freely in the study.

3.6.3 Lesson observation checklist

Sihdu (2014) stated that observation method is a more natural way of collecting data. He further notes that data collected through observation is more real and true than data collected by any other method. The advantages of using observations is that the researcher often gets first hand information on what exactly is obtaining on the ground hence the researcher in this current study was in a better position to fully understand the teacher's PE teaching skills and generally the implementation of PE curriculum in selected secondary schools.

Thus, this method of data collection was vital to this study because it enabled the researcher to observe and collect information about the real classroom and out door interactions between teachers and learners in Physical Education. The observation checklist guided the researcher to have a feel on how and what the pupils were really taught in PE. Furthermore, picture of teaching and learning resources were captured.

3.6.4 Document reviews

White (2005) noted that documents are a good place to search for answers as they provide a useful check on information gathered in an interview. He further added that when other techniques fail to resolve a question, documentary evidence can provide a convincing answer. Apart from providing evidence, White also stated that documentary analysis allows the analyst to become thoroughly familiar with the materials and helps to save on time. The usefulness of documents as research tools is that they help collaborate and strengthen the evidence gathered using other tools. Therefore, this method of data collection was very important to this study as it provided reliable and quality information from the documents reviewed. In other words, it offered a chance to the researcher to study issues already documented within the field of study and that they are currently in use.

3.7 Data quality assurance

The state of acceptability of data in terms of being true and unique in this study was done using Guba's four trustworthy strategy which is ideal for all qualitative studies. The strategy comprises of credibility, transferability, dependability and confirmability. This was ensured with the findings as follows: Credibility was assured when the results were shown to the participants who later agreed with what was found. The second quality used was transferability, which showed that the research study findings were applicable to similar situations, similar population and similar phenomena. The researcher had used description of the situation considering research questions. The third quality used was dependability. This is a situation where a research could be repeated by other researchers using the same instruments in data collection findings would be consistent, in other words if a person wanted to replicate this study, he or she could find enough information from this study. Besides, similar findings are likely to be obtained as well. Lastly the

fourth quality assurance was confirmability meaning that the findings of this study were based on the responses from the participants.

3.8. Procedure for Data Collection

Before administering any instrument, the researcher got permission from the University of Zambia, District Education Board Secretary and the respective head teachers of the three selected secondary schools in Mansa district. Whilst in schools, the researcher got consent from participants who were head teachers and teachers. This was followed by structured interview sessions with the head teachers of schools where PE was taught and focus group discussions with the PE teachers. Thereafter, the researcher conducted face to face interviews with the ESO in charge of expressive arts. This was followed by writing a report on each respondent's views concerning the subject at hand. After that, the researcher also conducted focused group discussions with teachers in the three selected secondary schools and then observation lessons in the classroom as well as outdoor learning activities.

3.9. Data Analysis

Since the study used a qualitative approach, data analysis was done qualitatively. Kasonde-Ng'andu (2013) describes data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect the interest, ideas and theories that initiated the study. Hamersley, *et al* (1995:209), suggested that "in analyzing qualitative data, the initial task is to find concepts that help to make sense of what is going on." Creswell (2012) also observed that analyzing qualitative data required an understanding of how to make sense of the text and images so that answers to the research questions are formed. Qualitative data was transcribed and coded into themes and sub-themes that emerged through thematic analysis. This was done by carefully listening to the recorded conversations in order to interpret, reduce and code key responses from participants into major and sub-themes. Some responses were isolated and used as original quotes for verbatim and indicated important findings of the study.

3.10. Ethical Consideration

Ethics is concerned with ensuring that research participants are not harmed as a result of research being done, harm can be experienced by participants when they have their reputation or

credibility undermined publicly (White, 2005). Ethical issues are particularly important because participants should not experience anxiety, stress, guilt and damage to self-esteem during data collection and in the interpretations made from the data they provide (Mulenga, 2015). Therefore, this study paid attention to ethical considerations that were meant to protect those who were involved in the research, a situation where some participants failed to represent themselves in an event that their views were misrepresented. Great care was taken in this study to ensure that the participants consented to being interviewed. The researcher had to seek clearance from the University of Zambia through the office of the Assistant Dean Post Graduate of the School of Education who provided an introductory letter to take in the field.

Thereafter, the research got permission from Education authorities at the District Education Board Secretary (DEBS) in Mansa to be permitted to go into secondary schools. The researcher then went to sampled three Secondary Schools where he also got permission from School head teachers who allowed him to conduct his study.

The researcher then explained to participants the purpose of the study to be conducted in individual selected schools. The researcher then made prior arrangements with participants through physical visits before the actual data collection process. This was done in order to agree on the days and time for the same exercise.

Similarly, when taking photographs or tape recordings, the researcher sought participants' consent so that those who were not willing to be recorded or photographed and wished to withdraw from the study were not forced into the whole exercise. In addition, the researcher also assured them of the protection of their confidentiality thus; participants were also assured that their names or institutions would not be mentioned or used as the information gathered was purely for academic purposes. In other words, participants were guaranteed anonymity.

Summary

The research design and methods that was used in data collection has been described. The population, sampling, data collection instruments, data analysis, ethical considerations that was adhered to during the study including quality assurance that confirm the data from the research findings of the study have also been explained. The research findings of the study are presented in the next chapter.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

In this chapter, the presentation of the results is done. These results are based on the data that was collected through interview schedules, focus group discussion guide and observation checklist. A number of themes emerged from the data that was collected and were aligned as answers to research questions. The analysis was strictly guided by the information which was answering the following research questions:

1. To what extent were the instructional materials, human resource and facilities available for the effective implementation of PE curriculum in selected secondary schools of Mansa district in Zambia?
2. What were the attitudes of school administrators (head teachers), and teachers, towards the implementation of PE curriculum in selected secondary schools of Mansa district, Zambia?
3. What challenges did secondary school teachers face, if any, in implementing the PE curriculum in selected secondary schools of Mansa district, Zambia?

4.2 Research Findings

As mentioned in chapter three, the research followed a qualitative design specifically descriptive design. The researcher identified themes in relation to research objectives as well as recurrent patterns in the opinions of the study participants. Thematic analysis was thus used to interpret the research findings. Actual words said by the respondents were used as much as possible in the descriptions, while other words were paraphrased. It is important to note that some ideas presented were interrelated and could fall into more than one thematic section.

4.3 Instructional Materials, Human Resource and Facilities

For the effective implementation of PE Curriculum, the researcher conducted open interview schedules to find out the extent to which PE was taught and learnt in secondary schools under the new revised curriculum. Generally, the Education Standards Officer, headteachers and teachers

indicated that the practice was below the expected standard provided for by the Ministry of General Education in enhancing teaching and learning of PE in secondary schools where pedagogical approaches and practices were concerned. When asked how they could grade the teaching and learning of PE under the current curriculum, the general answer from different participants was that the practice was of substandard, thus ineffective due to some reasons.

Upon being asked on what gaps in terms of teaching resources he had observed in the implementation of the physical education curriculum in secondary schools, the ESO stated that some of the factors which limited the teaching and learning of PE comprised of:

scarcity of suitable books which have the necessary content for the Zambian child, some content found are alien such as the learning of hockey where the ball is played with hockey sticks, boxing, and learning how to ride a motor bike in secondary schools. These topics are indicated in the grade nine pupils' text books. There are also few syllabuses to be given to every school.

Among the three schools where data was collected only one school had a syllabus for PE. Pupils' books for physical education published by MK are not enough and not well written and teachers guides were not available.

The ESO further stated that;

There are very few equipment used in the learning of PE in secondary schools. Rackets, table tennis pads, goal and ring nets, chess mats and basket balls are more in private institutions such as catholic secondary schools, United Church of Zambia and Seventh day Adventist secondary schools. Government secondary schools buy only a few equipment for teachers to use in indoor and outdoor teaching due to financial constraints. PE equipment is considered to be expensive by headteachers.

4.3.1 Inadequate Syllabi and PE Textbooks

Physical education textbooks are very few in secondary schools, syllabuses are few. Upon been asked whether there were enough instructional materials in secondary schools, headteachers expressed different views;

The headteacher for school A stated that:

At my school PE is taught but the main issue which my teachers face concerns the instructional materials; they lack syllabi, therefore teachers do not give themselves time to check topics in the syllabus because they do not have. During preparations of the topic to teach, these teachers copy topics from pupils' books as it is the only teaching materials available in the institution. These pupils' books may not have all the required contents hence teachers implement the PE curriculum without enough knowledge of the subject.

Another headteacher from school B stated that:

That there are no enough pupil's text books, syllabuses, teaching aids at school. There are 8 PE text books for grade 8 and 9 PE text books for grade 9, making it worse because these are shared by pupils during class lesson.

For school C the headteacher said;

She had enough text books for pupils and teaching aids.

Furthermore, when Physical education teachers were involved in this research. *When asked on what type of instructions materials teachers use in class?*

One teacher from school B stated that they use text books, teachers' guide and other resources which are not adequate for example in grade 8 they have 8 PE text books and in grade 9 they have 8 PE pupils text books too, for grade 10 the PE teachers use own notes from the colleges because the DEBS office have not provided them

with literature. Other PE teachers from the same school supported these views. Teachers from school B mentioned that they only have teacher's text books and a few procured PE charts.

A female teacher from school C stated that they have few teaching and learning material. The DEBS office gave the school 7 copies of PE pupil's text books for grades 8 and 9 only leaving out other grades. The teacher further stated that, MK textbooks published by Curriculum development centre are too shallow and confusing, Some topics indicated in the syllabus are not in the pupils text books, the grade 8 text book is the worst of them all, for example topics such as physical education and health, sub topic puberty stage, orienteering entrepreneurship, movement to mention but a few, the instructions are not clearly written. The teacher further outlined that, Grade 9 PE text books also have similar problems for example on topics like recreation and traditional games, considering the objectives set as the learning outcome, these are not found in the pupils text books and on page 14 of the grade 9 book, only a list of strength training activities given without the way they are supposed to be performed. Ching'ande dance, Mganda dance have been written as headings without explaining how these are done in a dance.

This makes teachers to improvise through asking for teaching and learning materials from other schools including Mansa College of education.

Another question was asked as how many balls and courts do they have in their schools.

The responses that came from teachers of the three schools were indicated as shown in the table 4.1

Table 4.1: Availability of Balls for Football, Basketball, Netball and Volleyball in school A, B and C.

Teachers	SCHOOL A		SCHOOL B		SCHOOL C	
	Balls	Courts	Balls	Courts	Balls	Courts
Football	03	01	02	01	04	01
Basketball	01	00	00	00	02	01
Netball	00	00	02	01	01	01
Volleyball	00	01	00	00	02	01
Total	04	02	04	02	09	04

Table 4.1 shows the equipment and courts which teachers have in the three schools indicated. These are the ones they use in the implementation of physical education. Teachers for school A had three footballs, one basketball, no netball and no volleyball. The same teachers for school A also had one football court and one volleyball court as indicated. Teachers for school B has two footballs, no basketball ,two netballs and no volleyball on the other hand teachers for school B had one football court, no basketball court, one netball court and no volleyball court. Teachers for school C had four footballs, two basketballs, one netball, and two volleyball. Moreover the same head teacher has one football courts, one basketball court, one netball court and one volleyball court.

4.3.2 Trained Human Resource

Teachers are very necessary in the PE curriculum implementation process. However, the process cannot succeed if teachers are not well educated, trained and qualified in both delivery techniques and masterly of content. Similarly, if teachers are not motivated towards the art of teaching, they may achieve very little in the teaching and learning process. The researcher found that the number of trained PE teachers in secondary school is not enough and all learners cannot be taught physical education because of the shortage of PE teaching staff. Upon being asked on how many PE trained teachers were available in the schools, the Education Standard Officer in charge of expressive arts at DEBS office started that;

there could not be more than four PE teachers in each of the secondary schools because a lot of them when they enter into colleges they were comfortable to get trained in other subjects of interestsuch as English mathematics physics or indeed any other subject and not PE.

When each head teacher was asked on how many physical education trained teachers had;

Headteacher A stated that, she had four, head teacher B said he had four and head teacher C also responded that she had four PE teachers and he further indicated that out of the four PE teachers only three practiced the actual teaching of PE while the third teacher teaches English because of shortage of English teachers in the department.

Once more teachers were also interviewed to find out how many PE teachers were available in schools. When Asked on how many PE trained teachers were available in their secondary schools. The teachers responded in such a manner:

SchoolA had four PE teachers, one-degree holder and three diploma holders. School B had four of which two are degree and two diploma holder. Teachers at School C also said that they were four, one-degree holder and three diploma holders,

4.3.3 Monitoring of Physical Education Teachers

When being asked the question how often per term did his office monitor the PE curriculum implementation in secondary schools, the view of the ESO in charge of expressive arts at the district, stated that;

Monitoring is done once per term and this is due to financial constraints. The office of the Provincial Education office may not manage to pay allowances for standard officers should monitoring be done many times. In fact, there are only three schools in the district that implement Physical Education curriculum, these others they don't.

In addition, the headteacher from school A and school B both stated that;

Standard officers from the district do monitor their schools once per term.

4.3.4 Motivation of Physical Education Teachers

Physical Education teachers as part of human resource also need motivation as they implement PE curriculum in secondary schools. Upon asked on whether headteachers do motivate PE teachers in schools, the Education Standard Officer's response was that;

I may say motivation in terms of what? These teachers get salary from the government every month. However, not all headteachers motivate their PE staff, this depends on the personality of each headteacher. Otherwise, all headteachers should be motivating their PE members of staff through buying enough PE teaching and learning materials, building nice playing grounds, buying enough school jersey to be used by learners during practical activities. You understand sir that Physical Education is one of the subjects which are very important in the curriculum.

4.3.5 Involvement of Parents in PE Curriculum Implementation.

When trying to find out from the respondents on whether learners' parents effectively supported the implementation of the PE curriculum, the Education Standard Officer said;

Parents were not interested in the subject and seeing their children learning PE, however they like watching sports when their children (pupils) are playing. These parents give little support to the development of PE as an academic subject.

The standard officer went on to emphasize that;

Parents are educational partners in the implementation of Physical Education in secondary education, this is because they pay school

fees and buy school uniforms for their children. This was also supported by the headteachers of secondary schools of A, B and C.

Upon being asked whether parents in the communities do help the schools in their localities in terms of making instructional materials available to the schools, headteachers had these views;

School A headteacher for example issued a statement that;

Through PTA parents helped in building materials by contributing 25% of stones towards the building of a PE school classroom, but not necessarily providing textbooks and teachers' guides.

School B headteacher stated that; *so far parents had done nothing in terms of providing instructional materials to the school.* While school C head teacher also stated that;

Parents helped schools by paying fees for the education of their children. There is a policy here that local communities must contribute a certain percentage in any building project that the school embarked on. Through that, the community is helping us; I would not say that the community has done much; the parents are paying school fees for their children. For parents that is enough support.

Despite the involvement of the parents in PE implementation in schools, the three headteachers expressed inadequate involvement of parents in PE implementation. On the question of how do parents help the school in terms of instructional materials in their schools? Three teachers from school A stated that;

They have never come across the efforts of parents helping their school in terms of supplying instructional materials.

One PE teacher at the same school stated that;

Most parents do not encourage their pupils to take Physical Education as an academic subject. Parents do not even buy

Physical Education textbooks, all what they do is to pay school fees for their children. All what is in their mind is that this subject has no value in the lives of their children and pupils' attitude is positive.

In school B to reaffirm what teachers from school A stated, a teacher from school B who has served the Ministry of General Education for fifteen years said that;

The attitude of parents is not good, they do not guide their children on taking up Physical Education as an academic subject, parents think that this subject concerns jumping up activity and this is done as a way of playing for the pupils to pass time.

Another teacher of the school B also explained that;

Parents do not know that high quality Physical Education learned by pupils in secondary schools is as important as mathematics, science or any other core subject because it correlates directly to the health and wellbeing of learners for the rest of their lives, when such learners are health then they can improve academic achievement by enhancing concentration and by helping learners to be more attentive when learning PE and other subjects. When a child is health he or she can concentrate even in the other subjects, PE and physical activities have cognitive benefit too and can make pupils more receptive to learning. Physical Education and sport is is the primary instrument for preparing children with skills, knowledge and confidence to lead physical activity lives. Daily physical activities play a vital role in maintaining and enhancing the physical and emotional health of children.

The third PE teacher of school B explained that;

Parents simply talk highly of mathematics, English and science as subjects which are very cardinal to be learned by their children in secondary schools.

The teacher further stated that;

With physical education parents at their school said that it is a subject that makes learners relax from mathematics and science. They even associate physical education as a subject which is taken by slow learners. However, the attitudes of pupils are ever positive.

In school C, a teacher also stated that;

Parents think that after paying school fees then it means that is the end of everything, the school would have to use the money to buy the instructional materials needed for teaching and learning. School administration tried to introduce a K50 sports fee but parents have been refusing to pay.

4.3.6 Learning Physical Education for skills Development

Teachers 'response on the question to what extent do pupils learn PE?

The teachers in school C stated that pupils teaching the subject with the objective of acquiring different skills to be used in future. Teachers in school B indicated that they ask for equipment and books from Mansa College and try to source for information from internet for concept/skills and teaching is difficult and most of the time pupils play around when there is a period to teach rugby during PE lessons at the courts (grounds) because of having completely no rugby balls. Not only this but also we do not have sporting grounds for rugby. One of the teachers at school A stated that;

Physical education and sport is a primary instrument for preparing with skills, knowledge and confidence to lead physical activity

lives.daily physical activities play a vital role in maintaining and enhancing the physical and emotional health of learners.PE and sport can improve academic achievement by enhancing concentration and by helping students be more attentive.”

4.4.7 Methods Teachers’ use when teaching P E at Secondary School level

In trying to explore the methods used to teach Physical Education at secondary school level, a teacher’s lesson observation checklist was used. The instrument had indicators pertaining to what was expected in a real classroom situation. Having asked on what methods teachers use when implementing Physical Education in order to impart theory and practical sports skills in learners,

The other theme that emerged was concerned with the methods teachers’ use when teaching PE. The common responses from PE teachers interviewed on the methods used when teaching PE, they brought out the aspect of demonstrations, question and answer, teacher expository and child centered approaches.

At school A, one teacher who taught a Grade eight class was observed on the topic “minor game.” From what the researcher observed, the teacher in the introduction used question and answer method of teaching and she connected her introduction ideas to the development of the lesson using the same method. The researcher’s view was that, *the method of teaching was appropriate as it allowed pupils to participate through answering the questions.* The teacher in some cases managed to motivate the learners as she did not just point at those who raised their hands but also the learners who looked passive.

For example, the teacher said; “yes”, *say something! I know you have an idea and that your idea could be brilliant. Please, try. We want to hear your voice as well!”* teacher A was also gender sensitive when it came to pointing at which pupil to answer the oral questions.

In the development of the lesson, the teacher of school A continued teaching using demonstration method and no activities were assigned to pupils such as group work and at the end of the lesson the teacher told learners to go home.

At school C, a teacher was observed teaching basketball to a grade 9 class. The teacher began by asking pupils, *what did you learn yesterday? Who can remember?* And a female pupil said that,

they had a theory lesson on basket ball skills such as bouncing, shooting, passing and defending. The teacher said, "good," "mutoteleniko umunenu" meaning, "clap for your friend." Later on the teacher demonstrated the dribbling, bounce pass and shooting skills and Pupils were put in pairs, the pupils demonstrated the skills as provided by the teacher. These pupils had to throw the ball to each other on a 4 meter distance. At the end of the lesson, the teacher did a cooldown exercise together with the pupils and finally she asked pupils, *what have you learned today?* and one boy stated that, *we have learned shooting, defending, passing and bouncing. The teacher once more said, "very good and we end today's lesson here"*

Another observation was also conducted at school B where a male teacher was teaching volleyball to a Grade nines class. In the introduction, the teacher used question and answer method to capture learner's attention and test their previous knowledge. However, there was less participation from the pupils as some of them commented that they were absent in the previous lesson. The teacher then began the lesson by saying, *"who understands volleyball? Where is volleyball played from? How many umpires officiate the game of volleyball?"* he demonstrated skills of vollying, digging and spiking. Then in groups of twelve learners were made to play volleyball. Learners played volleyball in assorted cloths. Pupil management was poor, most of the learners were doing other activities like playing a traditional made ball, other learners were sitted far away from where volleyball was played, while others were seen walking towards the school tuck-shop. There was no control of the learners' behaviour in this lesson.

On the findings concerning the methods of teaching PE in secondary schools; demonstrations, question and answer and lecture methods were prominently used by PE teachers.

4.4.8 School infrastructure

Infrastructure is very cardinal in any learning institution, without this, the process of teaching Physical Education in secondary schools become very difficult.

4.4.8.1 Sports halls

When the ESO was asked on the availability of school infrastructure had the following responses,

There are no sports halls in secondary schools where indoor games such as badminton, chess, table tennis and solo can be played from. In addition the ESO said that many headteachers have no funds to build sports halls, the government sends very little grants to schools and pupils mainly enjoy playing outdoor games because of not having sports halls. Headteachers also expressed themselves on this matter of infrastructure, one headteacher from school C stated that, “the school has a big sports hall which is used to accommodate all the indoor games such as table tennis, badminton, chess, and many others. Furthermore, he wondered how teachers from other schools teach the indoor games for they have no sports halls.

The headteachers for Secondary schools A said there was no sports hall at their institution and the headteacher for school B also at a separate interview expressed that they did not have any sports hall at the school at their various institutions. Only teachers from school C admitted that they have a school sports hall which is used for indoor game and teachers from schools A and B said they did not have any sports hall.

4.4.8.2 Physical Education Equipment

Equipment is cardinal in the implementation of Physical Education in secondary schools. Upon being asked if there were enough balls in secondary schools, the ESO expressed that he may not know better due to not having enough funds from government to support schools fully on this aspect. However, I understand how hard it is for headteachers to procure PE and Sports equipment. Headteachers may be on the better side to answer this question.

Headteachers had these views;

Headteacher for school A stated that;

He had 3 footballs, 1 basketball, no netball and no volleyball. This affects the teaching of PE skills to learners.

Headteacher for school B said;

He said he had 2 footballs, no basketball, 2 netballs and no volleyball.

The information is also shown in the Table 4.2

Table 4.2: Balls available in Schools A, B and C

	School A	School B	School C
Disciplines	Balls	Balls	Balls
Football	03	02	04
Basketball	01	00	02
Netball	00	02	01
Volleyball	00	00	02
Total	04	04	09

Table 4.2 is showing the number of balls available per disciplines in each school. The information in the diagram is indicating that there are shortages of PE equipment in secondary schools.

Regarding the teaching of PE in secondary schools, the head teacher for school A stated that;

At my school PE is taught but the main issue which my teachers face concerns the instructional materials; they lack syllabi, therefore teachers do not give themselves time to check topics in the syllabus because they do not have. During preparations of the topic to teach, these teachers copy topics from pupils' books as it is the only teaching materials available in the institution. These pupils' books may not have all the required contents hence teachers implement the PE curriculum without enough knowledge of the subject. Worse still, you know sir, as a teacher lesson planning is very cardinal, it makes a lesson successful. If a teacher fails to plan effectively then she or he will mislead learners and these learners may even lose interest in physical education. Teachers of other subjects think PE class time is

used as a time to take a break from serious class work and PE Teachers and myself feel that we have to provide justification that the PE subject came to stay in the curriculum as it is now examined.

The head teacher for school B had this to say,

As for me PE teachers at my school are not doing enough where the teaching of physical education is concerned. Our teachers can hardly take these pupils outside even just for practical lessons so that sports skills are imparted in these learners. Yes, sometimes I hear their teacher encouraging them that next time we shall go for practical lessons and it ends just like that, may be they take them when I am out of the station. Otherwise I feel proper teaching and learning does not seem to take place fully.

When asked why he felt so, he replied that;

The cardinal reason is lack of skills in the teachers who handle these pupils. These were trained at Kitwe and Mufulira teachers colleges at certificate level later upgraded themselves by going to the University of Zambia for a degree through distance. Therefore I feel the teachers did not acquire the expected skills for the subject. I think they ignore teaching practical lessons and just teach theory lessons because they lack the skill to competently teach physical education practical activities. In fact I have never seen these teachers of mine during a physical practical period. They give pupils some practical work while they pretend to be busy marking. This is not a good scenario at all."

In the case of headteacher for school C, she stated that;

I think the teaching of physical education is at the middle of the expected standard but the big problem is that PE teachers at this school are rarely inspected by standard officers, and sir, this demotivated them upon seeing others being inspected; these teachers teach well, there is enough equipment and infrastructure for them to adequately and effectively teach physical education. Otherwise

according to me, I think they are prepared. The PE text books which were prepared by MK Publishers deserve scrutiny because some of the activities indicated for pupils to perform are alien and they don't have the content for teaching.

She further, stated that;

I have discus, shot puts, volley balls, chess mats, netballs; in short I have almost all the resources needed for proper implementation of PE curriculum at my secondary school. My teachers are really trying their best. I would rate the teaching of physical education as excellent here.

When asked if the mentioned items could be seen for verification, the head stated,

As a catholic school sir, we mean business in education; let me call the subject teacher to take you to her office so that you can see for yourself what I mean. As a school, we have tried our best and now what we need from government through the Ministry of General Education is to send us more PE teachers.

The PE teacher took the researcher to her office and the picture below shows the theory and practical equipment at the named institution. Some of them like the table tennis kit, rackets as well as the high jump stand were new. They appeared as though they had never been used by the teacher and the pupils. When the teacher was asked why some of that equipment was looking brand new, she stated that the school wanted to preserve them for future use so that they should not get damaged at the same time. Figure 4.3 shows that school C has many equipment for the implementation of Physical Education.



Figure 4.3: showing equipment of school C

School C store room shows many PE equipment than those of school A and B who even failed to show the researcher some equipment despite stating what materials they have.

4.4.8.3 Availability Classrooms

On classroom availability where physical education can be taught the Education Standard Officer had stated that, “few schools have enough classrooms while many of the secondary schools do not have specialized PE rooms. This had forced some periods for the PE subject to be taught in the afternoon because there is no space on the physical classroom environment and headteachers may provide enough information.” Figure 4.4 below, reflects the current status quo in most secondary schools in Mansa regarding lack of enough PE classrooms.



Figure 4.4: *School B's PE classroom under construction*

Figure 4.4 above indicates school B constructing a PE Classroom. School B according to the findings, there were no PE classrooms and pupils learn in the afternoon. The classrooms for School C were appropriate for learning as indicated in figure 4.5



Figure 4.5: showing school C's PE classroom showing a clean, green and health environment.

The headteacher for school C said;

The PE classroom environment was an attractive building with green lawns around it. As you can see sir (researcher) some pupils are relaxing and a teacher with a PE lesson plan in her hands was telling some of her pupils found sited outside to enter into the class.

Headteachers of all the schools where the research was conducted admitted that most of the periods were taught to the pupils in the afternoon due to shortages of classroom while one headteacher of school B confirmed that some PE periods were pushed in the afternoon and stated that; *sir we do not have enough space to cater for all the PE periods in the morning so we pushed them to the afternoon session. Our time table only allows a few PE periods in the morning.* All the headteachers who participated in this research when asked to what extent physical education activities were evenly distributed to boys and girls by the teachers, they stated

that the activities were evenly distributed. Headteacher A stated that, *in classes the boys and girls do the same activities, be it during theory or practical lessons*. Head teacher B said, *theory and practical lessons are provided at an extent where all pupils get the same opportunities* and the third headteacher also consented by saying that; *there is equal distribution of activities in the PE theory and practical lessons at this school. Infact there is no choosing of activities according to gender in the PE school curriculum*. Headteacher for school C further stated that; *“there is no discrimination in the activities to be performed by the learners and surely they do the same activities.”*It was also noticed that when teachers were asked on whether they have enough classrooms in their schools: Teachers from school A and B significantly indicated that they didn't have enough PE classes, however, teachers from school C specified that they had enough classes though other classes need renovation because they are old structures.

4.4.8.4 Sporting Grounds

Infrastructure like grounds is where learners and teachers do PE practical activities such as performing floor agilities, playing football, basketball and playing javelin to mention a few. Upon being asked the number of grounds found in secondary schools the ESO said;

Mainly football, netball and volleyball grounds are available in secondary schools. Basketball grounds were rarely found in secondary schools. However, head teachers can give comprehensive information on the number of grounds or courts available in secondary school.

Additionally, the findings from the three head teachers showed that PE is partially effectively implemented but not up to the standard as expected due to lack of enough infrastructures such as grounds for skill practices.

When asked on how many court facilities they had in football, basketball, netball, and volleyball so that it would be easy to implement the practical aspects of the subject, views of headteachers were given as provided in Table 4.3.

Table 4.3: Availability of Football, Basketball, Netball and Volleyball Courts

Head teachers	A	B	C
Of schools			
	Courts	Courts	Courts
Football	01	01	01
Basketball	00	00	01
Netball	00	01	01
Volleyball	01	00	01
Total	02	02	04

Table 4.3 shows that, head teacher for school A had one football court and one volleyball court as indicated; head teacher for school B had one football court, no basketball court, one netball court and no volleyball court. Head teacher for school C had one football courts, one basketball court, one netball court and one volleyball court at the school. When the same question was posed to the teachers on whether they have enough courts in their schools. All teachers from the three schools indicated that they don't have enough court. One teacher from school A stated that; at the school where she teaches, there is no netball and volley ball grounds. Another teacher of the same school supported this idea. A teacher for school B said that; *what they did not have at their school was volleyball and a Basketball court*. On the contrary, a male teacher from school C said that, their school had all sports grounds even though they were not enough for example the school had one netball ground.

4.4.8.5 Libraries

A library is an important asset for any school. A library is a collection of sources of information and similar resources made accessible to a defined community for reference or borrowing. A library provides physical or digital access to materials and may be a physical building or room. In a school library; learners may get PE reading materials stocked by school authorities.

Upon asked whether there were libraries in secondary school the ESO said;

Out of the three secondary schools that offer physical education in mansa, only one school has a library though very small, it cannot accommodate all learners. This school is a catholic school. The other two government schools do not have libraries.

The ESO further elaborated that;

When secondary schools were built in the first Republic, libraries were not considered. Libraries are important facilities in a school. Pupils use them for their studies. It is not good for a pupil to see a library in a college or university for the first time because this may demotivate their reading culture in these institutions of higher learning, most schools including those which do not teach PE in Mansa has no libraries.

Moreover headteachers had the following responses on whether secondary schools had libraries:

Headteacher for school A said that there is no library at the school and the school do not have money to build one. Headteacher for school B indicated that there is no library too and the headteacher for school C stated that she had a library.

Besides that, all teachers in school A and school B responded that they didn't have libraries but at school C there was a small library which could not accommodate the population of the learners in school in at once. The evaluator went to the library and found it crowded with old books including those for Physical Education. Moreover the library was mainly stocked with donated books from the United States of America and Britain, such were not even recommended by the Ministry of General of Education.

4.5 Attitudes of school head teachers and teachers towards the implementation of Physical Education

The ESO in charge of Expressive arts upon being interviewed on the attitudes of head teachers, and teachers towards the implementation of PE in Mansa, to answer the question: how is the

attitude of Head teachers in schools towards the implementation of the PE curriculum? The response was that;

Some head teachers support the subject; they have interest in it while others have a negative attitude to the subject. However, these head teachers implement government policies despite the attitudes observed.

He also stated that the attitude of teachers towards PE curriculum implementation was that some teachers who do not teach Physical Education, look at the subject as though it does not have any future for the learners, this is negative attitude towards the PE curriculum implementation. He further stated that, pupils enjoy the subject and have positive attitude concerning physical education curriculum. They might be discouraged by some teachers who do not take them out for practical skills. Such teachers forget the benefits of physical education and sport which relies much on practicals. PE improves social dimensions, makes the child productive, and enhances identification of talent in sports. Making pupils fit, pupils were able to engage in preventive maintenance to make the Secondary schools look clean and communities may learn from this, they may also keep their environment clean as well. PE promotes health living by reducing stroke, heart failure, and promotes competition among learners which eventually might help children live with others without being jealousy.

Further more, one head teacher at school B had the following views: He stated that;

Head of departments for other subjects perceive PE with mixed feelings, teacher's attitudes is average meaning neither positive nor negative and when asked on what attitudes the pupils have, the head stated that some pupils have a positive attitude while others take the subject with fun.

Another head teacher for school B stated that;

some time back the attitude of all teachers were bad but now some teachers have a positive attitude because this change was brought after their school wrote the first national examination in 2016. These teachers look at the subject as one which educate pupils to have sports entrepreneurship in future, but still there are a few non PE teachers who still consider the subject to be inferior among other academic subjects. Other Head of departments in the school are supportive, furthermore, the head stressed that, the attitude of pupils towards the implementation of PE t her school might be that of mixed feelings, others have negative attitude and some like the subject and even enjoy when they do practical skills away from theory, sometimes they do not even wait to get instructions due to excitements.

The third head teacher C' response on the same was that, PE teachers have a positive response towards PE implementation at this school. The problem comes from those who do not implement the subject. The head later stated that;

The attitudes of pupils toward physical education implementation is positive since they like learning it in class as well as to go and perform physical education activities at the sports grounds, they take it as any other subject which is practical, this attitude is demotivated also by the PE teachers who seem to be teaching pupils the same type of skills which make the learners to feel lazy when participating in such skills and teaching without improvised teaching and learning aid.

4.6 Challenges Secondary School teachers face in implementing the P.E Curriculum

In trying to make a follow up on the paused question, the researcher wanted to find out what challenges or difficulties are faced by teachers in the implementation of physical education Curriculum in secondary schools of Mansa district and different answers were given by different respondents.

The ESO for Expressive arts indicated that there were a number of challenges as regarding the implementation of Physical Education curriculum under the 2013 new revised curriculum. School headteachers and PE teachers mentioned out almost similar points such as: lack of more PE teaching and learning materials and equipment, lack of enough qualified trained PE teachers as well as lack of specific Physical Education classrooms where teachers can stock PE equipment for practical work, lack of sufficient monitoring and reduced funds to schools by government.

4.6.1 Availability of PE teaching and learning materials.

On the question what challenges were faced by teachers on practicals and theory lessons? The ESO had these views,

PE is not a priority in some secondary schools, there are no enough equipment due to budget constraints faced by schools, government funds in form of grants come rarely. Depending on these funds some times make school programmes not to function very well. Due to little funds in these schools, procurement of more footballs, netball, basketballs, PE charts, chalk, drill-cones and shuttles for badminton becomes difficult.

School C head teacher also responded that,

You see, sir, secondary school teachers are suffering a lot, there are few pupils textbooks, no teachers' guide, no enough syllabus in PE, at DEBS there are no such materials we were told that the books received from the Ministry of general education were very few and got finished and therefore without a syllabus, you don't expect teachers to teach up to a qualitable standard as stipulated by the government policy documents. This is the major challenge which our secondary school teachers face, even at our school we are lack that we sacrifice a lot to procure resources for our teachers so that they try to implement the PE curriculum."

Meanwhile school B headteacher stated that,

they have teaching resources which are not adequate, pupils' text books, syllabuses and equipment are all not enough.

The other headteacher from school A also,

Lamented by the lack of enough teaching resources at their school.

When the headteachers were asked how they try to solve the challenges they face in their schools when implementing the PE curriculum; the common response from the head teachers was that they allocate resources using the general-purpose fund after HoDs present their budgets to the administration.

On the other hand when teachers were asked on the challenges which they face when implementing PE practical and theory lessons. Responses were provided as follows;

A PE teacher at school A stated that,

You know sir most of the learners here come from poor background, and hence they do fail to participate using attire which might not be comfortable, especially the girl child. The other thing here sir is that most of the materials used during the PE lessons are improvised which makes learners fail to manipulate practical because they only see borrowed modern equipment during public final examinations.

At the same school, one of the interviewed PE Teachers stated that,

Lack of proper PE Attire causes injuries to pupils because there is no elasticity in their clothes which they use for PE practical activities, learners perform activities badly because such clothes do not have elasticity to make the body flexible and PE periods are placed in the afternoon.

4.6.2 Appropriateness of P.E activities

The ESO stated that, “some PE activities are not suitable for pupils.”

Some of the topics taught in this curriculum reduces the moral standard of learners for example teaching boxing to learners, teaches boys and girls to be bullies hence teachers have a challenge in implementing such topic in secondary schools within Mansa district, learning about motor racing, motor bike racing, swimming when there are no motor sports vehicles, motor cycles and swimming pools in schools for learners to demonstrate practical work. Swimming pools under guest houses could be very expensive.

4.6.3 Infrastructure used during PE Implementation.

The ESO commented on infrastructure as follows:

There are no bathrooms in these day schools where PE was introduced. The bathrooms would help learners to take a shower after lessons before going home. In most of these secondary schools there are no basketball grounds, and sports halls, mainly only football, basketball, volleyball and netball facilities were found in these schools and many of them were substandard. School A and school B had no store rooms for PE sports equipment and, surely the schools deserve to be equipped with infrastructure.

4.6.4 Administrative support in PE implementation.

Upon being asked on whether headteachers

On administrative support the ESO had this to say:

Some headteachers do not have interest in Physical Education, less support from administration. These headteachers were suppose to guide teachers to be taking pupils to field trips, such could be visiting

the way the Olympic youth development centre appears and how it is used for sporting activities.

Headteachers should be buying teaching and learning resources and encourage cooperation among teachers towards the teaching of PE.

Most Physical Education teachers emphasized that they are not supported by their headteacher in terms of equipment which have made them to be teaching the same skills because they do not have equipment to change to other skills.

4.6.5 Skilfulness of PE teachers in practical activities in Mansa.

For instance, school A head teacher stated that,

The problem sir (meaning the researcher) is that these PE teachers cannot demonstrate the skills which I have stated and found in a grade nine pupils books. You see sir... this is saddening because these teachers are coming from high learning institutions. Given what is written in these pupils' text books they should interpret as they are considered to be specialists in PE.

School B head teacher stated that;

Our teachers have some challenges in the teaching of physical education, in theory they try but the practical aspect of the subject 'awe'(meaning no)it is not handled properly such that most of the times they would ignore teaching physical education practical lessons. Physical educations should be effectively taught in our secondary schools but it requires enough staff for the subject, support from teachers of other subjects, there is also shortage of equipment, no enough balls in PE and sports disciplines, goal posts of football are made of poles cut by boys in the bush and there is no cross bars on these goal posts, no addidas, no sports hall,no shower rooms where teachers and pupils can bath and change after sweating during PE activities.Such are the issue which have discouraged some PE teachersnot to be committed to practical activities.

4.6.6 Lack of commitment from pupils during PE lessons.

When asked whether pupils are commitment to learning PE, One Headteacher had this to say:

When PE activities are taught some pupils pretend to be sick so that they are permitted to go home and avoid taking part in the practical activities. You see sir...that is why the teachers just teach the subject for the sake of fulfilling what is on the timetable. Due to all what I have stated, the implementation of physical education may not be of quality because parent do not buy PE learning materials for their children. All what parents do is to pay fees that is all.

4.6.7 School administration's allocation of funds to expressive arts.

The other point sir is that allocation of funds and resources to expressive arts department are very inadequate and we as PE teachers we don't know how the administration allocates funds, which makes the department failing to perform effectively since sports equipment are not bought, after a follow up question to why there is inadequate allocation of funds to expressive arts so that PE teachers buy more equipment the teacher stated that;

There is no transparency and accountability, those equipment procured are of substandard as compared to those recommended in Physical Education syllabus and curriculum. Implements and Books needed to be used by learners should be of high quality for the betterment of the child.

The PE periods are placed after lunch, all physical education teachers in the three schools mentioned about some of their PE periods being put on the time table just after lunch due to insufficient money by administrators to construct more PE infrastructure.

One teacher at school B stated;

Concerning the challenges faced by us PE teachers at this school, to start with, we lack funds to buy PE equipment such as horse boxes,

spring boards, golf equipment, and the teaching and learning materials making the teaching of the subject very difficult. This is a challenge. Also, the number of pupils has kept on rising but the government has continued allocating less money to the ministry of General education, hence limiting funding in secondary schools and we are affected because our school is failing to meet all the demands of this subject. By this I mean the books materials that are needed for the successful implementation of Physical Education.

4.6.8 Lack of support from Headteachers and Parents

Another teacher at school B stated that;

“Yes sir, we have problems here. I think as a PE teacher here we have many challenges where the teaching of physical education is concerned. Pupils who do well in a PE test and those who improve their PE practical skills are not rewarded by our head teacher and parents discourage their children to take this subject at school.”

Another teacher from school A stated that,

“parents do not support their children academically, by buying text books and sports attire and they have negative attitude towards the PE subject suggesting that it causes injuries. They do consider that every moment a learner comes into contact with each other during practical lessons during games then, injuries occurs. Due to that the learner can be disturbed from learning as she or he will be in hospital. Therefore it is better for learners not to learn PE at school.”

I have even forgotten some practical methods of teaching physical education because I stayed for four years without being deployed this has become a challenge to me. This has made me to rehearse hard over a practical topic for me to deliver a better lesson to my pupils. Am really trying my best to teach physical education as I take my pupils outside for physical education and sports skills. During theory periods

I conduct lessons in class and I have the interest to teach this subject to my class. Yes, where teaching is concerned, I think it's a matter of interest and attitude. These two elements are cardinal because if a teacher has a negative attitude towards physical education as a subject then he or she cannot have an interest to teach it. This is a big challenge to my fellow two colleagues I have found at this institution, their attitude towards the subject is bad for they seem to be teaching without preparing schemes of work, weekly forecast and lesson plans. They just pick pupils textbook and teach. they even direct learners to copy work directly from pupils' text books without summerising points.

4.6.9 Negative attitude of non-PE Teachers

At school B a PE teacher stated that,

Non-subject teachers have negative attitude towards PE, they don't attend when organizing sports activities in school to prepare for competitions for they think that it is not necessary.

Another PE teacher from school C: stated that,

Pupils are not given the right and responsibilities to choose PE as their subject especially when they are not supported by non PE teachers in the school to take it as a curriculum subject.

Another PE teacher of the same institution again stressed that;

Non PE teachers do state that PE has no great future and it has taken much space on the timetable, this is very unfortunate. We need to be speaking good language about the subject to encourage the subject.

Another teacher from school A said,

Other teachers do not support physical education in school, while the other teacher said only very few do support in terms of motivating pupils to learn the subject, there is Mockery done to PE Teachers and even PE pupils. These teachers look at the subject for monetary gain and not the skills provided by us who teach the subject.

4.6.10 Overlapping school programmes

One female teacher of school C mentioned that,

All her periods are put at the end of lessons specifically after lunch and they are usually disturbed by other afternoon programmes such as preventive maintenance.

However a male teacher of the same school outlined that,

Two of his PE periods have also been allocated in the afternoon. Similarly, another

Another PE teacher at school B stated that,

Two of her periods comes in the afternoon and late alluded that Lack of support from non-teachers is another challenge.”

4.6.10.1 Way forward on the teaching of PE

What do you think can be the way forward to all these challenges which you face as you implement PE curriculum at this school.

One teacher at a named school stated,

That the school need to procure more instructional materials and balls change rooms need to be allocated to PE teachers and there must be construction of more classes at this school. Swimming pools also need to be constructed at the resource center.

4.6.11 Classroom observation during PE implementation.

The observation schedule in appendix III was used by the evaluator to: consider the availability of school facilities and human resource. Better still find out on the conditions of instructional materials, the knowledge of teachers on content presentation, class management, methods used, teacher attitude towards the subject, and challenges faced in the implementation of PE in secondary schools.

4.6.12 Qualified Human Resource

Through observations the research discovered that most teachers implementing the Physical education curriculum in the Secondary schools of Mansa District have diploma certificate qualifications. This situation simply means that there were no enough qualified teachers to carry out effective teaching and learning of physical education in Mansa district. The bench mark requirement for one to qualify to be a secondary school teacher in any curriculum is that, he or she must have a minimum of degree certificate in the relevant field of specialization or teaching subject. According to table 4.4, it was observed that majority of the Secondary school PE teachers in Mansa had diplomas.

Table 4.4: Shows the characteristics of participant by qualification.

Participant	Degree	Diploma
ESO Expressive arts	01	-
Headteachers	03	-
Teachers	04	08

In the three selected secondary schools where the study was conducted only four PE teachers out of the twelve teachers who implement the PE curriculum had degrees. The rest were diploma holders.

During a classroom situation it was observed that at school A the teacher who was observed did not implement volleyball skills according to the rules of this game. The teacher did not specify differences between spiking and digging for example spiking is an attacking skill to register a point while digging is defensive skill to stop opponents from registering points on the field. Further more the teacher failed to demonstrate the tennis serve where serving is done by jumping with an open palm in the air, strike the ball so that it crosses to the other side of the net. At school B, a similar scenario happened where a female teacher failed to demonstrate in football the skills of heading to score and heading to defend.

The PE teachers in the three schools who were interviewed mentioned the issue of PE attire as being among the major challenges that they face in trying to implement PE curriculum in the secondary schools of Mansa district. Indeed at school B, a female PE teacher was observed and it was found that;

Many pupils had no proper PE attire for executing the activities set for the day.”But another PE teacher who was observed from secondary school A stating that: *“Most of the learners come from poor family back ground,there parents fail to purchase sports attire hence pupils fail to participate in practical activities due to improper attire which might not be comfortable.* The other PE teacher who watched the activities stated that; *“parents need to be encouraged to buy physical education attire for their children so that we work effectively.”* The PE teacher who was observed from school C taught the skills of basketball so well that learners grasped and demonstrated the skills of bouncing, shooting, passing and dribbling in a way that learners were able to understand.This particular teacher had a degree certificate.

There are very few pupils who take Physical Education in schools within Mansa District as shown in figure 4.6

Numbers of Grade nine pupils who learn PE out of the total learners at each school

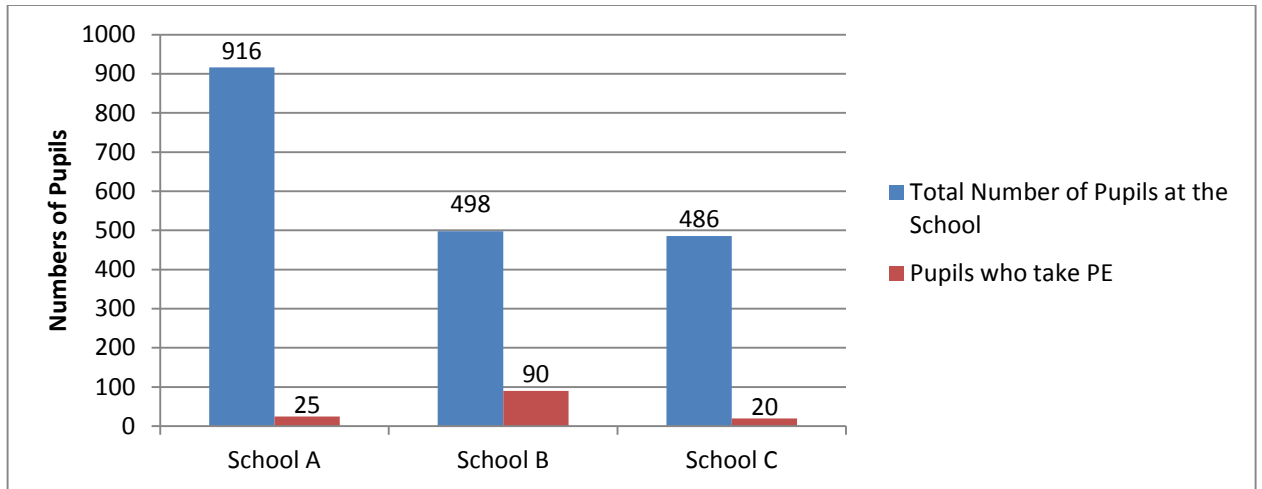


Figure 4.6: Indicates pupils who are taught PE at grade nine level in each school were very few.

4.6.13 Teaching time for PE

Time is an important aspect when implementing Physical Education curriculum in secondary schools, the evaluator intended to find out if PE was allocated enough time on the timetable. The school teaching time for PE is always shown on the school time table and it is a pre-arranged scheme of studies and activities. A timetable scheme shows the hours of the day for school work, the kind of activity for each class, the number and length of periods, beginning and ending of school days and class periods.

When asked on how time affects teachers during the implementation of PE the Education Standard Officer said that:

Contact time in secondary schools is another challenge which is affected by infrastructure, most of the time in the schools where PE is taught, learners do not learn according to the standard periods on the time table because the learning rooms cannot accommodate all grades. Therefore, some PE classes learn at the school grounds at times even though it is theory. Some of the periods appear in the afternoon on the time table.

Therefore time tables for the three secondary schools evaluated by the researcher for the implementation of PE curriculum in selected secondary schools in Mansa District, has been shown below. Pertaining to PE time allocation at secondary schools in Mansa District, according to teachers during Focus Group Discussions, a single lesson lasts forty minutes.while a double period has eighty minutes.The number of periods assigned to a PE subject is determined based on statutory guidelines of the revised curriculum of 2013 which show how many periods should be allocated to each subject in the school curriculum.

Teachers in the three schools in a separate interview stated that, As far as timetabling is concerned, there are regulations for making a timetable meaning the stipulated number of hours within the revised curriculum need to be followed and every subject such as PE has particular hours which are supposed to be allocated in the morning. Therefore, it is not something which is debatable, due to the fact that classrooms were not enough; some PE periods were allocated in the afternoon. Time tables were over lapping and some PE lessons were taught in the afternoon in the two schools which are run by government but in the private school the same study shows that there was no such overlap. Therefore, time tables for the three secondary schools evaluated by the researcher for the implementation of PE curriculum in selected secondary schools in Mansa District, has been shown in tables 4.5, table 4.6 and table 4.7

4.6.13.1PE class time tables of the three secondary schools.

Table 4.5: Is a time table for school A

SECONDARY SCHOOL
INDIVIDUAL TIME TABLE

TEACHERS NAME: _____ DEPARTMENT: EXPRESSIVE ARTS TERM, 1 2016

	07:20 08:00	08:00 08:40	08:40 09:20	09:20 10:00	10:00 10:20	10:20 11:00	11:00 11:40	11:40 12:20	1	13:00 14:00	14:00 14:40	14:40 15:20
MONDAY	PHYSICAL EDUCATION 8A				B	PHYSICAL EDUCATION 11B	PE 12B	PE 12B	A	L		
TUESDAY			PHYSICAL EDUCATION 11B		R		PE 10B	PE 10B		U		
WEDNESDAY					E	PHYSICAL EDUCATION 8A	PE 12B	PE 12B		N	PHYSICAL EDUCATION 11B	
THURSDAY	PHYSICAL EDUCATION 8A	PHYSICAL EDUCATION 11B			A		PE 10B	PE 10B		C		
FRIDAY					K	PHYSICAL EDUCATION 8A	PE 12B	PE 12B				

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
12 MAY 2017
HEAD TEACHER'S OFFICE
CHITARA SECONDARY SCHOOL
P. O. BOX 7100, MANSA

Table 4.5: shows; Some of the periods in the timetable shown here are appearing after twelve hours

Table 4.6: Is a time table for school B

**SECONDARY SCHOOL
INDIVIDUAL TIME TABLE**

TEACHER'S NAME: _____ TERM: one YEAR: 17 NUMBER OF PERIODS: 5

PERIOD		1	2	3	4	5	6	7	8	9	10	11		
TIME	06:50 07:00	07:00 07:40	07:40 08:20	08:20 09:00	09:00 09:40	09:40 10:00	10:00 10:40	10:40 11:20	11:20 12:00	12:00 12:40	12:40 13:40	13:40 14:20	14:20 15:00	15:00 16:00
MONDAY	R E G					B				B				
TUESDAY	I S T R					R				U	PE 10C	PE 10C		
WEDNESDAY	A T					E				N		PE 10C		
THURSDAY	I					A				C	PE 10C	PE 10C		
FRIDAY	O N					K				H				

Table 4.6 shows that; The time table for secondary school B had only accommodated PE periods for grade 10c while grades 8,9,11 and 12 were not shown. The implication was that there were no space for them on the time table and the teacher was told to make arrangements with pupils and utilise the time after 15 hours. The third school was C which is indicated by table 4.7

Table 4.7: Is a time table for school C

**SECONDARY SCHOOL
TIME TABLE**

NAME: _____ SUBJECT: _____ GRADE: _____
TERM: TWO YEAR: 2016

PERIODS	1	2	3	4	5	6	7	8	9	10	
DAY/TIME	7:45 8:25	8:25 9:05	9:05 9:45	9:45 10:25	10:25 10:45	10:45 11:25	11:25 12:05	12:05 12:45	12:45 13:25	13:25 14:25	14:25 15:25
MON	PE	PE	B.S	B.S	B R E K	CS	CS	INT SCIE	INT SCIE	K	MATHS
TUE	MATHS	MATHS	BS	B.S		S.S	INT SCIE	P.F	P.F	C	ENG
WED	ENG	ENG	BS	INT SCI		PE	PE	SS	SS	K	CS
THUR	MATHS	PE	P.F	PE		CS	INT SCIE	ENG	ENG	D	PREP
FRI	ENG	P.F	P.F	PE		MATHS	MATHS	INT SCIE	S.S	J	PREP

Table 4.7 shows the time table for school C has accommodated most of the PE periods in the morning meaning the institution had enough space for all learners on the time table. The school had most of the infrastructure.

In these timetable samples from the three schools, sourced from field data, some PE periods are placed in the afternoon on certain days as shown in the samples of the time tables above. Two of the secondary schools out of the three had part of their PE periods coming after 12 hours. These periods are disturbed by school programmes such as preventive maintenance and sports days which start in the afternoon. Lack of space in the two institutions has forced the time table committee to allocate PE in the afternoon so that the PE classes should also learn their subject.

PE teachers find it a big challenge to implement physical education very well within the fortyminute period especially on days such as Monday when the schools hold assemblies for 30 minutes. One teacher of school A elaborated that *“It reduces the lesson to just doing one floor agility game like drum rolling, later I tell my pupils to start preparing for the next period for we cannot do more activities in ten minutes.”*

Sporting grounds

Some of the sporting grounds which were observed had no running track, no security and people created foot paths from every angle of the courts when they passed inside the ground with buckets on their heads as it is shown in figure 4.7 and figure 4.8 for school C is not protected too.



Figure 4.7: Football pitch for school B **Figure 4.8: Football pitch for school C**

The football ground for school B is not protected because people can cross it from any point and the football ground for school C is not well protected because it has a wall fence which is incomplete. School A's football ground was not captured because the school authorities did not allow but it is also not protected because it had some foot paths crossing the pitch.

Summary of Findings

This chapter has presented the findings of the study in line with the research questions. Meanwhile, the presented findings came from different targeted stakeholders that included the Education Standards Officer in charge of Expressive arts at the DEBS' office, Head teachers, and PE teachers on an evaluation of the the implementation of physical education curriculum in selected Secondary schools of Mansa district, Luapula Province.

The next chapter will be the discussion of research results.

CHAPTER FIVE: DISCUSSION OF FINDINGS.

5.1 Overview

The researcher in the previous chapter presented the findings of the study which evaluated the implementation of Physical Education in selected secondary schools in Mansa district. In this chapter a discussion is presented in reference to the findings that were presented in chapter four. This is done in relation to the themes that emerged based on the research objectives. According to Hofstee (2006) discussion of the findings is an important part of the dissertation which brings the findings to reality by giving reference to the existing knowledge. In addition, the findings are discussed with reference to context, input, process and product (CIPP) Model used in this study and the literature used in chapter two.

5.2 Extent of instructional Materials, Human resource and facilities Availability

PE was implemented in secondary schools under the revised curriculum. Meanwhile, the teaching and learning of PE under the revised curriculum in secondary schools did not seem to promote quality assurance as it had some gaps. There was sufficient evidence that the PE curriculum was being implemented as that of sub standard. Since there are very few instructional materials, PE teachers and the other infrastructure such as sports fields, libraries and classrooms then the implementation process of the PE curriculum in secondary schools will be compromised. The study done by Sipalo (2010) and Sitima (2015) were congruent to what was in the findings. In this study the researchers found that when teachers implement PE curriculum it becomes difficult because schools had shortages of human resource, facilities, equipment and instructional resources. However, the findings in this study indicated that government schools were more affected as compared to private schools.

5.2.1 Instructional materials

Arising from the views echoed by stakeholders (Educational Standard Officer-Expressive Arts, head teachers and teachers), the respondents had same sentiments with only a complaint from PE teachers that they had few PE learners' textbooks and syllabuses, MK PE published pupils text books were not well written. Some sub topics in grade nine text books had headings only and no information on it, these included golf, motor racing, rugby, Ching'ande dance, weightlifting, and

boxing, such had only indicated pictures of the games in the pupils' books. These activities did not show procedures and rules to follow when implementing the PE curriculum in secondary schools. The PE text books deserve scrutiny: It was during document review that such issues were highlighted. Probably let the pupils' textbooks be reviewed because some of the activities indicated in them were alien to pupils; activities such as hockey, motor racing, playing cards and boxing were difficult to be implemented due to the fact that equipment is not there in the secondary schools. The playing of card well known as injuka in Bemba is not supported by Zambian culture. Boxing also would teach learners to be bullies as they are still young.

This is contrary to (Mutiti, 2010) who stated that content in the pupils' instructional materials are conceptualized according to the Curriculum standards and needs of the society. The MK books used by pupils were of the sub standard, the researcher of this study wondered how some of the topics could be taught and expect learners to perform better during examinations.

It is also worthwhile to note that PE text books for learners were of sub standard and not enough as it was found in secondary schools A, B and C in Mansa district. One may wonder how such materials were approved by the curriculum development centre and distributed to schools.

This is in line with Farrel (1989) in Mulenga (2006) who stated that it is a well known fact that pupils who use textbooks and other reading materials learn more than those who do not have any. If instructional materials are in short supply in secondary schools, it will be very difficult for teachers to impart relevant knowledge to learners. Another study by Kilimbi (1991) found that there was shortage of PE text books, reference books and lack of PE Syllabus in Tanzania which is compatible with this study. Further more in Zimbabwe a study by Golsanamlou and Ghofrani (2012) found absence of PE instructional materials for the implementation of Physical Education curriculum in many schools of the African continent. The study revealed that in the secondary schools A and B, there was an aspect where each institution had no court to use in basketball. Table 4.3 on the findings of the study had already indicated this situation. The study further revealed that Equipment such as rackets, tennis pads, chessmats, javelin sticks, balls were not enough in schools. Government Secondary schools had very little PE equipment as compared to the private secondary schools in Mansa district.

From the study, it was found that only school C had almost all equipment to support the implementation of Physical Education Curriculum in Mansa. The school had various balls, rackets, chess mats, Shot-puts, discus implements while school A and B had little equipment. The findings are also supported by Kelly (1994), who argued that “the acquisition of learning requires that the process be supported by appropriate and adequate educational materials and equipment.” Availability of PE teaching and learning materials in institutions assist individual learners to study at their own rate and ahead of their respective teachers. Teachers who do not plan their work when teaching can be helped by learners through contributions when learner centered approach is used. Individual pupils’ who intend to seek knowledge, content and methods of pursuing a skill in the PE curriculum, do use various instructional materials and equipment when learning activities. This helps them to understand PE concepts more and enhance their skill in various sporting activities.

Sipalo (2010) also explained that some teachers do not plan for their work before teaching because of not having syllabuses, teacher’s guides, and no pupils’ textbook. The study was carried out in order to evaluate the quality of learning implemented by teachers in Physical education curriculum in Mansa, is it very effective, if not what recommendation should be done to education stakeholders.

However, in this study it was found that schools in Mansa had very few instructional materials such as syllabuses, teachers’ guides and pupils’ textbooks to be used by PE teachers in the implementation of Physical Education curriculum in secondary schools. This was reported by the standard education officer, headteachers and teachers who are the great implementers of PE on the ground. Therefore this situation affects learners at a greater extent. The Ministry of General Education together with the Cooperate world need to invest in procurement of PE teaching and learning materials because they were deemed to be very important towards the implementation of PE in secondary schools in Mansa district.

5.2.2 Human resource

Teachers are very necessary in the Physical education curriculum implementation process. When the Education standard officer was interviewed on the total number of PE teachers in each secondary school he responded that teachers were not enough. The ESO explained that there was

an approximation of not more than four teachers in each school. The Headteachers of schools A, B and C also indicated that they had four PE teachers' in their schools. During a Focused Group discussion interview, PE teachers responded separately that, they were four in each institution and this was confirmed by the researcher. Moreover, Mutiti, (2010) described that, the PE Curriculum is still treated as not being effective because PE teachers were still very few and cannot be able to teach all learners in school.

In connection to the above quote, Kakuwa (2005) was also of the view that, the PE Curriculum was indeed not being effectively implemented because the PE teaching staff had high teacher-pupil ratio due over welming population of learners in most secondary schools. The two studies looked at how PE in primary schools was done and they found that in schools there were shortages of human resource. Mutiti (2010) emphasized on the status of this subject in basic institutions. The mentioned factor made the subject not to be implemented up to the needed standard in primary school; this study was different in that, it looked at an evaluation of the implementation of Physical Education Curriculum in Selected Secondary Schools in Mansa District.

The findings of this study is also in line with Mkandawire(2010) who argued that availability of human resource is required to facilitate effective teaching and learning of a programme. In line with this statement, teachers are very cardinal in implementing the PE curriculum so that competence acquisition of concepts and skills is enhanced in learners. teachers are the ones who changes assessment forms by increasing the weight of practical examinations and theory part at work places.

5.2.3 Facilities for PE in secondary schools

Facilities are very cardinal in any learning institution, without this, the process of teaching physical education becomes very difficult. According to the findings from the Standard Education Officer who explained that most of facilities in secondary schools which were suppose to be found included Sports hall, Classrooms, Sportsgrounds and Libraries and these were limited. The headteachers and teachers of schools A and B confirmed that, PE classrooms, sports halls and libraries were not enough in schools. At school B constructions of some classes to accommodate learning spaces for Physical Education were still being done. Two headteachers of

schools A and B explained that they did not have sports halls and libraries, while only one headteacher reported that they have a big sports hall and a small library.

Therefore, appropriate PE facilities which are attractive and motivating to both the teachers and learners need to be built in all schools where the subject is taught in Mansa district. This would help to develop the anxiety of teachers to implement the curriculum and pupils to learn what is being implemented by the PE teachers. In the process of such type of anxiety, there could be an increase in the performance of learners. This brings about effective implementation of Physical Education curriculum and not what was transpiring in schools A and B, where the sports facilities were really almost in a deplorable state. Hence quality educational implementation of any curriculum like that of PE depends on an environment with attractive facilities. Physical Education and Sport is the primary instrument for preparing pupils with the skills, knowledge and confidence to lead physical activity lives. Daily physical activity plays a vital role in maintaining and enhancing the physical and emotional health of pupils. Without quality education, there could be no purposeful teaching where teachers would implement the PE curriculum to learners so that concepts and skills are gained.

A study done on implementation of physical education and sport as a compulsory subject among schools in Mansa, by Sitima (2015) found that there were shortages of facilities which had significantly contributed to the failure of implementation of PE in primary schools within Mansa district. This study has found similar data in the implementation of PE in secondary schools. Facilities in all kinds have some functions in the learning process of a curriculum therefore; facilities such as sports grounds, sports halls, libraries, grounds, and classrooms among others; must cater for the number of learners of the PE curriculum in schools. These mentioned facilities need to be adequate in order for PE to be effectively implemented in the selected secondary schools in Mansa district.

5.2.4 Contextualization of current study with other studies

In this study, factors established which were similar to other studies done by Kakuwa (2005) Sitima (2015), Mutiti (2010) and Sipalo (2010) includes: not having enough PE text books, no enough syllabuses, no enough PE equipment, timetables also overlap in the afternoon, no swimming pools, and no sports halls in secondary schools of Mansa.

Two of the three schools that were contacted during research had completely no libraries, meaning pupils had nowhere to study from and get books for their PE programme, this forced pupils to be asking their teachers whom they thought were keeping study materials, to give them study materials for their study preparation, these schools had no teachers guides, boxing gloves and no computers. There was only school C which had a syllabus which was share by all the four teachers.

Lack of such materials made the implementation of physical education to become more difficult for teachers in Mansa. The study has shown an extent of the availability and efficiency of instructional materials, human resources and facilities in the implementation of PE curriculum in secondary schools.

Sipalo (2010) did a study on the effectiveness of PE curriculum in Basic schools of Mbala, Muttiti (2010) had a study on the status of PE in Chongwe and Sitima (2010) looked at constraints of PE implementation as a compulsory subject in primary schools. Therefore, the researcher found a gap by evaluating the implementation of the PE curriculum in selected secondary schools of Mansa district.

5.2.5 Contextualizing the conceptual framework.

In the conceptual framework model Provided in chapter one and adapted from Ogular (2002:6), it is stated that, “adequate and appropriate teaching and learning resources including facilities are necessary to carry out programme activities such as the implementation of any curriculum.” Hence the implementation of Physical education also requires such input like sports halls, libraries, among others.

Rudramambaour (2004) Also stated that,” When facilities, teachers’ hand books pupils’ text books ,and other PE/Sports teaching equipment are available,they become resources, common bases for study and investigation of knowledge.” when instructional materials and infrastructure are available, this gives opportunities for teachers to organize and plan teaching procedures in order to teach a successful lesson. Objectives and type of PE implementation methods such as whole part whole and demonstration can be easily planned using different types of instructional materials to make the lesson successful, enjoyable and productive. Through planning teachers may suggest or recommend ways to handle instructional problems that may be encountered in

teaching and learning process of PE Concepts and any sports skill that is encountered in this curriculum.

In developing countries, the numbers of pupils and teachers have kept on rising but government money available for education is less (Sibulwa1996:35). Since manpower in the education sector has been on the increased, the huge amount of money allocated to the education sector is absorbed by salaries leaving very little for teaching and learning materials, in-service training, and other things needed for the effective implementation of the PE curriculum in secondary schools. In the absence of teaching and learning materials, the PE implementation processes will be hampered and if the Education Standard Officers do not go out to evaluate, it will be difficult to know whether the PE curriculum is being effectively implemented or not.

5.2.6 Contextualization with the theoretical framework.

The conceptual framework which was adapted from the scholar well known as Ogular, has agreed with this study as follows;

During input stage: Teachers need to use appropriate methods to teach the concepts of PE and make learners understand skills, recipients of knowledge should learn skills of various sporting activities such as those of basketball, volleyball, table tennis, badminton, netball, and football to meet required needs. If teachers do not follow the needed rules when implementing skills in conversional games, learners may fail to grasp defending, attacking, passing and dribbling in games. Out of the three schools, only one school was implementing the curriculum effectively despite challenges. Text books, syllabus, and teachers' guides are required to be available so that both the teachers implement the curriculum in an appropriate manner and the learners use such to get the knowledge and skills required. Among the three schools, only school C had enough teaching and learning materials while schools A and B. did not have.

At the process stage: The study found that there is teaching and learning taking place in the Secondary schools of Mansa district. This was mainly instituted by the teachers during the actual implementation of the curriculum in classes as well as on the sporting fields. Teachers had timetables which helped them follow their periods during the implementations. Standard officers and head teachers also monitored the teaching process to make sure that there is learning taking place. However, they only concentrate much in monitoring other subjects leaving out PE teachers

for unknown reasons, this should not happen in education to avoid demotivation in most PE teachers. All subjects have values therefore standard officers and headteachers should give equal magnitude to all subjects during monitoring times

During output stage: At this stage, the study argued that in Secondary schools, the number of learners who learn and finish grade twelve were very few as it is indicated in the study that learners who take PE in the three schools find it difficult because the number of teaching and learning resources such as libraries, computer rooms, boxing resources, various sporting balls, boxing punching bags, text books and, syllabuses were either not enough or not therefor all pupils that were enrolled in Physical Education. PE learners keep on reducing compared to the total number of learners in each secondary school as indicated in 2016 where school C they were 20 pupils who took PE out of 486, school A had 25 out of 916 pupils while at school B 90 pupils took PE out of 498 learners. These numbers need to be increased because PE needed to be taught to all learners for physical development of learners and healthy reasons. Lessons were also delivered by teachers, not only this but also skills were provided on the fields during practicals. The implementers of PE who are teachers could do better if they intensify on continuing professional development (CPD) meetings. The timetables in schools have allocated periods for PE in the afternoon. This situation gives a notion that the PE curriculum was concerned only for sport as most of the sporting activities are performed in the afternoon.

At the effect stage: During class observation through this study it was considered that pupils in schools C and A had improved in the acquisition of knowledge, acceptable PE values by waiting for instructions from PE teachers.

On the impact stage: The youth had gained skills in Sports within Physical Education. Pupils in the three schools who were obese have reduced in weight. Two of the pupils who have learned PE at one of the named Secondary schools in Mansa where the research was conducted have joined ZESCO Luapula football club where they play to show their football skills taught at school. This indicates that these two pupils had gained worthwhile knowledge, values and attitude at secondary level. However the impact is not great, more need to be done in the implementation of physical education curriculum in selected schools in Mansa.

5.3 Attitude of headteachers and teachers towards the teaching of the PE Curriculum.

Many head teachers and teachers in secondary schools have negative attitude towards the PE curriculum. The ESO and head teachers have provided information on the attitude of teachers towards the implementation of the PE curriculum in Mansa. Teachers' has also expressed themselves over this matter in accordance to the findings.

5.3.1 Headteachers' attitudes and responses towards the PE implementation.

The ESO in charge of Expressive arts when interviewed on the attitudes of head teachers, and teachers towards the implementation of PE in Mansa, indicated that some headteachers had positive interest in PE while others had a negative attitude towards the subject by not supporting it through procuring teaching and leaning materials. Since head teachers implement government policies, they must provide advice on how best to implement a curriculum and not what was stated by the ESO that there are two camps with various attitudes towards PE.

A situation where some head teachers have a positive attitude towards the implementation of PE and others have negative attitude as presented by the Education Standard Officer paints a bad picture in secondary schools. Head teachers should not seem to be divided on the implementation of the PE Curriculum in secondary schools; they need to work together as administrators, to indicate the love for the subject. Cooperative work, effective communication and shared PE goals have been identified as crucial for all types of successful implementation of PE Curriculum in schools' Nirav (2012) considers cooperation as a value under what is termed as 'Unity of purpose'. It is this unity of purpose in combination with a positive attitude towards the teaching and learning of PE which is considered as a powerful mechanism for the effective implementation of the PE Curriculum in Secondary schools. Head teachers should unite and talk with one voice so that the implementation of the PE curriculum becomes effective when it is supported. Learners also would be able to see that the subject is important and it is part of the curriculum.

Positive attitude by stakeholders in education is needed as it enhances learning and motivates teachers in teaching their subjects Kelly (1999). Head teachers who seem to be on the negative side by not procuring equipment about physical education should also be able to reflect on the

Physical, cognitive and the social development aims of this subject and compare with what they know about PE.

On physical development domain: the domain help in the building and maintaining bones and muscles, strengthening the heart, keeps the arteries clear, help reduce the risk of developing obesity. The cognitive domain help the learner to think for example in a practical lesson of football when a learner would like to give a pass to another who is far away in a court, then he or she must calculate the distance in between them and he or she kicks the ball hard so that the pass reach the friend, when playing chess one also uses cognitive. Learners socialize and show respect to one another during PE activities. Head teachers are responsible for all activities within their school vicinity, they are supposed to support all programmes like that of PE, Sidhu (2013) cited that, “effective management in the school is central to well-being of education system that requires school head teachers to implement teaching and learning process to achieve the objectives.” Similarly the head’s job give emphasis to developing a deep understanding of the PE Curriculum and find means on how to support it in the ways that would promote effective teaching and learning of PE in secondary schools.

5.3.2 Headteacher’s response on teachers’ attitudes towards PE implementation.

Findings from the head teachers were that, teachers who are also Head of departments of other subjects perceived PE with mixed feelings, some were supportive while others not and when asked on what attitudes do the teachers have towards PE, the headteachers stated that some teachers have positive attitude while others take the subject as that which can help them relax from academic subjects like mathematics and science and break the monotony of being in class the whole day.

Head teachers further clarified that, some time back the attitude of all teachers were bad but now some teachers have a positive attitude because the subject is now examinable. This change was brought after pupils wrote the PE national examination in 2016. Hence some of the teachers consider PE as a subject which educate pupils to have sports entrepreneurship in future, even though there are still non PE teachers who consider the subject to be inferior among other academic subject by labeling PE a useless non-value subject to learners. Such teachers have missed a point by not realizing the benefits of the subject.

The headteachers from school A and B stressed that, the attitude of pupils towards the implementation of PE in secondary schools might be that of mixed feelings, others have negative attitude and some like the subject and even enjoy when they do practical skills away from theory, sometimes they do not even wait to get instructions due to excitements. Among the three schools only one head teacher stated that there is positive attitude of PE teachers towards PE. This is supported by Kapambwe (2015) who outlined that teachers of PE should all have positive attitude towards the implementation of PE because that is their specialized area of professionalism, they should love the subject despite any form of frustrations.

From the findings it was found that Head of Departments of other subjects had negative attitude towards PE. H.o.Ds are administrators in secondary schools they should all support the implementation of the PE curriculum as this may encourage even the non PE teachers to like this subject more and support its implementation in schools by encouraging parents to even buy sports attire and help in the construction of various sporting facilities for the learners in school. This subject has benefits ; learners become fit and do not being sick often as this can affect pupils' academic performance at the end of the curriculum, PE offers entrepreneurship for learners after they leave school by joining clubs to play any sport of their choice. Obesity is reduced in learners therefore no heart attack. Those teachers against the PE curriculum implementation do think that the subject is useless and has no future which is a wrong phenomenon. This is in line with Mutiti (2010) and Shimishi (2015) who indicated that H.o.Ds are administrators they should support PE curriculum implementation to realize the potential talents the learners do acquire in the learning process of the PE Curriculum.

Teachers need to be flexible and firm when teaching this subject, they must bring every pupil under their management, not just concentrating on a certain group and leaving other learners doing other activities for example in class of volleyball practical lesson, all pupils should learn volleyball skills not letting others pupils play football using a traditional ball made by themselves, while some just go home and others sit at a distance and far away from where volleyball is played. Such incidences as observed during classroom observation in the secondary schools of Mansa deteriorate the positive attitude of pupils towards the PE implementation. This would make learners fail to grasp necessary PE volleyball concepts and skills, later on the PE curriculum results of pupils in National examinations may go down.

There was only one head teacher who had a different view on the attitude of teachers as the response was that, the attitudes of teachers toward physical education implementation was positive. hence learners like learning PE in class as well as to go and perform Physical Education activities at the sports grounds, they take the subject as any other subject which is practical. Learners in other schools may have been demotivated by the PE teachers who seem to be teaching pupils the same type of skills which make the learners to feel lazy when participating in them.

The view of the head teachers sounded in such a manner because her school had almost all the equipment, the school ethos was very conducive for learning, the surroundings were green with nice slashed lawns, the class for PE had well-spaced rooms. This motivated and helped the pupils to learn PE and teachers were able to implement the PE curriculum with less difficult.

The teachers, who were interviewed using a focus group schedule, stated that, lack of insufficient instructional resources and facilities have demotivated them in the implementation of PE Curriculum. The teachers explained that their attitude toward PE Depend on the infrastructure and equipment needed at their place of work. This is in full support with Tembo (1997) who stated that, “text books and infrastructure are one of the most important instructional materials to enhance effective learning and teaching in secondary schools.”

Generally PE was perceived with mixed feelings by some non PE teachers and some head teachers who could not fully support this curriculum and this has affected the implementation of the PE curriculum in Mansa district.

There is an argument that a curriculum can be effectively implemented when the head teacher is involved, there is shared vision and goals including cooperation among head teachers and teachers, these administrators need to support PE teachers by making sure that infrastructure, text books and equipment are available during the implementation of the PE Curriculum, there is effective evaluation and monitoring, effective teaching and learning, positive leaning environment, focused professional development and effective parental involvement. These characteristics are widely accepted across countries in the world NASPE (2004).

5.3.3 Teachers' Attitudes towards the implementation of PE.

Non-physical education teachers were not suppose to be divided on physical education curriculum implementation because they are professionals.all teachers must have positive attitude and encouraged pupils to take PE. Their should not be a circumstance when non PE teachers consider the subject as though it did not have a future for the learners, this was a sign of irresponsibility on such officers.the teachers should support The ESO who stated that pupils enjoyed the subject and had positive attitude concerning physical education curriculum. Remarks like you won't go any where in life with PE, PE has no future should be avoided in order to provide an effective curriculum in secondary schools. Pupils get discouraged to take PE due to negative statements.PE teachers who do not perform practical aspect of Physical Education with their learner should be encouraged to go for CPD. PE teachers should be preparing lesson plans, scheme of work and weekly focused not as it was in the two of the schools where research was done. This is in support with Shimishi (2015), who stated that teachers play an important role in influencing the pupils' attitude towards P.E curriculum which is being implemented and negative attitudes of non PE teachersmaydemotivated PE teachers and learners towards the implementation of PE. Indeed the characteristic of teachers determines the pupils' attitudes towards the PE. The way the teacher interprets the PE curriculum may have an impact on learners. Teachers can make children to learn physical education, this depends on the way teachers socialize with learners during the implementation of the theory and practical lessons.

An attitude which a teacher may have on a topic can influence what he or she does with the curriculum in terms of teaching it.Non-SubjectPE teachers need sensitization that PE is like any other subject, it should not be considered as an inferior subject.

Delayment in deployment is another factor that makes the teachers forget about PE methodology as they remain for a long time without practicing. If a teacher has a negative attitude towards physical education as a subject then he or she cannot have an interest to teach it. It was very sad to note that deployment had impacted negatively on the teachers' attitude, this can still be explained in terms of the economy of the Zambia, because this deployment depend on the funds allocated to the exercise in the national budget by the Minister of Finance.

There has been usually a delay to employment of teachers which also include those of PE teachers from colleges ever since 2003 as noted by subulwa (1996), such kind of delay had affected the implementation of the PE curriculum in secondary schools because such teachers lack the appropriate opportunities to practice their skills of classroom teaching of PE for a long time and forget the methods they learned at universities and colleges, they degenerate to the level of un trained teachers.

In connection to the above, teachers of PE should direct more of their efforts by developing the right attitude towards the implementation of Physical Education curriculum which is one of the practical subjects. It is therefore, convenient that the whole society and particularly the school system learn not to judge and prejudge about teachers who are involved in PE. If fellow teachers upheld the ethics of respecting and understanding the significance of other teachers' specializations such as in PE, many problems of subject discrimination could be avoided. Nevertheless, it is very necessary that the new generations of teachers should be taught to respect each other's professional qualifications and specializations. The perception of stereotypes that are deeply rooted in our society about the implementation of the physical education curriculum in secondary schools of Mansa District need to be changed for the betterment of the society.

The teachers of other subjects such as mathematics, RE, English and science should also talk positively about the PE curriculum, so that it is accepted to be taken by learners just like other subjects in school. Teachers who only like teaching the theory part and leaving out the practical aspect of PE should be monitored by standard officers from DEBS office, head teachers and expressive arts Head of department.

The study findings had shown that Education Standard Officers in Mansa do monitor PE once in a ter. Even in such a situation the PE teachers have complained that they are left out in the monitoring process. If standard officers do not go out to monitor these PE teachers, it will be difficult to know whether the PE curriculum in secondary schools was being effectively implemented or not.

The teaching of theoretical lessons as well as the practical lessons of PE should be encouraged in schools by PE HoDs and all members of staff to avoid a situation where teachers of the PE

curriculum just teach theory lessons only leaving out the practical aspects. Through such encouragements learners are also motivated to have positive attitude and take keen interest in learning the subject, even when they are discouraged by their parents due to an foreseen Circumstances like injuries, such learners will take advises from their teachers because they are role models.

Responding to the question how is the attitude of teachers towards PE curriculum implementation. The findings brought out an issue of monitoring, the head teacher for school C stated that teaching was at the middle of the expected standard meaning the school is improving in its implementation of this curriculum but the big problem was that PE teachers at the school were rarely monitored by standard officers and that demotivated PE teachers when they saw others being monitored. Teachers teach well, there was at least enough equipment and infrastructure for them to adequately and effectively teach physical education. The extent of its implementation is affected by monitoring.

Otherwise according to the headteachers the school was prepared to implement PE Curriculum at this Secondary school. This is in agreement with (Mutiti 2010) who stated that any curriculum needs monitoring in order to pin point any remedial action to be taken for the purpose of its accountability in school, later brings improvement in the introduced curriculum

5.4 Challenges faced by secondary school teachers in implementing P.E Curriculum

Like in many other countries such as those cited in the literature review, implementation of PE curriculum had been subjected to diverse challenges. To start with as it was reported by respondents, an evaluation of the of PE implementation in the selected secondary schools in Mansa reviewed the following as major challenges: inadequate PE teaching and learning materials, lack of motivation among PE teachers, poor and lack of enough PE infrastructure, inadequate number of trained PE teachers, insufficient of PE sports equipment, lack of administrative support, lack of enough funds to procure equipment, non PE attire by pupils during practical lessons, negative attitude among non PE teachers. These are the challenges that are hindering the effective implementation of PE curriculum in the secondary schools of Mansa district among others. These responses on challenges which came from various respondents in the schools where the researcher gathered data were almost similar.

Therefore, in the three schools where the study was conducted, only one school had a PE Syllabus which was a reference to all the four PE teachers, the other two schools had no syllabus. For such a circumstance, one would wonder what type of teaching goes on in these schools where syllabuses are not available. Apart from infrastructure as stated in the findings. At junior level in terms of pupil's grade 8 text books when class observation was done and having shown all instructional materials and equipment: The schools had less than ten Grade 8 and 9 textbooks each and no text books for the senior level. School C had 10, school B had 8 and school A had 5 grade eight pupils' text books. The distribution of these books to learners become a challenge, it will require sharing among learners. These same numbers of text books indicated for grade eight were also similar to those which represented grade nine level in terms of content coverage. there could be no quality education if the PE teaching materials were insufficient as compared to the number of pupils learning PE in Mansa.

In this study eight teachers gave statements on instructional resource which included lack of suitable instructional materials such as text, how can teachers implement the PE curriculum when resources were lacking. During focused group Discussion, When also few teachers of school A and C stated that MK textbooks published by Curriculum development centre were too shallow and confusing, the researcher conducted a document review and it was unfortunate to note that some topics indicated in the syllabus were not in the pupils text books, the grade 8 text books was the worst of them all, for example topics such as physical education and health, sub topic puberty stage, orienteering entrepreneurship, movement to mention but a few, the instruction are not clearly written. Further more as indicated in the books, Grade 9 PE text books also have similar problems for example on topics like recreation and traditional games, considering the objectives set as the learning outcome in the syllabus, these are not found in the pupils text books putting implementation of PE in schools at an awkward situation. On page 14 of grade 9 Pupils' text books only a list of strength training activities given without the way they are supposed to be performed. Ching'ande dance, Mganda dance have been written as headings without explaining how these are done in a dance.

With such challenges teachers find it a problem to implement the PE curriculum in secondary schools of Mansa District because it is not good just to assume that teachers know, when there is no materials that can provide information in order to teach effectively.

Still, during document analysis, it was found that the Junior Secondary Physical Education learners books in Grade 9 Subtopic 5.3 project on page 5, only an example of an already written project is given and there is silence on how to go about this kind of project. When checking the activity rugby, golf, motor bike, and badminton these also just show pictures of people performing them and no written instructions was provided about the sporting activities in the pupils' text books. Indeed These books had a lot of mistakes they were not supposed to be rushed into schools. These materials should have been reviewed perfectly before distributing them to schools. This indicates that CDC did not do a good job to approve such pupil's textbooks. The MK publishers were after money not necessarily the work of publishing quality learning instructional materials to be used in schools.

To address this challenge and thereby ensuring effective implementation of the PE curriculum at secondary level, teachers recommended that, the Ministry of General Education through, CDC should review PE syllabus, Pupils text books in such a way that, topics which are alien should be corrected and some sub topics that encourage violence such as Boxing, Karate which teachers are not even teaching practically in schools due to culture must be removed in order to meet needs of the secondary schools. School Administrators should monitor PE regularly to check the extent of availability of teaching resources, infrastructure and how the PE curriculum is being implement in secondary schools. Lastly headteachers and teachers further recommended that the Ministry of General of Education should make funding available to schools through the DEBS office to enhance sensitization campaigns of PE implementation exercise and also to invest in procurement of PE teaching materials and infrastructural development because they were deemed to be necessary towards the implementation of Physical Education Curriculum in selected secondary schools of Mansa District.

After the review has been done then the materials should be redistributed back to schools. Head teachers should procure more learning materials than what was given by the District Board's Secretary office, how can schools be having less than 10 ten pupils' textbooks, this gives teachers challenges of implementing PE effectively. Rights (2014) stated that Teaching and learning materials and infrastructure are the resources teachers use to implement PE Curriculum to learners.

PE teaching materials can support teaching and learning when the content in them are valid and could be implemented in a way that increase the success of pupils for example using a method that encourages learner centered. Additionally learning materials are important because they can significantly increase pupil academic achievement by supporting learning. Mwansa et al, (2002) for example, if there a lot of pupil's text books in school learners will enjoy learning without sharing text books in group. Similarly when there are a lot of balls in basketball, football, netball and volleyball Secondary school PE learners will have opportunities to practice a new skill gained in class. The availability of materials such text books would aid the learning process by allowing the learners to explore the knowledge independently as well as providing repetition at their own pace in steady of waiting for the teacher to teach a certain topic. Learning materials must be available both for the teacher and the learners.

Moreover, learning materials can assist teachers to know and understand what method to use on a topic. Learning materials also provide learners with important vocabulary, starting from simple basic skills all the way to learning the whole skill for example learning how to head a ball pupils would learn heading to defend where the centre of the head is used and heading to score where the sides of the head including the fore head could be used in a practical lesson. Availability of diverse learning materials would also stimulate teachers' and learners' imagination and better understanding of the society they live in and also offer a more wide knowledge and experience. This can help teachers and learners alike to be better prepared for teaching and learning processes and enhance their curiosity for deeper abstract ideas. (Right, 2014).

Participants stated that there is lack of wide sensitization and awareness of the PE curriculum from Secondary school administration on decision about the necessity of PE to pupils and the whole community PE need to be compulsory to all pupils as it is enshrined in the revised curriculum. Therefore all classes need to take this subject. The community, all head teachers, teachers and pupils require massive sensitization if PE has to be effectively implemented in secondary schools. This also was in line with Mutiti (2010), who revealed that, "Physical education was marginalized to the extent that teachers' attitude about the status of PE in schools was negative that this needed sensitization for head teachers, teachers and the community on the benefits of PE.

Therefore, the researcher is of the view that all teachers and pupils should be fully participate in PE events because in one way or another, it offers schools opportunities to collaborate with other stakeholders hence the subject is marketed to parents, representatives of sport and other volunteer organizations, community officials, government, health care providers and the private sector. Physical activities also provide schools with an opportunity to enhance their integration into community life gaining not only socialization but also financial benefits. Collaboration is a way for schools to increase the availability and variety of physical activities for learners and maintain their accessibility and educational qualities on a high level, which also markets the subject to the broader community. Such activities once properly used promote engagement in PE and its popularity to both in-school and out-of-school environments (Brown, 2001).

Participants in this study also bemoaned none availability of PE infrastructure, such as PE sports grounds, sports hall, libraries, computer buildings, swimming pools. PE infrastructure provides places for people to be physically active and remain fit in structured activities. Teachers and learners who have access to playgrounds, and recreation programmes tend to be more physically active than those living in neighborhoods with fewer PE facilities. Since most of the time from Monday to Friday teachers and learners are found in school, there is need for the provision of well-established PE infrastructure and opportunities for the purpose of encouraging those found in school to engage in physical activities. This is in line with Mulenga (2006) who stated that physical facilities such as school buildings, libraries, sporting grounds and clean running water were vital determinants of quality education in schools. These are important for the implementation of any educational programme. There is need also to increase access to PE facilities, plan and develop outdoor and indoor physical activity infrastructure and facilities

The successful implementation of PE curriculum indoor and outdoor class lessons depends mainly upon the availability of proper infrastructure in the Secondary schools. The term 'Physical facilities' which Mulenga (2006) used stands for the physical infrastructure of the schools. It is referred to buildings, grounds among others as it is mentioned. Such are vital for PE implementation.

Furthermore, negative attitude and stereotype from none PE teachers was isolated to be one of the challenges to the implementation of PE as a subject. Stereotype is currently one of the main challenges modern society faces (Brown, 2000). Stereotypes such as; PE is too simple, it has no

future, and it is a subject of slow learners, are among the most common in the secondary schools within Mansa district. These negative feelings have created wrong intentions about PE and have eventually created a distortion on the stability of PE as a curriculum subject.

Findings of the study in two of the schools among the three institutions where the study was conducted show that teachers in the secondary institutions tend to create a negative attitude towards the PE curriculum by mocking PE teachers and pupils who take the subject, disregarding the subject as that which has no future based on what they outwardly see, but not on realistic state of things which is an acceptable in education. These negative behaviors manifested by non-PE subject teachers in form of stereotype and labels have left the subject unrecognized, even though it is one of the examinable subjects in the country.

This had affected individuals such as teachers and learners who like PE, but feel ashamed of doing so because of stereotypes. The traditional idea about physical education as that which involve jumping and running and had no academic value in the life of an individual have been the opinion of some teachers and parents, this was revealed by PE teachers during focus group discussion for example teachers of school A and B stated that; pupils after performing well in monthly tests and end of term tests, head teachers do not reward these pupils,

Apart from that, monitoring and evaluation of the implementation of the curricula and its responsiveness to new challenges and requirements is a critical element which needs to be taken into consideration especially where implementation of PE as a curriculum is concerned. It is one of the common practices of curriculum makers to determine the strength and the weaknesses of a written or planned curriculum (Abdussalim,2008). Findings of the study were that Standard Officers at the DEBS offices do not monitor PE teachers frequently, this circumstance is not encouraging. According to the discussion the researcher had with the Standard Officer on how often teachers are monitored. The response was once per term and it was done to selected subjects because the situation was hampered by lack of government funding which was not provided most of the time. This kind of monitoring is not enough because ESOs need to perform their duties even three times to four times in a term, they should not be depending on government funding, but sacrifice at some circumstances to help teacher teach according to the ethics of the teaching fraternity like planning, demonstrating activities correctly, preparing lesson plans and shemes of work.

Head teachers and HoD should monitor the implementation of PE by evaluating what the teachers are implementing in terms of theory and practical skills of the subject. This assures administrators and teachers of secondary schools that the curriculum materials are relevant and effective, if not the Ministry of General education through CDC should provide decisions on what aspects have to be retained, improved or modified. Curriculum evaluation refers to a systematic process of judging the value, and importance of a curriculum: its input, process, output product effects and impact which will lead to informed decisions (Abdussalim, 2008). If we are to monitor and evaluate the curriculum in the context of the extent to which PE curriculum had been implemented, we would instantly conclude that, nothing had been done. This state of affairs is likely to continue so long as monitoring and evaluation is not embraced effectively to check the extent to which the curriculum of Physical Education is being implemented in selected Secondary schools of Mansa district.

Worse still the other challenge was that the teaching methodologies being used by teachers, A situation where the teacher always demonstrates an activity in a lesson, this becomes too predictive to the learners, before the teacher introduces the lesson for practical, pupils already understands that the teacher will demonstrate. This had wiped the learners' enthusiasm for learning PE and eventually there will be a disturbance in the process of implementation of the subject. In order to address this challenge and thereby pave way for effective implementation of PE, in secondary schools, it was necessary for PE teachers to learn to use a variety of teaching methodologies such as allow a learner to demonstrate to fellow pupils, use part method where you teach activities in parts later combine those to make the whole activity. This would cater for the range of learning needs that are present within most class environments.

A teacher should not only teach an activity and expect all pupils to perform the skill in the same way, these learners have different capabilities of capturing skills. Albert Estinonce stated that, “you cannot put a monkey, elephant, and fish among others to climb a tree, because every animal has its capability” Teachers need to understand that not all learners learn in the same way. During Physical Education time, a PE teacher should spend equal time to relate with learners in practical activities such as in football, netball, volleyball and so on. A teacher should ask himself/herself, are the lessons meeting the PE Curriculum goals such as learners must gain the skills taught in a lesson, use Pedagogical approaches that enable the goals to also be addressed.

Discussion held at the end of a practical PE lesson in a cool down phase are necessary for learners to go through as a class on how the lesson had been, what went wrong and what can be improved on. There should be diversification of teaching methodology in PE to enable the teacher adapt to diverse abilities and needs of the learners. By adapting to the talents, strengths and needs of individual pupils, the teacher of PE can facilitate their progression within implementation of PE curriculum and would eventually accelerate appreciation of the subject. Hoss (2005) outlined that when planning for teaching and learning in the area of PE, a variety of teaching strategies need to be considered as these will respond to potential areas of difficulty for learners.

Therefore, a suggestion to change methods of teaching so as to suit the changing learning needs of pupils would play a crucial role in effective implementation of the PE Curriculum in secondary schools. It is therefore important that all teachers within all PE learning environments are aware of the positive and negative effects of all methodologies currently being utilized within their classroom (Nhamo and Muswazi, 2013).

Through this study, it had been found that motivation of PE teachers by school administrators had not been good. With regard, a motivated teacher would actually influence his or her learners to have the zeal to learn the subject and the implementation of that subject will be effective. Lack of Motivation and proper acquisition of teaching skills are therefore critical to head teachers and PE teachers, if the PE curriculum is to be effectively implemented in Secondary school. In fact, the current study also revealed that some teachers were not properly trained especially on the practical aspect to teach PE in secondary schools. This was in line with Mutiti 2010 who stated that a motivated and well trained teacher with necessary materials will teach better in the theory part as well as the practical part.

A well-trained teacher of PE would conclusively have decisive element in a PE classroom especially when it comes to practical activities. When the researcher observed practical lessons, it was established that PE teachers had challenges in executing skills, however, in theory work the teachers in schools are doing fine. The PE teachers create a conducive climate for PE learning meaning the way they talk to learners and improvise equipment when needed. It is the teacher's daily mood that makes the weather for learning.

Therefore, PE really need teachers who are trained and motivated because their influence on the learners is great and would foster a compulsory spirit of learning PE as a subject equivalent to other subjects. A motivated teacher would actually influence his or her learner to appreciate the subject and to eventually win unanimous support where compulsory implementation is required. Lack of motivated and well trained teachers could probably be the reason why some respondents showed that ‘a negative attitude from pupils has contributed to failure to implement PE. If the teacher is demotivated, it should not be a strange thing to see his or her pupils even more demotivated. Motivation and proper acquisition of teaching skills are therefore critical if PE is to be implemented on a compulsory basis, in fact, the current study revealed that some teachers were not properly trained to be teaching in Secondary schools.

A well trained teacher has his or her personal approach that creates the climate for PE learning. It is his or her daily mood that makes the weather for learning. Therefore, a teacher possesses tremendous power to make pupil's lives miserable or joyous. Thus, he or she can be a tool of torture or an instrument of inspiration to learners. (NASPE, 2004). To this effect, PE really need teachers who are trained and motivated because their influence on the learners is great and would foster the implementation of PE in secondary schools.

Summary of Discussed Results

The meaning of PE had diverse ideas. What came out was that there were few instructional, human and infrastructure resources in secondary schools of Mansadistrict. The way none-PE teachers misinterpret the subject indicated that such members of staff lacked awareness and literacy about PE. Moreover, the implementation of PE in secondary schools in Mansa was mainly based towards theory lesson. This was due to insufficient materials and equipment. The few PE teachers who taught the practical part of PE lacked skills. The findings showed that Only very few learners from schools were taking the PE curriculum for instance: in school A which had 916 learners, only 25 took PE , school B had 498 and only 90 were taking PE. At school C there were 486 and only 20 learned PE. Therefore this information which is from the findings show that the numbers of learners in each school entering the junior level out of the total number of learners in PE is very small and it also implies that the subject was not valued. Secondary schools in mansadistrict disagreed with the 2013 Revised Curriculum Framework which stated

that, "PE should be a compulsory subject to every learner." Many head teachers and non PE teachers did not treat the PE curriculum as a matter of urgency and that there were other subjects such as Science, English and mathematics that mattered most to be taken by pupils, hence challenges that faced teachers in the implementation of the PE curriculum in secondary schools of Mansa were: lack of appropriate PE teaching and learning resources, lack of practical knowledge by PE teachers, inadequate support from school administrators and parents, insufficient infrastructure and shortage of PE trained teachers among others. It was suggested that adequate materials be procured, MoE to train more Physical Education teachers in order to set fertile ground where all pupils learn physical activity skills during the implementation of PE curriculum in secondary schools.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter concludes the study and also makes recommendations based on the findings of the study. The study was conducted to evaluate the implementation of Physical Education curriculum in selected secondary schools in Mansa District.

6.1.1 Conclusions

According to the findings the study concluded that, there are no enough PE instructional materials, human resource and infrastructure in Mansa District. The understanding of PE activities and practices in school environments was also influenced and narrowed down by non-specialized teachers who thought that PE is one of the ways of breaking away from tough subjects like science for pupils to play around and relax. It was also evident that some participants such as head teachers did not support the PE curriculum for they looked at the subject as an expensive one and hence not a priority. Non PE teachers also mocked other members of staff who implement PE stating that PE has no future for learners and it is just a useless subject; a situation which was least anticipated especially that the target group was literate enough. Yet they did not understand this subject very well in terms of its benefits too. It was noted that narrow understanding of PE would lead to wrong intentions and behavior that would completely deter successful implementation of PE in Secondary schools.

Physical Education would provide opportunities to develop knowledge, values and skills needed to lead physically active lives in teachers and pupils. Self-esteem through this subject is stimulated when learners are engaged in physical activities like tag of war, shuttles, landrover and relays or any activities that are performed in a group. Physical Education promotes the facilitation of physical activities in other peoples' lives as well as propelling intellectual growth and health. PE improves the accumulation of fat on learners' bodies, improves socialization in pupils and good flow of blood in the body since the human heart's rate of pumping is activated. A repulsive feeling about the implementation of PE in secondary schools as characterized by most respondents included Lack of proper and wide sensitization due to experience of mockery and

discouragements by non PE teachers. Lack of support to PE equipment by the Ministry of General Education through DEBS and head teachers.

Mansa does not have well prepared teachers of physical education; therefore, providing a framework to stimulate discussion during the curriculum meetings, will be very important. Further, it will have been noticed that the frameworks of various PE activities for grades 8-12 should be written well by teachers in order to provide an adequate balance of activities including those done by learners in their traditional lives such as the touch activity, wider, wadyaukunadyakuja meaning eat here I eat there. This is an activity where learners make a small hip of sand using their hands while sitting in a circle. Then each learner starts reducing the hip of the sand from his or her side using fingers till there was no hip. This is important as learners always enjoy doing a variety of activities especially those they are familiar with and tend to be bored easily if there is no change of activities during the implementation of physical education curriculum in secondary schools.

The implementation of PE in the Secondary schools of Mansa district in Luapula Province has been deterred by many challenges as stated by this study. Therefore there should be massive investment in capacity building, infrastructural development, instructional materials advocacy and sensitization of stakeholders at community level, school level, there must also be visionary leadership.

Generally, for smooth implementation of the PE curriculum in Secondary schools, PE teachers need support from within the school and DEBS office in terms of quick deployment, monitoring and provision of teaching and learning resources. This would lead to no conflicting misconceptions about the necessity of PE as a curriculum because everyone would have a clear understanding of the broad nature of the subject. Therefore with all the mentioned factors, PE curriculum in the secondary schools of Mansa district was not effectively implemented. It is hoped that with the PE examinations in place according to the Revised Curriculum, there will be improvements in the implementation of Physical Education curriculum in secondary schools in Mansa District.

6.1.2 Recommendations

Basing on the findings of this study, the following recommendations emerged:

- 6.1.2.1 The Ministry of General Education through the DEBS office and school Administrators should monitor PE regularly to check the extent of availability of teaching resources, infrastructure and how the PE curriculum is being implemented in secondary schools
- 6.1.2.2 There is need for the Ministry of General Education through the Curriculum Development Centre (CDC) to revise the school PE syllabus and pupils' textbooks in such a way that alien sub topics that encourage violence such as boxing, Karate which teachers are not teaching practically in schools due to culture must be removed in order to meet the needs of secondary school learners.
- 6.1.2.3 The Ministry of General Education should make funding available to schools through the DEBS office to enhance sensitization campaigns of PE implementation exercise and also to invest in procurement of PE teaching materials and infrastructural development because they were deemed to be necessary towards the implementation of Physical Education Curriculum in secondary schools.

6.2. Recommendation for Further Research

Research in education parameters never end because this controls mistakes in any programme. In the case of the implementation of Physical Education curriculum in secondary schools, it can be noted that implementers at the district and school levels are not doing enough and something was wrong as outlined by findings, discussions and recommendations. Therefore the following area for further research has been suggested

- 6.2.1 In this study a qualitative methodology was used to gather data from three schools. A similar study should be taken from a broader perspective probably using both qualitative and quantitative approaches which attracts a wider catchment area of schools in order to have more insight and a broader perspective on the implementation of Physical Education curriculum in selected secondary schools in Mansa District.

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APPENDICES

Appendix I: Consent Form

I am a registered Master's student in the School of Education, Department of Language and Social Sciences at the University of Zambia. I am conducting a study on the effectiveness of Physical Education Curriculum implementation to support learner achievement in Secondary schools of Mansa district, Luapula Province, Zambia. Your school is one of the selected Secondary schools that offer Physical education curriculum. Permission has been sought from the office of the ESO GI- Expressive arts

I am kindly requesting your voluntary participation in this study. I would appreciate if you could answer all the questions asked and give me the feedback. Please read the information below and ask for clarification about anything you do not understand before deciding whether to participate or not.

1. There are no risks in taking part in this study. Actually taking part in the study will make you a contributor to the body of knowledge on the subject matter.
2. If you do not want to be in this study, you do not have to participate. Remember, participation in this study is voluntary and you have the right to discontinue if you decide otherwise.
3. All the responses will be highly appreciated, treated confidentially and used for academic purposes only.

You are therefore kindly asked to give honest answers to all questions. Write your name and append your signature in the space below if you are willing to participate.

Participant:

Name:..... Signature:.....

Date:.....

Appendix II: Teacher’s Focused Group Discussion Interview Schedule

Section A: Welcome note and biographical information

I welcome you to this in-depth interview. Be assured of confidentiality and information will only be used for this research only. The interview should take about 25-30 minutes.

Gender..... Qualification.....

Years in Service.....

Section B: Extent of the availability of instructional materials, human resource and facilities for the effectiveness of the implementation of PE Curriculum in Secondary schools.

1. How many balls are there in each of these sporting disciplines: football, basketball, netball and volleyball?
2. What is the total number of the following facilities in your school: Basketball grounds, football grounds, netball grounds and volley ball grounds?
3. How many PE trained teachers are available in this school?
4. How do parents help the school in terms of availability of instructional materials in school?
5. What methods do you often use when teaching PE in order to impart practical sports skills in your learner?
6. Which teaching resources do your learners use as you effectively implement PE in this school?
7. To what extent do pupils learn PE at this school?
8. How do you acquire the PE teaching and learning materials to facilitate your job?

Section C: Attitudes of pupils, teachers, administrators towards the teaching and learning of PE in Secondary schools.

9. How is the attitude of pupils in your class during a PE practical lesson?
10. Outline briefly the attitudes of other teachers and administrators towards the teaching and learning of PE at this secondary schools?
11. How many periods per week are allocated to Physical education in your classes?
12. How do you view physical education in relation to other subjects in terms of acquiring teaching and learning materials for your classes?
13. What are the attitudes of other teachers and HODs towards PE as a curriculum subject?
14. To what extent is the equality of physical education practical activities distributed to boys and girls?

Section D: Challenges teachers face when implementing the PE curriculum in secondary schools

15. What challenges do you face with your pupils when teaching Physical education practical lessons?
16. Which problems do you face with other teachers in the PE curriculum implementation?
17. To what extent do parents give you a challenge in the PE curriculum implementation?
18. How do your head teacher give you a challenge in terms of support to PE as a curriculum subject that is implemented at this school?
19. What do you think can be the way forward to all these challenges you face in PE curriculum implementation?
20. What is your view about the performance of physical education learners in the grade nine examinations?

Section E: The role played by parents in Physical Education curriculum implementation to support learners' academic achievement

21. What do you think are the contributions done by parents towards positive attitude change in physical education learners?

22. How do parents help the school to make sure that there is effective PE curriculum Implementation?

23 To what extent are the disabled pupils involved in PE activities at this school?

Section F: Closing Remarks

Is there anything else that you may wish to contribute that I did not specifically ask about?
Thank you for your response and time. As mentioned earlier, your information will be kept confidential and will be used for this research only.

Appendix III: Observation Checklist for a Physical Education Lesson

District.....School.....

Class.....Total number of pupils.....Boys.....Girls.....

Class teacher's gender.....Age.....

Teaching experience of PE in secondary schools

Prio permission and consent will be sought from the head teacher to observe the PE teachers as they teach. This will help to understand the type of methods, instructional materials, facilities used in the teaching of PE. The relationship between teachers' input and pupils 'output to enhance the effectiveness of physical education curriculum in secondary schools

S/N	CATEGORY TO OBSERVE	MARKS				
		1	2	3	4	5
1	Lesson preparation					
2	Lesson presentation					
3	Assessment					
4	Teacher pupil interaction					
5	class management					
6	Methods used					
7	Learning and teaching aids					
8	Usage of the chalk board /pitches					
9	Questioning technique					
10	Teacher's PE attire					
11	consideration of theory and practical					
12	Time management					
13	Voice projection					
14	Neatness of documents in the file					
15	Marking of pupils register					
16	Pupils group presentation to encourage team work					
17	Gender in providing responses to the					

	teacher during class time					
18	Shaping of letters appropriately					
19	Condition of instructional materials					
20	Knowledge of teacher on content presented.					
	Total percentage					

Weaknesses of the lesson

Strength of the lesson

Recommendations

Appendix IV: Head Teacher’s Physical Education interview Schedule

Section A: Welcome remarks and biographical information

I welcome you to this in-depth interview. Be assured of confidentiality and information will only be used for this research only. The interview should take about 25-30 minutes.

Gender.....

Years in Service..... Qualification.....

Section B: Questions on the extent of instructional material, human resource and facility availability for the effectiveness of the implementation of PE curriculum in selected secondary schools of Mansa district, Zambia.

1. How many balls are there in each of these sporting disciplines: football, basketball, netball and volleyball?
2. What is the total number of the following facilities in your school: basketball grounds, football grounds, netball grounds and volley ball grounds?
3. How many PE trained teachers are available in this school?
4. How do parents help the school in terms of availability of instructional materials in school?
5. Which teaching resources do your learners use as you effectively teach PE in this school?
6. What time do pupils learn PE at this school?
7. How do you acquire the PE teaching and learning materials to facilitate your job?
8. How many balls are there in each of these sporting disciplines: football, basketball, netball and volleyball?
9. To what extent is the equality of physical education practical activities distributed to boys and girls by their PE teachers?

Section C: Attitudes of pupils, teachers, administrators towards the teaching and learning of PE in Secondary schools?

10. How do Pupils perceive physical education to other school curriculum subjects such as English language, mathematics and science?
11. State briefly the attitude of other teachers and administrators towards the implementation of the PE Curriculum implementation?

Section D: Challenges teachers face when implementing the PE curriculum in secondary schools

12. What challenges do secondary school teachers face in implementing the PE curriculum?
13. What challenges do you find when involving parents in the implementation of PE Curriculum indirectly?
14. How do you solve the challenges you face in terms of financial resources to buy PE teaching and learning materials?
15. What challenges do you face from the Ministry of General Education pertaining to funding which can even benefit PE learners?

Section E: The role played by parents in Physical Education curriculum

Implementation to support learner achievement.

16. To what extent are parents involved in the effectiveness of PE curriculum implementation in supporting learner achievement in this school?
17. What contributions do parents make towards positive behaviour change in learners of the PE Curriculum?
18. How do parents consider PE as a curriculum subject in the community?

Section F: Closing Remarks

Is there anything else that you may wish to contribute that I did not specifically ask about?
Thank you for your time. As mentioned earlier, your information will be kept confidential and will be used for this research only.

Appendix V: Interview Schedule Guide for the Education Standards Officers (Eso) For Expressive Arts

I welcome you to this in-depth interview. Be assured of confidentiality and information will only be used for this research only. The interview should take about 25-30 minutes.

Gender.....

Years in Service..... Qualification.....

1. How often per term does your office monitor the Physical Education Curriculum Implementation in secondary schools in supporting Learner academic Achievement?
.....

2. From your monitoring schedule, what gaps have you observed so far in the teaching and learning of physical Education curriculum in Secondary schools?
.....
.....
.....
.....

3. Arising from your monitoring observation, how are the teachers implementing Physical Education curriculum in Secondary schools?

Very effective [] Effective [] Satisfactory [] Average []

Below average [] Rarely implemented [] Not implemented []

4.How does P.E contribute to the development of Secondary schools and the Society at large?
.....
.....
.....
.....

5. What would you recommend as a way to improve the teaching and learning instructional PE materials in secondary schools of Mansa secondary schools?
6. What are the attitudes of pupils, teachers and administrators towards the teaching and learning of PE in Secondary schools?
7. What have you observed as challenges for both teachers and learners during your monitoring of the P.E curriculum implementation in secondary schools?
8. How effective are the roles played by parents in the implementation of PE curriculum to support learner achievement?
9. What are the social barriers that make the boys and girls feel reluctant in learning physical education in secondary schools?
10. How are the PE teachers motivated in order for them to effectively implement the PE Curriculum in secondary schools?
11. To what extent are the availability of instructional materials, human resource, and facilities for effectiveness of the PE curriculum implementation in secondary schools.
10. what suggestions do you have in order to bring effectiveness in the implementation of PE Curriculum in secondary schools?
11. How many PE trained teachers are available in each school within the district?
12. Do you think there are enough instructional materials and facilities in secondary schools?

END OF INTERVIEW.

THANK YOU FOR YOUR COOPERATION.

Appendix VI: Introductory letter from UNZA



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: **27.02.17**

TO WHOM IT MAY CONCERN

Dear Sir/Madam


RE: FIELD WORK FOR MASTERS/ PHD STUDENTS

The bearer of this letter Mr./Ms **MUKATA BRIGHTON NAMUSHI** Computer number **5.1380.1333** 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.

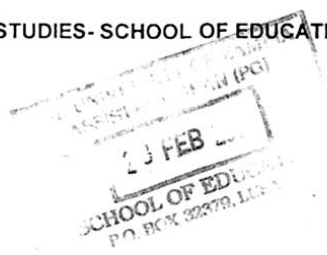
We shall greatly appreciate if the necessary assistance is rendered to him/~~her~~.

Yours faithfully


Emmy Mbozi (Dr)

ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS


23 FEB 2017
SCHOOL OF EDUCATION
P.O. BOX 32379, LUSAKA

Appendix VII: Introductory letter from Mansa College of Education

All Correspondence should be addressed to the Principal
Telephone: 821647/8
Telephone: 821044
Fax: 821648
E-mail address: maceadm@gmail.com



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

MANSA COLLEGE OF EDUCATION BOARD
P.O. Box 710391
MANSA

In reply please quote:

MACE/
TS NO. 96079

20th March, 2017

The Provincial Education Officer
Ministry of General Education
P.O. Box 710196
MANSA

Dear Sir,

RE: INTRODUCTION LETTER

This serves to introduce Mr. B.N. Mukata who is a Lecturer at Mansa College of Education and is currently pursuing a Masters of Education in Curriculum Studies Programme at UNZA. He is doing field work in some Secondary Schools that offer physical Education in Mansa District of Luapula Province.

Kindly assist him in any way possible.

Yours faithfully.

M. Tembo
Principal

MANSA COLLEGE OF EDUCATION

Appendix VIII: Introductory Letter from PEO

All Correspondence should be
Addressed to the Provincial Education Officer
Ministry of General Education
and not to Individual
Officer by name
Tel 821209
Telegrams PROVED MANSA
Fax 821483
Luapulamoe@yahoo Com



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

OFFICE OF THE PROVINCIAL EDUCATION OFFICER
P.O. Box 710196
MANSA

In reply please quote

PEOLP/TS/96079

21st March, 2017

The District Education Board Secretary
MANSA

RE: STAFF INTRODUCTORY LETTER: MR. BRIGHTON NAMUSHI MUKATA

The above subject matter refers.

Mr. Mukata, a Lecturer at Mansa College of Education, currently pursuing a Masters of Education in Curriculum Studies with the University of Zambia, would like to conduct field work in some schools in Mansa district.

Kindly allow him to visit some of your secondary schools that offer Physical Education in your district.

Your usual assistance is appreciated.


Ngosa Kotali
Provincial Education Officer
LUAPULA PROVINCE

Nm

Appendix IX: Introductory Letter from DEBS to Schools

*All communications should be addressed
to the District Education Board Secretary
and not to individual*
Tel: 02 821682
Fax 02- 821682



In reply please quote

No.

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
MANSA DISTRICT EDUCATION BOARD
P.O. BOX 710093
MANSA

22nd March, 2017

TO: The Headteachers

- Don Bosco Secondary School
- Mutende Secondary School
- Chitamba Secondary School

MANSA DISTRICT

INTRODUCTORY LETTER: MR BRIGHTON NAMUSHI MUKATA

I wish to introduce Mr Mukata, a Lecturer at Mansa College of Education, who is a currently pursuing a Masters of Education in Curriculum Studies with University of Zambia.

Mr Mukata is undertaking a research in Mansa selected Secondary schools.

I will be the most obliged if you will help his in every possible way.

A handwritten signature in black ink, appearing to read 'Sibetta, L.'.

Sibetta, L
District Education Board Secretary
MANSA DISTRICT

Appendix X: 2016 Grade 9 Examination Results Analysis By Subject Teacher

**CHITAMBA SECONDARY SCHOOL
2016 GRADE 9 EXAMINATION RESULTS ANALYSIS BY SUBJECT TEACHER**

SUBJECT	ENTERED			SAT			ABSENT			GRADES												(1 - 4)%								
										1				2				3				4								
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
BEMBA	68	88	156	57	77	134	11	11	22	3	1	4	14	2	16	10	19	29	12	27	39	18	28	46	68.4	63.64	66.029	66.03		
PHYSICAL EDUCATION	68	88	156	45	66	111	23	22	45	0	0	0	6	6	12	15	6	21	13	19	32	11	35	46	75.6	46.97	61.263	61.26		
BUSINESS STUDIES	68	88	156	57	77	134	11	11	22	0	0	0	8	1	9	11	6	17	15	27	42	23	43	66	59.6	44.16	51.902	51.90		
INTEGRATED SCIENCE	68	88	156	54	76	130	14	12	26	0	0	0	2	0	2	12	3	15	17	29	46	23	44	67	57.4	42.11	49.756	49.76		
MATHEMATICS	68	88	156	58	76	134	10	12	22	0	0	0	2	0	2	8	12	20	20	17	37	28	47	75	51.7	38.16	44.941	44.94		
ENGLISH	68	88	156	58	76	134	10	12	22	0	0	0	2	1	3	3	5	8	23	20	43	30	50	80	48.3	34.21	41.243	41.24		
SOCIAL STUDIES	68	88	156	57	76	133	11	12	23	0	0	0	5	1	6	10	4	14	14	16	30	28	55	83	50.9	27.63	39.254	39.25		
COMPUTER STUDIES	68	88	156	45	63	108	23	25	48	0	0	0	2	1	3	8	0	8	10	6	16	25	56	81	44.4	11.11	27.778	27.78		

**CHITAMBA SECONDARY SCHOOL
2016 GRADE 9 EXAMINATION GENERAL RESULTS ANALYSIS**

	NUMBER			PERCENTAGE(%)		
	M	F	T	M	F	T
ENTERED	69	87	156	44.23	55.77	100.00
SAT	59	75	134	85.51	86.21	85.90
ABSENT	10	12	22	14.49	13.79	14.10
FAILED	8	8	16	13.56	10.67	11.94
STATEMENT	27	58	85	45.76	77.33	63.43
SCHOOL CERTIFICATE	24	9	33	40.68	12.00	24.63

Appendix XI: 2016 Grade 12 Examination Results Analysis By Subject Teacher

**CHITAMBA SECONDARY SCHOOL
2015 GRADE 12 EXAMINATION RESULTS ANALYSIS BY SUBJECT AND RANK**

SUBJECT	GRADES												(1 - 6)PERCENTAGE			(1 - 6)% TOTAL																									
	1		2		3		4		5		6						7		8		9																				
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T																				
(1) HISTORY	15	13	28	12	13	25	3	0	3	1	0	1	1	2	3	5	3	8	0	1	0	1	0	1	0	1	0	2	2	83.33	76.92	80.13	80.13								
(2) COMMERCE	15	12	27	13	12	25	2	0	2	4	0	4	1	2	3	3	4	7	0	1	0	0	3	0	0	0	1	2	4	6	84.62	58.33	71.47	71.47							
(3) MATHEMATICS	78	58	136	77	58	135	1	0	1	4	0	4	0	4	0	11	2	13	5	6	11	7	5	12	17	18	35	13	10	23	9	10	19	6	7	13	62.34	53.45	57.89	57.89	
(4) BEMBA	54	33	87	51	31	82	3	2	5	0	1	1	1	1	2	6	6	12	6	2	8	2	8	2	10	11	3	14	6	7	13	8	4	12	5	10	62.75	48.4	55.6	55.6	
(5) ENGLISH	78	58	136	77	58	135	1	0	1	1	0	1	2	2	4	12	8	20	10	4	14	6	2	8	10	9	19	18	13	31	6	9	15	12	11	23	53.25	43.1	48.18	48.18	
(6) PHYSICAL EDUCATION	31	16	47	27	16	43	4	0	4	1	0	1	4	0	4	7	2	9	0	0	0	4	3	7	1	0	1	4	7	11	3	4	7	3	0	3	62.96	31.25	47.11	47.11	
(7) CIVIC EDUCATION	77	58	135	76	58	134	1	0	1	0	0	1	1	2	7	5	12	6	6	12	5	4	9	17	6	23	8	11	19	4	11	15	28	14	42	47.37	37.93	42.65	42.65		
(8) RELIGIOUS EDUCATION	32	35	67	25	28	53	7	7	14	0	0	1	0	1	4	4	8	2	1	3	1	1	2	5	3	8	6	6	12	4	8	2	9	11	52.00	32.14	42.07	42.07			
(9) FOOD & NUTRITION	20	19	39	17	19	36	3	0	3	0	0	0	0	0	0	1	1	2	1	1	2	2	0	2	3	5	8	4	8	6	14	0	0	41.18	36.84	39.01	39.01				
(10) GEOGRAPHY	22	20	42	22	20	42	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	1	4	5	9	10	6	16	4	5	9	0	3	36.4	30.0	33.2	33.2	
(11) BIOLOGY	78	58	136	77	58	135	1	0	1	0	0	1	4	1	5	2	0	2	3	1	4	9	6	15	22	9	31	17	20	37	19	21	40	24.68	13.79	19.23	19.23				
(12) SCIENCE	78	58	136	77	57	134	1	1	2	2	0	2	2	0	2	2	0	2	1	1	2	3	0	3	8	3	11	29	13	42	19	25	44	11	15	26	23.38	7.018	15.2	15.2	
(13) LITERATURE IN ENGLISH	2	6	8	0	2	2	2	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	0.00	0.00	0.00

**CHITAMBA SECONDARY SCHOOL
2016 GRADE 12 EXAMINATION GENERAL RESULTS ANALYSIS**

	NUMBER			PERCENTAGE(%)		
	M	F	T	M	F	T
ENTERED	78	58	136	57.35	42.65	100.00
SAT	77	58	135	98.72	100.00	99.26
ABSENT	1	0	1	1.28	0.00	0.74
UNSATISFACTORY	0	1	1	0.00	1.72	0.74
G.C.E	24	20	44	31.17	34.48	32.59
SCHOOL CERTIFICATE	54	36	90	70.13	62.07	66.67

Appendix XII: 2016 Grade 9 Examination Results Analysis By Subject Ranking

CHITAMBA SECONDARY SCHOOL
 GRADE NINE 2016 EXAMINATION ANALYSIS
 SUBJECT RANKING.

S/NO.	POSITION	SUBJECT NAME	PERCENTAGE
1	1	BEMBA	57.4%
2	2	BUSINESS STUDIES	45.2%
3	3	INTEGRATED SCIENCE	40.3%
4	4	PHYSICAL EDUCATION	39.4%
5	5	MATHEMATICS	37.7%
6	6	ENGLISH	36.0%
7	7	SOCIAL STUDIES	32.9%
8	8	INFORMATION COMMUNICATION TECHNO	17.9%

12-14
 HT

el

sh