

**EXPERIENCES OF TEACHERS AND LEARNERS IN THE TEACHING
AND LEARNING OF PHYSICAL EDUCATION IN SELECTED SCHOOLS
IN MONZE DISTRICT, ZAMBIA**

BY

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of the Requirements of
the Degree of Master in Primary Education.**

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DECLARATION

I, THOMAS MWALE, hereby declare that this dissertation represents my work, has not previously been submitted for any degree at this or any other University. All published work or materials from sources that have been incorporated have been dully acknowledged and adequate reference thereby made.

Signature of Researcher

Date

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APPROVAL

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TABLE OF CONTENTS

DECLARATION	i
COPYRIGHT	ii
APPROVAL	iii
ABBREVIATIONS	iv
ABSTRACT	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
CHAPTER ONE: INTRODUCTION	1
1.1 Overview	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem	4
1.4 Purpose of the Study	5
1.5 Study Objectives	5
1.6 Research questions	6
1.7 Significance of the study.....	6
1.8. Theoretical Framework	7
1.9 Delimitations of the study	8
1.10 Limitations of the study.....	8
1.11 Operational definition Terms	9
1.12 Summary of the Chapter	9
CHAPTER TWO: LITERATURE REVIEW	11
2.1 Overview	11
2.2 Historical Perspective, status and teaching perspective of physical education.....	11

2.3 Experiences and challenges of the teaching and learning of physical education in schools	12
2.5 Benefits of teaching and learning of Physical Education.....	23
2.6. Summary of the Literature review	29
CHAPTER THREE: METHODOLOGY.....	31
3.1 Overview	31
3.2 Philosophical Paradigm.....	31
3.3 Research Design.....	32
3.4 Study Population	33
3.5 Sample Size	33
3.5.1 Demographic characteristics of the participants	34
3.6 Sampling Techniques	38
3.6.1 Purposive Sampling.....	38
3.6.2 Convenience Sampling.....	38
3.7 Research Instruments	39
3.7.1 Semi-Structured Interview Guide (SSIG)	39
3.7.2. Focus Group Discussion Guide (FGDG)	39
3.7.3. Non-Participant Observation (NPO)	40
3.8. Data Quality Assurance (DQA)	40
3.9 Data Collection Procedure	41
3.10 Data Analysis	42
3.11 Ethical Considerations.....	43
3.12 Summary of the Chapter	43
CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS	44
4.1 Overview	44
4.2 Experiences of teachers and learners in the teaching and learning of Physical Education .	44
4.2.1. Teachers’ experiences	44
4.2.2. Learners’ experiences	49
4.3 Benefits of teaching and learning of physical education in schools	50

4.3.1 Views of teachers	51
4.3.2 Views of learners	53
4.4. Challenges faced by teachers and learners in the teaching and learning	55
4.4.1 Views of teachers on challenges faced in the teaching of physical education	55
4.4.2 Views of learners on the challenges faced in the learning of physical education	56
4.5. Summary of the chapter	57
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	59
5.1 Overview	59
5.2 Experiences in the Teaching and Learning of Physical Education	59
5.3 Benefits of Teaching and Learning of Physical Education	62
5.4 Challenges Faced by Teachers and Learners in the Teaching and Learning	66
5.5 Summary of the Chapter	71
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	73
6.1 Overview	73
6.2 Conclusion.....	73
6.3 Recommendations	74
6.4 Areas for further research.....	75
REFERENCES.....	76

ABBREVIATIONS

CDC	Curriculum Development Centre
DEBS	District Education Board Secretary
DQA	Data Quality Assurance
FGDG	Focus Group Discussion Guide
HIV/AIDSI	Human immune virus/acquired immune deficiency syndrome International
ICESCR	Convention on Economic, Social and Cultural Rights
IPA	Interpretative Phenomenological Analysis
GRZ	Government of the Republic of Zambia
MoE	Ministry of Education
MoESVTEE,	Ministry of Education Science Vocational Technical and Early Education
MoGE	Ministry of General Education
NDP	National Development Plan
NPO	Non-Participant Observation
PE	Physical Education
SSIG	Semi-Structured Interview Guide
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
ZPD	Zone of Proximal Development.

ABSTRACT

This study was aimed at exploring and understanding the lived experiences of the teachers and learners of physical education in the learning and teaching. In order to understand the experiences, the study made use of a qualitative inquiry grounded on interpretive phenomenological design. Purposive Sampling technique was used to come up with the desired of a total sample size of 32 of which 16 were teachers and another 16 were learners drawn from four selected secondary schools in Monze District. Data collection was done with the help of an in-depth interview and focus group discussion guides. The data was analyzed using interpretative phenomenological analysis in order to transcribe the bulk data into themes and sub themes. The findings were categorized in line with the objectives of the study which were to: establish experiences of teachers and learners in the teaching and learning of physical education, identify the benefits of teaching and learning of physical education in four selected school in and ascertain challenges faced in the teaching and learning of physical education in four selected secondary schools in Monze District. The study's findings revealed that the teaching and learning of physical education was experienced in tow fold, namely theory and practice conducted from the classroom and outside the class. Further, the findings found that the benefits using in – depth interviews show that the subject maintains fitness, enhances skills in the various games, ensures promotion for teachers and improve their curriculum vitae. The findings further show that it encourages excursions. On the challenges faced in the teaching and learning of physical education, the study reported lack of instructional materials in terms of text books, lack of good playing fields and materials, lack of infrastructure and lack of professional enhancement at the university due to the subject being graded under primary qualification. The findings further showed lack of materials in form of text books. Furthermore, the findings indicated that the materials to use at the grounds such as lime are improvised and also the nets for the goal posts are improvised. It was further established that there was lower number of theory and practical lessons allocated on the schools timeTable. Arising from the findings also show that the girl child is stigmatized by parents for participation in the games at home that they would not bear children in future. These findings showed that if the problem is not checked it is likely to affect the 50 – 50 participation in terms of learning and equal pass rate during the examinations if not addressed. It is against this background that in order to improve the situation a number of recommendations have been put forward for consideration by the Ministry of Education (MoGE) and individual school managers for use of initiative to ameliorate the situation.

Key words: *physical education, teaching, learning and experience.*

DEDICATION

This work is first and foremost dedicated to the Almighty God.

Secondly the study is dedicated to my family who for their love showed that they were with me during my challenges and hardships at the University of Zambia spiritually not forgetting my beloved wife Mrs.Chimfwembe Mwenya-Mwale.

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LIST OF TABLES

Table 3.1 Teachers' gender.....	34
Table 3.2 Learners' gender.....	35
Table 3.3 Teachers' Age.....	35
Table 3.4 Learners' Age.....	36
Table 3.5 Teachers' qualifications.....	36
Table 3.6 Teachers' number of years in service.....	37
Table 4.1 Teachers' responses on whether physical education was taught as an independent subject.....	45
Table 4.2 Number of periods allocated for physical education at the four sampled schools in a week.....	47
Table 4.3 Enrolment per class for physical education in the four sampled schools.....	48
Table 4.4 Responses of learners on the benefits of physical education.....	54
Table 4.5 Challenges faced in the learning of physical education as observed by learners.....	56

LIST OF FIGURES

Figure 4.1 Views of teachers on challenges faced in the teaching of physical education.....55

LIST OF APPENDICES

Appendix 1: Informed Consent Form	84
Appendix 2: Interview Guide For Teachers	86
Appendix 3: Interview Guide For Learners	90

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents an introduction to the study on the teaching and learning experiences of teachers and learners in Zambia from a global perspective. The chapter outlines the background to the study which also happens to embrace the identified research problem. Thereafter in explicit terms it talks about the identified research problem under the statement of the problem. The general objectives which would further be broken down into specific objectives and research questions. The study goes on to look at the significance of the study, operational definitions purpose of statement, and a guide to other chapters. At the end of the chapter a summary is provided.

1.2 Background to the Study

Worldwide, there is a growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth (CDC, 2010; UNSECO, 2005). However, theoretical evidence has shown a source of concern with regard to the negative attitude shown to physical education both in tertiary and secondary education by administrators and policy makers (Muswazi (2014; UNESCO, 2005). Though its origins in education sector are traced many years ago, sadly it has received marginalization in comparison to other subjects especially countries in the southern part of the equator in terms of deficiencies in curriculum time allocation, administrative care and financial support. One of UNESCO (2005)'s challenges is to give each child quality education to achieve

the objective for education for all. This education requires keeping a healthy mind in a healthy body from early childhood by engaging them in physical activities in order to have a sharp mindset. This was revealed at the world Berlin Physical education summit which confirmed the said identified problem attended by many countries which included our country (UNESCO, 2005).

Zambia's geographical location is found in the aforementioned latitudinal position hence the need to explore the teaching of physical education and sport. Further research evidence agreeing with the identified research problem stated that the most intriguing and disturbing issues facing Physical Education in most countries is lack of interest and support for physical education as a class subject (Siedentop, 2004).

It must be noted that the teacher and the learner are the most affected. The subject physical education is a unique one and so the teaching of Physical Education at primary school level is a necessity to develop the individual physically, intellectually and morally. Taking into consideration the numerous physical, mental, social, moral, emotional and economic benefits an individual, group community and the nation at large can derive from physical education one would advocate the teaching of physical education in our schools should be improved more especially in the primary schools because they form the foundation of our human resource development (Storhart, 1997; Sitima; 2015). If not taken seriously the learners will continue losing out.

Many concerned scholars reacted to the concerns of the United Nations from the identified research problem so as to collect empirical evidence with a view of solving the problem at global level, Ross and Hargreaves; (1995), and Storhart, (1997). Scholars in Africa also reacted to the

concerns of the United Nations from the identified research problem so as to collect empirical evidence with a view of solving the problem, Nhamo and Muswazi, (2013) and Muswazi (2014).

Locally, scholars were not left out in reacting to the concerns of the United Nations from the identified research problem so as to collect empirical evidence with a view of solving the problem in Zambia by the following scholars, Kapembwa; 2015, Sitima; 2015, Mwashingwele ;2015 and Shimishi 2015.

Through the initiative of implementing the teaching and learning of physical education, the Government thought of improving the education system in Zambia by changing the curriculum. The Zambia Education Curriculum Framework has two career pathways namely, academic and vocational (MoESVTEE, 2013). In line with this approach is the desire by the Ministry of General Education to improve the quality of education in Zambia to ensure that the Ministry contours with the fast growing pace of physical education advancement. The Zambia Education Curriculum Framework is among other innovations that have been introduced due to the new areas of knowledge and skills such as physical education. With these changes, teaching and learning of physical education at junior secondary level be it in the community, Government or private schools (MoESVTEE, 2013).

The big question however, was what measures did the Ministry of General Education put in place to ensure that there was successful teaching and learning? While the introduction of physical education is welcome and being taught in most schools, the teaching of physical education still remains a daunting assignment in both rural and urban schools. This is because, most rural and urban schools country wide have no infrastructure, trained teachers or enough equipment to support the teaching and learning of subjects such as physical education and yet

teachers and learners in these disadvantaged schools are required to teach and learn physical education (MoESVTEE, 2013).

Current times have called for an integration of education with physical education because health matters create new learning and teaching possibilities. Therefore, gone are the days when a physical education was a luxury, it is now a necessity for education development due to high demand for basic physical and health knowledge and skills in most careers and in order for one to be competitively functional in the Zambian society today (Sichone, 2011).

The debate is no longer whether to teach or learn physical education in Zambia, but how to do so and ensure equitable access for teachers and learners, whether in urban or rural settings because physical education was implemented amidst numerous challenges (MoESVTEE, 2013). Therefore, it was imperative to conduct this study which investigated the experiences of teachers and learners in the teaching and learning of physical education at Grade 9 level of selected secondary schools in Monze District.

1.3 Statement of the Problem

Worldwide, the importance of physical education has been recognized (UNESCO, 2005; Muswazi; 2014, Kapembwa; 2015, Sitima; 2015, Mwanashingwe; 2015). This has prompted a number of countries to ensure that their general populaces are well vested with physical education skills. Zambia is not an exception to this, for instance, the revised curriculum is among other innovations that have been introduced to ensure that learners are exposed to physical education as early as possible. A number of studies done in developed and developing countries have shown the importance of physical education in the education sector (Storhart; 1997, Muswazi; 2014, Kapembwa; 2015, Sitima; 2015, Mwanashingwe; 2015 and Shimishi 2015) but

none of these studies endeavoured to give an insight on the experiences of teachers and learners in the teaching and learning of physical education in schools in Zambia particularly Monze District, a knowledge gap that this study intended to address. In addressing this identified knowledge gap, it was important to note that without proper research to investigate the experiences of teachers and learners in teaching and learning of physical education, Government efforts to have a physical education literate population would be in vain as no clear documentation of literature would show the experiences of teachers and learners which are essential for successful implementation of the programme in the educational system.

1.4 Purpose of the Study

To explore the lived experiences of teachers and learners in the teaching and learning of physical education at Grade 9 level in four selected secondary schools in Monze District.

1.5 Study Objectives

1. To establish the teaching and learning experiences of teachers and learners in physical education at Grade 9 level in four selected secondary schools in Monze.
2. To identify the benefits of teaching and learning of physical education by teachers and learners at Grade 9 level in four selected secondary schools in Monze District.
3. To ascertain the challenges faced by both teachers and learners in the teaching and learning of physical education at Grade 9 level in four selected secondary schools in Monze District.

1.6 Research questions

1. What are the teaching and learning experiences of physical education by teachers and learners and learners at Grade 9 level in four selected secondary schools in Monze District?
2. What are the benefits of teaching and learning physical education by teachers and learners at Grade 9 level in four selected secondary schools in Monze District?
3. What are the challenges faced by teachers and learners at Grade 9 level in the teaching and learning of physical education in four selected secondary schools in Monze District?

1.7 Significance of the study

This study is ground breaking because it does not only concentrate on separately looking at the teachers and learners with regard to the teaching and learning of physical education. It is anticipated that greater knowledge on the realities of teaching and learning of Physical Education in Zambia's educational institutions like schools may enhance the potential for national and international development in today's globalized world. As such, the researcher may disseminate the study's findings to the school of education through the Department of Primary Education at the University of Zambia and to the selected schools involved in the study as first beneficiaries.

It is also envisaged that the findings of the study may be of great value to policy makers in the Ministry of General Education and other stakeholders as it may enlighten them on the teaching and learning of physical education in schools. This is because physical education skills are compulsory for participation in a more global and international society.

Furthermore, it is hoped that the findings of the study may add value to the existing literature, make recommendations and provide valuable information for further and future academic research because other researchers might build on the knowledge gaps and limitations of the current study.

1.8. Theoretical Framework

The study made reference to the social constructivism theory promulgated by Vygotsky (1978). The theory holds that people construct their own understanding and knowledge of the world through experiencing things and reflecting on their experiences. This implies that learning is an active, contextualised process of constructing knowledge rather than acquiring it. From this perspective, learners draw upon, connect and analyse their prior knowledge and experiences through self-discovery and interaction with other students and with the teachers. The primary rule is to engage students in inductive, hands-on- activities, group work and integration of knowledge involving more capable people guiding those less capable to understand ideas beyond their developmental level. Vygotsky describes this as the Zone of Proximal Development (ZPD). In this case, an assumption was that teachers and the knowledgeable others in the teaching process of physical education may act as scaffolds leading learners to the Zone of Proximal Development (ZPD).

Building on the Vygotskian framework, all mental functions are first experienced socially, mutually built, and constructed through social interaction with others. In this way, experiences in social context provide an important mechanism for the development of students' critical thinking, creativity, interactions, communication and understanding (Moran and John- Steiner, 2003).

This study was an attempt to investigate the experiences of teachers and learners in the teaching and learning of physical education. Therefore, the selection of this theory was based on the appreciation that human beings construct knowledge and meaning from their experiences in the social context and on its goal which relies, as much as possible, on participants' views of the situation being studied. This theory was the most valuable for conceptualizing the optimal teaching and learning experiences of teachers and learners in physical education in a more persuasive manner, given the purpose of the study at hand.

1.9 Delimitations of the study

The was restricted to only four selected secondary schools in Monze District with the aim of eliciting the teaching and learning experiences of teachers and learners at Grade 9 school level in four selected secondary schools in Monze District. Only Teachers and learners of physical education from four selected secondary schools in Monze District were the target and sampled in the study.

1.10 Limitations of the study

Msabila and Nalaila (2013) postulate that, limitations of a study include potential challenges anticipated or faced by the researcher. Likewise, this study could not be conducted without limitations. Therefore, since the participants sampled for this research were only 32 in Monze District of Southern Province, the number of participants in the study was small compared to the target population of the province and the nation at large. Therefore, the findings of this study might not be generalised to other public secondary schools in the District and Zambia at large.

1.11 Operational definition Terms

Primary school: This is any school with grades eight and nine classes, either primary or, secondary schools

Physical education: This is a part of the school curriculum that aims to educate young people through physical activity.

Physical activity: This is any bodily movement produced by skeletal muscles that result in energy expenditure.

Exercise: This is a subset of physical activity which is planned, structured, and repetitive and aimed at improvement or maintenance of an aspect of fitness or health.

Experiences: These are reactions, feelings, opinions and stories that participants attach towards a certain phenomenon. In this instance, these were the reactions, feelings, opinions and stories teachers and learners have had towards the teaching and learning of physical education.

Sport: This is a physical activity and ball games which involve structured competitive situations observe rules.

Junior secondary school level: Refers to the formal or school education provided at Grades 8 and 9.

1.12 Summary of the Chapter

This chapter gave the background to the study on experiences of teachers and learners on the teaching and learning of physical education in educational schools. The chapter also presented the statement of the problem, purpose of the study, research objective and questions, significance of study, theoretical framework, delimitation, limitations and operational definition of terms used

in this study. The next chapter endeavours to review various literatures deemed relevant to the study based its objectives which included to; establish the teaching and learning experiences of teachers and learners in physical education at Grade 9 level in four selected secondary schools, identify the benefits of teaching and learning of physical education by teachers and learners at Grade 9 level in four selected secondary schools and ascertain the challenges faced by both teachers and learners in the teaching and learning of physical education at Grade 9 level in four selected secondary schools in Monze District.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

The previous chapter highlighted on the introduction to the study which gave the background to the study, problem statement, purpose, objectives, research questions, significance theoretical framework, delimitation, limitation and operational definition of terms. This chapter reviews some important literature on the experiences of teachers and learners in the teaching and learning of physical education in the education system. The literature is based on the research's objectives which included to establish the teaching and learning experiences of teachers and learners in physical education at Grade 9 level in four selected secondary schools, identify the benefits of teaching and learning of physical education by teachers and learners at Grade 9 level in four selected secondary schools and ascertain the challenges faced by both teachers and learners in the teaching and learning of physical education at Grade 9 level in four selected secondary schools in Monze District. The chapter begins with a paragraph on the historical perspective of physical education.

2.2 Historical Perspective, status and teaching perspective of physical education

Physical Education and Sports has been defined in many ways by various writers and physical educationists and among them is Bucher (1985) who postulated that physical education, is an integral part of the total education process, a field of endeavor of human performance through the medium of physical activities that have been selected with a view of realizing this outcome. Therefore, it can be said that then physical education, coordinates, the physical, intellectual, social and emotional aspects of individual's personality mainly through directed physical activity. The above information made it possible for the current study to be undertaken as it

looked at the experiences of teachers and learners in the teaching and learning of physical education.

Rink (2006) contends that traditionally, Physical Education had focused primarily on teaching sports and games to primary school children. Today, fitness specialists and exercise and sports scientists in various settings work with adults to help them establish and maintain life-long activity programmes. There have also been changes in school programmes to guarantee that there are opportunities for all persons to meet their unique needs while engaged in progressively challenging experiences. Physical Education and sports is now among the subjects on the primary education curriculum that pupils, teachers and the entire community witness when it comes to competitions. These spectators use this period for relaxation, release of tension as well as to assess the physical education teacher in the school through the students' performance. The primary school years are the opportunities for the pupils to experience many different types of physical activity so as to develop their reflex arc. If education is concerned with the development of the whole person, the unique contribution of physical education to this endeavor cannot be overlooked, hence the current study.

2.3 Experiences and challenges of the teaching and learning of physical education in schools

There has been a lot that has been documented and reported on the teaching and learning of physical education with regard to the views of teachers of physical education (Siedentop, 2004; UNESCO, 2005; Storthart, 1997; Sitima; 2015). The views were in terms of advantages and disadvantages (Nhamo and Muswazi, 2013; Muswazi, 2014). Some of these studies include those which were done in developed and developing countries. However, it was not clear

whether or the experiences of teachers and learners in the teaching and learning of physical education would bring the advantages or disadvantages in terms of their views towards the physical education as a classroom based subject.

Over the past decade, the world has increasingly adapted to the innovation of implementing physical education in education systems through schools. The idea of having physical education as a subject permeates the enormous expanse of teaching and learning technological advancements that move the ever-greater volumes of physical education skills, knowledge and competencies among teachers, learners and the general populace around the world (Hewitt de Alcantara, 2001).

The advent of health and sports through the teaching and learning of physical education has changed the lives of all people around the globe (Hilbert and López, 2011). This implies that the current generation is privileged because they are trying to link up and get connected through the experience of interacting with physical education equipment. Hence, they have the responsibility to live through and shape an era in which physical education has become the driving force of human progress as it is the most powerful and tangible tool to exploit the resultant opportunities of teaching and learning.

An increase in the global recognition and efforts of teaching and learning physical education through the role played by the new innovation of sports in the recent past has led to the rapid development and changes in adaptation to educate the masses with the cognitive skills of physical education. This has led to a new face of the education system and new experiences for teachers and learners at the various levels of education (Moon, 2004). Hence reason enough for this study to investigate the experiences of teachers and learners in Grade 9 classes.

The changes in the education spheres have been used as a springboard and have prompted many countries to experience new trends of teaching and learning through the re-designing and restructuring of school curriculum as a fundamental component that sets the parameters and gives a direction to the education system in order to accommodate the innovation of teaching and learning physical education in schools (Marker, McNamara and Wallace, 2002). Therefore, the novelty of physical education in the Zambian curriculum makes the study of experiences of teachers and learners in the teaching and learning of physical education inevitable.

The new innovation in the teaching and learning process has caused a paradigm shift in the education system which has affected the experiences of school administrators, teachers and learners. However, for teachers and learners, the most challenging experience is adjusting to the 21st century ICT method of teaching and learning which requires physical education. Most teachers and learners have long been inclined to the traditional classroom routine of using a pen and paper but now, there is a strong call for everyone plugged into technology and understanding of health related matter through physical education (Castells, 2001).

Volman (2005) further comments that physical education as a subject is making dynamic changes in society that influence all aspects of life and these are felt more and more in schools because they provide both learners and teachers with opportunities in adapting learning and teaching to individuals, society and schools' needs. However, Castells (2001) contends that many studies have been conducted in the area of sports activities and education in general and very few in the teaching and learning of physical education in schools especially in Grade 9, a knowledge gap that the current study addresses.

Acikalin and Duru (2005) conducted a study titled the use of physical education and its impacts on human health in the United State of America and the findings indicated that there were; lack of skills and knowledge in using physical education-based instructional strategies among teachers; physical education in schools fostered students' critical thinking, creative thinking, problem solving and decision making skills and reinforced the constructivist classroom environment.

According to Loopstra and Gungten (1997) which was conducted in Melbourne Australia Found out that with regard to infrastructure the government had created sporting academies of football in all secondary and primary levels of education. It was established that the government had embarked on this project to improve the infrastructure to improve the skills of the children even after they finish their education. The aforementioned study is insightful because it was based on the responses of the teachers in both primary and secondary schools. Although it marries with this inquiry at the level of secondary school what is noted is that in its inquiry it did not include the learners which this study did.

Another study by William e t .al (1993) found out that with regard to timetabling of all subjects under study of their custody that is the school managers no subject was given less periods than the normal ones. It was established through a cross sectional survey that the allocation of periods for the learning of physical education were on equal standing with other subjects taught in secondary schools. However, while it is appreciated that the study looked at the issue of the teaching and learning of physical education it falls short of the fact that it included headmasters of which this study targeted the actual subject teachers.

Another study by Storthart (1997) found out that which was conducted in the counties of selected places in New Zealand found out that the infrastructure such as swimming pools were lacking in certain areas which are also part of the curricular. The study was based on the views of senior secondary school physical education teachers. On the other hand, the current study looked at the views of the junior secondary school teachers. Other than an interaction at global level in terms of the perception of teachers in relation to the teaching of physical education literature at regional level or Africa was also reviewed and this was what was established.

According to a study by Nhamo and Muswazi (2014) the survey of some selected schools showed that there was lack of instructional materials in terms of text books to go round the pupils. However, it was found that the books were in different varieties and different authors. The study also found that another instructional material that was lacking was that of indoor games such as Table tennis balls and rackets even though they had sufficient for football and netball as outdoor games. The above study looked at senior secondary schools and not junior secondary schools in Zimbabwe which this study explored. Further, another study by Musanganya et .al (2000) found out that while there were many available places in physical education at university level it was very difficult to attend these courses and programmes due to the policies of school managers who felt there were fewer teachers teaching and as such could not allow them to proceed in order to upgrade. It was also found that the reasons for such policies was as result of defection to teach in colleges once the teachers got there first degree, second degrees and third degrees respectively. What is noticed in this study is that unlike the present study which focused on the junior secondary this study looked at fully fledged secondary schools. At local level in Zambia there is a study that has looked at the perceptions of the teachers with regard to the teaching and learning of physical education by the teacher.

According to Wilcox (1998) a study conducted in some junior secondary schools show the percentage of physical education in terms of the curriculum as having a mean time of nine percent, a median of seven percent and a mode of six percent. There is a tendency of clustering of responses indicating curriculum allocation to be around 6-7 percent annually which is reflected in the mean and median figures. The figure is very ok in terms of allocation of periods. From a general point of view, the periods are more in the junior secondary school. However, going forward the allocation of time sees a reduction with periods of allocation reducing as the ages go up and in senior secondary level of education. What is noticed is that despite the allocation of period's reduction when going to senior secondary the time is still in conformity with the standard allocation in relation to other subjects. While the aforementioned study is insightful in that it targeted issues that affect the children, it did not look at the actual affected children which this study looks at. Further the concentration was on the girl's situation leaving out the boys who were included in the current study.

Another study by Ross and Hargreaves (1995) found that physical education enjoyed allocation of time to the subject. The duet found out that the allocation of periods was more at primary level and at the junior secondary level. The above study is insightful but was not specific in that it combines the primary and junior secondary as opposed to focusing on the junior secondary. Other than an interaction at global level in terms of the perception of learners in relation to the teaching of physical education literature at regional level or Africa was also reviewed and this was what was established.

According to Muswazi (2013) in her study in Zimbabwe found that most schools whether in boys' and girls' junior secondary schools had facilities for football and netball grounds but it appeared that issues such as jerseys were no in abundance hence they were subject to be

exchanged between players though of good quality. The previous study is insightful because it looked at the boy's and girl's perception with regard to the teaching and learning of physical education. However, the current study considered to look at the experiences of teachers and both boys and girls in Zambia particularly in Monze District.

A study by Mwashingwele (2015) found out that physical education was not examinable in Zambia schools hence it was not examinable. The learners said that it was the more reason why it appears the subject was not preferred as opposed to the other subjects. There is a clear shift on sport policy by government in the previous, Fifth National Development Plan (5th NDP) 2006–2010 (GRZ 2006) where the focus is on the use of sport, recreation and physical education (PE) as tools for human and economic development and also as means of halting the spread of the d pandemic (GRZ 2006). The government through the just passed NDP acknowledges that the nation is a youthful one with young people accounting for 68% of the entire population. HIV/AIDS infections, high levels of poverty and substance abuse are some of the problems affecting young people in Zambia as a result of economic hardships and peer pressure (GRZ 2006). Hence reason enough for this study to investigate the experiences of teachers and learners in the teaching and learning of physical education in Grade 9 classes

In addition, physical education is not taught in most government schools despite being part of the school curriculum (Silverman, 1993). The government has recognized the importance of sport, play, leisure and recreation in human development and character formation of young people by signing the International Convention on Economic, Social and Cultural Rights (ICESCR) (GRZ 2006: 218). The highlighted scenario suggests the need for the research to explore and establish the cause of such happenings. United Nations declared the year 2005 as the International Year of Sport and Physical Education. By doing so, the UN clearly demonstrated their belief in the

capacity of sport to be an effective tool for furthering the UN's development initiatives, particularly its Millennium Development Goals (UN General Assembly, 2006) better still , partnership between the University of Toronto and the University of Zambia was signed so as to strengthen teacher education in physical education as a strategy of anti-stigmatization, gender equity and preventive education about HIV/AIDSI serve on the Commonwealth Secretariat's Advisory Body on Sport. Furthermore, a partnership between the University of Toronto and the University of Zambia designed to strengthen teacher education in physical education as a strategy of anti-stigmatization, gender equity and preventive education about HIV/AIDSUN and other international forums stress that opportunities for sport and physical activity are human rights, grounded in such breakthrough agreements as the Universal Declaration of Human Rights (1948), the International Charter on Physical Education and Sport (1978),However, need to find out as to why despite the highlighted efforts at tertiary levels is not in tandem with the primary levels.

The duty of the teacher is to make sure that a variety of activities are available to teach a child. A good physical education programme helps children to build foundation for present and future success in all life activities (Schurr, 1964). This demands that good approach would help in the achievement of the present and future successes in all life's activities. Pupils must learn and for learning to take place, they must be information or instruction on what is being done. Pupils need instruction on whatever they are doing to become perfect so that they can grow and become better persons in future to contribute meaningfully to the community in which they are living in.

As alluded to physical education forms parts of the school curriculum thence, for the programme to be successful, personnel should possess quality knowledge of the subject matter, pedagogical, good relationship with their pupils and staff as well as good attitude towards work. Bucher

(1987) argues, “Philosophy of physical education other than schools should also be humanistic in its approach meet the needs of the participants, have a sound scientific basic. It is assumed that all primary school teachers are equipped to successfully handle physical education classes at primary levels. This is in agreement with Nacimo and Brown (1989:8) who said that, “No matter how kind, amiable and well meaning, a teacher is, cannot possibly succeed unless, has a thorough knowledge of the subject matter he is teaching and a good general knowledge”.

Therefore, a well-trained physical education teacher should create appropriate and conducive environments in which he or she teaches all the three domains; cognitive, affective and the psychomotor skills. The physical education teacher must also be ready to address the needs, benefits and ambition of the pupils he/she teaches, he/she must dedicate himself/herself to the work he does and through such efforts he/she would be able to achieve his/her goals. From another perspective, the physical education teacher should have a sound knowledge in supervision and organization of his/her physical education programmes in a manner that arouse pupil’s interest to learn.

Physical education has a cardinal component; sports psychology which is essentially the study of how the mind affects physical activity and athletic performance. It addresses the interactions between psychology and sport performance, including the psychological aspects of optimal athletic performance, the psychological care and well-being of athletes, coaches, and sport organizations, and the connection between physical and psychological functioning (Bull, 2000). It is of great importance to realize that motivation and interests are the driving forces behind all learning and full participation of teachers and students in sports. This can affect the performance and attitude of the individual or the teacher in handling the subject. Bucher (2000), argued, “In order to have improved and effective learning situations, there are certain basic reference for the

conduct of learning and teaching in the school environment. Some of the most important forces influencing learning are motivation, individual differences and intelligences.

He went further to explain that motivation is a basic factor for effective learning. He said motivation refers to a condition within the individual that imitates activity directed towards a goal. Motivation, when motivation is observed, co-operation, self-awareness and initiative, and thereby bringing about achievement of higher results by both the teacher and the student practice the techniques of their events but also try to maintain a strength, power and other aspects of physical fitness (Bucher, 1986). Hence the study, could it be the cause of not considering physical education as a priority in teaching it in primary schools.

The fundamental business of the physical education teachers, expected to prepare the learner in a manner that will make them physically, mentally, socially, morally and emotionally, suit well into any society they find themselves. Bucher (1989) further stated, “The physical education curriculum should include a core physical fitness activity designed to develop strength, speed, agility, balance, co-ordination, endurance, flexibility, good posture and body mechanics, that promote well the physical, social, and intellectual development”, “Activities should become progressively more complex in organization and skills and more demanding of physical development and control grade by grade” (Bucher, 1989:190)

It is the duty of the teacher to prepare pupils how to apply the various concepts in their environment. It is therefore valid for any individual to be exposed to some of such associated learning's so as to know how to guard his / her own life as well as the life of his / her neighbors. This age is an optimal period for acquiring key motor skills and developing habits and attitudes toward physical activity that will serve them for a lifetime. It is therefore clear that Physical

education can contribute in many significant ways to the goals of education and the holistic development of the individual. Teaching physical education for learning is primarily a text on instructional processes and the teaching skills required to execute those processes effectively—that is what teachers can do to help trainees learn what teachers want them to learn”. Physical Education has undergone neglect for years in schools in the country. The class teacher is the sole player to do the correct impact, but it has been noticed that the teacher is confused as to what actually is the right approach to physical education. Most people wonder whether it should be taught in a form of formal exercise or as programmes (Rink 1998). This prompted the researcher to venture into the inquiry to find out whether physical education was taught as an independent subject or not.

Moon (2004) contended that many questions are appropriate here as one to explore on the attitude of teachers in the primary schools towards the teaching of physical education. Teacher’s concentration on sports, so physical education is seen as sports. Instead of engaging the whole class in a systematic approach in skill development, they concentrate on few individuals who are skilled. During physical education lesson, some teachers teach it as though pupils were of the same levels and abilities. Pupils, who do not fit into the teachers’ category, are left behind and sometimes ridiculed or shamed to be the target of scorn. This negative behaviour does not encourage some pupils to go out for physical education. Pupils like fun, so teachers are to provide the platform for pupil’s enjoyment at the same time learn as well since physical education encourages participation and skill development in a variety of sports, thus providing pupils with the opportunity to participate in appropriate sports activities.

2.5 Benefits of teaching and learning of Physical Education

There is a lot that has been documented and recorded on the benefits of teaching and learning of the subject of physical education. An interaction with literature shows that researchers have come up with various benefits with regard to their empirical evidence. According to a study conducted by Faber et al (2007) and found out that one of the benefits of the teaching and learning of physical education is related to the maintenance of a healthy body. It does so in several ways. The study found out that one of the ways is the reduction of obesity which has a few negative aspects of health such as hypertension. Further this same benefit is extended to the general community. They run away from other disease related cases which can cause death. While the aforementioned study managed to bring out various sets of benefits with regard to the teaching of physical education in U.S.A, it was not known whether or the same benefits reported by Faber et al (2007) would be evident in the light of Zambian situation.

Another study done by Brubaker (2011) found out that one of the benefits of physical education is that it provides physical fitness to the learner accompanied with help to students in improving skills related cases such as speed, agility, reaction to time, balance coordination and basic movement patterns. These tenets have helped many prominent athletes in the United States of America to earn a living out of that. Just like other studies it concluded its study with some recommendations to improve the learning of the subject of physical education in tertiary level of education. Although the study is similar in terms of research questions and the research design in that it also looks at the benefits of physical education, it did not target the junior secondary school which the current study considered.

Morgan and Hansen (2014) conducted a study and found out that one of the benefits of teaching and learning of physical education just like other teaching subjects is academic and professional enhancement at the various universities at Doctoral and Masters Levels respectively. The duets study was based on the experiences of college students in Europe. It was established in the same study that UNESCO (1978) advocates for this as a right to all the physical education teachers or lecturers at the international charter of physical education (UNESCO, 1978). While it is appreciated that the study found an answer on the aforementioned, it did not use the same approach in terms of data collecting techniques like this study.

According to Muswazi and Nhamo (2013) the duet explored various higher learning institutions in Zimbabwe and found that physical education was being taught as a programme and that many secondary school teachers with the relevant qualifications had been promoted to lecture at the said universities there by earning a higher income. Although the study answered the question on benefits and its geographical proximity is closer to that of Zambia it concentrated on the tertiary level of education in terms of responses. The current study deviated a bit and looked at the junior secondary school level in Monze District.

Kafoe (2011) also conducted a study in Ghana it was established that the teaching of physical education found that it enables pupils to have skills which can enable them play football in the Ghanaian super league or professional football like Abedi Pele. While the aforementioned study looked at the benefits of teaching of physical education just like this subject, however, the two are different from one another in that the current study embraced both teacher and learners at junior secondary school level.

Another study Aquene (2012) found that it benefits the pupils in that they will be always fit, hence as such they will avoid small sickness. These revelations were based on the primary school children in selected schools of Kumasi in West Africa. While this study was insightful in that it looked at learners who were had similar demographical characteristics, it must be noted that the current study took a different dimension as it concentrated only on the experiences of teachers and learners in the teaching and learning of physical education.

A study by Kapembwa (2015) also found out that one of the benefits of physical education based on the views of the learners was that they preferred outdoor because they were kept fit and avoiding diseases as a result of running and exercising through ball games and athletics. The next sub paragraph reviewed literature with regard to the opinions of teachers in the teaching and learning of physical education. Furthermore, physical education also shifts the learning approaches. As put by Bransford, Brown, and Cocking, (1999), there is a common belief that physical education in schools contributes to a more constructivist learning and an increase in activity and greater responsibility of students. This limits the role of the teacher to supporting, advising, and coaching students rather than merely transmitting knowledge. The gradual progress in using computers changes from learning about computers, to learning computers, and finally to learning with computers (Volman, 2005). For one to do this, there is need to investigate the experiences attached to learning of physical education.

Nonetheless, the most challenging condition to implementing physical education strategy in Ethiopian schools is inadequacy of existing infrastructure, policy, planning, infrastructure, learning content, language, capacity building and financing. Even though integrating physical education in the teaching-learning process was given due recognition in the implementation strategy, only about 40 percent of schools in the country had necessary equipment for the

physical education and most of which were in Addis Ababa, causing a rural-urban divide to equity and access for quality education.

From the study done by Volman (2005), it had been observed that in Ethiopia the implementation of physical education through the teaching and learning process which was being recognised and their importance was being realised. As such, some intervention strategies were being considered and areas in which physical education benefited them such as work places and keeping fitness. Furthermore, the study highlighted challenges affecting the implementation of physical education strategy. In Zambia, particularly in Monze District, similar trends of recognizing and realising the importance of teaching and learning of physical education were taking place in schools. However, what was not clear was whether the challenges faced in the Ethiopian education system were the same in Zambia.

Garegae (2012) conducted a study on the issues and concerns about integration of physical education into the teaching and learning of Biology in Africa: A case of Botswana. The study revealed that physical education in teaching and learning of school subjects, particularly Biology, is critical for improving the quality of performance and classroom experiences of teachers and learners (Nabbout and Basha, 2000). It is for this reason that both developed and developing countries aim at harnessing the potential in physical education to improve Biology performance. African countries including Botswana subscribed to this journey of teaching and learning physical education at senior secondary school level. However, there are constraints that counteract the realization of the envisaged physical education subject integration in schools, resulting into some issues and concerns in the implementation of physical education integration in the teaching and learning of Biology in Botswana schools.

The outcome of the aforementioned study have shown the significance of physical education in the teaching and learning of other school based subjects like Biology and the importance other countries like Botswana also attach to it. However, Garegae (2012)'s study differs from the current study in that it focused on the role of physical education in the teaching and learning of Biology while the current study explored the experiences of teachers and learners in the teaching and learning of physical education in Zambia.

Madzima, Dube and Mashwama (2013) carried out a study in which they investigated Physical Education in Swaziland secondary schools: Opportunities and Challenges faced in its implementation. The results were that physical education as a tool promoted socio-economic, political, and sustainable development. Furthermore, there were challenges in the implementation of physical education delivery. These included lack of adequate planning, adoption and integrating of sports in schools, inadequate expertise and lack of technical support and inadequate infrastructure. While Madzima, Dube and Mashwama (2013)'s study outlined the above constraints in Physical Education in Swaziland's secondary schools, the challenges teachers and learners faced in Zambian education system of teaching and learning of physical education were not established.

A recent report by AUDL (2018) on what are the Benefits of Physical Education in School and the study revealed that Physical education programs in schools directly benefit students' physical health. It is recommended that getting the amount of exercise combats obesity which subsequently reduces the risk for diabetes, heart disease, asthma, sleep disorders and other illnesses. Regular exercise also contributes to cardiovascular health and promotes muscle and bone development. According to the National Association for Sport and Physical Education, school PE programs should require both fitness and cognitive assessments. In addition to

participating in physical activity, students in Physical Education learn the fundamentals of a healthful lifestyle, the building blocks upon which they can develop into healthy, knowledgeable adults.

The study also added that though a lack of attention on Physical Education is often justified as an opportunity to spend more time in the classroom, studies show that physical activity contributes to improved academic performance. Regular activity during the school day is strongly associated with higher concentration levels as well as more directed, composed behavior. A statewide policy in North Carolina required that children from kindergarten to eighth grade participate in 30 minutes of physical activity each day. A survey of school representatives from 106 of the state's school districts reported that the most recognizable benefit of the mandate was “improved academic focus.” Activities in Physical Education help children develop healthful social interactions. From a young age, children learn cooperation through group activities and form a positive sense of identity as part of a team. Such group activities are continually important as children grow older. The International Platform on Sport and Development states that “sport has been used as a practical tool to engage young people in their communities through volunteering, resulting in higher levels of leadership, community engagement and altruism among young people.” Sportanddev.org also notes that positive character development through group physical activities depends on the program curriculum.

Further, the benefits of Physical Education to a child's mental health are both complex and comprehensive. Improved physical health, academics and social interactions all contribute to good mental health. Physical activity sets the stage for a good night's sleep, while obesity, caused in part by inactivity, is linked to sleep apnea. Sleep deprivation negatively affects the body's immune function, aids in memory consolidation and may cause irritability and impatience.

Regular physical activity, in addition to adequate sleep, provides more energy to participate in hobbies and interact with others. While the aforementioned report had provided valuable information on benefits of physical education such improving the physical health, mental health and social orientation, it was not known whether the same benefits could be reflected in Zambia especially in Monze District.

2.5. Synthesis of literature gap

The aforementioned reviewed literature both from developing and developed countries had a lot to offer to the current study in that it has clearly shown that no country would ever attain its objectives through the teaching and learning of physical education aimed at providing of quality education to the 21st century teachers and learners in absence of qualified teachers, appropriate educational materials, proper funding, suitable school infrastructure and community participation. Although many studies world over have clearly shown the role of physical education in education, no clear documentation of comprehensible literature was found by the researcher on experiences of teachers and learners in the teaching and learning of physical education. This study thus investigated the experiences of teachers and learners in the teaching and learning of physical education particularly among Grade 9 classes in Monze District.

2.6. Summary of the Literature review

This chapter discussed the literature review. It began by reviewing studies done on experiences and challenges of the teaching and learning of physical education. This was followed by studies conducted on the benefits of the teaching and learning of physical education. From the foregoing review of literature, it was observed that both developed and developing countries have

recognised the importance of teaching and learning of physical education in schools. This was clearly demonstrated by the various findings that had been revealed in this chapter. It was also observed in Zambia, particularly Monze District, that studies in the teaching and learning of physical education had been inadequate thereby creating knowledge gap that the current study intended to address. The next chapter discusses the methodology employed in this study.

CHAPTER THREE: METHODOLOGY

3.1 Overview

The previous chapter gave a review of some important literature on physical education with respect to the experiences of teachers and learners in the teaching and learning of physical education in educational settings. The current chapter presents the methodology used in the study which included the philosophical assumption, research design, and population, sample and sampling techniques. The chapter further explains the research instruments, data quality assurance as well as data collection and analysis procedures. This section ends with ethical considerations.

3.2 Philosophical Paradigm

The study adopted a social constructivism worldview advanced by Mannheim and works of men such as Berger and Luekmann's (1967) social construction of reality and Lincoln and Guba (1985)'s naturalistic inquiry. The assumption of this worldview is that individuals seek understanding of the world in which they live and work as they develop subjective meanings of their experiences towards certain phenomena. These meanings are varied and multiple thereby leading the researcher to investigate the complex views as opposed to few ideas. The researcher operating on this worldview constructs the truth based so much on participants' views of the situation being studied (Crotty, 1998). This provides a concrete platform for participants to construct the meaning of a situation through experiences in a general and more open-ended method of questioning.

In so doing, the researcher made the questions general and open-ended so as to carefully listen to participants' experiences by using interviews and focus group discussions. It was from this viewpoint that the experiences of teachers and learners in the teaching and learning of physical education at the four sampled secondary schools of Monze District were appreciated in the study.

3.3 Research Design

Kombo and Tromp (2006) define a research design as glue like structure that holds all the elements in a research project together. Orodho (2003) defines it as the scheme, outline or plan that is used to generate answers to the research problem. This study utilised an interpretive phenomenological research design with the intention of conducting a “direct exploration, analysis, and interpretation of a particular phenomenon emphasising the richness, breath, and depth investigation as interpreted by participants in detail (Creswell, 2009). Further, Heidegger (1962) refers to interpretive phenomenology research design as one which seeks to uncover the subjective understanding, which individual human agents ascribe to their social situation. Furthermore, Heidegger maintains that reality is only found in the minds of the social actor (participant) hence interpretive phenomenology or hermeneutic.

With interpretive phenomenological research design therefore, the researcher was able to tap into teachers' and learners' classroom experiences regarding the teaching and learning of physical education by bracketing or applying the principle of “epoche”, his own experiences thereby taking the information as it came from participants through verbatim reporting. Since the study focused on teachers' and learners' experiences in the teaching and learning of physical education in secondary schools, the said design appropriately guided the generation of interpreted information on classroom shared experiences of Grade 9 teachers and learners. Therefore, the

study was purely qualitative in nature and took the form of a case of four selected secondary schools in Monze District.

According to Kombo and Tromp (2006) a qualitative approach involves interpretation and description; it seeks to interpret, describe and analyse the culture and behaviour of humans by collecting verbatim statements from participants in view of the fact that open-ended questions allow participants to offer responses within their unique context, and the value of the information provided can be exceptionally high. This approach was appropriate for this study because it sought information on the experiences of Grade 9 teachers and learners in the teaching and learning of physical education in selected secondary schools in Monze District.

3.4 Study Population

Population is defined as a group of individuals and objects from which samples are taken for measurement (Kasonde-Ng'andu, 2013). The population for this study consisted of all teachers and learners of physical education in Grade 9 classes at four selected secondary schools in Monze District, Southern Province.

3.5 Sample Size

Kothari (2011) indicates that sample size refers to the number of participants selected from the population with common characteristics, know-how and accessible to help in the study under investigation. However, Sandeloski (1995) points out that in determining the sample size in qualitative research, there is no specific formula. It is ultimately a matter of judgment and experience on the part of the researcher, and researchers need to evaluate the quality of the information collected in light of the uses to which it will be applied. Therefore, the researcher

used his own personal judgment to determine the sample size in this study. Furthermore, Cohen, Manion and Marrison (2000) explain that in a qualitative study, a small number of sample size suffices. In view of the above, the researcher selected 32 participants to constitute the sample for the study. This sample comprised sixteen (16) teachers of physical education, four (4) per school and sixteen (16) Grade 9 learners of physical education, four (4) from each of the four participating secondary schools in Monze District. This sample size sufficed because in qualitative studies, there is an issue of data saturation limits which ranges from 1 to 15 items and beyond it, no more new information could be added. Therefore a sample size of 32 participants in this study was appropriate because it was within the data saturation limit as new and first hand information was obtained.

3.5.1 Demographic characteristics of the participants

Participants in the study were asked to state their gender and the information gathered is presented in the Tables below.

Table 3.1 Teachers' gender

Teachers	
Gender	Frequency
Male	8
Female	8
Total	16

Source: Field-work Data (2018)

Table 3.1 shows teachers who were drawn from three schools by gender. Out of sixteen (16) teachers who participated in the study, eight (8) were male and another eight (8) were female.

Table 3.2 Learners' gender

Learners	
Gender	Frequency
Boys	8
Girls	8
Total	16

Source: Field-work Data (2018)

Out of 16 learners who took part in the study, 8 were boys and 8 were girls.

Table 3.3 Teachers' Age

Age range	Frequency
20-30	8
31-40	7
41-50	1
Total	16

Source: Field-work Data (2018)

Table 3.3 shows the frequency distribution of participants according to age. The Table indicates that, most of the teachers were relatively young, between the age group of 20- 30 followed by the age group of 31-40 of the sample size. It further indicates that only one (1) of the teachers was in the age range of 41-50.

Table 3.4 Learners' Age

Age range	Frequency
5-10	0
11-15	9
16-20	7
Total	16

Source: Field-work Data (2018)

As for learners, it is clear that 9 were in the age range of 11-15 while 7 were in the range of 16-20 and none were in the age range of 5-10.

Furthermore, teachers were required to submit their professional qualifications and the information is shown below in Table 3.5 is the information submitted.

Table 3.5 Teachers' qualifications

Qualification	Frequency
Master	0
Degree	2
Diploma	14
Certificate	0
Total	16

Source: Field-work Data (2018)

Table 3.5 shows the frequency distribution of teachers according to qualification. From the Table, nine (9) teachers had a qualification of a degree in Biology and Home economics while seven (7) held a diploma in physical education and none of the teachers had either master or certificate.

To find out how long teachers have been in the service of teaching, they were asked to submit the number of years they have been in service and below is the Table 3.6 showing the number of years in service.

Table 3.6 Teachers' number of years in service

Years in service	Frequency
1-5	4
6-10	6
11-15	3
16-20	3
21-30	0
Total	16

Source: Field-work Data (2018)

Table 3.6 shows the frequency distribution of teachers according to their years in service. Out of sixteen (16) teachers, four (4) of them had been in service for maximum of 5 years, while six (6) had been in service for the period between 6 to 10. The age range of service 11-15 only constituted three (3) of the teachers and three (3) served between the range of 16-20.

3.6 Sampling Techniques

Sampling techniques are classified into non-probability and probability. However, this study applied non-probability sampling techniques with the intention of selecting individual participants for the sample that does not give all the individuals in the population equal chances of being selected (Msabila and Nalaila, 2013).

3.6.1 Purposive Sampling

The study employed purposive sampling which involves purposely handpicking individuals from the population based on the researcher's knowledge and judgment (Msabila and Nalaila, 2013). However, to be specific, the study used typical sampling among other types of purposive sampling because the study sample involved teachers and learners who were potentially familiar with the teaching and learning of physical education in schools. Orodho and Kombo (2002) state that the power of purposive sampling lies in selecting information rich in cases for in-depth analysis related to the central issues being studied.

Black (1999) observes that purposive sampling ensures that those people who are unsuitable for the sampling study are already eliminated, so only the most suitable candidates remain. This means that the results of purposive sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Orodho and Kombo, 2002).

3.6.2 Convenience Sampling

The researcher applied convenience sampling to select the three secondary schools because of its power to select places and participants based on their convenience, accessibility and proximity to

the researcher (Msabila and Nalaila, 2013). In this case the researcher did not consider selecting schools that were representative of the entire District of Monze.

3.7 Research Instruments

Kasonde-Ng'andu (2013) defines research instruments as tools that researchers use in collecting the necessary data. In view of this, the research used semi-structured interview guides, focus group discussion guides and non-participant observation to collect data.

3.7.1 Semi-Structured Interview Guide (SSIG)

On the Interview guide, questions are asked orally (Kombo and Tromp, 2006). One to one interviews were used to collect data from teachers on the basis that qualitative inquiry usually produces in-depth data. It is from the thick description that the researcher was able to understand teachers' experiences towards the teaching and learning of physical education. Kombo and Tromp (2006) state that semi-structured interview guides are based on the use of an interview guide which is a list of questions or topics to be covered by the interview. Semi-structured interviews are flexible because they consist of both open and closed-ended questions. They are important because they gather in-depth information which gives the researcher a complete and detailed understanding from open ended questions. Therefore, using semi-structured interviews enabled the study to get first-hand information from teachers about the teaching and learning of physical education holistically.

3.7.2. Focus Group Discussion Guide (FGDG)

Focus Group Discussion (FGD) guide is designed to obtain information on participants' experiences, beliefs and perceptions on a defined area of interest (Kombo and Tromp, 2006).

Focus group discussion as an instrument was used in this study to collect data from learners. The rationale for choosing the FGDC for learners was to help them feel comfortable to express their opinions in the presence of their peers who were in this regard helped to create a natural environment for them. Due to this, the researcher decided to categorise them into focused groups as the only way to elicit information as they would socialize and interact amongst themselves in a simplistic manner. According to Black (1999), a focus group discussion is a group discussion of 5-12 persons guided by a facilitator during which members talk freely and spontaneously about a certain topic. The purpose of focus group discussion is to obtain in-depth information on concepts and ideas of the group due to its open endedness that enables it to collect subjective views from participants.

3.7.3. Non-Participant Observation (NPO)

The researcher also employed the non-participant observation guide in order to witness and capture the teaching and learning activities as they took place in the natural setting. This was done through lesson observations in the classroom and for theories and field events at the playing grounds when teachers and learners did their practical work. This allowed the researcher to have access to the school infrastructures of the four participating secondary schools in which data was collected in form of descriptive accounts and helped to understand behaviour patterns in the physical and social context of participants (Kombo and Tromp, 2006).

3.8. Data Quality Assurance (DQA)

The state of acceptability in terms of it being true and unique academic product was done using Guba's four trustworthy strategy which is ideal for all qualitative studies. In this study, *credibility* was ensured through the correct plan from the beginning to the end which was

interpretive phenomenological design that coincided with the study title; hence quality of data was assured. *Transferability* was ensured through contextualising with other studies in which similar information was found and new information was added on to the body of knowledge hence, data quality was assured. *Dependability* was also employed through making research instruments reliable by conducting a pre-testing or pilot study and *Confirmability* was used through "Bracketting" or "Epoche" taking the information as it came from participants through verbatim reporting (Guba and Lincoln, 1994).

3.9 Data Collection Procedure

Data collection is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection procedure, clearance and introductory letters were sought from the University of Zambia ethical committee and department of primary education to allow the researcher to go for data collection, and written permission was sought from the District Education Board Secretary (DEBS). At the school level, verbal permission was obtained from the head teachers of respective schools to use their facilities before proceeding with data collection. After the researcher was given permission to go ahead with data collection by the respective head teachers, he then went on to administer focus group discussions among the learners which lasted for 60 minutes and semi-structured interviews with teachers on different days each taking 40 minutes and translated into 1 hour 20 minutes. However, before collecting data from the participants, the aim of the study was thoroughly explained to them and assurance was given that data to be collected was purely for academic purposes. During data collection, a voice recorder was used to record the conversations to capture opinions and views of the participants in order to help the researcher with data analysis. In addition, the researcher

employed non-participant observation method in order to witness and capture the teaching and learning activities through observing lessons and field events in the school when teachers and learners did their practical work.

3.10 Data Analysis

Kasonde-Ng'andu (2013) defines data analysis as a manipulation of the collected data for the purpose of drawing conclusions that reflect on the interest, ideas and theories that initiated the study so as to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis are determined by the data type, variables of interest and the number of cases. Therefore, the data collected from the field through semi-structured interviews and focus group discussion on teachers and learners' experiences regarding the teaching and learning of physical education was qualitatively analysed using the Interpretative Phenomenological Analysis (IPA) method.

Smith and Eatough (2006) argue that the IPA method is a suitable approach for analysing qualitative data when one is trying to find out what experiences individuals have towards a particular situation they are facing, and how they make sense of their personal and social world. The method is especially useful when one is concerned with the complexity, process and novelty of a phenomenon; in this regard physical education in the education system. This method of analysis allowed the researcher to categorise the collected raw data and generate themes from it in line with the objectives of the study. Therefore, the analysis of raw data enabled the researcher transform it into meaningful information.

3.11 Ethical Considerations

Cohen, et' al. (2000) explained that ethical issues are matters which are highly sensitive to the rights of others. In this regard, ethical issues were upheld in the study. First and foremost, a clearance letter was obtained from the Directorate of Postgraduate Studies and the researcher sought consent from the University of Zambia ethical committee, District Education Board Secretary (DEBS), school managers from the respective secondary schools, and participants to find out whether they were willing to participate in the study. The researcher ensured that participation by the teachers and learners was voluntary. This was done by explaining to them the procedure, relevance and purpose of the study. Participants were assured that data to be collected would be kept confidential and only be used for research purposes. Furthermore, the researcher assured the participants that names and personal details would not be revealed or published and names of schools and participants were represented by certain codes and this ensured anonymity. Ultimately, the researcher had to take full responsibility for the study and any unforeseen consequences it could attract. All the mentioned activities were done in order to ensure that the rights of the participants were respected and their dignity as human beings was safeguarded.

3.12 Summary of the Chapter

This chapter discussed the methodology employed in this study. Under methodology, the following items were captured: philosophical assumption, the research design, target population, sample size and sampling techniques, research instruments, data quality assurance, data collection procedure, data analysis and ethical issues. Having presented the aforementioned, the next chapter presents the findings of the study from the four sampled secondary schools in Monze District.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

The previous chapter outlined the methodology employed by the researcher to come up with data by means of the stated research instruments. This chapter presents the findings of the study as was provided by the participants. The findings are presented according to the study questions.

The study questions were as follows:

1. What are the experiences of teachers and learners in the teaching and learning of physical education at Grade 9 level in four selected secondary school Monze District?
2. What are the benefits of teaching and learning physical education at Grade 9 level in four selected secondary school in Monze District?
3. What are the challenges faced by teachers and learners in the teaching and learning of physical education at Grade 9 level in four selected secondary school in Monze District?

4.2 Experiences of teachers and learners in the teaching and learning of Physical Education

The researcher took time to interact with the participants through interviews and focus group discussion so as to appreciate their personal experiences in the teaching and learning of physical education. The presentation of the first question of what are the experiences of both teachers and learners in the teaching and learning of physical education begins by addressing teachers' experiences and thereafter learners'.

4.2.1. Teachers' experiences

Teachers being the implementers of most education programmes through the teaching and learning process were key participants in this study. This was because they played a major role in

facilitating the teaching and learning of physical education among learners in schools and gathering the views over their experiences in physical education was extremely important. In line with this therefore, teachers were asked to state whether or not physical education was taught as a subject at the four participating schools and the following emerged as shown in Table 4.1

Table 4.1 Teachers’ responses on whether physical education was taught as an independent subject

Reponses	Frequency
Agreed	16
Disagreed	0
Total	16

Source: Field-work Data (2018)

Table 4.1 shows the responses of teachers on whether physical education was taught as a subject in schools. All the sixteen (16) teachers who participated in the study agreed having physical education as a subject taught.

Teachers were further asked to explain how physical education was experienced in schools. The study found that the experiences of teachers in the teaching of physical education were two-fold namely; theory and practice. Teachers reported that the theory part was conducted from the classroom just like any other subject. One teachers further stated that; *‘During theory, we experience the teaching of physical education based on writing notes on the board and administering class exercises.’* Furthermore, they stated that the theory part required a lot of materials such as text books prescribed to support its delivery. In their explanations, they added that physical

education was productive and educative as the subject was captivating in nature. To support this, one teacher from school A made the following remarks:

Despite having a lot of shortcomings, my experience of teaching physical education is inviting, appealing and profound because it imparts various knowledge and survival skills such as fitness, bodily make up and hygienic issues and injects the know-how concept of all the applications of physical education in the educational system.

Further, teachers reported that they experienced the teaching of physical education through practical teaching. Teachers stated that the practical part was conducted from the school playing grounds with the help of physical equipment such as *balls, Track suits, snickers, rackets, short-puts, whistle, swimming pools, basket court* and many others. Furthermore, the study found that most of the practical activities in physical education were done in groups. Shedding more light to this, one teacher had this to say:

Whilst at the playing grounds, the teaching and learning of physical education is characterised with physical exercises with the aid of whistle. These physical activities are done in groups. This makes the whole process enjoyable as learners share different experiences and ideas with us (teachers) in an interactive fashion with each other and this contributes to the best manner in which knowledge and skills are acquired.

When teachers were asked to explain how the periods were allocated for physical education in a week as part of their experiences, they stated that they did so with respect to the departmental time Table. Table 4.2.2 shows their responses.

Table 4.2 Number of periods allocated for physical education at the four sampled schools in a week

Names of schools	Hours per week	Number of Periods per week
Secondary school A	2 hrs	3
Secondary school B	2 hrs	3
Secondary school C	1hr. 20 min	2
Secondary school D	1h: 20 min	2

Source: Field-work Data (2018)

Table 4.2 shows the number of periods allocated to physical education in a week per individual school. From the Table above, school **A** and **B** allocated three (3) periods to physical education in a week while school **C** and **D** allocated two (2) periods to physical education. This shows that school **A** and **B** had more number of periods for physical education as opposed to school **C** and **D**.

Furthermore, participant teachers were asked to submit class enrolment for physical education in their respective schools. Table 4.2.3 provides information on this below.

Table 4.3 Enrolment per class for physical education in the four sampled schools

Name of School	Enrolment in Physical education classes		Total
	Boys	Girls	
A	64	56	120
B	60	46	106
C	55	64	119
D	73	60	133
Total	252	226	478

Source: Field-work Data (2018)

According to Table 4.3 it is clear that school **A** had a total of 120 learners taking physical education. Out of 120, 64 were boys and 56 were girls. School **B** had a total of 106 learners in physical education classes of which 60 were boys and 46 were girls. School **C** had a total of 119 learners of which 55 were boys and 64 were girls and School **D** had a total number of 133 learners and out 133, 73 were boys and 60 were girls.

The overall number of learners at the four participating schools was 478 of which 252 were boys and 226 were girls. This shows that there were more boys than girls in physical education classes at the four sampled secondary schools.

4.2.2. Learners' experiences

Learners being the direct beneficiaries of the teaching and learning of physical education in schools, it was imperative to interact with them in this study gathering their experiences in the teaching and learning of physical education.

Concerning the question of learning physical education in the four schools, learners affirmed that physical education was experienced in two parts which were theory and practice. With regard to theory, during a focus group discussion learners reported that it was conducted from the classrooms with respect to the daily routine of the school time Table. The study found that the learning was done with the help of text books as stipulated in the school syllabus content. Further, learners reported having had experienced the learning of physical education. To support this, one learner made the following remarks:

My experience over the subject is great and awesome. It is really enjoyable because it gives me the freedom to interact with others and make sense of the real learning in a free atmosphere in the quest to understand our body parts and their functions in our daily activities.

Furthermore, the study found that the learning of physical education was faster because learners were involved in the actual teaching and learning of the subject. They stated that its practical nature made the acquiring of knowledge and skills easy.

On whether time was adequate in their experiences of physical education, learners stated that time allocated for the subject (physical education) was limited. To support this finding, one learner reported that:

Time allocation for physical education is not adequate as we all know that the subject demands more time due to its nature. This compels us in most cases to

come back for lessons in the afternoons and sometimes even on weekends when teachers ask of us for the sake of covering the content. This means that we experienced it with limited time though interesting and biological in nature.

Concerning the number of teachers to handle physical education, learners reported that teachers were not enough. Further, learners were quoted saying the following words: *We are too many in our classes and sometimes teachers fail to attend to all of us during learning time especially during the theory sessions.* Furthermore, they reported that some of the teachers who handled them in physical education were the same teachers who taught them other subjects such as Biology and Home economics.

Learners were further asked whether physical education equipment and accessories were available in schools, and the study found that the equipment and other teaching and learning materials were not enough as such the numerous teaching and learning activities were compromised by lack of both teaching and learning materials in schools. This made it hard for both teachers and learners to concentrate and perform per expectation. To support this, one learner stated that:

We are in trouble with the teaching and learning materials as you may know that the subject is more of the practical as requires a number of materials to support its delivery. However, in most cases, we fail to carry out certain learning activities due to lack of relevant teaching and learning materials in our schools.

4.3 Benefits of teaching and learning of physical education in schools

Teachers in schools especially those who were involved in the teaching and learning of physical education were asked to state the benefits of teaching and learning physical education.

4.3.1 Views of teachers

As regards the perceived benefits that the study unearthed from teachers, it showed that physical education equipped teachers with extra intelligence aspect of emotional handling of success to teachers with regard to handling of competition and also provided avenues to other prospects of advancement socially, work-wise and personal achievement. It was further established that the subject develops the learner holistically, cognitively, emotionally physically and healthy-wise.

To support this, one teacher had this to say that:

It is a subject that develops fitness in a pupil through physical training and this comes after being coached and drilling and drilled in some physical areas in order for them to be resilient.

Additionally, another teacher stated that:

Sir! According to my researcher, the teaching and learning of physical education is very beneficial in that it keeps me very fit as you can see from the way I am looking very healthy and fit. As I earlier said Physical education as a balanced program comprising concepts and skills were development is necessary to lay a strong foundation for participation in daily activities such as ball games and athletics. Therefore, it must be noted that apart from keeping my pupils fit it also assists in maintaining of normal levels of blood pressure. Regular exercises boost the production of cholesterol while reducing triglycerides an action which reduces plague accumulation in the arteries.

Furthermore, another teacher added that:

Found it to be beneficial in that it keeps me very fit and on top of that my skills of physical education has also enabled me to do referring in the Zambian super league as an assistant referee. Apart from this, As I earlier said Physical education is an adventurous subject because when we have competitions we are able to compete at district and provincial level there being exposed to see other new areas as they get engaged in sporting activities at national level which is important for my curriculum vitae.

The study also found that physical education enhanced the communication skills of teachers. With respect to this, they echoed that the component of information embedded in the subject as it demands for more instruction giving during both theory and practice gave them a skill to enhance information collection, processing and dissemination which made them competent and good communicators in giving instructions to learners in schools. To support this, one teacher made the following remark;

Physical education enriches me with innovative skill which enhances my communication ability to teach and explain certain training techniques concepts to learners in giving instructions. I mean! It widens the scope of understanding the information surrounding the subject which is a crucial element in the teaching and learning of the 21st century learners full of different maturation stages and attention.

The study revealed that physical education helped and enhanced teachers' interactions with learners and improved on methods of teaching. On methods of teaching, they emphasised that it promoted learner centred method of teaching away from the tradition one of teacher centred which allowed more to be done by learners through independent exploration and team work. In this instance, teachers were reduced to facilitators. In tandem with the above, one teacher had this to say that:

Physical education reduces on our busy schedules as it improves on methods of teaching and promotes learner centredness which is full of self-propelled exploration, discovery learning and a spirit of cooperation among the learners as they share different experiences, skills and competences on a task.

The study also revealed that physical education increased teachers' participation and knowledge of activeness among teachers and learners. Teachers reported that they were able to venture into the search and voyage of bodily activities by applying physical skills in both the theory and

practice activities which made them be well informed and vested with the knowledge. Additionally, one teacher reported that:

We all know that physical education is a subject that encourages full participation from both the teachers and learners. This happens in both the theory and practice in which both the teachers and learners fully get involved in participating in the teaching and learning of the subject. As this takes place, teachers and learners build on their academic and social skills.

Further, the study indicated that physical education stimulated and promoted individualised learning among learners in schools. Teachers stated that this worked well for schools that had enough physical education facilities and equipment due to large classes and differences in individual learning style and pace. To support this, one teacher made the following remarks:

Although it demands for more resources and consumes a lot of time, physical education allows Individualised attention to be given to a learner not in a group. Individualised attention involves one to one discussion over a particular lesson or topic. The essence of individual attention is to ensure that a particular learner's needs are met. An individual learner is attended to separately with a variety of contents and symbolic modes that would enhance self-reliance and total independence.

4.3.2 Views of learners

Learners were also asked to give out their position on the perceived benefits of physical education in schools as they were the recipient of the teaching and learning process. As regards to their perceived benefits, learners reported that physical education benefited them in so many ways, among others the benefits are presented in Table 4.4 below.

Table 4.4 Responses of learners on the benefits of physical education

Benefits of computer studies	Frequency
Creates enabling & interactive atmosphere	3
Enhances communication skills	3
It shapes future career aspiration (productivity)	3
	3
Improves the Mental Health	2
Improves Academic Performance	2

Source: Field-work Data (2018)

Table 4.4 shows the responses of learners on the benefits of teaching and learning physical education in the four selected schools. From the Table, seven (7) learners reported that physical education benefited them by creating an enabling and interactive atmosphere; while five (5) stated that it enhanced communication and social skills and four (4) reported that it shaped their future career aspiration as it made them productive and active in life. Further, learners mentioned that physical education also imparted them with the knowledge and skills of health matters, changed the methods of teaching from a teacher centred to more of learner centred, promoted individual learning, improved the physical health, improved the mental health, improved academic performance and revitalised by making the teaching and learning of other subjects possible. In view of this, one learner in a focus group discussion had this to say:

Physical education makes it possible for us to realise and understand the teaching and learning of other subjects such as Biology and Home economics. In biology for example, it improves on my understanding of biological terms because of the

similarity in concepts such human body parts and the brain. Because of that, it enhances and shapes my daily vocabulary of biology and other related subjects through writing and reading skills.

4.4. Challenges faced by teachers and learners in the teaching and learning of physical education in schools

4.4.1 Views of teachers on challenges faced in the teaching of physical education

When asked to state the challenges that teachers faced in the teaching and learning of physical education in schools, teachers had their own unique views. In as much as they appreciated the benefits of physical education in schools, teachers also identified a number of challenges as presented in the figure below.

Figure 4.1 Views of teachers on challenges faced in the teaching of physical education

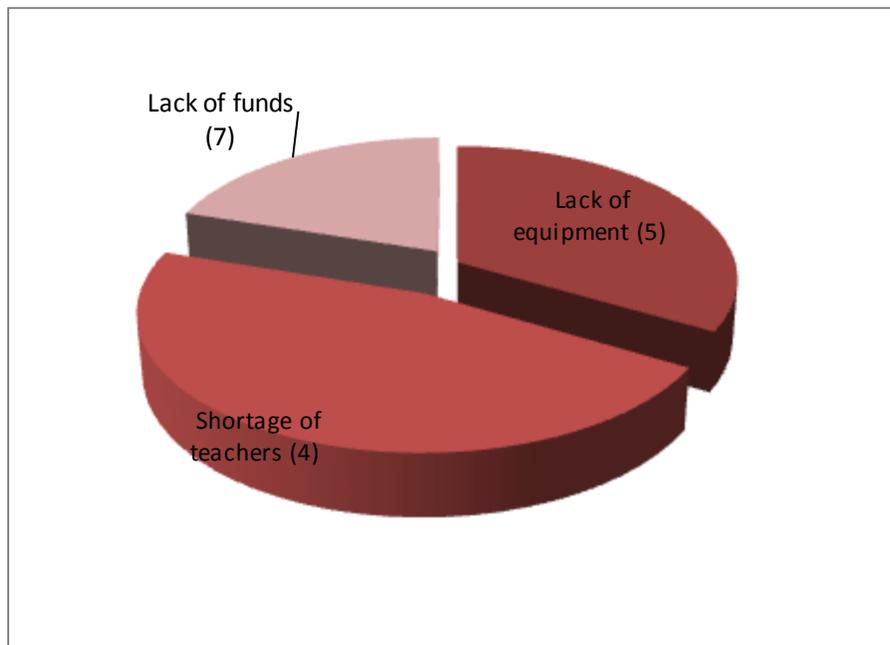


Figure 4.1 shows the views of teachers on the challenges faced in the teaching and learning of physical education. The chart indicates that four (4) teachers reported that shortage of teachers

was a challenge in physical education; while three (5) of them indicated lack of physical education equipment and seven (7) reported on lack of funds in schools to be used in the purchasing of teaching and learning requisites.

Other challenges reported by teachers were negative attitude from parents, overcrowding, lack of teaching/learning materials and suitable playing grounds. For example, one teacher went further to state that:

In our school, there is no designated playing ground and what we have and using is just a ground for police club and this scenario has been making it difficult to train with our learners especially during the practice sessions in schools.

4.4.2 Views of learners on the challenges faced in the learning of physical education

When questioned to state whether there were challenges faced in the teaching and learning of physical education in schools, learners indicated different views on the challenges faced in the learning of physical education. Among them, the following are presented in Table 12 below.

Table 4.5 Challenges faced in the leaning of physical education as observed by learners

Challenges	Frequency
Lack of learning materials	6
Lack of playing facilities	5
Overcrowded classes	6
Total	16

Source: Field-work Data (2018)

Table 4.5 shows the views of learners on the challenges faced in the teaching and learning of physical education. From the Table, six (6) learners attributed the challenge faced in the learning

of physical education to lack of learning materials; while five (5) indicated lack of facilities such as playing grounds, swimming pools, basketball courts; and another six (6) settled for overcrowded classes. Furthermore, one learner stressed on overcrowding and stated that:

Overcrowding is not good because it brings a lot of negative developments which retrogress the learning of physical education especially during the theory part. This is because some of us are delayed by our friends who do not have knowledge and skills. Am not saying sharing of learning materials is a bad idea but sometime there are certain topics that would require you as an individual to perfect some of your skills and this requires ample time and patience for one to finish and enjoy the subject.

Another learner reported that:

The other challenge is that because of overcrowding, in most cases time is always limited to finish our tasks and teachers also fail to manage us all due to inadequate learning equipment in school thereby disadvantaging some of us the fast learners. This is because lost time is never recovered, so the school must make sure they purchase enough materials to cater for us all to avoid the issues of compromising one another's learning pace and time.

4.5. Summary of the chapter

This chapter presented the findings of the study in line with the study questions. The study found that the teaching and learning experiences of physical education by teachers and learners despite some difficulties was good and interesting because it positively empowered them with various sports and life skills both in theory and practice.

As regards to the benefits of teaching and learning physical education in schools at Grade 9 level, the participants posited that physical education improved methods of teaching/learning,

promoted individualised learning, provided an interactive atmosphere, communication skills, revitalised the teaching of other subjects and shaped career aspiration.

The following were the major challenges faced by the teachers and learners in the teaching and learning of physical education; lack of teaching and learning equipment, lack of trained personnel, negative attitudes from stakeholders such as parent especially a girl child, stigmatising them as they would become barren, lack of funding from Government, inadequate time, overcrowding of classes of physical education in schools.

This chapter endeavored to present the findings of the study in a coherent manner through qualitative techniques. In the next chapter, some of the foregoing findings of the study will be discussed in relation to the reviewed relevant according to the research objectives which included to; establish the teaching and learning experiences of teachers and learners in physical education at Grade 9 level in four selected secondary schools in Monze, identify the benefits of teaching and learning of physical education by teachers and learners at Grade 9 level in four selected secondary schools and ascertain the challenges faced by both teachers and learners in the teaching and learning of physical education at Grade 9 level in four selected secondary schools in Monze District.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the findings of the study. The present chapter discusses the findings of the study. The discussion will be done under the following sub-headings which have been derived from the research objectives:

1. Experiences of teachers and learners in the teaching and learning of physical education at Grade 9 secondary school level in Monze District.
2. Benefits of teaching and learning physical education among the teachers and learners at Grade 9 secondary school level in Monze District.
3. Challenges faced by teachers and learners in the teaching and learning of physical education at Grade 9 secondary school level in Monze District.

5.2 Experiences in the Teaching and Learning of Physical Education

The findings of the study revealed that teachers had experienced the teaching and learning of physical education in two pathways, namely, theoretical and practical dimensions. Learners at the three participating schools responded in the affirmative that physical education was taught and learnt in two parts theory and practice. This finding resonates with MoESVTEE (2013) which emphasizes that physical education has been introduced in schools in order to equip learners with essential skills necessary for them to have basic knowledge of physical health in both theory and practice to stimulate creative and analytical skills in health.

Under the theory part of the subject, the study revealed that physical education was being experienced from classrooms where teachers could write on the board for learners to copy notes in their note books.

On the other hand, practice was another dimension of physical education experienced by both teachers and learners in the school outside the classrooms mainly at the playing grounds. This was with an exception of school C which had no school playing ground but used a police club's soccer ground for physical training. In this vein, the study's results revealed that the practical sessions in physical education stimulated critical reasoning and a sense of creativity and social skills among learners because much of the learning was incumbent upon and undertaken by the learners themselves. Due to this, teacher-learner interaction in classrooms was positive in that it yielded the intended results and promoted among learners hands-on-experiences. This involvement of learners in practicals enabled them to develop informed and problem solving skills. This finding is consistent with Vygotsky (1978)'s social constructivist theory on which this study was anchored by stating that all mental functions are first experienced socially, mutually built and constructed through social interaction with others through engaging students in inductive, hands-on-activities and group-work. This implies that there was massive participation in the lesson delivery in which learners were actively involved. This exposed and motivated them as the subject brought them new ways of understanding on how the body operates during physical performances. With this background therefore, it is only necessary that practical sessions become a central and essential part of teaching and learning as they promote real learning through concrete objects to depict meaningful learning. This should be so because learners understand concepts very well if they are able to physically touch, feel and manipulate objects in the process of using them as teaching and learning aids. Therefore, both theory and practice dimensions of physical education should be encouraged and given equal footing in schools as one way of promoting freedom of interaction and making learners to develop a sense of real learning in a free atmosphere.

On the number of periods allocated in a week for physical education, the study revealed that the number of periods varied in the four schools. For example, it was found that, at school **A** and **B**, numbers of periods were three (3) per week translating into 2 hours and school **C** and **D** were two (2) per week and this translated into 1 hour 20 minutes. Going by the nature of the subject (physical education) as regard to its teaching and learning standards as indicated in the revised school curriculum (MoESVTEE, 2013), it is clear that the number of periods allocated for physical education were inadequate. In view of this finding, teachers and learners were deprived of enough time to enjoy the teaching and learning of the subject. This entailed that teachers and learners experienced the teaching of physical education with less number of periods which affected the coverage of the content as well as understanding. This was in contrast with what was expected of them as stipulated in the Zambia Education curriculum framework of 2013 which clearly explains that the number of periods for physical education is four (4) per week which translates into 2 hours 40 minutes. This therefore, created a discrepancy between the study's findings in the participating schools and what the Zambia Education curriculum framework stipulates. However, for physical education to be delivered diligently and meet its standards of being taught and learnt appropriately in schools, there is need to harmonise and reconcile the number of periods allocated to physical education in schools in order to suit that which is highlighted in the Zambia Education curriculum framework of 2013. This way, the teaching and learning of physical education would be appreciated by teachers and learners because it would have been made realistic and achievable.

In terms of school enrolment, the study found that the number of learners enrolled was extremely big at the four sampled schools. For example, the study revealed that at school **A**, the total number of learners taking physical education was 120, implying that per class, there were 60

learners while at school **B** the total number was 106 of which 54 learners were allocated per class and at school **C** the total number was 119 translating into 60 learners per class and at school **D** the total number was 133 translating into 65 learners per class. Considering these figures established by the study, it was clear that teacher-learner ratio was high at these schools. This high teacher-learner ratio disturbed the teaching and learning of physical education thereby making teachers' teaching and learners' learning experience difficult as it compromised the quality of teaching and learning. This finding is in contrast with National Policy document on Education, *Educating Our Future* (1996) which stressed that for quality education to be in schools, each classroom should only house a range of 40-45 as the maximum number of learners which was not the case according to the findings of this study.

5.3 Benefits of Teaching and Learning of Physical Education

In terms of the benefits of teaching and learning physical education, the findings of the study also revealed that teachers and learners benefited from the teaching and learning of physical education as it enhanced their communication skills as both teachers and learners interacted socially. They reported that the subject in question had been used as a tool through which communication and social skills were channeled and enhanced to the masses. For example, the results of the study indicated that physical education exposed and equipped teachers and learners with most of life-long communicative and social skills. These social skills included playing together which later on improved their communication and social skills and enabled them to cope up with the world of physical education. This finding is in tandem with Hilbert and López (2011) who suggested that the advent of physical education through the teaching and learning of physical education imparts people with abilities and skills to associate with others in all social and communicative skills. This means that communication and interactions both during the

theory and practical part of the subject has been made easier not only in schools but also in communities due to the innovative nature of the subject.

The findings of the study further indicated that the teaching and learning of physical education in schools helped teachers and learners to improve on the methods of teaching and learning. This finding is in tandem with Mikre (2011) who observed that physical education in schools were recognised as a catalyst for change in the teaching and learning approaches which were more student-oriented. Smith (1989) also stated that physical education help in changing pedagogical practices from teacher exposition to learners centred with an emphasis of placing learners at the centre of both teaching and learning activities as opposed to the traditional method of teaching which heavily depended on teachers rather than prioritising by addressing the learning interests of learners.

Furthermore, Vygotsky (1978) also argued in favour of the same finding by contending that there is a common belief that the use of physical education as an aspect of health in education contributes to a more constructivist learning that increases in activity and greater responsibility of students as they are placed at the centre of the teaching and learning. Their study reported that in the teaching and learning of physical education, methods of teaching had improved and shifted from teachers to learner-centred. The switching of methods from teacher to learner-centred is because physical education requires that learners do much of the teaching and learning activities. This limits the role of the teacher to supporting, advising, and coaching students rather than merely transmitting knowledge. Due to this, learners are becoming more independent, self-motivated and excited about the learning process. This makes it possible for them to achieve as they put more effort and have control of their own learning activities. As a result, confidence, which promotes creativity and critical reasoning, is instilled.

Another benefit from the teaching and learning of physical education as revealed by the findings of the study was that, it promoted individual learning in schools. This revelation is in agreement with Smith (1989)'s findings which recommended that physical education in schools promote individualised learning among learners as they allow teachers to differentiate instruction in order to allow them to create lessons or instructions that use each student's individual skills to help drive the learning process. This implies that physical education enable teachers to facilitate teaching and learning for learners to progress at their own pace and receive individual attention because of differences in learning styles and pace. These individualised instructions are very beneficial to student's success in the classroom because they consider a learner as an individual with unique learning abilities. Therefore, differentiation through individualised education plan in schools calls for a teacher to realise that classrooms must be places where teachers pursue their best understandings of learners in their teaching and learning and also to recall daily that no practice is truly best practice unless it works well for the individual learner.

The study's findings revealed that the physical education benefitted teachers and learners in creating an enabling and interactive atmosphere that allowed them to interact as they participated in the teaching and learning process. This finding is consistent with Volman (2005) who stated that physical education was making dynamic changes in all aspects of life and that its impact was felt more and more at school levels because it provided both teachers and learners with more opportunities to interact. Therefore, this stimulated and impacted positively on the teaching and learning desires of teachers and learners as it presented them with freedom to ask, demonstrate and answer questions for easy grasping and understanding of concepts. This insight brought by the finding of this study confirmed the assertion advanced by Vygotsky (1978)'s social constructivist theory which held that learning is an active, contextualised process of constructing

knowledge in which teachers and learners draw upon, connect and analyse their prior knowledge and experiences through self-discovery and interaction with others thereby integrating knowledge, and involving more capable people guiding those less capable to understand ideas beyond their developmental level. Vygotsky described this as the Zone of Proximal Development (ZPD).

Additionally, the findings of the study showed that learners at the three schools benefited from the teaching and learning of physical education as it revitalised and made possible the teaching and learning of other subjects. In this case, they cited 'Biology and Home economics' as examples. This finding is consistent with Aduwa-Ogiegbaen and Iyamu (2005) who attributed the benefit of physical education to making the teaching and learning of other subjects possible and easier. However, Aduwa-Ogiegbaen and Iyamu (2005) cited an example of integrated science which learners mentioned in this study as a point of reference. The reason for citing integrated sciences as an example was that it involves concepts in human anatomy similar to those found in physical education which exposed learners to the skills of understanding health related matters which were imbedded in the subject. This made it easy for them to understand the concepts of integrated science. Therefore, physical education was serving as a catalyst that opened them up to know and understand certain words and concepts from the mentioned subjects. Since physical education play a crucial role in every society, teachers and learners' abilities to internalise such skills and concepts, and their ability to apply the acquired skills in other subjects has seemingly become possible which are also part of the Zambia Education Curriculum Framework of 2013.

5.4 Challenges Faced by Teachers and Learners in the Teaching and Learning of Physical Education

The findings of the study revealed that there were a number of challenges with the prime one being the lack of physical education equipment. This was explained on the premise that the effective teaching and learning of any subject is supposed to be supported by equipment. However, in the case of physical education, teachers and learners reported that there was a shortage of physical education equipment such as playing grounds, swimming pools, basket ball-courts, balls and other pertinent equipment necessary for physical education to take place smoothly. This finding was in line with Rink (2006) argued that lack of physical education equipment in Nigerian secondary schools had a negative impact on the flow of information and outcome of the teaching and learning process.

Owning to the aforementioned challenge, it is clear that teachers and learners faced difficulties in executing their mandate of teaching and learning the subject. However, this challenge is not peculiar to Zambian schools alone but also in the education systems of other countries across the continent. This implies that the inadequacy of physical education facilities and other equipment meant to facilitate the teaching and learning of physical education in one way or the other disturbs the flow of information and the process of realising intended expectations. Therefore, for the teaching and learning of physical education to thrive, the Ministry of General Education and other collaborative partners should put more efforts and priotise the physical education knowledge through pumping more financial resources to purchase more of equipment in order to support its smooth delivery as a subject in schools. Further, the findings of the study indicated lack of modern infrastructures to support the delivery of physical education in the four participating schools. Similarly, US Internet Council (2000) observed and contended that lack of

physical education infrastructures all necessary to facility the much needed acquisition of basic skills among teachers and students compromises standards of teaching.

The findings from the study further revealed that teachers and learners at the four schools bemoaned the lack of teaching and learning materials such as textbooks and other materials. This finding was in line with Aquene (2012) whose findings indicated that unsupportive school physical education curriculum due to lack of teaching and learning materials such as text books and other materials compromised the standards of teaching and learning as it made its objectives futile. The absence of these materials in schools made it hard for teaching and learning to be meaningful. This was so because for meaningful teaching and learning of physical education to occur, it ought to be accompanied and supported by the required teaching and learning materials as well as other facilities. Without such ingredients, the teaching and learning process would be in vain because physical education requires such facilities as it involves drawing, reading and researching. Therefore, without textbooks and other facilities, the teaching and learning process would be less active and baseless because there would be no sources of information where learners could refer when given an academic task. In this instance, lack of teaching and learning materials does not only affect the role of physical education in the teaching and learning of other subjects as revealed by Aquene (2012)'s study but also the teaching and learning of physical education. This implies that, for quality education to be achieved, it requires the availability and use of prescribed textbooks and other educational materials in that particular domain. However, without such aids to the teaching and learning of physical education, effective teaching and learning process would be tempered with. Therefore, there is massive need for the Ministry of General Education through the relevant authorities to distribute the necessary teaching and learning materials in schools in order to make teaching and learning in physical education

meaningful. This is because suitable materials enable learners to acquire and apply knowledge, learn at their own pace, and assess their own progress.

Shortage of trained teachers to facilitate the teaching and learning of physical education was another challenge revealed by this study. This finding was in line with a global report done in Canada on physical education Indicators (UNESCO, 2005) which revealed that there is lack of trained teachers of physical education in schools and this compromised the teaching and learning standards. The report further revealed that this challenge was not only in schools but also affected universities and colleges. This came to light when four (4) teachers reported that the challenge was necessitated by the manner in which the subject was introduced in schools. It was explained that physical education was not introduced in good faith as such most teachers were caught unprepared to teach it. The study indicated that teachers claimed that the subject was imposed on them without their knowledge and best preparation in training for its implementation in schools. For example, the study found that out of sixteen (16) teachers who participated, only three (3) were qualified in physical education with a qualification of diploma which was not adequate enough in teaching the subject. The remaining nine (9) had degrees as their qualifications but were specialized in Biology. Therefore, most of them did not have much knowledge and skills to impart physical education among learners and this made their teaching questionable. However, despite the fact that the previously mentioned report was done in Canada, its findings and recommendations were insightful and applicable to this study. In other words, there is need to have teacher training institutions to train teachers in physical education. In this manner, more teachers would be brought on board by the government to avoid this discrepancy and make the teaching and learning of the subject a success.

The results of the study also indicated lack of adequate funding from the Government to support the teaching and learning of physical education. This finding was in agreement with Kafoe (2011)'s findings in Zimbabwe on factors militating against the introduction of physical education in secondary schools which revealed that the funds for physical education equipment were inadequate because there was no budget for procurement. However, this finding was in contrast with the observation made by Farrell (2007) that the Kenyan government was consistently in the fore front providing support in terms of funds to smoothen and facilitate the introduction of physical education in schools. This shows that in terms of prioritising physical education, Zimbabwe and Zambia are on the same side of the coin because both countries seem not to adequately fund their education systems towards the promotion of physical education as they are still struggling in its implementation.

The aforementioned came to light when teachers revealed that there was lack of and inconsistency in funding of schools and this had created shortage of equipment needed to facilitate most of the school's teaching and learning activities. In view of the erratic funding, Government has fuelled slow development of school projects as most of them have stalled and other demands such as procurement of school teaching and learning equipment such as text books, chalks, balls, short put and other equipment and the construction of modern classrooms and playing facilities to support the teaching and learning of the subject.

In addition, the trend of not adequately funding the education system towards the promotion of physical education makes the administration of schools unstable and deprives teachers and learners of their educational rights to accessing life-long skills imbedded in physical education. Therefore, government through the Ministry of General Education should prioritise the promotion of physical education by making funds readily available in schools for procurement.

The study's results further revealed that there was a negative attitude from parents toward the subject. This came to light when teachers reported that from the onset of teaching and learning physical education in schools, some parents had been having a negative attitude towards supporting it. However, this finding contradicts Farrell's (2007) finding which reported that parents in Kenya were very willing to offer their support to schools in order to promote physical education facilities for their children to benefit from the teaching and learning. This initiative included other stakeholders such as Government, Non-governmental organisation and other agencies. This shows how much value parents in cited country attach to the education of their children through support rendered unlike with the findings of this study in which parents received the teaching and learning of physical education with negative attitudes. This was because the subject demanded more physical attires and other devices which were expensive for most parents. Teachers attested to this when they attended Parent Teacher Association meetings (PTA) and discovered that the teaching and learning of the subject in question was received with mixed feelings. Most of the parents were not in support owing to the fact that they could not afford to spare any extra money to purchase equipment whenever the need arose. Worse still parents were not comfortable with the girl child s' participation in physical activities including soccer. A myth of believing that in future, such girls would have challenges in child bearing. Hence they failed to cooperate and this scenario made most of learners lose the physical competence of the subject especially those who came from such background.

In view of the numerous challenges that surround the teaching and learning of physical education, the study also found that teachers and learners faced challenges of overcrowding in classes as novel knowledge peculiar to this study. This was because after a deep synthesis of literature, it was clear that no empirical evidence from other studies reported on overcrowding in

classes as challenges faced by teachers and learners in the teaching and learning of physical education in schools. Overcrowding was not conducive because it had a lot of negative developments as most of the learners were delayed by their friends who were not acquainted with the knowledge and skills to acquire physical education skills when given individual tasks. This situation does not imply that the sharing of text books among the learners was a bad idea. However, there were certain topics that required an individual to search for information, write and perfect some of his/her skills and this required ample time and patience. The overcrowding in classes was coupled with a high teacher-learner ratio because the classes had more than the required number of learners as opposed to the numbers of teachers to teach the subject. Furthermore, time factor was also mentioned in passing. This was viewed by learners as being a major barrier in their learning of physical education because of being overcrowded in classes and that the individualised learning style demanded by the subject was impossible due to limited time.

5.5 Summary of the Chapter

This chapter presented the discussion of findings of the study in line with the objectives. The study found out that the teaching and learning of physical education was done two-fold; theory and practice. Teachers and learners experienced the teaching and learning of physical education because it positively imparted them with communicative and socially skills although with some hurdles attached.

With regards to the benefits of teaching and learning physical education, the findings revealed that physical education improved methods of teaching/learning, promoted individualised

learning, provided an interactive atmosphere, communication skills, revitalised the teaching of other subjects, and shaped entrepreneurial career aspirations.

In terms of the challenges faced in the teaching and learning of physical education, teachers and learners indicated lack of teaching/learning equipment, inadequate number of trained personnel, negative attitudes from stakeholders such as parents, lack of funding from Government, lack of modern school infrastructures, inadequate time. The study also noted overcrowding of classes as new knowledge among challenges faced by teachers and learners in the teaching and learning of physical education. Therefore, based on the participants' views at the three schools represented in this study, the researcher gained a broad picture of experiences, benefits and challenges of teaching and learning of physical education as indicated above. The next chapter presents the conclusion of the study and puts forward recommendations for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the findings by bringing out issues on the experiences, benefits and challenges in the teaching and learning of physical education. This chapter presents the conclusion and recommendations of the study. However, this investigation was confined only to four selected secondary schools in Monze District. Furthermore, in this chapter, the conclusion is drawn on the basis of the findings of the study and thereafter recommendations based on the findings of the study are made. Finally, the chapter ends by suggesting areas for further research based on the findings of the study.

6.2 Conclusion

It is evident from the study findings that both teachers and learners held both positive and negative experiences in the teaching and learning of physical education. This is because the teaching and learning of physical education was experienced by teachers and learners in twofold which included the theory and practice parts and that it was experienced differently as they belonged to different types of secondary schools.

Despite teachers and learners holding such different experiences, both were appreciative of the benefits of the teaching and learning of physical education which included improvement in methods of teaching/learning, promotion of individualised learning, enhanced life and sports skills, revitalised the teaching and learning understanding of other subjects provided them with an interactive atmosphere in classes which allowed learners to interact more often among themselves and with their facilitators. This means that teachers facilitated the teaching and

learning process in a more conducive and free from injury environment and this stimulated and shaped learner's career aspirations.

It is also clear from the study that although teachers and learners held positive views about the teaching and learning of physical education, they were discouraged by a number of challenges encountered in the teaching and learning of physical education which compromised its delivery. Among other challenges were; lack of teaching and learning materials, inadequate equipment, and lack of modern school infrastructures, lack of trained personnel, negative attitudes from stakeholders and lack of funding from Government, limited time and overcrowded classes in schools. Nevertheless, both teachers and learners were still optimistic that the Zambian education system would benefit greatly in the long run if physical education was taught and learnt effectively. This is because the Zambia of the 21st Century must be different from the Zambia of the 1900s in the manner advancement in terms of educational programmes are conducted and implemented.

6.3 Recommendations

Based on the findings of the study, the following key recommendations emerged:

1. The study recommended that the ministry of education in Zambia to find lasting policy that should make the teaching and learning of physical education improve.
2. There is also need for the government through the Ministry of General Education deliberately come up with policy to ensure allocation of periods is balanced in relation to other subjects.
3. There is need also for the government through the Ministry of General Education (MoGE) should go into a memorandum of understanding (MoU) with Non-

Governmental Organizations (NGOs) that are ready to assist in the subject. This idea must also be encouraged at school level.

4. There is also the dire need for government to allocate funds to purchase Physical Education equipment and construction of quality facilities as well as open door policy for more educative sensitisation in areas of stigmatisation and myths in connection to sports and physical performances by both males and females.

6.4 Areas for further research

Arising from the research findings of this study, some other aspects of this study area may not have been studied and these areas may need to be studied. The areas of the study which may be studied include:

1. Research into the effects of culture to female participation in physical activities and sport in colleges of education.
2. Future research may also be conducted to investigate how physical education can be implemented among learners with special educational needs.

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APPENDICES

APPENDIX 1: INFORMED CONSENT FORM

INFORMED CONSENT FORM

Dear participants,

This serves to give you an understanding of the research and procedures that will be followed. Similar information in this form will be read to you alongside the questions with regard to each objective and its research instrument.

Further the implications for your participation are explained below, finally you are asked to sign this form to indicate that you have agreed to participate in this exercise or give a verbal consent.

Thanking you in advance.

1. **Description**

This is an educational research; the researcher is a student at the University of Zambia pursuing a **Master of Education Degree in Primary Education**. This research is a major requirement for the researcher to complete this programme. Therefore this study is purely academic.

2. **Purpose**

The researcher wishes to explore and understand the lived experiences faced in the teaching

And learning of Physical Education by actual stakeholders in selected schools of Monze.

The researcher is interested in understanding the lived experiences of teachers and pupils of

Selected schools at primary level in the teaching and learning process. .

3. Consent

Participation in the exercise is voluntary. You are free to decline to participate in this exercise if as a participant you feel uncomfortable.

4. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research. It is against this background that participants will only be identified through a number and Pseudo name and not by actual name. Further in line with research ethics data will be destroyed once it has been used for its intended purpose.

5. Rights of participants

All efforts will be taken to ensure that the rights of participants as per research ethics are protected and respected. Participants are assured that they are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

Your consent to this request will highly be valued and appreciated.

THOMAS MWALE –MASTER STUDENT

Computer Number 2017016192

6. Declaration of Consent

I have read or heard and fully understand this document concerning the research. Therefore I voluntarily agree to participate in the study.

Participant number

Signature

Date:

APPENDIX 2: INTERVIEW GUIDE FOR TEACHERS

IN DEPTH INTERVIEW GUIDE FOR TEACHERS EXPERIENCES ON THE BENEFITS OF TEACHING PHYSICAL EDUCATION IN FOUR SELECTED SCHOOLS IN MONZE DISTRICT.

INTRODUCTION

Dear participant,

My names are **Thomas Mwale**. I am a student at the University of Zambia pursuing a Master of Education Degree in Primary Education. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice. As a topic of choice, **exploration and understanding of the teaching and learning experiences of teachers and learners captured my interest being a Physical Education teacher.**

You were purposefully selected to this face to face formal conversation in order for the study establishes the benefits of the teaching and learning of physical education from a general point of view. The next question will be on your teaching and learning experiences of the subject in your school.

In addition information collected through this study is strictly for academic purposes only and therefore shall be kept confidential and no name or any identity shall be attributed to you. Furthermore you are free to choose to participate in this research and you can also choose to pull out any time I would appreciate if you could spare sometime to answer some questions because your participation will be highly valued.

QUESTIONS (EXPERIENCES OF TEACHING PHYSICAL EDUCATION)

- 1) Please tell me about yourself?
-
- 2) How many teachers do you think you have at this school?
.....
- 3) Do you teach Physical Education at this school?
.....
- 4) Could you please tell me what you understand by Physical Education
-
-
- 5) What qualification do you hold in the teaching of physical education?
.....
- 6) How long have you been a teachers of physical education?
.....
- 7) How many learners do you have in each class of physical education?
.....
- 8). Do you teach physical education at your school?
.....
- 8) What are the perceive experiences of the teaching of physical education?
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-
- 9) Do you there are benefits of teaching physical education to learners in this school?
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16) What do think should be done to ameliorate the challenges faced in the teaching of physical education?

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17) Please, in your responses try to give specifications of the measures that you think may contain the situation?

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18) Any other possible measures that you could be included in this paper?

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*THANK YOU VERY MUCH FOR YOUR COOPERATION
AND TIME STAY BLESSED HOPING TO HEAR FROM YOU
SOON.*

APPENDIX 3: INTERVIEW GUIDE FOR LEARNERS

IN FOCUS GROUP INTERVIEW GUIDE FOR PUPILS EXPERIENCES ON THE TEACHING AND LEARNING OF PHYSICAL EDUCATION IN FOUR SELECTED SCHOOLS IN MONZE DISTRICT.

INTRODUCTION

Dear participant,

My names are **Thomas Mwale**. I am a student at the University of Zambia pursuing a Master of Education Degree in Primary Education. As a partial fulfillment of the requirements for the program, students are required to research on topics of their choice. As a topic of choice, **exploration and understanding of the teaching and learning experiences of teachers and learners captured my interest being a Physical Education teacher.**

You were purposefully selected to this face to face formal focus group conversation amongst yourselves as a team in order for the study establishes the experiences of the teaching and learning difficulties of physical education at your school .I will guide the study so that each of you is able to participate fully by coming up with your own views on the matter.

In addition information collected through this study is strictly for academic purposes only and therefore shall be kept confidential and no name or any identity shall be attributed to you. Furthermore you are free to choose to participate in this research and you can also choose to pull out any time I would appreciate if you could spare sometime to answer some questions because your participation will be highly valued.

QUESTIONS (LEARNER EXPERINCES ON LEARNING OF PHYSICAL EDUCATION)

1) Please tell me about yourself?

.....

2) How many learners do you think you are in the class of physical education?

.....

11) Do you learn Physical Education at this school?

.....

12) Could you please tell me what you understand by Physical Education

.....

.....

.....

13) How long have you been learning physical education?

.....

14) How many learners do you have in each class of physical education?

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15) What are the perceive experiences of the learning of physical education?

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16) Do you think there are benefits of teaching physical education to learners in this school?

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17) In your own opinion, tell me the benefits of teaching and learning of physical education

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18) What other benefits do you think physical education has towards the learners?

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19) Do you think there are challenges that are faced during the learning of physical education?

.....

20) What are those challenges if any do you face in the learner of physical education?

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21) Any other challenges that you may think of to add on the list?

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22) What do you think should be done to respond to the challenges faced in the learning of physical education?

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23) Please, in your responses try to give specifications of the measures that you think may contain the situation?

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24) Any other possible measures that you could be included in this paper?

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.....

*THANK YOU VERY MUCH FOR YOUR COOPERATION
AND TIME STAY BLESSED.*