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An assessment of the administration and management of sports activities in some selected
primary schools of Kapiri Mposhi District

By

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DECLARATION

Statement of originality

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I Chrispin I. Mukamba, hereby declare that this piece of work is my own work. The works of other people used in this document have been duly acknowledged, and that the work has never been previously presented at this or any other university for similar purposes.

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DEDICATION

This work is dedicated to my parents, brothers and sisters. To my father who has since past on, be merciful to him God, and grant him your glory. I would like to pay tribute to my loved wife Doreen L. Mukamba, to all my children Nancy, Inonge and Chrispin that the Lord has given me. Bless them Lord for they are a purposeful gift from your Divine Kingdom.

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ACRONYMS

AFCON African Cup of Nations

AIDS Acquired Immune Deficiency Syndrome

FIFA Federation of International Football Association

FGD Focus Group Discussion

MMD Movement for Multiparty Democracy

MOE Ministry of Education

NSCZ National Sports Council of Zambia

POSDCORB Planning, Organisation, Staffing, Directing, Co-ordinating, Reporting and Budgeting

UNESCO United Nations Educational Scientific Organisation

SMT School Management Team

SWOT Strength, Weaknesses, Opportunities and Threats

ABSTRACT

The study strived to assess the administration and management of sports activities which is problematic to the primary schools of Kapiri Mposhi District in Central Province of Zambia. The objectives of the study were to: investigate the challenges in the administration and management of sports activities; establish how much support is rendered to teachers involved in sports by the school management in the implementation of sports activities; and evaluate the levels of performances and competences of teachers in the management of sports activities.

The study used a descriptive survey design which employed the qualitative strategy in order to effectively address the issues raised by the research questions. The descriptive research design was used to establish the extent to which sports is managed in selected primary schools of Kapiri Mposhi District. In any case, the method of data collection included in-depth structured questionnaires and focus group discussions, where some guiding questions were prepared to collect subjective responses from the learners involved in sports activities. The target population included School Management Teams, sports teachers and pupils involved in sports activities in some selected primary schools of Kapiri Mposhi District. Both simple random sampling and purposive sampling techniques were used to select the respondents.

As findings, the study revealed that sports activities in primary schools continues to be poorly managed because of lacking infrastructure, funds, sports equipment and having un-skilled and in-competent teachers managing sports activities. The findings also indicate that school managers were not very supportive to the sports teachers in the management of sports activities and learners lacked balls and sports attires like jerseys. Consequently, the current primary school curricular does not promote 'physical education' as an independent subject to promote and support sports activities in primary schools.

As conclusion, the study revealed that the problems and challenges in the administration and management of sports activities includes inadequate funding, poor and limited infrastructure, limited sports materials and equipment, and un-skilled teachers to manage sports activities who are not supported by school managers.

Based on the findings above, the study recommends that there should be adequate and proper sports infrastructure in primary schools, adequate financial and material resources support from the government through funding schools, and support from school managers. Equally, physical education should be revamped in the curricular and teachers should be trained in sports management to trigger the management of sports activities process in primary schools.

Key terms; assessment, administration, sports management, sports activities, challenges, primary schools, sports teachers, competences, performances, education, sports infrastructure, sports equipment, curriculum, Kapiri Mposhi, and district.

APPROVAL

This dissertation of CHRISPIN I. MUKAMBA is approved as a fulfilling part of the requirements for the award of the Master of Education in Educational Management by the University of Zambia / Zimbabwe Open University.

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CHAPTER 1: INTRODUCTION

1.0 Overview

This study looks at the challenges facing primary schools in the administration and management of sports activities. The chapter will focus on the background to the study, statement of the problem, objectives of the study, research questions, and the purpose of the study, the theoretical framework, the conceptual framework, and finally the operational terms as the main components of the chapter.

1.1 Background to the Study

Sports activities are probably as old as the existence of people as purposive beings, and teach people a great deal about social changes. Humans have participated in sports activities since their earliest days of existence. Perhaps, not as sports in the manner it is currently viewed, but it involved the preparations and training for war, running during a hunting brigade, and running with animals when herding and training them for domestic work or jumping over a stream which involves motions that are still used today. There were sports games that involved the throwing of spears, stakes, and rocks and lots of play fighting. Rodriguez (2000), records that, with the introduction of competitive sports, mostly notably by the Greeks and Romans, scientists began looking for ways to improve sports performance and ultimately to win. The first records or documents in the history of sports take us back at least to 3000 years ago.

Gymnastics was a popular sport in China's ancient past. Movements to the Pharaohs indicate that a number of sports, including swimming and fishing were well developed and regulated several thousand years ago in ancient Egypt. Other Egyptian sports included javelin throwing, high jump and wrestling. Ancient Persian sports had a close connection to the warfare skills which included polo. Ancient Greece introduced formal sports, with the first Olympic Games in 776 BC that included human and chariot races, wrestling, jumping, disk, javelin throwing and many more (International Olympic Committee, 1986).

In primitive times, sports provided a social identity as well as a way to adapt to the environment. The practice of sports formed part of daily life. Our ancestors ran in order to escape from bigger animals, fought against their enemies and swam to get from one place to another by crossing rivers. Additionally, it was a competition characterized by values, ethics and survival skills. In today's environment, it is an activity promoted as a way of growth, development of healthy habits, entertainment and leisure Rodriguez (2000). Thus, sports reflect a socio-culture, and

educational phenomenon which is part of human history since its beginning. Garcia (1990), considers sports as a source of health, physical, mental and social well being.

In recent years considerable national attention has been focused on the reading skills levels among Zambian school going children ignoring sports activities as one very important component of the school curriculum. According to Williams (2004), various stakeholders including parents, teachers and policy makers have expressed their concern about the poor standards of reading. The way school authorities took physical education in line with sports seriously in the past showed that it was as important as any other subject on the school timetable. Mudenda (2017), points out that actually, they fully understood that sports is more than just play or recess because it is there to teach children skills which they should be able to use to construct an active and healthy lifestyle.

Nowadays, when one sets a foot at most of the schools, it is either you will find dilapidated sports facilities or literally nothing at all giving an impression that sports in schools is really not taking place as it used to be. This area of education is supposed to be an integral part of the total education system in which all children from pre-education to grade 12 and tertiary are expected to take part. Ministry of Education (1996), records that, according to the policy on education, the aim of education is to promote the full and well-rounded development of the physical, intellectual, social, affective moral and spiritual qualities of all learners so that each can develop into a complete person for his or her own fulfilment and for the good of the society. It is in view of this understanding that the involvement of pupils in extra-curriculum activities, sports in particular should be well managed and emphasised because one strategy formulated to achieve the goal of education policy is to encourage pupils' involvement in sports activities to realise the concept of knowledge, experience and skills across the curriculum.

Sports is generally understood to include physical activities that go beyond the competition levels which includes all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. These include play, organised recreation or competitive sport and indigenous sports or games (UNESCO, 1978). Therefore, the concept of sports administration and management is an important part for maintaining and expanding the relevance, effectiveness, efficiencies, productivity and promotion of complex institutions such as a school. The survival of sports in schools and any other institutions is mainly dependent on the quality of management and administrative services. Administration influences that outcome to be achieved, the direction to be pursued and the priorities to be recognised within the school setting, Massie (1987). In this regard, management in sports is the social process concerned with identifying, maintaining, motivation, controlling and unifying formal and informal groups of

human, financial and material resources within an integrated system designed especially to predetermine goals and objectives involving techniques to coordinate activities.

It should be well known that sports management is a vital component of sports development in any country. This research will show the role of sports management in schools which is the grassroots level focusing particularly in some schools in Kapiri Mposhi district of Central Province in Zambia. Poor sports management leads to un-tapped sports talents. This is because sports management has a big role to play in the identification and development of individual sporting talent especially among the school going children. For this reason, the study will also focus on the challenges of managing sports activities in some selected primary schools in Kapiri-Mposhi district. But before considering these intricate issues, it will be argued that sporting talent development in schools is on the sports administrators themselves.

1.2 Statement of the Problem

Despite the availability of extra-curriculum activities in form of sports on the school timetables, there is poor management of sports activities (Ibrahim, 2007). Failure to manage sports activities in a school is a serious problem particularly when put into consideration that the young person has to learn the skills of coping with personal problems, of exercising personal autonomy and independence of coming to terms with his or her own sexuality, of being able to confront and resist drug and other substances and establish mature personal relationships with others. Ministry of Education (1996), attest that, the full and well rounded development of pupils, which is the goal of school education would be better attained if sports activities are accepted as an essential integral component to the proper education and formation of young people in the education sector.

It is important therefore, to establish why sports activities are poorly managed in schools in Kapiri-Mposhi district. This is because proper management of sports activities promotes the importance of the school as a major socialising agency with a responsibility to help the young and growing pupils. Proper management of sports activities in the schools will enhance proper academic performance and career choices of the learners in selected schools in Kapiri-Mposhi district.

1.3 General Objective

The study was guided by the following objective:

To establish the factors which impede on proper administration and management of sports activities in primary schools of Kapiri Mposhi District.

1.4 Specific Objectives

1. To investigate the challenges in the administration and management of sports activities in selected schools in Kapiri mposhi district.
2. Establish how much support is rendered to teachers involved in sports by the school management in the implementation of sports activities.
3. To evaluate the levels of performances of teachers in the management of sports activities.

1.5 General Research Question

The research was guided by the following General Research Question:

What are the factors which impede on proper administration and management of sports activities in some selected primary schools of Kapiri Mposhi District?

1.6 Specific Research Questions

The study was guided by the following specific research questions in conformity with specific objectives:

1. What challenges influence the poor performance in administration and management of sports activities in primary schools?
2. How much support is rendered to teachers involved in sports activities, to meet the challenges of sports management in schools?
3. What are the levels of competences of teachers involved in the management of sports activities in schools?

1.7 Significance of the Study

The study will give an understanding of the need to provide an enabling and conducive atmosphere in the administration and management of sports activities at primary school. It is important in that it will help to bring out interventions that would improve the administration and management of sports activities and promote sports in the district. It will also encourage parents to be playing a pivotal role in the education of their children by encouraging them to participate in sports activities.

The research reveals the important role that the school administration plays in the realization of good sports management. The quality of sports activities not only depends on a sports teacher

but also on the effective coordination of the school administration. It is believed that well planned, organised and co-ordinated school activities with proper direction will gear up expected pupil outcomes in sports activities to facilitate academic achievements. Everything within the school environment has an influence on the teaching and learning process. Hence this study will reveal the role the school environment plays in the management of sports activities.

The study will help the school managers and teachers to have a positive attitude towards the management of sports activities. Teachers need to have management skills in sports activities. It was believed that teachers as educators should have the skills, needed for them to be committed with effective teaching of sports.

Educational administrators will get relevant data on the influence of sports activities on the attendance and academic performance of learners. Therefore, this study will help the school managers to take necessary measures to improve the situation in Kapiri Mposhi District. The study will also give other stakeholders and co-operating partners the influence of both the school based factors and the pupil related factors in sports activities. It will further reveal to them what should be done in order to iron out the problem of sports administration and management because stakeholders play a very important role in the management of sports in this country.

Lastly, the study will also perform as a foundation for further research on the management of extra-curriculum activities which includes sports in Kapiri Mposhi District. I will provoke other scholars to carry out further researches to find solutions to the challenges and problems that Kapiri Mposhi District and the country at large are facing.

1.8 Delimitation of the Study

The research was confined to some primary schools which are in Kapiri Mposhi district of Central Province. It was focused on the implementation of sports activities by teachers in primary schools which the researcher felt the management of sports has gone down as compared to some years back.

1.9 Limitation of Study

The main purpose of the research was to determine the problems and challenges facing teachers in the implementation of sports activities in primary schools. The research was therefore, limited to 5 schools in Kapiri mposhi district because the researcher was familiar with the schools. Limited resources, time and financial resources constraints, restricted the researcher to the few schools in the district.

1.10 Theoretical Framework

The study was based on two theoretical perspectives of the administrative, sociology and social theories that may incorporate motivation in an attempt to explain factors that may contribute to the management of sports activities in schools. Armstrong (1987) Mullins (1999), records that, the administrative theory describes the efforts to define the universal functions that managers perform and the principles that constitute good management practices as observed by a French industrialist Henri Fayol.

The study attempted to find out whether the administration had any influence in the management of sports activities in schools. This is mainly because for sports activities to take place in a school, the administration theory should be applied because activities do not just happen they need managers and these are the teachers who are appointed by headteachers to carry out the responsibilities of sports management in the school. Therefore, to execute the duties diligently, functions such as planning, organising, commanding, co-ordinating and controlling need to be fulfilled. In planning for sports activities, objectives, strategies, policies, programmes and procedures need to be set. There is equally need for sports activities to be organised by establishing a structure of tasks to be carried out to form responsibilities for individuals. Authority is delegated to carry out the responsibilities and provide systems of information, communication and co-ordinating the activities within the school.

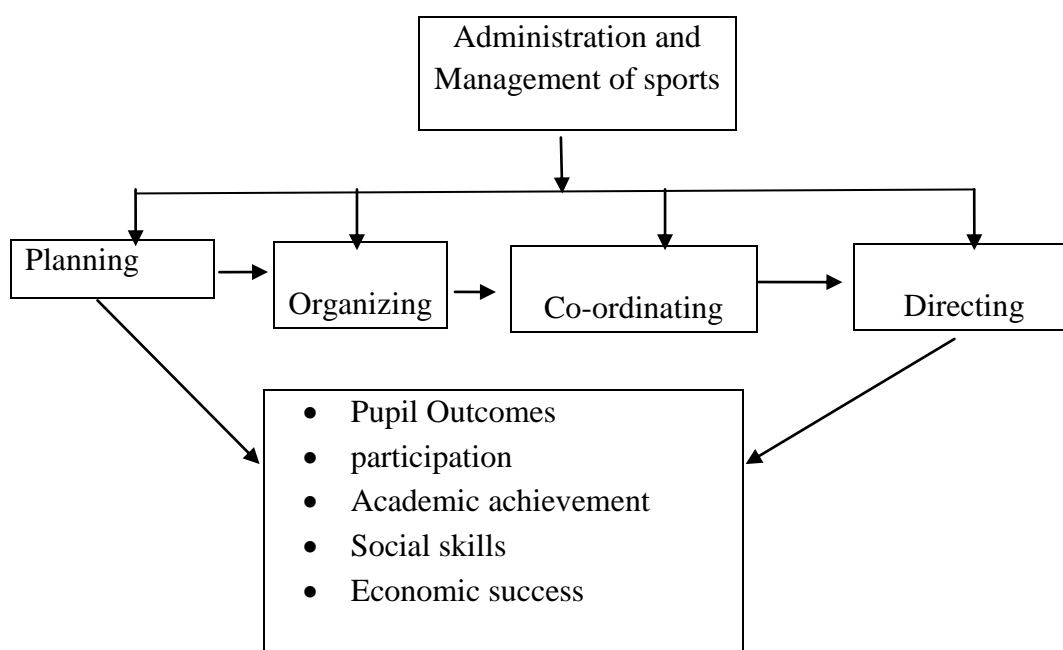
Sociology and social theory provides an appropriate intellectual framework for an analysis of sport and the application thereof in society. The importance of setting this framework is that the study of sports is embedded in sociological theory and that the study of sports without theory is the same as simply describing and reproducing a status quo. Social theory should thus be understood as a form of scaffolding by which one can build explanations about the social world that we live in. This social significance and theoretical development within the sociology of sports provide a conceptual framework that can be used for contextual analysis and practitioners in sports related industries.

To reiterate, Garcia (1990), suggests that, by utilising a sociological framework provides meaningful insights into the dynamics of global society and possible predictions that may trigger proactive educational programmes in answer to developing trends and societal needs. Understanding the social and cultural contexts in which sports exists and how these contexts are influenced by sports and the participation in sports may help to apply that knowledge to other sub-disciplines of sports studies such as school sports management. As a result then of the importance of sociology and social theory as outlined it should come as no surprise that societal

values and norms should be included as an overarching entity in the development of a theoretical framework for this study.

If anything, in the current climate of school management, schools should have policies on the way sports should be organised and managed. The idea of covering costs for sports activities and teachers who willingly give off their time to organise and manage sports should be addressed by the motivation theory because its content focuses on factors within the individual personality and the environment that produces high level behaviour as a result of motivation. The achievement of sports activities relies heavily on teachers' willingness to take up sports activities outside their formal teaching duties. As the main delivery mechanism for the school sports activities, volunteer teachers are therefore central to how much sport children play, what sport are offered, and how effectively sessions are organised and supervised.

1.11 Conceptual Framework



The conceptual framework attempts to elaborate the inter-related network of four related variables organised into groups that influence pupil outcomes in sports activities. The factors and their relationship flow into one another and, the variables infrastructure, school climate, community ethos and teacher competences, combine to produce pupil outcomes. The pupil outcomes are characterised into four ways as expected end benefits which are participation, academic achievement, social skills and economic success.

1.12 Operational Terms

- > Attitude – A feeling accompanying an individual's attention to an issue which needs concentration.
- > Challenges - Things that are new and exciting but requires a lot of effort for change.
- > Curriculum - A prescribed programme of study for learners in institutions of learning.
- > Education - The process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits.
- > Extra- Curriculum – Physical activity or sport played before, during or after school, but not part of the curriculum.
- > Physical Education - A systematic education in sports, exercises, physical activity as part of a school curriculum
- > Management - The science and art of mobilizing and organising human, financial and material resources in order to achieve organizational goals and objectives in terms of services.
- > Sports - Activities which are done as competitions or for pleasure and needs physical efforts or skills.
- > Talent - An endowment or gift to do certain things with flair.

1.13 Summary

This chapter looked at the background of the study showing the importance of sports activities which are as old as the existence of people as purposive beings, and teach them a great deal about social changes, values, ethics, and survival skills. However, nowadays when one sets a foot at most schools, it is either you find dilapidated sports facilities or literally nothing at all giving an impression that sports management faces challenges. The chapter further looked at the statement of the problem in view of trying to establish why sports activities are poorly managed in primary schools of Kapiri mposhi district, the general objective of establishing the factors which impede on proper administration and management of sports activities, specific objectives, research questions, the purpose of the study, delimitation of the study, limitation of study, the theoretical framework, the conceptual framework, and the operational terms of the study. The next chapter 'literature review' shall review some literature which is related to the current study in an attempt to find out what other scholars wrote about the study.

CHAPTER 2.0 LITERATURE REVIEW

2.1 Overview

In this chapter, the researcher presents a review of literature related to the theoretical basis on the study of the administration and management of sports activities in primary schools. The main focus of the study will be on establishing the factors which impede on proper administration and management of sports activities in primary schools of Kapiri mposhi district and revealing the challenges faced by educators in the implementation of sports activities. The chapter will review the global management of sporting activities and trends, sports development and management, the factors which impede on proper administration and management of sports activities organisation, problems facing primary schools in management of sports activities, benefits of sports as a result of good administration and management, challenges in the administration and management of sports activities in primary schools, lack of support to sports teachers by the school administration and management, lack of monitoring and support by headteachers as school managers and the levels of performances and competences of teachers in managing sports activities. These are in conformity with the general objective and the specific objectives of the study in trying to review the related literature to the study with an aim of improving on the administration and management of sports to promote and enhance academic work.

2.2 Global Management of Sporting Activities and Trends

There are several sporting activities world over. These include polo, hockey, wrestling, boxing, athletics, tennis, chess, bowling, cricket, netball, basketball, football, rugby, golf, swimming, gymnastics and many others. However, each country has its own type of popular sports activities. The United States of America for instance, has basketball as the most popular ball game. India has cricket, Australia and England, in addition to soccer also have rugby as their most popular sport. In any case, the greater part of the schools in the world has soccer, netball, volleyball, and athletics as the most types of sports played. Throughout the world, sports today, is not just for recreation and entertainment. Neither is it for military training nor confined to military camps where it generally originated, but it is a source of livelihood for sportsmen and women (International Olympics Committee 1986)

Within the context of this study, school sports management can be seen as a field of study, because general principles of management are applied to school sports activities. According to Jackson (2009), Sports management can be described as the regulatory actions taken to enable competitive school sports, in an organised and structured manner, in addition to offering sports opportunities for mass participation. Therefore, the field of study of sports management entails a

theoretical grounding of sports and sport related activities in a societal perspective. Sports management focuses on the management of sports in social institutions such as schools, in order to obtain optimal functioning of set goals and objectives. Central to the problem of school sports management is the role of school sports manager in a rapidly changing world. More specifically, one would be able to describe the field of study of school sports management as the science of which concerns itself in the more or less mixed market system with a study of contemporary issues, problems and trends in school sports.

In the circles of sports management, the most important connections are that school sports management is a distinguishable, but essential facet of sports management and encompasses both fundamental and applied sciences. Jackson (2009), indicate that, school sports management cannot be viewed in isolation from other fields of study such as sociology and social theory. As a matter of fact, sociology and social theory provide an appropriate intellectual framework for an analysis of sports and the application of thereof in society and community where the learners come from. The school sports situation provides unique managerial challenges, which, if ineptly managed could have a detrimental effect on the school and sports offered by the school. For that very reason, the school sports manager requires some unique competencies and skills.

Educators all over the world agree that the elementary or primary school is the foundation of formal teaching and learning of any skill or knowledge necessary for the maximum development of the child. Therefore, this level of education should provide a fertile base for a diversified and development of the beneficiaries (Musaazi, 1989). As far as sports development is concerned, the primary school should be the ideal ground for its take-off, through a sound programme of elementary physical education. A good physical education programme makes use of the natural activity drive of children, who even the most timid, enjoy movements. Nowhere in the world can sports develop in isolation of physical education which starts in the school through a formal graded instruction under experts trained for this purpose.

It should be known that every pupil in school is at some stage of physical and psychological development where they need to explore activities. The psycho-somatic changes pupil experience as they grow from childhood into adolescence frequently manifest themselves in a spirit of guidelessness, altruism and idealism, a desire to make an impact in life, and a wish to change the world for the better. This is also a time of questioning, venturesomeness and exploration. Through its curriculum, its teaching methods, its organisational management, its challenges and its whole ethos, the school should take account of these developments of life skills in particular the formation of valuable attitudes and behaviour patterns Ministry of Education (1996). Therefore, with sports activities in place and well managed, mastery of skills

and various other concepts through sports allows them to develop not only a sense of self-worth and self esteem but to be more confident, assertive, independent and self-controlled as well.

Proponents of sports in schools argue that inactive pupils are likely to experience a lack of zeal or enthusiasm for doing things. On the other hand, sports activities are good for those who engage in them as they boost their self-image and self confidence which in turn promote feelings of good health and wellness. It is true therefore, that psychological benefits of exercise are just as important as physical ones. Besides the fact that sports can fully and effectively support other subject areas reinforcing knowledge learned across the curriculum, quality sports activities in schools such as games can also influence moral development. With improved judgement, pupils will have the opportunity to assume leadership roles, co-operate with others (team work), question certain things happening around them and be able to accept responsibility for their own behaviour and have respect for others.

In Zambia, the current status of primary physical education and sports levels leaves much to be desired. This is quite contrary to the practice in primary schools just after independence running up to the 1990's before the education curriculum was changed in 2000. That time, every primary school provided for daily physical education activities which were quite rigid and militaristic on the school timetable. It was compulsory for every class teacher to take his or her class out for thirty minutes regimented physical activities. In addition, to this, there was a break period where organised games and sports took place. In this way, every pupil was conscious of physical activities and sports. By the time the child completed primary school education, it was possible to identify children talented in sports skills.

In secondary schools the status is not different from what is in primary schools. In the past one of the complaints for lack of interest in sports or physical education was that it was not an examinable subject by the Examinations Council of Zambia. As a result, there was no mention of physical education in secondary school classes in many schools. Hence the interest of the school authorities and the pupils was not encouraging. In terms of sports, many secondary schools had a provision of sports activities under extra-curriculum activities, though the organisation leaves much to be desired because not much of the activities were done except what is known as the annual Inter-Houses sports competitions held once every year. However, due to some changes in the curriculum, may be this time sports management will improve because according to the Ministry of Education (2013), career pathways have been created in the curriculum to meet the needs and ambitions of different learners, where secondary schools will offer both academic and vocational subjects in one school that includes physical education and sports.

2.3 Sports Development and Management

Most of the world's sporting activities, apart from those played on ice and those requiring special environment and weather conditions, are also played in Zambia. Despite this diversity in sporting activities the most popular sports in primary schools is football, netball, athletics and at times volleyball (Sichela, 2009). In Zambia and in many parts of Africa today, a great number of people neglect sports mainly because they do not understand its value. To them it means jumping and running about on the field. They feel that without these activities education can still be given to the child and it is not uncommon for parents to object to their children taking part in sports activities, saying, 'I sent you to school to study and not to play' asserts Ekperigin and Uti (1971). It is a pity that not all children are encouraged by their parents to take part in organised sports activities. This is contrary to how sports activities are viewed and managed in developed countries like those in Europe as argued by Williams (2004). The child has a right, of course, to physical as well as intellectual development, and the qualities of movements and concentration which sports activities encourages are necessary to study as well as to play.

Sport is an activity that attracts the interest of millions of people all over the world (Skogvang et al 2000). Sugden (2010) realising the importance of sports in society noted that the fraternal and character building qualities of sports and its capacity to bring together diverse people and communities as demonstrated in regional sports festivals like the Confederation of Southern African Football Association (COSAFA) make sport a social good. Other than serving the purpose of entertainment to spectators, sports contribute to physical wellness or health of the individual participants and to the socio-economic of political development of a country.

It is due to the benefits associated with sports that people take keen interest in their various sporting activities. Specifically the benefits of sports at the levels of individual participants include for enhancement of their physical fitness and health, prevention and management of health conditions such as arthritis, hypertension, diabetes, and coronary heart disease which can lead to substantial savings on cost of healthcare. Additionally, there is development of character because through sports, people learn the virtues of hard work, tolerance, perseverance, respect for rules (law), and respect for the rights of others. It equally serves as tool for bringing people together and socialising to offer freedom from tension, stressful situations, relief from built-up tensions and negative emotions (Watt, 2003).

The inclusion of societal values and norms as an overarching entity is based on the sociological theory that the value system (values and norms) of a culture will be realised eventually in the society, assuming all goes well. Values represent the highest echelon of the social system level

of the entire general action system (Munayi, 2000). Applied to school sports management, these values might be categorised into artistic values, educational values, social values, sports values and so on. Of course, all types of values should be values held by people. The social values of a particular social system are those values that are conceived as representatives of the ideal general character of those who ultimately hold the power in the system being described.

Sports activities covers a wide field and includes physical training, gymnastics, games, athletics, dancing, free play, school journeys, camping, mountaineering and sailing. These various activities give training to the body and mind and give enjoyment and satisfaction to the participants, Hardman (2009). We must however realise that conditions in some countries make it difficult for schools to provide means for all the activities although a great deal can be done. It is gratifying to note the growing awareness of the part sports plays in our national development. There is no doubt that sports have played important roles in the development of society in Zambia and other parts of Africa.

2.4 Factors which impede on proper Administration and Management of sports activities organisation

Although sports management and administration have sometimes presented serious problems and difficulties, the number of governing bodies of various sports activities has increased rapidly, and efforts have consistently been made to organise competitions at local and international levels. According to Liwena (1994), in Zambia, like in any other state, sports activities are regulated and controlled by the National Sports Council. This council, from inception, it has done its best to improve the standards of sports in the country. At the national level, the Sports Council gives grants to governing bodies for the development of sports, and sometimes assists in the supply of sports equipment at the reasonably cheap rates. However, according to Ekperigin and Uti (1971), sports is a field which has really not received proper attention in schools though its aim is to train the individual to use the body properly because children are taught fundamental skills in body movements, vaulting, agility, athletics, games and other activities. It is evident that in most developing countries in Africa the standards of performance in most sports fall short of world standards.

Sports and games are an essential part of education. In addition to routine physical and health education lessons, pupils should be helped to develop their physical capabilities fully and to eliminate undesirable physical habits, Gallahue (1993). To do this effectively, the school needs proper management of sports activities whereby, it should have codes of deportment which children should be encouraged to follow. There should equally be the provision of facilities for a

variety of sports activities, and not simply the traditional football and netball which at times lacks balls. It is through proper management of sports with regular meetings held where every child can be encouraged to participate actively in one or more types of games. If anything, by promoting sports activities, the school will also be contributing to the physical and social well-being of each pupil. If healthy recreation and good physical habits are to be acquired by the learners while at school, then they will stand them in good stead in adult life. Perhaps the best way to promote good physical and recreational habits through sports is for the teacher to have a positive attitude towards sports activities as an integral part of one's life.

The teaching of sports activities faces challenges in most countries as recorded by Hardman (2009). The challenges range from reduced time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers, pupils and parents Nyakweba (2005). According to Deventer (2005), the crisis sports faces globally has both scientific and political dimension. This means that it is not only to do with curriculum content but also with the politics surrounding the curriculum as it is developed and implemented in schools. This can be evidenced from the manner in which some learners and teachers shun sports activities on sports days. It may take an initiative of a teacher to punish learners who don't turn up for sports activities to see a large number at sports fields.

Richard and Leo (1996), is of the opinion that the field of study of sports management is so wide that it is cause for concern regarding human resource provision. Essentially, what the two authors are saying is that human resources are seen as human capital that should be managed in an effective way so as to make them valuable for the organisation. They further confirm that the effectiveness of teaching and learning when combined with the effective teaching of sports is of utmost importance to ensure meaningful pupil learning. If the manpower available is limited and small, it naturally impacts on the effective teaching and learning of sports programs. As a result of the limited human resources (number, quality and availability), could have a significant bearing on the quality of training of learners, quality of programme development, the extension of the knowledge base, and the implementation of sports programmes in school.

According to Munayi (2000), generally speaking, there are general factors that can have a significant effect upon an individual's effectiveness within any sports organisation. In relation to the current study, it would be advantageous to have an understanding of how these factors can have an effect upon one's ability to successfully serve as a school sports manager (teacher). The reason to have such an understanding is because knowledge obtained from an understanding of the factors that have an effect on one's ability to successfully serve as a school sports manager, can be an aid to those who successfully manoeuvre the organisational maze.

Among such factors according to Munayi (2000) that could possibly impact on both the effectiveness of a school sports teacher's ability and the development of a sports management is the individual's own skills. There is an observation that in most of the teachers managing sports activities, the needed skills are not there to create an impact in sports activities, posing as a challenge in the management of sports in schools. It is important that the school sports teacher bring a wide range of personal and professional skills and competencies to the workplace in the field of sports. The other factor involves prior experience, whereby both successful and unsuccessful, can help the school sports teacher in future situations and circumstances by applying general principles and concepts to new circumstances and making appropriate and timely decisions. In connection with the development of sports programmes, experience would thus determine the depth of knowledge required.

The other factor that can affect the effectiveness of any school sports teacher as a challenge in sports management is the situation or circumstances surrounding a particular school. In relation to school sports, the situation or circumstances surrounding a particular school might require the school sports teacher to adopt different strategies which require different skills and competencies. Therefore, the school sports teacher might be required to maintain the status quo, or drastic expansion and growth (change) may be on the horizon and a true visionary is needed. Take for example, if poverty or a political morass among the learners at large in the community, depending on the geographical location of the school is looming, then different strategies need to be applied.

Sports, which falls under extra- curriculum activities is an integral part of the school system which should be well managed and natured. Teachers being the main executors of extra-curriculum activities should possess sufficient knowledge and skills in order to ensure the success of extra- curricular education. For sports activities to succeed, teachers should possess competences which comprises of knowledge and skills in planning, implementing, guiding and evaluating. The formation and development of human potential through an integrated and holistic approach in the aspects of physical, emotional, spiritual, intellectual and social development should be given much emphasis. However, to realise this, pupils should be involved in sports activities. According to Arnold (1997), sports activities at school are important to realise the concept of knowledge, experience and skills required to become holistic pupils with superior personal characteristics such as high self-esteem, innovativeness, creativity, productivity, competitiveness and resilience to face the current global issues.

As civil servants, the participation of teachers in managing, supervising and organising extra-curricular (sports) activities is compulsory to ensure effective implementation in the school.

However, according to Ibrahim (2007), many teachers and even headteachers do not realise that they must carry out extra-curricular activities similarly to implementing the academic curriculum in the classroom. Many consider that the implementation of the sports activities is an initiative of the school alone. In fact, the academic curriculum and extra-curricular activities are related and are supportive of each other. The school curriculum emphasises on the cognitive characteristics while the extra-curricular activities where sports falls focuses more on acquiring affective and psychomotor skills. Thus, the importance of extra-curricular activities is equivalent to the importance of the academic curriculum and participation in sports activities complement the overall learning process in school.

The area of sports activities that complement the academic curriculum have long existed in educational institutions. However, it is often neglected, especially in terms of management and planning, that so much energy and time has been wasted. According to Bhungwan and Bbutan (2001), management is the process of directing and facilitating the work of people organised in formal groups to achieve a desired goal. This means that, even in sports activities, management is the means of ensuring good performance. It aims at utilizing limited resources to accomplish maximum output with efficiency through the efforts of sports teachers. In any case, to achieve this, the managers of sports in this case teachers should possess the qualities of putting things together and getting the work done as expected of the duties of a sports teacher.

Sports being a unifying factor of different types of ethnical groupings of people by nature, it is generally understood to include, physical activities that go beyond competitions. It includes all forms of physical activities that contribute to physical fitness, mental well being and social interactions. According to UNESCO (1978), these include play, recreation, organised casual or complete sport and indigenous sports or games at different levels.

2.5 Problems Facing Primary Schools in the Management of Sports

Concerning management, it is fair to say that both a school and sports should be managed. Management is a challenging process (McKenzie, 1974). Unfortunately managers receive little formal training in this complex process, picking up ideas and techniques from observations or modelling. Management is the achievement of organisational goals by utilising different resources (human, information, physical) at their disposal. Management involves a number of skills and competencies, the most basic being reflection. In this case, reflection means the manager stands back from the experience and examines it, relating to theories and models to develop an understanding of it, more specifically the management of school sports. Even though

many approaches have been identified, links will be found between the different approaches, and thus an eclectic approach to the management of school sports seems appropriate.

A manager's knowledge base and managerial skills and competencies are also important in reaching performance targets. For a manager to develop a work agenda, act out roles and engage in planning, organising, leading and control, they also need a knowledge base and key management skills and competencies. The key skills and competencies fit into three categories of technical, human, and conceptual. Otherwise, when managing school sports activities, the traditional functional management areas as well, specific operational management areas takes place in succession and interchangeably within the context of a strategy, and is used to achieve the goals of the school in relation to sports. With regard to the management of school sports, the functional areas assume the application.

In the organisation of sports activities at whatever level, the concept of administration is very important for maintaining and expanding the relevance effectiveness and efficiencies. It should be known that the survival of sports in schools and other institutions of learning are mainly dependent on the quality of administration and administrative services offered. Massie (1987), records that, administration influences that outcome to be achieved, the direction to be pursued and the priorities to be recognised within the organisation or school setting. The absence of good and quality management in sports activities which may lack the administration drive and direction will mean the collapse of the activities in the school as observed by the researcher.

According to Sichela (2009), sports management is the social process concerned with identifying, maintaining, motivating, controlling and unifying formal and informal groups of human, financial and material groups of human, financial and material resources within an integrated system designed to predetermine goals and objectives. In fact, just like any other management sector, sports management has equally some functions which at the same time are called tasks of management include among others, Planning, Organising, Staffing, Directing, Co-ordinating, Reporting and Budgeting abbreviated as (POSDCORB).

Basu (2008), equally confirms that, the concepts of planning, organisation, staffing, directing, co-ordinating, reporting and budgeting is applicable to all administrative systems, which includes sports. However, the principles, concepts and skills of management in administration are universal, only practices change. This indicates that there are general principles and skills of sports administration which should be applied to ensure that sports activities are well managed in schools.

To do very well in sports, the school management and the teachers appointed to take charge of sports activities must give careful attention to the peculiar problems when carrying out their duties. The problems and challenges in sports management can be divided into two sets namely 'substantive' and 'technical' or common problems McKenzie (1974). Here, substantive problems of management in sports are associated with policy and procedures in carrying out activities in sports. Therefore, the administration should give careful attention to the peculiar problems as may be reported by the sports teachers in charge. The other problem or challenge of 'technical' may include issues concerned with organisation, personnel, budgeting, legal advice and may include internal services like the provision of sports equipment, supply and stores, communication and transportation facilities. Sichela (2009), reports that, the main functions of the administration includes leadership, policy formation, decision-making, staffing, commanding, actuation and motivation which should be well handled by the school authority.

In practical sporting situations, sports management is a hands-on delivery of sound procedures and systems to ensure that sport in all its aspects happens as it should (Watt, 2003). Sports administration focuses on the organisational practices and procedures which ensure that the day to day competitions, tournaments and events happen as they should, as well as making the overall organisation function as it should. The list of duties involved in sports management include but are not limited to, bookkeeping, arranging fixtures, handling entries, organising meetings, applying for grants, liaising with the media, preparing development plans keeping records and arranging team uniforms (Watt 2003).

2.6 Benefits of Sports as a result of good Administration and Management

Top class arrangements are needed for top class sport and poor management would tend towards sport in terms of performance and development. All too often, the sport administrator (manager) is seen as the poor relation in the sports organisation triangle which is made up the management, administration, and coaches, but this is wrong. To avoid over-generalising concepts, it may be good to distinguish between sports administration which has to do with co-ordination of sporting events and management which goes beyond basic sports administration. But a good argument could be put that sports administrators are in fact the most important because sound administration is the basis for all top performing sports organisations Watt (2003). Turning to the benefits of sport in general, there is no doubt that football, is part of the daily lives of millions of people in third world countries.

An instructor from the Dutch National Football Association (KNVB) who had visited Zambia and South Africa confirmed this when he said; "I learned that what is important in Africa,

absolutely first is football, then eating and then sleeping and last of all work. Football is inconceivably important there; unbelievable!” (Van Eekeren 1997). It is important to acknowledge that this statement is loaded with subjectivity and that it seems to have some racial discrimination. But what perhaps cannot be disputed about this statement is the fact that football has become a source of livelihood for many African families and engagement in youth sport is perceived to be so worthwhile that governments around the world invest large sums of public money into its promotion. What then are the goals of sports administration and development in the promotion of sports? Sports participation may perhaps be conceptualised in terms of three different goals and these are public health, educational goals and elite development goals Siedentop (2000).

Despite the inevitable tension between these goals as put by Siedentop, it is important to observe that through sports, the economies of most third world countries have been sustained and improved. Sports has also been used as a vehicle to fight the AIDS pandemic as the funds that it generates are channelled towards the well being of AIDS sufferers through charity donations and sponsorships. Therefore, in its endeavour to develop sports in both urban and rural areas, the government through the National Sports Council of Zambia and the Ministry of Education, has put in place associations in schools to run the sports affairs in schools at National, Provincial and District levels whereby schools are divided according to zones for easy administration of sports. What is needed, are follow up activities to ensure that the management part of the same associations are in conformity with how sports should be organised to yield the desired results.

In any case, many people believe that talent in sport is innate, fixed and affected only modestly by effort. Loland (2002), offers a clear statement of this position when he writes that; I have understood talent as genetic predispositions to develop performance. Talent in sports is an individual’s genetic predisposition to develop phenotypes (an observable characteristic) of relevance to performance in the sport in question. The distribution of talent in the natural lottery is a random process. Moreover, we know that talent has significant and systematic influence on sports performance, and that different types of sports require different talents (Loland, 2002).

From the above premise, Loland, (2002), concludes that talent is a matter of luck because abilities develop to a certain extent according to genetic programming in all normal human beings. However, even if talent to some certain extent is a matter of luck, sports scientists believe that hard work, commitment and good nurturing as a result of good management can produce talent which means that talent is to some extent achieved and not ascribed. It does not matter which of the two perspectives above best describes talent. Nevertheless, the interest should be on how talent (ascribed or achieved) can be identified and developed in schools. At the level of

identification parents and teachers play a pivotal role while at the level of development, sports administrators are expected to take over.

In the organisation of sports in Zambian schools, sports masters and coaches are custodians of talent identification as it unfolds in the schools they represent. In sports activities like football, netball and athletics, talent is first identified during inter houses competitions, then inter-schools, zone competitions and finally during district and provincial competitions and may break to the national junior teams. However, for this process to succeed, it needs to be managed effectively by the custodians as stakeholders in sports.

Based on personal experience, and participant observation, it is critical to observe that sports administration in most schools is beset with serious ethical problems mostly of an ethical nature. Perhaps before identifying and discussing these ethical problems, it may be good to define these terms briefly. The word 'ethical' comes from the word 'ethics' which is briefly the scientific analysis of moral concepts such as right, wrong good, and bad among others. By moral is meant a behaviour or act which is in conformity with an agreed set of normative and prescriptive beliefs about how people ought to live (Mangena 2010). However, during sports festivals of inter-schools, zones and district competitions, age cheating is rampant as sports masters want to out-do each other to win the championships for that year and be recognised. This equally calls for proper management of sports affairs, to all those lapses.

2.7 Challenges in the Administration and Management of Sports activities in Primary Schools

In spite of the existence of several structures for sports governance, there are many challenges faced in ensuring effective and efficient delivery of sports services. Some of them are that, most of the personnel serving as sports masters are not trained professionals in the areas of sports management and administration. Leadership is open to everyone who has the interest to provide the leadership as long as one is appointed. The development of sports depends, to a large extent, on the policies that are formulated by the school to give direction to the efforts of the sports organisers. It has been observed that funding for sports development has been a persistent problem faced in the management of sports in Zambian schools. Munayi (2000), noted that, in order to regulate the management of sports, the formation and enforcement of school policies on sports is mandatory.

To perform very well in sports administration people entrusted to run sports should have the values of management. Top on the values is effectiveness and efficiency in the operation of sports organisation. Efficiency in this case is a measure in terms of output and input. The input in

administration is the quality of people running sports, money and the material to be supplied to the sports department. However, to achieve this, planning, discipline, financial management and self sacrifice need to be considered. Ministry of Education (2002), records that, when planning and running sports programmes, finances are needed to carry out the plans. There should be equal treatment to all the staff, timely and ample services full of continuity and progress. This should be in line with the aim, process and the content of the sports activities. The three determinants points to the levels of sports, the qualities and qualifications required as key figures, to manage sports in schools and any level.

A strong sport environment starts with the culture and ethos established by the leaders of the school and exhibited across all aspects of the school operation. It includes the establishment and propagation of a vision and philosophy for sports and physical education. Evidence of planning and consequent resourcing crowns it all if sports are to stand a test of time and serve the intended purposes. In any case this can only be achieved if at all the school administration knows how to manage the affairs of sports activities because school sports management according to Richard and Leo (1996), is about good organisation, facilitation and supervision of sports. This means making sure that pupils are in the right place, at the right time, playing against the right opposition, using the appropriate uniform and equipment and supported by dedicated people.

It is a pity because the organisation of the sports activities of the recent years leaves much to be desired in schools un-like in the past years. Presently, there are no boundaries of secondary schools and primary schools to have sports activities on their own as it used to be whereby each department of either primary or secondary had its own association and run independently. The arrangement of the present time is that there is only one sports association for both primary and secondary schools. In this case, there is a problem of age among the players and it has been observed that when it comes competing in ball games and athletics, secondary schools are winning because small children from primary schools are made to play against the wrong opposition, and this is as a result of failing to manage sports activities accordingly.

In any case, sports management mainly involves four main functions. These are the implementation of action plans, performance of defined roles, application of the technical part of sports and procedural skills and the utilisation of mobilised resources. To function well in sports, the defined structures called levels in sports administration should be operating accordingly to enhance the development of sports. According to Gallahue (1993), sports teachers assume many responsibilities in carrying out their duties to ensure the development of sports. They must take on the tasks of planning, organising the programmes, planning and implementing the sports activities and assessing pupil progress. Additionally, teachers should accept the responsibility of

counselling pupils, acting as community representatives and long term professional growth as may be demanded by the headteacher as the overseer in performing managerial functions of directing and controlling the sports affairs.

Bray and Varghese (2011), reports that planning, is the managerial process of determining what is to be done and how it should be done. More specifically, we interpret planning to be the broad process of determining the school's direction in sports, translating this into aims and objectives and then developing alternative strategies for achieving them. It should take the initiative of the sports teacher to plan the activities thoroughly well to achieve the intended goals because it needs direction set by the teacher in charge. No wonder some scholars have stated that 'failing to plan is preparing to fail' which should not be the case in the field of sports, liked most by children.

For sports activities to be well managed in schools it needs proper organisation by the sports department who need support from the school management. Ministry of Education (2002), records that, sports organisation is simply the ability to plan and carry out the planned sports activities through the normal routine and procedure of having Inter- Houses competitions within the school as the stepping stone to the Inter- Schools competitions in athletics and league matches in ball games. In any case, when planning sporting programmes finances are needed to help carry out the plans. The researcher has observed that in most schools, the procedure of organising sports is not followed, thus creating a gap and this should be as a result of the management part which may be lacking from both sides of the headteachers and teachers who should give the direction for the activities to be conducted in a professional manner.

2.8 Lack of Support to Sports Teachers by School Administration and Management

According to Ashari (1996), to implement the national education policy, emphasis is not only given to academic curriculum development but the area of extra-curricular development also should be given equal emphasis. Of late, the education system is more concerned with academic achievement, thus making the implementation of sports activities unfavourable at school. It has been observed that, the Zambian system of education is more concerned with academic achievements with emphasis on obtaining good examination results making the implementation of sports activities unfavourable at school. Therefore, even if education is an integral part of the social system and responds to the requirements of society, sports activities equally play an important role to the development of children. To this effect, for sports to progress, relevant, dynamic and responsive, guiding principles need to be put in place to ensure that children are engaged in sports activities.

The success of a school is measured in terms of pupils' achievements in examinations. From the look of things, schools that produce 90-100% success in examinations are considered as more superior than other schools even though the closest rival can produce world class star players who have become very rich because of sports. This proves the stereotypical view that need to be changed and corrected so that success in sports activities is given equal recognition. It is like the neglect in the implementation and achievement of sports activities has continued and if the situation is not arrested then the National Education's desired learners who are integrated and holistic cannot be achieved. The importance of sports activities should be taken seriously and their implementation in school needs to be up-graded in line with the academic curriculum in order to achieve the nation's educational goals.

Presently, various questions regarding the effective management of sports activities and its contributions to the academic and holistic development of pupils are being asked because the attention needed is not there as compared to the 1980s and early 1990s. Therefore, teachers need the knowledge and skills to perform the tasks which in turn will determine the effectiveness of the managed sports activities in schools. According to the Mudenda (2017), currently it is evident that most institutions of learning have cut sports off their school timetables, which is detrimental to the well-being of learners. It should be a well known factor that sports encourages learners to keep on coming to school and continue learning because of its social factors.

Pupils on their own cannot make sports be organised because they need to be directed by teachers through programmed activities as per school timetable and culture. According to Mohamad (2006), the involvement of teachers in sports activities over the years is only superficial. Many of them consider sports activities as an onerous task and are less interested and motivated to carry it out. It seems their interest is only on how they can make money through allowances and not improving the spots activities. Despite coming from the same system of education with the background of sports, some teachers may not have the needed experience. This statement, though sounding unusual, is supported by Malek (2005), who found that teachers face the problem of lack of experience in the areas of sports activities. This of course needs the initiative of the headteacher by making such a teacher be exposed through attending workshops and coaching clinics in various fields of sports activities to gain the needed experience.

Many people are interested in sports activities, particularly big events like the Federation of International Football Association (FIFA) organised World Cup, the Olympic Games and the Africa Cup of Nations (AFCON) organised tournaments. In schools throughout the developing world, teachers face many constraints when they teach sports. Most of the schools do not have specially trained sports teachers or much equipment, for example many might only have one ball

for football and netball. Pupils and other teachers might see sports as less important than academic subjects, and even if sports is a syllabus subject, teachers might not have training in how to teach it. Sports and Physical Education can improve people's lives in many ways. Children in particular will benefit from the opportunities sports can offer. Their experience will stay with them through their lives and may be passed on to the future generation and give them a chance to get together and have fun, experience success and achievement, keep fit and health, improve mental skills, co-operate and communicate with others to enhance motivation, organisation, leadership and inter-personal skills (Voluntary Services Overseas 1998).

The management of sports like any other field of education has so many challenges that need dedicated school managers and sports teachers. Tadesse et al (2007) indicate that the challenges of implementing sports activities include among others inadequate supervision, lack of financial and material support and negative attitudes of teachers towards sports activities, inadequate teacher orientation and training. For sports activities to be effective in the school, the sports teachers together with the school management should be able to manage the process of teaching and learning sports in schools in accordance with the curriculum. Monitoring and supporting the implementation of sports activities should be among the roles of headteachers.

2.9 Lack of Monitoring and Support by School Managers

Mason (2004), see monitoring and support in the context of visits to the playing areas during training to create the opportunity of observing teachers during sports activities for motivation, and influence. It is during such visits when the headteacher can have an opportunity to talk to teachers and share the problems they encounter in carrying out sports activities. For sure when the head does so, teachers together with pupils feel motivated and supported by a mere visit and it becomes easy for the teacher to open up and share problems that may hinder the conduct of sports activities. It has been observed that some headteachers are not concerned with what happens in sports, meaning whether sports activities are taking place or not it makes no difference creating a gap in the way sports should be managed. With such type of attitudes from headteachers, then one cannot expect sports to improve in schools because all activities taking place in the school relies on the capabilities and managerial initiatives of the headteacher as school manager.

Some of the challenges of sports management which can bring poor performance are the lack of sports courses organised for teachers in schools. Ibrahim (2007), reports that teachers do not have the opportunity to attend continuous professional development courses to enhance their teaching. Moreover, the right courses to meet the needs of sports activities, to train skills in the

management and planning of sports and upgrading their knowledge on the activities of a society or clubs and skills in sports and games are not offered. Not even workshops or coaching clinics are organised as it used to be some years back.

2.10 Levels of Performances and Competences of Teachers in Managing Sports Activities

Sports activities world over are recommended by many people which includes medical practitioners and health personnel because it has been a recreational activity for both the young who are in school and the old, male and female since time immemorial. In the recent years where professional sports has been promoted, many have discovered that for sure sports can be a source of livelihood especially for those with talent in one field or the other. It is a well known factor that one does not need to go very far for evidence on how sports, has benefited some people. Therefore, sports is not a share waste of time and for fun, but it is a booster in the education circles which needs to be well managed through extra curriculum activities by school management and all teachers.

In the light of the field of study of school sports management, it is thus appropriate to pay particular attention to the aspects of sports management as science. The importance of school sports requires the expertise of competent human resources of which the sports manager seems to be the key driver, yet academic programmes lack the provision of adequate training for such a specialised position. Teachers assuming this responsibility must be more dedicated and committed and must always be ready to deal with the challenges that arise. The management of school extra-curricular activities is an important pillar in the management of any school system. Therefore, the implementation of effective sports that can guarantee quality and excellent learning experiences which enhances classroom learning will increase the potential of learners to achieve a balance of physical, emotional, spiritual, intellectual and social domains in the society.

The success of the school's sports programmes requires careful management and good organisation. Teachers as the main personnel in implementing sports activities should also have sufficient knowledge and skills to carry out the tasks entrusted upon them for extra-curricular educational objectives to be realised. Therefore, teachers must be equipped with the knowledge, skills, expertise, and the latest developments in the in the areas of sports management and activities so that they can carry out their duties confidently and effectively.

To this effect, the ability to manage sports activities effectively is a key factor in determining the success of extra-curricular programmes in schools because the extent and quality of these activities varies across schools and is highly dependent on the school ethos, expertise available, staff commitment to the process and availability of resources and facilities. Actually, with an

excellent extra-curricular programme of sports management, it is hoped that pupils involved in such activities will be further enhanced, with the hope of producing skilled young people in all aspects of life and thus creating the next step towards building a nation of excellence, glory and distinction.

In many schools there are problems of lacking resources, facilities and infrastructure for the implementation of sports activities. It cannot be deemed that teachers face many constraints in managing sports activities in schools. McKenzie (1974) argues that, lack of resources and facilities, finances, encouragement from parents and school itself are among such problems. Many schools are confronted with basic infrastructure problems such as inadequate equipment, lack of space and play ground because political cadres have encroached in the areas which are supposed to be for play grounds and recreation and limited financial provisions. Additionally, the emphasis on academic excellence by parents and schools make sports activities as often ignored and outcast in the pursuit of academic success. Also, the competence of teachers is viewed as the knowledge of skills of teachers in planning, implementing, conducting and evaluating sports activities for which one is responsible.

Additionally, Arnold (1997), indicate that, all over the world there are shortages of teachers. This however, is due to the desire of all people to educate their children and to the steady increase in population and also to teachers leaving the profession for better paid jobs. Education is impossible without teachers because schools can be built within few months but it takes three to four years to train a teacher and have him/her deployed. Therefore, for sports to be well managed in schools, the government has to look a long way ahead to provide teachers for the learners who are well qualified in the sports department as managers. It should be noticed that, one of the most significant contributions to the development of a life-long love for sports is a rich, rewarding and high quality management of extra-curriculum activities in schools.

What can contribute to the development of sports is a change of the mind-set of officers who are in-charge of institutions of learning and sports. Change is a phenomenon that affects all aspects of a person's life and brings about alterations in both personal and employment spheres. According to Bertels (2003), change can be described as the process of analysing the past to elicit present actions required for the future. It involves moving from a present state, through a transitional state to a future desired state. The focus of change is to introduce an innovation that produces something better, hence the need for good management in sports activities.

Therefore, change in the attitudes of teachers and school management authorities as a process needs to be managed. The school headteacher as the key figure around which much of the school

activities revolve, to a great extent determines the school's success or future in sports activities. Graetz et al (2006), identify the change process as including the following; unlearning, which involves establishing a felt need for change and managing resistance, changing which requires establishing new learners and instinctive ways of thinking and behaving, relearning which entails a process of reinforcing, evaluating and modifying desired ideas and behaviour which involves using human resource processes such as performance to reinforce continual personal improvement that is consistent with the desired change outcome in the management of sports activities.

The success of the school's sports programmes requires careful management and good organisation. Therefore, teachers as the main personnel in implementing sports activities should also have sufficient knowledge and skills to carry out sports activities.

2.11 Research Gap

The question of identity was granted attention in literature review. The issue of 'identity' was discussed because the main theme of the current study was 'administration and management of sports activities in some selected primary schools of Kapiri Mposhi District in Central Province of Zambia. Having outlined why the question of identity was discussed, it can be stated that it was not an easy topic to explain because the concepts may mean something different depending on the academic discipline used in defining it whereby the common revelation is through the characteristics of the person in administration and management of sports activities.

Basing the argument on the concepts of administration and management, some notable features and characteristics forming the genuine identity of sports management such as planning, organisation, co-ordination, directing and budgeting to bring about the expected outcomes in the learners, it is such features that make the study unique from other scholars as reported in literature review.

Even though there might be some similarities with the reviewed studies of other scholars, this study is unique. This study is different from other studies in the sense that it specifically looked at the 'factors which impede on proper administration and management of sports activities in some selected primary schools of Kapiri Mposhi District in Central Province of Zambia.' Contrary to this study, other studies reviewed on the administration and management of sports activities in general without specifying at which level. Musaaazi (1989), reports that, 'as far as sports development is concerned, the primary school should be the ideal ground for its take-off through a sound programme of elementary physical education.' This motivated the researcher to

focus on sports at the primary school level making it unique from other studies that focused on the general administration and management of sports as reported by Watt (2003).

Qualifying its uniqueness, and showing the existing gap, the study was conducted in some primary schools of Kapiri Mposhi District in the Central Province of Zambia. The study targeted the School Management Teams (SMT), sports teachers, and learners who were involved in sports activities as respondents. As if not enough, the targeted schools are in the countryside of Kapiri Mposhi District. To this effect, the researcher realised that currently there was poor administration and management of sports activities in primary schools as compared to the 1980s and early 1990s due to various reasons to be discovered in the study.

2.12 Summary

This chapter has presented a literature survey which describes the challenges that prevents sports development in primary schools. It has demonstrated that sports teachers encountered various problems in the administration and management of sports activities. The chapter looked at the global management of sporting activities and trends, sports development and management, factors which impede on proper administration and management of sports activities organisation, problems facing primary schools in the management of sports and benefits of sports as a result of good administration and management. Additionally, it looked at the challenges in the administration and management of sports activities in primary schools, lack of support to sports teachers by the school administration and management, lack of monitoring and support by headteachers as school managers. Finally, it looked at the levels of performances and competences of teachers in managing sports activities in line with the objectives of the study.

These factors which pose as challenges included among others; inadequate funding, poor infrastructure (playing grounds and no change rooms), limited sports equipment, lack of trained sports teachers, negative attitudes from teachers, parents and the pupils themselves, not valuing sports, little interest among teachers, and lack of motivation from school managers who value academic work than sports activities.

If sport was to remain a desirable activity for school pupils, then those involved in promoting, managing and teaching will need to reflect more critically on and rethink current practices. To be appealing to young people, future initiatives will have to be more equitable, educational, diverse and culturally significant than some practices in the past. Arnold (1997), suggest that, if the school is to make a significant contribution in educating through sports, it requires more than good teaching and the love of physical activity and sport by the teachers. It requires a rethinking of the nature of school physical education which includes sports. Therefore, sports in schools

should be treated as a practice that has internal goals and standards rather than an institutional focus that tends to be more concerned with power, status and prestige because it is a trans-cultural valued practice which is universally applicable and justified as a form of education.

The Ministry of Education was expected to ensure that there would be proper and sound administration and management of sports activities, enough infrastructure like playing grounds, and change rooms, monitoring, enough financial resources, and competent trained sports teachers. What was not known was whether the school managers and educators were fully aware of these challenges while implementing sports activities in schools.

The next chapter (chapter 3) will focus on the methodological approaches to the study. Special attention will be granted to the description of methods or approaches used in the study and justification for their usage in the study to answer some of the research questions.

CHAPTER 3.0 METHODOLOGY

3.1 Overview

This chapter will give the methodological aspects of the study in trying to answer the questions to the study. A practical research project was conducted in Kapiri Mposhi District of Central Province in order to carry out an assessment of the administration and management of sports activities and find out the factors and challenges which impede on its proper administration and management. The methods implored will help in getting in-depth information to the challenges in implementing sports activities, establish how much support is rendered to teachers involved in sports activities by the school management and evaluate the levels of performances of teachers in the management of sports activities.

It should be known however that, data collection is an important part of any research process which refers to the gathering of information to prove some facts. In data collection the researcher must have a clear understanding of what data one intends to gather as well as how one will gather or obtain it. However, in this study, the researcher used the primary source which involved the gathering of information directly from the respondents using the questionnaires and focus group discussion interviews.

The project entailed several steps which form up the methodological aspects of the study and it included among others; the research design giving the detailed aspects of the study, the identification of the research population and the study sample population, selection of the sample or sampling procedure, sample size, data collection instruments, data collection procedure, data analysis, reliability and validity and lastly the ethical considerations and summary. This chapter therefore, explains how these steps were followed in order to achieve the objectives of the study.

3.2 Research Design

The research specifically focused on five primary schools of Lukanda zone in Kapiri mposhi district of Central Province. The study will examine a bounded system or a case over time in detail, employing multiple sources of data such as distribution of questionnaires and conducting Focus Group Discussion with concerned parties. The researcher defines the case and its boundary, which is focusing on sports teachers as educators in all sports activities offered by the school.

For this study a qualitative research method which shall involve a descriptive survey design to answer the research questions of the study was used. The descriptive research design is used to establish the extent to which sports is managed in schools. The survey is used to generate reasons

why standards of sports activities management in schools are poor as well as reasons why most school administration have less interest in the management sports activities. This method according to De Vos et al (2005), seeks to understand a given research problem from the perspective of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours and social contexts of particular populations. It is more concerned with social phenomena from the perspectives of participants.

In order to plan how the designed instrument such as the questionnaires would be used to obtain reliable data, a pilot test on questionnaires and Focus Group Discussions were utilized. The questionnaires were distributed in the selected primary schools. The headteachers of the nominated schools were requested to distribute the questionnaires to all the teachers involved in sports activities. The completed questionnaires were completed and returned to the headteacher's office where they were collected by the researcher personally.

3.3 Population of the Study

Presently Kapiri mposhi district has 112 schools which are divided into 14 zones. However, the study focused on five (5) primary schools of Kapiri Mposhi District in Central Province. The population of the study is made up of 50 respondents.

3.4 Study Sample Population

The study will use purposive sampling. It is a strategy to choose small groups or individuals who are knowledgeable and informative about the phenomenon of interest. In purposive sampling participants are chosen for a particular purpose and a researcher has a reason for choosing the participants. In this study, the researcher sampled participants who are involved in the management and implementation of sports activities and the learners who are involved in sports activities. The sample includes 10 respondents from the School Management Teams, 15 sports teachers, and 25 learners giving a total of 50 participants in the study. The sample of the study will be selected from the population identified above of school administrators, sports teachers, and learners, affected by and involved in challenges experienced in sports management.

Purposive sampling is used to select teachers who teach sports activities, the administrators and pupils who are involved in sports activities. Orodho and Kombo (2002), states that the power of purposive sampling lies in selecting information in rich cases for in-depth analysis related to the central issues being studied because with purposive sampling , the most appropriate people for the study are selected. With fewer time constraints and a more accurate subject, the costs for

carrying out the sampling project are greatly reduced. The type of purposive sampling that was used in this study was an extreme case sampling because it focused on special cases that was rich in information and in this case children who were involved in sports activities, sports teachers and administrators were the targets, where stratified random is used to ensure both boys and girls have equal opportunity of being part of the study. The sample of the study was selected from the population identified above and included learners as well as educators who were affected by and involved in challenges experienced in sports activities.

In any case, because of limited time and resources, the study is restricted to the most popular sports activities in Zambian schools being it rural or urban areas which are football, netball, volleyball and athletics. The sample size is big enough to enable the collection of highly representative data and give a normal statistical distribution.

3.5 Sampling Procedure

3.5.1 Learners

Initially, all the learners involved in sports activities were grouped together, thus from grades 5-7. Each sports child was given an equal chance to randomly pick a number in the bucket. For primary school A, a total of 60 sports children were gathered, and those who picked numbers 5, 10, 15, 20, and 25 were taken as part of the sample. From primary school B, 55 sports children were gathered, and those who picked numbers 10, 20, 30, 40, and 50 were used as part of the sample. For primary school C, 60 sports children were gathered, and those who picked numbers 1, 15, 30, 45, and 60 were taken as part of the sample. Coming on to primary school D, 56 sports boys and girls were gathered, and those who picked numbers 6, 12, 18, 24 and 30 were taken as part of the sample. Lastly, for primary school E, 62 sports boys and girls were gathered, and those who picked numbers 5, 15, 25, 35, and 45 were taken as part of the sample, completing the targeted 25 sports children to take part during the focus group discussion.

3.5.2 Sports Teachers

Purposively, three (3) sports teachers who were at the same time sports educators were included in the study. They included the sports chairpersons of the sports committees for each of the five primary schools, the secretaries and the treasurers.

3.5.3 School Management Teams

The headteachers and deputy headteachers of the 5 primary schools were included in the sample, making a total of 10 members of the management teams.

3.6 Sampling Size

PARTICIPANTS	NUMBERS
School Management Teams	10
Sports Teachers	15
Learners (Sports pupils)	25
TOTAL	50

Table 3.6.1 above shows the total number of respondents for the study.

3.7 Data Collection Instruments

The study used structured questionnaires and focus group discussion where some guiding questions were prepared. Subjective responses from pupils will be collected using focus group discussions. Focus group discussion questions are open ended and will therefore collect subjective views of respondents. 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. In this case, the researcher used groups of five members each to collect data. The purpose was to obtain in-depth information on concepts, perceptions and ideas of the group. Therefore, using focus group discussions and semi-structured questionnaires will enable the study to get the perceptions of pupils and teachers on the effectiveness of sports management in enhancing the academic and career choices of children.

3.8 Data Collection Procedure

In the first place, permission to conduct the research was sought from the District Education Board Secretary in Kapiri Mposhi District to collect data from headteachers, teachers who were involved in the management of sports activities and pupils who participated in sports activities from grades 5-7 of the five selected primary schools in Lukanda zone (see Appendix A and B). Data collection to a great extent will depend on questionnaires. The questionnaires were taken physically to all sampled schools and administered to the School Management Teams and teachers. A total number of 10 questionnaires were administered to the School Management Teams and 15 to the teachers as respondents for qualitative analysis. Also, unstructured

questions to guide the focus group discussion were prepared for the five groups of five members totalling to 25 pupils as target respondents. This method of data collection helped to collect information on the history and management of sports activities in schools.

It was important for the researcher to distribute the questionnaires personally to the respondents because this gave the researcher an opportunity to explain the purpose of the study. The headteachers of the sampled schools were requested to collect questionnaires from the participating School Management Teams and the sports teachers. The researcher personally collected questionnaires from the school headteachers of the sampled schools.

3.8.1 The Questionnaire

A structured questionnaire was used to gather data from the Headteachers, Deputy Headteachers, sports teachers and pupils pertaining to the challenges they are faced with concerning the implementation of sports activities. Only primary school teachers of the selected schools of Lukanda zone were used. The questionnaires of the School Management Team were made of six questions for part B and 15 questions for part C and they focused on the following participants: the Headteachers and the Deputy Headteachers (see questionnaire appendix A). Also, the other questionnaire focused on sports teachers in-charge of sports management in the sampled schools and the questions were altogether 22 (see questionnaire Appendix B). These questionnaires were comprised of open and closed questions.

3.8.2 Focus Group Discussion

Discussions were conducted with the selected learners who were actively involved in sports activities. The discussions were designed to start off with simple and non-sensitive questions. The researcher made appointments with the school managements to conduct the Focus Group Discussions with the learners. In addition, the interviews through the focus group discussions were asked to explain their answers where necessary and probing questions were also used (see Focus Group Discussion guide, Appendix C).

3.9 Data Analysis

The study will use the qualitative method to analyse data. Subjective responses from questionnaires and focus group discussions will be analysed qualitatively. Therefore, qualitative data from the questionnaires and focus group discussions will be collected and put into identified themes and categories after which the interpretation will be done. The data will then be presented in form of graphs and tables so as to give meaning to the findings.

3.10 Reliability and Validity

To test the reliability and validity of the research instruments, a pilot test was administered to determine the effectiveness of the instruments to be used for collecting data. The reliability of the instruments was determined through a sample of 50 respondents from the study population. Additionally, the validity was established through the content, and the instruments were standardised on the responses from an expert group in the school management teams, teachers and selected pupils from the target population. However, different methods were used to test the effectiveness of the instruments used to collect data.

3.11 Ethical Considerations

Ethical issues will be taken into considerations in this study. In the first place, consent will be sought from the respondents to find out whether they would be willing to participate in the study or not. The researcher will also ensure that names and personal details of the respondents were not revealed or published. The data which will be collected will be kept confidential and only used for research purposes.

In accordance with scholarly regulations, the concept of research ethics means that research is supposed to be conducted with the highest standards of moral and ethical issues on the part of both the participants and researcher. As such, this study ensured that ethical considerations were taken care of.

Central to ethical research is the researcher's duty to ensure that respondents are not forced to participate in a study and harmed in any way. Otherwise, in research, the researcher should ensure that the research has some benefits to the participants. To ensure that the research is carried out in harmony, the researcher needs to resolve all ethical dilemmas to favour the participants. However, a number of ethical considerations may include, respecting the privacy of individuals, anonymity of participants, keeping of confidentiality information supplied by the respondents, and ensuring that those who supply the information are not betrayed in any way.

One other very important ethical requirement which need to be followed by the researcher is linked to the ability to follow and abide by the national regulations which guides the research studies. This controls all research work in order to ensure that it is conducted in line with the national and international acceptable standards.

Following the procedures stated above, this study avoided forcing participants in taking part as respondents. Formal letters were written by the researcher seeking permission from the participants. Permissions were granted by the concerned and involved institutions. Equally, consents and assents were granted by participants who were involved in the study. All respondents who took part in the study did so willingly because nobody was forced.

Additionally, the study was conducted in a very conducive environment and none of the participants was injured. Privacy was taken care of and all activities associated with the study were privately handled to the satisfaction of the participants and in anonymity. Actually, all those who participated in the study remain anonymity to the public because even the contributions made were only known by the researcher for use only in the research without revealing their identities.

For proof of abiding with ethical regulations, this study did not commence without being cleared by the University of Zambia / Zimbabwe Open University authorities. The granting of ethical clearance to this research by the University of Zambia management entails that the researcher was to conduct the study by following the moral and ethical considerations. As if not enough, the researcher provided the needed information on the importance of the study. This actually was important because it reduced on the tension and suspicions as they came to understand the purpose of the study, which was purely for academic only.

This section discussed the ethical considerations which were observed by the researcher in the study. However, the summary of the entire chapter follows then after to highlight the significant aspects reviewed.

3.12 Summary

When introducing the chapter, it was stated that the title of the research is ‘an assessment of the administration and management of sports activities’. In view of trying to establish the factors that impede on proper administration and management of sports activities in some selected primary schools of Kapiri Mposhi District in Central Province of Zambia, the study had to consider the research design because there is need for the researcher to have a plan and strategy on how to conduct the research study. Of the many aspects to be considered in a research design are the assumptions of the study, criteria for selecting the respondents, data gathering techniques, data analysis and many others.

Following the approach to be used in the research design, it was indicated that the methodological approach used in the study was qualitative and the rationale for using qualitative research in the study was justified. Data collection was also highlighted by pointing out what it is and the instruments used in the study. Emphasis was given to the qualitative instruments used in the study as questionnaires and focus group discussion interviews. Equally, the criteria for selection of documents for analysis of data and the sample size and the sampling techniques were discussed in this chapter.

Actually, before data was collected, the normal ethical channels were followed by the researcher where permissions and, informed consents and assents were done accordingly. On sampling and sampling size, it was shown that the selected sample was the right one because they were purposively identified and the size was the required one to provide answers to the research questions because of the type of extra-curricular activities they were doing in school in form of sports. In terms of data analysis, the chapter pointed out how data was analysed and the classification of qualitative data was highlighted among others. Also, the geographical location of the study was discussed where it was reported that it was in Kapiri Mposhi District of Central Province in Zambia and lastly, the ethical considerations were equally discussed.

The next chapter will focus on the research findings, their analysis and discussions in the effort to bring out the discoveries as reported by the respondents.

CHAPTER 4.0 PRESENTATION OF FINDINGS

4.1 Overview

In the previous chapter, focus was on the research design and this is due to the fact that there is need for every researcher to prepare a plan before embarking on research study. It was reported that a strategy to guide a research study was inevitable because of some aspects which should be considered before undertaking a research study. Such aspects like the philosophical assumptions of the study, selection of respondents, data collection instruments, data collection procedures and techniques, data analysis, ethical considerations to mention but a few. The previous chapter also gave some highlights on the choice of the research design, whereby a qualitative research design involving a descriptive survey was used to generate reasons and factors which impede on the proper administration and management of sports activities in primary schools. This was because a qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours and social contexts of particular populations.

This chapter presents, analyses, interprets and discusses the findings of the study obtained through the data which was qualitatively collected using such techniques like questionnaires and focus group discussion / interviews. It is from the presentations, analysis, interpretations and discussion of findings that the development of explanations for an assessment of the administration and management of sports activities in some selected primary schools of Kapiri Mposhi District in Central Province of Zambia can be enhanced. Additionally, forming a major part of the findings of the study is the fact that the administrative theory describes the efforts to define the universal functions that managers perform and the principles that constitute good management practices (Armstrong (1987), Mullins (1999)).

To enhance a logical presentation, analysis, interpretation and discussion of the research findings, this chapter is made up of sections. The first section is a demographic profile of the research respondents. The second section is on findings from the questionnaires which were given to five (5) Headteachers, three (3) Deputy Headteachers, twelve (12) sports teachers and focus group discussions / interviews held with the twenty-five (25) pupils who are involved in sports activities. The findings from the school managers are presented alongside those from the sports teachers and learners. Though the actual written work and words by respondents have been used as much as possible in the descriptions, other words have been paraphrased and lastly, the section provides a summary of the chapter.

4.2 Demographic Profile of Participants

The demographic data of the participants refers, to the statistics relating to the research participants who took part in the study. This includes all the background information of the research participants deemed necessary and relevant to the study by the researcher. A research participant, informant or respondent is someone who is well vested in the special phenomenon being studied and who is willing to provide information on it. In a way it is important to note that the respondent were all very experienced participants in the field of study. The focus group discussion/interviews where all learners involved in sports activities and the discussions or interviews were conducted in different primary schools.

The researcher needed to ensure that all the research participants were the most appropriate people to be involved in the study. One way of doing this was to ensure that the research respondents had sufficient experience in the management of schools, and are teachers involved in sports activities and the children were involved in sports activities as players. Therefore, only participants who were involved in management of schools, management of sports activities and learners involved in sports activities were involved in the provision of answers and responses to the research questions. It was also taken into consideration that the researcher took care of gender balance of participants involved in the study.

The first sample was based on the School Management Teams and targeted the Headteachers and Deputy Headteachers. There were a total ten (10) sampled elements, but only eight (8) of them responded. The second sample was based on the school sports teachers who held the positions of sports chairpersons, secretaries and treasurers of the sports committees in primary schools as discussed in chapter three. There were a total of fifteen (15) sampled elements but only 12 of them responded. Lastly, on focus group discussion, twenty-five sampled elements were sampled and they all participated.

4.2.1 School Managers' Profile

Table 4.1

Position	Total Number	Gender		Qualifications
		Male	Female	
Headteachers	5	2	3	Diploma
Deputy H/Teachers	3	2	1	Diploma

Table 4.1 above shows the biography of the school managers who were sampled.

In the following section headteachers and deputy head teachers were requested to respond to fifteen major items. Some items solicited for information on personal background such as gender, years in service (teaching experience), the meaning of sports and sports organisation and the administration and management of sports activities. Other items required the school managers to give their opinions on the administration and management of current sports activities in primary schools.

4.2.2 Sports Teachers' Profile

Table 4.2

Position Held	Gender		Professional Qualifications
	Male	Female	
School Sports Chairpersons	5	0	Primary Teacher Certificate
School Sports Secretaries	3	1	Primary Teacher Certificate
School Sports Treasurers	0	3	Primary Teacher Certificate

Table 4.2 above, shows the profile of sports teachers who were sampled indicating their gender and qualifications.

On the other hand, sports teachers were requested to respond to seventeen (17) major items. Some items solicited for information on personal background information on sports activities such as the meaning of sports, who manages sports in schools, and which subject supported sports activities on the curriculum. Additionally, other items required the sports teachers to give their opinions on the current sports administration and management in primary schools where the challenges faced, support to sports teachers and the levels of teacher performances and how sports can be improved should come out.

4.2.3 Learners' Biography

Table 4.3

Grade	Gender	Average Age	No. of Learners
5	Male	12	4
	Female	11	3
6	Male	13	3
	Female	12	6
7	Male	14	4
	Female	13	5

Table 4.3 above shows the biography of learners who were sampled.

Coming on to the learners, as sports boys and girls, they were requested to respond to some guiding questions during a group discussion. The major items solicited for information on the importance of sports activities, the condition of playing grounds and equipment. In general, the discussions solicited for the challenges faced in sports activities, the benefits of participating in sports activities in sports activities and what should be done to improve sports activities. A total of 25 sampled respondents were used as stated in chapter three.

Having provided the demographics of the research participants above, the following section focuses on the presentation of research findings from the questionnaires and focus group discussion / interviews.

4.3 Factors which Impede on Proper Administration and Management of Sports Activities

The objective of this theme was to establish the factors which impede on proper administration and management of sports activities in some selected primary schools of Kapiri Mposhi District. To achieve this objective, the research question was on the school based factors caused by poor administration and management of sports activities in some selected primary schools of Kapiri Mposhi District.

To discuss the school based factors that have contributed to poor administration and management of sports activities, five (5) main themes emerged as follows: Problems facing primary schools in the management of sports activities, Challenges in the administration and management of sports activities in primary schools, Lack of support to sports teachers by school administration and

management, Levels of performances and competences of teachers in managing sports activities and the Benefits of sports as a result of good administration and management of sports activities.

4.4 Problems Facing Primary Schools in the Management of Sports Activities

In line with the general objective which demanded to ‘establish the factors which impede on proper administration and management of sports activities in some selected primary schools of Kapiri mposhi,’ the respondents came up with a number of responses showing and confirming that there are problems in the management of sports activities as reviewed and recorded in the questionnaires. However, knowing that the questionnaires targeted the school management teams comprising of the school managers and deputy school managers, and sports teachers, there are therefore, responses from the school managers and those from the sports teachers on the same objectives. Therefore, in line with the objective, the following were revealed by the respondents as problems:

Participant (School Manager) – *The sports infrastructure is sympathetic and poor whereby there are no permanent structures. Local materials such as wooden poles are used for goal posts which demands to be changed regularly because time and again they are attacked by termites.*

Participant (Sports teacher) – *Playing grounds for football, netball, volleyball and athletics are not the standard ones, in the sense that whenever there are games taking place, they need to be worked on.*

Participant (School Manager) – *Infrastructure is not good because there is no enough space to construct grounds for football, netball, volleyball and for other sports disciplines. School land has been encroached and grabbed by people claiming ownership leaving the school with limited space.*

Participant (School Manager) – *Schools lack funds, limited land for sports infrastructure, which is too small to accommodate football, netball and volleyball grounds.*

Participant (Sports teacher) – *In the field of sports activities in primary schools, there is lack of qualified sports teachers and there is no sports equipment to be used because they are very expensive to procure. Most of the teachers who are involved in the management of sports are not trained in physical education and sports to manage sports activities effectively.*

Participant (School Manager) – *There is lack of financial resources to buy materials such as balls, jerseys, volley ball nets, footwear and at times transport and food when travelling out for tournaments. The cause of not having funds was because of the pronounced free education policy by the government where primary school pupils do not pay school fees.*

Participant (Sports teacher) – *There is a problem of infrastructure where the condition and status of the playing grounds is sympathetic and poor. The football, netball, volleyball pitches and the running tracks are very poor whereby children easily get injured because of the rough surfaces.*

During a focus group discussion with the learners at one of the schools, one of the pupils pointed out that: *sports equipment like balls, jerseys, footwear and change rooms pose as major challenges. For example, we do not have balls for netball; we are made to use paper balls as we wait for boys to use the ball first.*

On the lack of funds to be used for the management of sports activities, one school manager as participant recorded that, *the non availability of funds is a serious problem in the sense that parents are not paying school fees and on the other hand the government is not funding schools. It is very difficult for schools to manage sports if there are no funds to buy balls, jerseys and other equipment.*

As per government policy and pronouncement, primary education, that is from grades 1 to 7 is free, meaning that no child should pay school fees as long as one is at primary school. As if not enough, in line with free education, the government is supposed to fund primary schools with school grants as it used to be in the early 2000 to enable school authorities carry out such activities like sports. However, of late that is not happening leaving schools without funds to manage all programmes effectively even though affiliations for sports tournaments to the Zone, District, and Province need to be done.

Ibrahim (2007) observes that, failure to manage sports activities in a school is a serious problem particularly when put into consideration that, the young person has to learn the skills of coping with personal problems, of exercising personal autonomy and independence of coming to terms with his or her own sexuality, and being able to confront and resist drugs and other substances.

4.5 Challenges in the Administration and Management of Sports Activities as Reported by Sports Teachers on Questionnaires.

In line with the first specific objective, the responses of sports teachers were that:

Participant (Sports teacher) – *Primary schools have no training facilities, no sports equipment and the location of the school, geographically makes it difficult to travel and compete with other schools when there are tournaments .*

Participant (Sports teacher) – *Primary schools lacks materials for use like balls, jerseys, nets and funds for tournaments (this was equally up held and observed by school managers as well).*

Participant (Sports teacher) – *Teachers have negative attitudes because they don't see any benefit in managing sports in school.*

Participant (Sports teacher) – *There is lack of finances, no cooking utensils in case of tournaments and no motivating factors in form of allowances to the teachers involved in sports activities.*

Participant (Sports teacher) – *There is lack of support on children from parents who do not see any benefit in sports activities.*

Since learners involved in sports activities were also used as participants in the study through the focus group discussion, they equally had their observations on the challenges in the administration and management of sports activities. This still results from the first specific objective of the study seeking to, 'establish the challenges in the administration and management of sports activities in some selected primary schools of Kapiri Mposhi District.

Participants (FGD, Learners) – *Our school has no proper playing ground, no balls and jerseys. It has only one ball and one set of jerseys for boys which we share when our school is playing with another school during competitions.*

Participants (FGD, Learners) – *There are no special buildings to be used for changing when it is time for sports. This makes us girls even go in the bush to change.*

Participants (FGD, Learners) – *My parents refuses me from taking part in sports activities, he says that sports will make me fail in school.* This entails that some parents don't support and value sports, they have negative feelings towards sports and only value academic work than sports.

Participants (FGD, Learners) – *Whenever I report home late, and say that we had sports, my parents shouts at me and at times my mother beats me.* This shows that some homes in the community where schools are located don't support sports.

4.6 Support Rendered to Sports Teachers by the School Management

Coming on to the second specific objective which is to, 'establish how much support is rendered to teachers involved in sports activities by the school management in the implementation of sports activities' in line with the above objective, the following were revealed by the respondents from the questionnaires:

Participant (School Manager) – *There is little support from the school management because sports activities take children nowhere, but they need to concentrate on their academic work.*

Participant (School Manager) – *The curricular mandates schools to conduct sports as extra-curricular activities but sports is expensive to manage and schools have no money because the government has stopped releasing grants to help run all school activities including sports.*

Participant (School Manager) – *Sports consumes a lot of learning time for the learners. Children need to train almost every day and when games begin they are disturbed when they go out for tournaments involving athletics and ball games where they begin with Inter-Schools, Inter-zones, Inter-Districts, Inter-Provinces and those who are good even go to the National team level.*

Participant (Sports teacher) – *There is little support from the school managers because they have no interest in sports activities, hence they don't motivate teachers to work extra hard in the management of sports activities.*

Participant (Sports teacher) – *School managers cannot be seen at playing grounds to give support and boost the morale of the teachers and children, and our headteacher is not interested*

in sports because even if our school is playing games with another school he does not come to watch and cheer us.

The presence of school managers at the playing grounds is very important because it gives encouragements to the trainers and the pupils as players, showing that there is support.

Participant (Sports teacher) – *There is no capacity building training activities organised by the school administration to equip the teachers with the needed skills in the management of sports activities.*

This shows that there is no proper support from the school authorities to improve the management of sports activities. The support should come from the school managers to try and up-lift the standards of sports activities in primary schools through good managerial skills. However, many school managers and teachers do not realise that they must carry out extra-curricular activities similarly to implementing the academic curricular activities in the classroom, Ibrahim (2007).

Similarly, during the conducted focus group discussion with the learners involved in sports activities in line with the objective seeking to, ‘establish how much support is rendered to teachers involved in sports by the school management in the implementation of sports activities,’ learners had their observations concerning the support rendered to sports teachers by the school managers. Learners had this to say;

Participants (FGD, Learners) – *Our school has only jerseys for boys and only one ball and during trainings we give each other turns. There is time for boys to use the ball and for time for girls to do so, though enough time is given to boys because our teachers says that, football is important. When the boys are using the ball, we remain using a paper ball (icimpombwa in Bemba).*

Participants (FGD, Learners) – *Our school does not award winning teams during organised sports competitions within the school like Inter- Houses for ball games and athletics like it happens at other schools where they are given food and winning prizes.*

Table 4.4 Support to sports teachers by school management

Reponses	Percentages
Well supported	15%
Not enough support	85%
Total	100%

On the support from school managers to sports teachers, fifteen percent (15%) of the respondents recorded that they were well supported while eighty-five percent (85%) were not given enough support.

4.7 Levels of Teacher Performances and Competences in Sports Activities

On the third objective of the study which seeks to, ‘evaluate the levels of performances and competences of teachers in the management of sports activities,’ the following were the responses from the participants;

Participant (School Manager) – *The levels of performance and competences of sports teachers are very low and poor because they are trained as primary school teachers and not trained in physical education and sports to enable them manage sports activities effectively.*

Participant (School Manager) – *Most teachers are un-skilled in the field of sports management, and they have even no interest. They are just appointed and forced to become sports teachers because there are no other qualified teachers who can be appointed to take up the position.*

Participant (School Manager) – *The levels of performance of sports teachers were far below average because they lack experience and guidance. Teachers are not appointed on merit, they are simply appointed because they are there and nobody else can be appointed.*

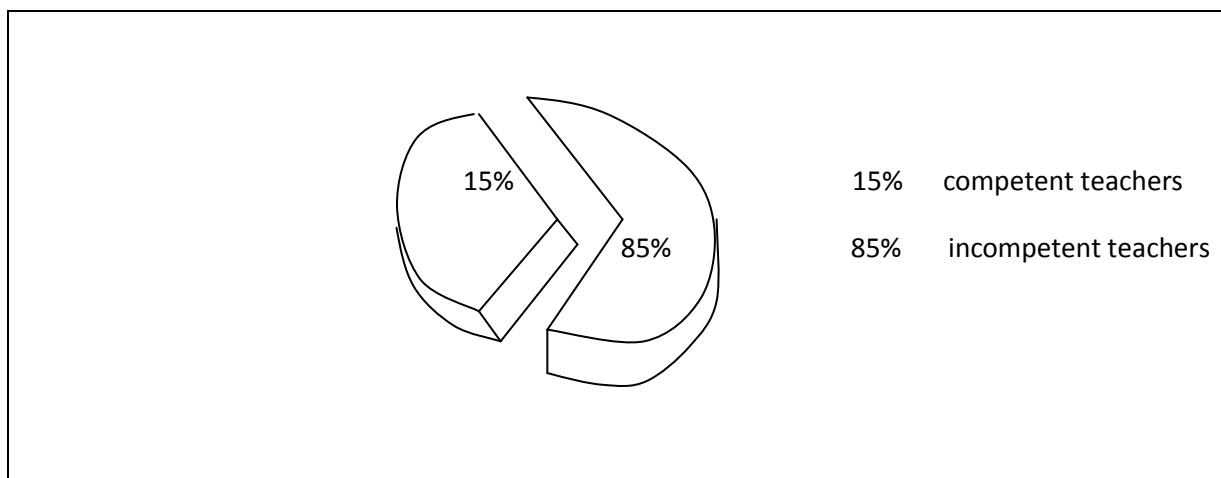
Participant (Sports teacher) – *The levels are very low because the entire sports committee members at our school have never been trained in sports management. Teachers only depend on the little knowledge which was gained at college during pre-training as teachers.*

Participant (Sports teacher) – *Appointments of sports teachers is not done on merit, school managers just look at age and believe that in a school, the youngest should be in the sports committee regardless of one’s performance, competences and interest.*

Participant (FGD, Learners) – *Our teachers in charge of sports activities seem not to be ready for sports activities when it is time for sports. At times they come for trainings in clothes for class work instead of sports attire where men come in jackets and females in high heeled shoes and instead of coaching they let us play on our own as they are watching.*

Participant (FGD, Learners) – *Teachers have very little time for training pupils to ensure that they acquire the needed skills in a particular sports discipline. Sports trainings begin immediately after knocking off at 13:00 hours and finishes at 14:00 hours. More time for practices is needed for the performances of both teachers and learners to be improved upon.*

Table 4.5 Competences of sports teachers in handling sports activities.



4.8 Benefits of Sports as a Result of good Administration and Management

Through the questionnaires distributed to school managers and sports teachers and the focus group discussion with the learners as participants, the benefits of sports activities were revealed as follows:

Participant (School Manager) – *Sports as a social activity promotes good health for a better living.*

Participant (Sports teacher) – *Sports makes learners develop fully, mentally, physically, socially, and morally to promote their academic work.*

All the respondents reported that sports activities prepared learners for a better life tomorrow where they can discover and develop their hidden talents in sports activities to enable them earn a good living as it is evidenced by many sports men and women.

During a focus group discussion with the pupils at school ‘B’, one of the respondents pointed out that: *Sports makes me come to school and if it means absconding it should be any other day and not on a sports day because I wanted to be a great footballer like Kalaba.*

One other learner during focus group discussion at school ‘C’ revealed that: *Through sports, she has socialised with friends, learnt new things, made friends and has known new places when they went out for tournaments.*

Top class management is needed for top class sport because there is no doubt that sport is part of daily lives of millions of people that includes pupils. Van Eekeren (1997) argues that, what cannot be disputed is the fact that football has become a source of livelihood for many African families and engagement in youth sport is perceived to be so worthwhile.

4.9 Summary

This chapter provides a summative exposition of the findings of the study in relation to the general research objective of the study. Concerning the nature and scope of the challenges in the administration and management of sports activities in some selected primary schools of Kapiri Mposhi District, five major causes were established by the study. These are: 1, Lack of proper infrastructure in form of playing grounds and change rooms 2, Lack of sports equipment 3, Lack of funds 4, Lack of competent teachers and 5 Lack of support from school managers

The first objective of the study, focused on the investigation of the challenges in the administration and management of sports activities in some selected primary schools of Kapiri Mposhi District. Through the provision of the challenges experienced by primary schools in Kapiri Mposhi District of Central Province, the study gave a description of the nature and scope of the challenges experienced by the schools. It was revealed that the challenges experienced by

the schools have contributed to the weakening of the management of sports activities in primary schools.

The second objective was based on the establishment of how much support is rendered to teachers involved in sports activities by the school management in the implementation of sports activities. It was revealed that there was little support from the school managements, schools lacked sports equipment like balls and jerseys which can at least be provided by the school authorities if at all they have keen interest in supporting sports activities. It was equally revealed that school managers are not concerned with the affairs of sports activities because sports waste a lot of learning time and school resources especially when preparing for tournaments. They mostly value academic work than sports activities which has no benefits to the learners.

The third objective was based on the evaluation of the competences and performances levels of teachers in the management of sports activities. Through the findings, it was revealed that primary teachers appointed to manage sports activities were not competent because they were not trained in the management of sports activities. They are appointed simply because there should be someone to be a sports teacher otherwise even their performances is poor because they lack the needed management skills and knowledge in the handling of sports activities. However, the reason is simple. They are not trained in physical education and sports for them to manage sports activities.

The next chapter presents and focuses on the discussion of the research findings which have been highlighted in chapter four of the study.

CHAPTER 5.0 DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the research findings of my exploration into school management teams, sports teachers and learners involved in sports activities, experiences during the implementation of sports activities in some selected primary schools of Lukanda Zone in Kapiri Mposhi District. It discusses the findings obtained through questionnaires and focus group discussions instituted to the respondents. Findings obtained from secondary data are also discussed as well as issues raised during literature review.

5.2 Problems Facing Primary Schools in the Management of Sports Activities

The study follows from the secondary data collected on the administration and management of sports activities in primary schools. The problems and challenges in sports management can be divided into two sets namely 'substantive' and 'technical' as argued by McKenzie (1974). Here substantive problems of management in sports are associated with policy and procedures in carrying out activities in sports. The technical part may include some concerns with organisation, personnel, budgeting, legal advice and internal services like the provision of sports equipment, infrastructure, coaching clinics, and the support from the school management.

Unlike what is prevailing in primary schools in Zambia where schools are not funded for the management of sports activities, what is common in European schools is their ability to raise enough finances for the management of sports activities. Richard and Leo (1996), supports this where they report that, this is not only done through school fees but the government comes in to seriously fund schools following the budgets each school has planned and submitted to the Local Management Authority in form of school grants. Sports and play is well promoted, supported and given more time and the attention that it deserves. However, this is different in the way sports activities are supported and organised in Zambian primary schools. The government has no direct support to sports activities in primary schools where funds are released for sports activities in particular. The grants which are released to schools are for the general management of schools though not adequate, where sports just have a very little share and at times nothing depending on the amount the school has received from the government. Actually, that could be the reason as to why European school sports teams are doing very fine.

After analysing data got in response to the question regarding the problems facing primary schools in the management of sports activities, it came out clearly in most of the schools that there was a problem of infrastructure, lacking funds and critical shortage of sports equipment.

It is actually difficult to manage sports if the state of the playing grounds are poor, no running tracks and no change rooms for the learners especially the girl child. Sharing of balls or the usage of paper balls is unacceptable in sports because it de-motivates both the sports teachers and the learners.

In a similar study, Basu (2008) equally confirmed that, the concepts of planning, organisation, staffing, directing, co-ordinating, reporting, and budgeting is applicable to all administrative systems, which includes sports. To this effect, to avoid the problems which hinder the promotion and management of sports activities, all schools need proper planning to manage sports activities.

5.3 Challenges in the Administration and Management of Sports Activities in Primary Schools

The findings of the research revealed that sports teachers experienced many challenges which hindered the successful implementation and management of sports activities. The respondents painted a gloomy picture about the conditions that prevail in our primary schools. From the findings, the state of sports infrastructure is sympathetic and poor where other schools have no playing grounds, others have temporal goal posts and there no change rooms, especially for the girl child. 85% of the respondents indicated that there was lack of support to sports teachers by the school management. 80% of respondents indicated a shortage of sports equipment in primary schools. The environment that exists in our primary schools largely contributes to the inability of sports teachers to successfully implement sports activities.

Of course, there are factors that need the attention of the government through the Ministry of Education and those that could be dealt with by the school management team itself. For example, lack of space for school playing grounds, teacher preparedness for sports activities, availability of coaching clinics for capacity building, parental support in sports activities and competences of teachers who are appointed to manage sports. Tinning and Fitzclarence (2000), argues that all these are factors that cannot be entirely managed by the school management alone, but require

the active involvement and interventions of the various levels of sports management from the National, Provincial to the District levels in order to turn the situation around.

Some important factors discussed in this paper includes among others the standards of sports facilities, which means the suitability of the facilities needed to be used for sports activities and guarantee the safety and comfort of the learners who are involved in sports activities. It also relates to the ease with which the facilities are used by the learners and the sports teachers. Factors such as staff development, parental support in sports activities, planning the budget and the provision of some sports equipment like balls and jerseys could be managed and dealt with by school managers in order to create an environment that is conducive for the successful implementation and management of sports activities. This is strongly supported by Hardman (2009), who reveals that, the challenges of sports management includes the poor state of facilities and a negative perception from teachers, pupils and parents.

The researcher's opinion is that the management and implementation of sports activities requires all role players which includes the Ministry of Education, School Management Teams, sports teachers, the community at large (parents) and all members of staff to collectively work together to create an atmosphere that permits successful delivery of sports activities in sports activities. Otherwise, pointing fingers at the sports department cannot be a solution. It should be known and understood that the department of sports activities which falls under extra-curricular activities is an important partner in the education system and it has to fulfil its mandate which includes the provisional of sports equipment, training learners to prepare them for competitions, capacity build sports teachers to enable them be competent in sports management to fulfil their responsibilities.

Otherwise, if the sports department does its part, it would provide the school management teams and learners with the necessary tools and resources needed to manage sports activities. However, the process works in both ways whereby, the school management teams, the sports teachers and learners have to fulfil their mandates as well. The research results indicate that at present this is simply not the case.

On the other hand, pupils as respondents involved in sports activities indicated that their friends were shunning sports activities because of the wrong time for beginning trainings. All learners from all the sampled schools expressed a concern on the time scheduled for trainings. It was like uniform where in all the five sampled schools, trainings in sports activities were beginning

immediately after 13:00 hours, where lunch time was not observed. Learners felt that they needed time to break for lunch and begin trainings at 14:00 hours. That posed as a challenge on the side of learners, and this made others dodge from sports activities because of hunger. It was also reported that most teachers had negative attitudes towards sports whereby their interest was on how to make money in form of allowances.

5.4 Support Rendered to Sports Teachers by School Administration and Management

The support and active involvement of the department alone is not enough. The role of the government, the school management teams, and sports teachers is indispensable for the successful delivery of sports activities. If anything, those in charge of sports activities as sports teachers should improve their competences whereby, they should be going to the training fields fully prepared, geared, and at the right time to show that they know what they are doing and are very competent. Arguing against the overall importance of managing sports activities, Hardman (2009) states that the challenges range from reduced time and lack of adequately prepared teachers to the attitudes that teachers have towards the management of sports activities whereby in most cases it appears as if they are just forced to carry out sports efficiently showing that they are far from wanting to support sports activities.

The school management should be seen to provide the needed leadership which involves proper planning and budgeting as a strategy to ensure that sports activities are well managed. In this case, Massie (1997) points out that, administration is very important because it influences that outcome to be achieved, the direction to be pursued and the priorities to be recognised within the organisation or school setting. This therefore, is a reminder that, the absence of good and quality management in sports activities which may lack the administration drive and direction will mean the collapse of the activities in the school as observed by the researcher.

It was observed that school managers were not supportive to sports teachers in the sense that they were not seen at playing grounds to even give moral support to the teachers and players as revealed by one pupil that, ‘our headteacher is not interested in sports because even if our school is playing games with another school he does not come to watch and cheer’

This shows that there is no proper support from the school authorities to improve the management of sports activities. The support should come from the school managers to try and up-lift the standards of sports activities in primary schools through good managerial skills.

Ibrahim (2007) agrees that many school managers and teachers do not realise that they must carry out extra-curricular activities similarly to implementing the academic curricular activities in the classroom.

Lack of support from the school management teams where sports activities are poorly organised and lack of support from parents prevents good management of sports activities. Parents as one of the major stakeholders should co-operate with school authorities, although it is not their responsibility and duty. The help in encouraging their children to fully participate in sports activities and the procurement of sports attire for their children to uplift the morale of learners promoted motivation.

5.5 Levels of Performances and Competences of Teachers in Managing Sports Activities

Eighty-five percent (85%) of the teachers who were appointed as sports teachers were not qualified and competent in the management of sports activities in primary schools, and only fifteen percent (15%) of the teachers had at least good levels of performances though not trained in sports management.

The above information implies that almost all the teachers who were appointed and handling sports activities were not qualified sports teachers. This has made the teaching of sports activities to be challenging and not yielding the intended results. One of the school managers as a respondent revealed that: *'the levels of performance of sports teachers were far below average because they lack experience and guidance.'* Teachers are not appointed on merit. They are simply appointed because they are there and nobody else can be appointed. School managers just look at age and believe that in a school, the youngest should be in the sports committee regardless of one's performance and competences.

In addition, Arnold (1997) indicates that, all over the world there are shortages of teachers. To this effect, education is impossible without teachers and therefore, for sports to be well managed in primary schools, the government has to look a long way ahead to provide teachers for the learners who are well qualified in the sports department as managers.

There is need for sports to be organised by establishing a structure of tasks to be carried out to form responsibilities for individuals, but before this is done sports teachers need to improve on their performances. This is unlike what one learner revealed during focus group discussion that:

'our teachers in charge of sports seem not to be ready for sports activities when it is time for sports. At times they come for trainings in clothes for class work instead of sports attire to lead by example.'

Otherwise, the success of the school's sports programmes requires careful management and good organisation. Therefore, teachers as the main personnel in implementing sports activities should also have sufficient knowledge and skills to carry out sports activities.

It was also observed that among the factors affecting the management of sports activities in primary schools in line with the levels of performances, the following are also prevalent:

5.5.1 Political/ Legal factors

Under this category, the most prevalent has been the government's failure to provide an enabling environment that promotes the development of sports in primary schools. Unlike in the second and third republic when primary schools were heavily funded every quarter of the year, currently schools are no longer receiving grants from the government. Despite the pronouncement of free education in primary schools, meaning that, the government will take full responsibility of running the affairs of primary schools, that is just on paper because in reality there are no funds from the government to help school management teams run schools including the sponsorship of sports activities. In as much as some school management teams would love to support sports, where funds are limited, academic work will be given the first priority.

5.5.2 Economic Factors

Sports in primary schools today is proving to be very expensive and greatly depends on the little school fees paid under difficult circumstances by parents. This has resulted in sports teams not performing well because of poor management. High unemployment levels have also had a negative impact on the development and management of sports activities. There could be many parents who may wish to support their children financially and materially but are hindered by the lack of funds.

5.5.3 Social Factors

The devastating effects of HIV/AIDS have left no class of people untouched. This has resulted in the loss of talent, coaching skills in the experienced teachers through HIV/AIDS related deaths. This has further reduced the discretionary income for those who have taken on orphans, because their expenses have gone up. There is too much pressure on the few remaining productive people

to the extent that they cannot spare much discretionary income to buy sports attire to support their dependants in sports activities.

The other social problem faced by sports boys and girls or pupils involved in sports activities is their involvement in sexual affairs with their teens. Others also get involved in the use of prohibited substances like alcohol and other prohibited drugs. Due to influence of peers, the freedom of mingling during some outings for sports competitions, to others becomes an opportunity to engage themselves in sexual activities and drug abuse. Girls in this case have fallen as victims by falling pregnant, and some boys have become stubborn leading them to stopping school.

5.5.4 Technical Factors

Technological factors include the training equipment for sports activities, changing rooms, and the type of playing grounds which are being used in primary schools. Once sports equipment like balls, jerseys, volleyball nets, changing rooms and the improvement of playing grounds for all the disciplines are provided, both sports teachers and children will be motivated and sports shall improve in primary schools.

5.5.5 Human Factors

Human factors include foremost, interest, talent and discipline of the children and their sports teachers. This may also include skills and the health status of all those involved in sports activities. The behaviour and temperament of both the players and their coaches also have a great bearing on the development of sports activities in schools. The unwillingness of the players to accept decisions made by their teachers could be very detrimental to the management of sports in schools. The violence that sometimes erupts when teams lose matches deters other school teams from participating and competing in tournaments for fear of being harassed by the supporters.

5.6 Benefits of Sports as a Result of good Administration and Management

Talking about administration and management of sports activities cannot be complete if the benefits are not revealed and discussed. To this effect, the study wanted to establish the benefits of sports activities especially if they were well managed.

The school managers, sports teachers and learners as respondents all held the same view that sports as a social activity promotes good healthy by making the learners develop fully, mentally,

physically, socially and morally to promote their academic work. In addition, Ministry of Education (1996) agrees that, “the full and well rounded development of pupils, which is the goal of school education, would be better attained if sports activities are accepted as an essential integral component of the proper education and formation of young people in the education sector.”

The influence of sports activities has a great impact on the teaching and learning process which in turn promotes academic performance. It was revealed that because of sports activities, some learners are encouraged to come back to school after stopping to continue learning. Some believed that through sports they can discover and develop their hidden talents. Arnold (1997) observed that sports activities at school are important to realise the concept of knowledge, experience and skills required to become holistic pupils with superior personal characteristics such as high self-esteem, innovativeness, creativity, competitiveness and resilience to face the current global issues.

In a similar study, UNESCO (1978) revealed that sports being a unifying factor of different ethnical groupings of people by nature, it is generally understood to include, physical activities that go beyond competitions. To show its benefits, it includes all forms of physical activities that contribute to physical fitness, mental well being and social interactions. They include play, recreation, organised casual or completion sport and indigenous or games at different levels.

5.7 Summary

When introducing the chapter, it was stated that the chapter discusses the findings of the explorations from the school management teams, sports teachers and learners involved in sports activities as respondents. From the discussions above, what has come out are the problems and challenges in the management of sports activities in some primary schools of Kapiri Mposhi District of Central Province in Zambia. Among the challenges experienced in the management of sports activities as indicated by respondents include among others lack of support to sports teachers by the school management, lacking sports equipment, lack of infrastructure and space for school playing grounds, lacking funds and having in-competent teachers who are under performing but appointed and maintained as sports teachers.

The relationship between funding and performance is that, with the availability of funding to sports activities, management can be easy leading to better performances. However, it has been revealed that the factors affecting the management of sports activities in primary schools were

mainly associated with management, lack of infrastructure facilities, lacking funds, in-competences among the sports teachers and support from the school managements, support from parents and the government's failure to provide an enabling environment that promotes the development of sports activities in primary schools.

Otherwise, due to some economic factors, social factors, and technical factors such as the changing rooms and lack of jerseys and balls brings about the challenges in the management of sports activities. Human factors and administrative factors which include the existence of influence from the school management teams also poses as challenges to the management of sports activities. To this effect, the government should provide an enabling environment that promotes the development of sports in primary schools.

In any case sports has some benefits such as to keep the body fit and healthy, promotion of mental well being, and help interact with peers to socialize and make friends during trainings and outings for sports tournaments. It is that healthy body which can continue going to school for learning. Through sports so many people have become rich because of the benefits of sports because nowadays it has become a career.

The next and final chapter looks at the conclusion and recommendations made by the researcher concerning the establishment of factors which impede on proper administration and management of sports activities in some selected primary schools of Kapiri Mposhi District in Central Province of Zambia.

CHAPTER 6.0 CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.1 Overview

The previous chapter concentrated on the discussions of the findings of this research project. It specifically focused on the discussions of the findings of the study. The findings seemed to indicate that all stake holders needed to improve their contributions to the process of managing and implementing sports activities in primary schools.

This final chapter presents the conclusions of the key empirical findings of the study. As a closure to this study, the focus will be on the final concluding remarks of the study which will be based on the researcher's personal reflections on the entire research experience. The chapter further presents the recommendations to the challenges facing primary schools in the administration and management of sports activities as well as other factors inhibiting or affecting the development of sports in some selected primary schools of Kapiri Mposhi District in Central Province. The chapter ends by proposing areas recommended for further studies.

6.2 Conclusions of the Study

The literature review revealed that there were various factors which impeded on proper administration and management of sports activities in some selected primary schools of Kapiri Mposhi District. These factors were grouped in sections and these were: on problems facing primary schools, challenges in the administration and management of sports activities, lack of support to sports teachers and levels of performance and competences of teachers. Otherwise, the problems and challenges included inadequate funding, poor infrastructure where other schools don't even have space where to construct playing grounds, limited material resources and equipment, un-skilled teachers, negative attitudes from teachers, parents and pupils, lack of incentives for motivating teachers, little interest and lack of capacity building. These and many others meant that management of sports activities could not be done successfully.

It is important to begin by pointing out that all research participants and results from the documentary analysis affirmed the presence of undesired challenges in the administration and management of sports activities in some selected primary schools of Kapiri Mposhi District. It was specifically evident from the participants' views and analysis that different aspects or factors combine to weaken the management of sports activities. Proper management of sports activities

demanded the elimination of challenges that influence the poor performance in sports activities, demanded support rendered to sports teachers, and up-lifting of the levels of competences of teachers involved in the management of sports activities.

In the provision of the study, conclusions drawn from the general objective and research questions of the study, it can be stated that there has been challenges in the administration and management of sports activities in primary schools. It is such challenges which negatively affected the administration and management of sports activities in some selected primary schools of Kapiri Mposhi District in Central Province. The status quo indicated above was supported by both participant views and results from the documentary analysis which demonstrated that in primary schools of Kapiri Mposhi District in Central Province, there are various challenges which impede on the administration and management of sports activities. The challenges include among others, lack and poor infrastructure, lack of sports equipment, incompetent sports teachers who are un-skilled and need coaching clinics for capacity building, lack of support from school managers, lack of incentives and motivation from the government and lack of parental and community support.

Therefore, based on the study findings, it can be concluded that the undesired challenges prohibits proper management of sports activities and the undesired challenges have negatively affected the development and management of sports activities in primary schools of Kapiri Mposhi District. Therefore, following the information obtained from the respondents and the revealing of the literature review, conclusions could be reached through inferences and regression analysis performed on the available data provided.

Soon after independence in 1964 and after the second republic in 1973, sports activities which included physical education were fully supported and sponsored by the government. However, after the Third Republic in 1991 when the Movement for Multiparty Democracy (MMD) came to power, due to government policies and the change of curriculum, primary schools started experiencing problems in the management of sports activities. It was during the same period when physical education was integrated into Creative and Technology Studies and not an independent subject.

As if not enough, the dominance of sports in primary schools shifted to secondary schools whereby, the calendar of running sports activities in primary schools was halted. Instead, the Primary Schools Sports Association was abolished in 2009, making it to merge with that of the

secondary schools where at the moment there is only one sports association for both sectors. However, this arrangement is disadvantaging primary school learners because they are made to compete with secondary schools in regardless of age and the availability of resources and equipment. Actually on age groupings of under 13 and under 17 years categories, there is too much cheating and the young ones in primary schools who are of the right ages are made to compete with the bigger boys and girls from secondary schools, which should not be the case.

According to data gathered, all respondents agreed that managing sports activities in primary schools was problematic. To address these problems related to sports administration and management, proper planning and identification of strategies need to be done. The Strength Weaknesses Opportunities and Threats (SWOT) analysis need to be utilised if sports in primary schools has to be enhanced and sustained.

It goes without saying then that, government through schools must have a clear policy on the acquisition of talent and sports facilities. Without a policy, funding may not have any predictable relationship with the management of sports activities. With this view, primary schools should be separated from secondary schools and be independent to enable them compete among themselves where the ages and facilities are the same.

6.3 Recommendations of the Study

In line with the findings of the study, the researcher makes the following specific recommendations in order to enhance the administration and management of sports activities in primary schools. In its endeavor to help resolve the challenges in the administration and management of sports activities in primary schools, this study needed to suggest possible ways in which primary schools of Kapiri Mposhi District in Central Province can be improved as indicated earlier on in this chapter. In addition to the aforementioned, it therefore follows that resolving the challenges and problems, involves the suggestions of possible ways of enhancing the management of sports activities. Since the study confirmed the presence of undesired challenges it was also inevitable for it to provide suggestions of possible ways in which the challenges could be sorted out.

To this effect therefore, some recommendations on how to improve the standards of sports administration and management in primary schools were obtained from the respondents. They were further analysed and reported below as follows:

- . There should be adequate human, material and financial resources to effectively manage sports activities.
- . Physical Education should be seriously revamped in the primary school curriculum to support sports as extra-curriculum activities.
- . The school administration and management system should be effective enough to manage sports successfully and respond to the needs and interests of sports teachers and pupils to show support.
- . Government should provide specialised training in the management of sports activities to equip school managers and sports teachers with the much needed managerial skills in sports activities.
- . There is need to create a positive attitude towards sports by school management through motivating teachers with allowances and incentives.
- . The government through the Ministry of Education should fund schools to boost sports activities by providing sports equipment and adequate infrastructure.
- . The District Education Board Secretary's office need to organise and facilitate coaching clinics where experts in sports management should invited to facilitate.
- . Schools should link up with the community to participate in school governance of sports activities
- . The primary schools sports association should be separated from the secondary schools and be independent to promote sports in the primary sector.

6.4 Suggestions for Future Research

It has been observed that schools that do not adhere to the tenets of administration such as planning, organisation, co-ordinating, and directing have management operational problems. Generally, if sport is to remain a desirable activity in primary schools, then those involved in promoting, managing, and teaching/coaching pupils in sports activities should reflect critically and re-think about the current practices. If primary schools have to make a significant contribution in educating about and through sports, Tinning and Fitzclarence (2000), suggest that, it requires more than good teaching and a love of physical activity and sports by the teachers. It requires a rethinking of the nature of school physical education and sports which is informed by the nature of the postmodern world.

Therefore, I suggest that researchers who are interested in the management and development of sports activities can pick up the topic and investigate further to discover other factors which impede on the administration and management of sports activities in primary schools for the

purpose of improving sports activities in primary schools through good management. It is through further investigations that the challenges which hinder the development of sports activities can be unfolded in the quest to find lasting and sustainable solutions towards the improvements of sports management in primary schools, an activity liked most by the young ones as learners.

6.5 Summary

The field of sports management by school managers and sports teachers in primary schools is problematic. Therefore, the findings of this study will contribute academic literature to the management of sports activities and shed light on the nature and scope of the undesired challenges in the management of sports activities in primary schools. This study brings to the fore detailed qualitative data confirming the presence of challenges in the administration and management of sports activities in some selected primary schools of Kapiri Mposhi District of Central Province. As if not enough, this study also goes further to provide recommendations to the challenges and provide new insights and suggestions for future research in the field of sports administration and management in primary schools of Kapiri mposhi district of Central Province, and other primary schools countrywide.

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APPENDIX A: QUESTIONNAIRE FOR SCHOOL MANAGERS

This questionnaire is designed to gather information and seek your input in this research on “AN ASSESSMENT OF THE ADMINISTRATION AND MANAGEMENT OF SPORTS ACTIVITIES IN SOME SELECTED PRIMARY SCHOOLS OF KAPIRI MPOSHI DISTRICT “this exercise is purely for academic purposes and the information you will provide through this study is not transferrable for other purposes or people as it will be treated with the highest confidentiality possible. Answer all questions as freely as possible.

MUKAMBA CHRISPIN I, (STUDENT RESEARCHER)

PART A; DEMOGRAPHIC DATA

- A. PROVINCE :CENTRAL
- B. DISTRICT: KAPIRIMPOSHI
- C. SCHOOL:.....
- D. GENDER: 1 Male [] 2. Female []
- E. YEARS IN SERVICE:.....

PART B. BACKGROUND INFORMATION ON SPORTS ACTIVITIES.

- 1. What do you understand by sports activities?.....
- 2. How were sports activities organized in schools in the 1990s and early 2000?
- 3. Who was responsible for managing and running sports activities in schools?
- 4. Which subject on the school curricular supported sports activities?
- 5. Is the subject in question 4, taught like any other subject on the school time-table at primary school? Yes [] No []
- 6. Justify your answer for question 5.....

PART C; CURRENT SPORTS ACTIVITIES

- 1. How are sports activities organized in this school?.....
- 2. What type of sports activities are undertaken at this school? List them
- 3. How often does your school play games with other schools?
- 4. What is the state of sports infrastructure at this school? Justify your answer

-
5. What challenges are there in the management and administration of sports activities at this school? Write as many as possible.....
.....
 6. What do you think could be the causes of the challenges stated above in sports activities?
.....
.....
 7. In your opinion, what factors influence the poor administration and management of sports activities in this school?.....
.....
 8. Have you ever undergone a specific training in administration and management?
Yes [] No []
 9. What is the role of the Ministry of Education in the running and management of sports activities in schools?.....
.....
 10. Does the community where the school is, value sports? Yes [] No []
 - a) If the answer in above is yes, how.....
.....
 - b) If the answer is no why.....
.....
 11. What challenges affects the participation and performance of learners in sports activities? List as many as possible.....
.....
 12. Are the teachers appointed to manage sports activities trained in the field of sports?
Yes [] No []
 13. What are the levels of competence of teachers involved in the management of sports activities in this school?.....
.....
 14. In your own opinion how does sports activities help in the academic work of learners?
.....
.....
 15. What type of resources do you think when provided will make sports activities easy to manage? List them.....
.....

I sincerely thank you for your contribution. Your response will help in developing an understanding of the challenges facing schools in the management of sports activities in the primary schools in KapiriMposhi.

May the Lord Bless you.

Sign.....Position.....Date:.....

APPENDIX B: QUESTIONNAIRE FOR SPORTS TEACHERS

This questionnaire is designed to gather information and seek your input in this research on “AN ASSESSMENT OF THE ADMINISTRATION AND MANAGEMENT OF SPORTS ACTIVITIES IN SOME SELECTED PRIMARY SCHOOLS OF KAPIRI MPOSHI DISTRICT” this exercise is purely for academic purposes and the information you will provide will be treated with the highest confidentiality possible.

MUKAMBA CHRISPIN I. (STUDENT RESEARCHER)

PART A. DEMOGRAPHIC DATA

- A. PROVINCE :Central
- B. DISTRICT: Kapiri mposhi
- C. SCHOOL:.....
- D. DEPARTMENT: sports
- E. GENDER, 1 Male [] 2. Female []

PART B. BACKGROUND INFORMATION

- 7. What are sports activities?.....
.....
- 8. How were sports activities organized when you were still at school?
.....
.....
- 9. Who was responsible for managing and running sports activities in schools?
.....
- 10. Which subject on the school curricular supported sports activities?
.....
- 11. a), Is the subject being taught like any other subject on the school time-table at primary school? Yes [] No []
b), If the answer is no, Justify?.....
.....

PART C: CURRENT SPORTS ADMINISTRATION AND MANAGEMENT.

- 12. How long have you been managing sports activities at this school?.....
- 13. Have you ever undergone any specific training in sports aiming at equipping you with training skills? Yes [] No [].
- 14. Kindly state the type of sports activities that are undertaken at this school?.....
.....
- 15. What challenges are there in the management and administration of sports activities at this school? Write as many as possible.....
.....
- 16. What challenges do pupils face in carrying out sports activities? List as many as possible
.....
.....
- 17. How often does your school play games with other schools?.....

-
18. Do most teachers at this school willingly support sports activities? Yes [] No []
19. In your opinion, why are most teachers not willing to support sports activities?

20. In your opinion, why are most head teachers not willing to support sports activities?

21. In your opinion, what are the reasons for poor administration and management of sports activities in this school? List as many as possible?.....
22. What do you think must be done to improve the state and standards of sports in primary schools? List as many as possible
23. In your opinion, state reasons as to why parents are reluctant to support sports activities in schools?

24. What do you think the Ministry Of Education should do to improve sports activities in primary schools?.....
25. What are the levels of competence of teachers involved in the management of sports activities in this school?.....
26. What do you feel the school management should do to improve the running of sports activities in this school?.....
27. What type of resources do you think when provided will make sports activities easy to manage? List them.....
28. In your own opinion, how do sports activities help in the academic work of learners?

I sincerely thank you for your contribution.

May the Lord Bless you.

Sign.....Position.....Date:.....

APPENDIX C: FOCUS GROUP DISCUSSION GUIDE FOR LEANERS

PART A: DEMOGRAPHIC DATA

PROVINCE :CENTRAL

DISTRICT: KAPIRIMPOSHI

SCHOOL:.....

GENDER: 1 BOYS [] 2. GIRLS []

DATE:.....

PART B: GUIDING QUESTIONS

1. Do you play games at home and school?
2. What type of games do you play at:
 - a) Home:.....
.....
 - b) School.....
.....
3. When are sports activities conducted at school? Why?
.....
.....
4. Do you normally go for P.E at school?.....
5. What do you wear during training and games?.....
.....
6. How do you feel when it's time for sports?.....
.....
7. What is the condition of your school sports ground?.....
.....
8. Do you have enough sports equipment to use in sports?.....
.....
9. How competent and prepared are your sports teachers during sports activities?
.....
.....
10. Does the head teacher and other teachers support sports at this school?
11. What does the community say about sports at school?
.....

.....
12. Do your parents encourage and support you in sports activities? Why?

.....
.....

13. What challenges do you face in sports activities?.....

.....
.....

14. What benefits are there in sports activities?.....

.....

15. What do you think can be done to improve sports at this school?

.....

Thank you so very much for taking part in this research and answering the questions. May the Lord bless you?