

**THE STATE OF NETBALL IN SELECTED PRIMARY SCHOOLS IN
CHIPATA DISTRICT, ZAMBIA**

By

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

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DECLARATION

I, Gideon Ackim Nyirenda hereby declare that the works contained in this dissertation are my own, except where acknowledgements have been duly made through citations and references. I further declare that this work has not previously been submitted for the award of any degree at the University of Zambia or any other university.

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APPROVAL

This dissertation by Gideon Ackim Nyirenda is approved as fulfilling part of the requirements for the award of the Degree of Master of Education in Primary Education by the University of Zambia.

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DEDICATION

This work is dedicated to my loving and caring wife Rev. Naomi Sakala Nyirenda and my son and ‘friend’ Nathan Nyirenda. Your sacrifices gave the impetus to the realization of my academic dream.

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No project of this magnitude is a solitary endeavour. My heartfelt gratitude goes to my able supervisor Dr. Chipande Hikabwa D. who read my numerous revisions and guided me at each and every stage. He inspired, challenged, encouraged, and mentored me throughout the process and his leadership and high expectations of this work provided important momentum.

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ABSTRACT

This study sought to find out the state of netball in primary schools with particular focus on selected schools in Chipata District. Most countries the world over are grappling with netball development in primary schools and from the time netball was introduced to primary school curriculum, it has not been a popular sporting game in primary schools in Zambia. The study adopted a descriptive design rooted in mixed methods. The study sample comprised 101 participants consisting of head teachers, head teachers' representative for schools' sports in Chipata District, Chipata District Schools' Sports Association Executive members, netball teachers in primary schools and pupils. The 16 selected primary schools were picked from the urban and rural areas with each contributing eight schools. In this study, stratified random sampling was used to select head teachers from the sixteen (16) schools, purposive sampling was used to select all the participants except pupils where simple random sampling was used. The instruments for data collection included interview guides, questionnaires and observation checklists. Qualitative data was analysed by the use of common themes and quantitative data was analysed using the Statistical Package for Social Sciences (SPSS).

The findings of this study showed that playing of netball in primary schools in Chipata District was done haphazardly as most netball teachers were not formally planning their training sessions. The study revealed that 22 netball teachers representing 68.8 per cent were generalists teachers as opposed to trained Physical Education and Sports teachers. Further, this study showed that netball coaching clinics were conducted once per year at district level and rarely done at zone level. Out of 32 netball teachers that took part in this study, 24 of them representing 75 per cent had ready access to netball rules, however, the study revealed that 53.1 per cent had challenges with netball rules and umpiring. This study also revealed that 75 per cent of the pupils started participating in netball at school between the ages of 11 and 13 and only a few pupils had an opportunity to play for the school. In addition, the study showed that netball in primary schools was organized in form of tournaments.

Based on the above findings, the Chipata District Schools' Sports Association should develop a netball training/coaching manual to guide netball teachers. The Chipata District Schools' Sports Association should collaborate with Netball Association of Zambia to organize a lot of refresher courses for netball teachers in form of netball coaching clinics at zone and district levels so that netball teachers can have more time to practice. Further, The Chipata District Schools' Sports Association to introduce netball leagues for primary schools and pupils to start playing netball at a tender age with appropriate equipment suitable for their ages.

Keywords: *Generalist teacher, Netball coaching clinic, Popularity, Standard netball equipment*

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CHAPTER ONE: INTRODUCTION

1.1 Overview

This Chapter lays the foundation of the problem under discussion. It establishes the background of the study and statement of the problem. The aim of the study is stated as well as the research objectives with their mirror study questions. The significance of the study, delimitations, limitations and operational definitions of terms is also elaborated.

1.2 Background to the Study

Most countries world over are grappling with netball development in primary schools. Different countries have come up with deliberate programmes to counter this trend and guarantee the development of netball in primary schools. For example, in England, a programme was designed to provide a bank of netball session plans for a range of age groups, to help teachers take a lead on their own sessions. This programme was aimed at improving netball in primary schools (Everyone Active and Hertfordshire Mavericks, 2017). In Australia, a modified introductory product to netball called NetSetGO was developed to provide young netball players with a fun and safe entry into netball. This was necessitated by the fact that the needs, skills and abilities of children are different to those of adults (Netball Australia Junior Policy, 2015). These programmes detailed warm ups, cool downs, skills and drills, as well as conditions which could be added to the games for progression and development.

The researcher has been privileged to have served in the school and zone sports' committees for the past eight years. During this period, it was observed that most schools and zones would usually be ill prepared for friendly games and competitive games as evidenced from the quality of netball played. The quality of netball would clearly show that some schools were just fulfilling fixtures. During inter-school sports competitions most netball teachers/coaches would decline to officiate netball matches leaving one to wonder how they had prepared their netball teams. In addition, during school friendly games, inter-school and inter-zone sports competitions, netball games could not attract as many spectators as other sports disciplines.

Netball in Zambia is played from primary schools through to secondary and tertiary institutions. In primary schools, netball is organized in form of tournaments at zone, district, provincial and

national levels. At school level, schools may have inter-class/inter-house competitions and in some cases have friendly games usually with their neighbouring schools. For example, in the Zambian school system there is school sport, which is open to all interested learners and goes beyond school time including sport specific competitions within the school and against other schools, zones, districts and provinces (Zambia National Physical Education Policy Implementation Framework, 2018). However, this is different from how netball is organized and played in other countries. For example, in Botswana, primary school netball is played within organized leagues Matafwali (2010). In South Africa, school netball is organized in form of leagues at different levels and runs for six (6) weeks each season (SA School Netball, 2018).

Physical Education and Sport (PES) teachers and other teachers coach the young netballers out of their own interest. Kretchmar (2005) observes that the provision of quality Physical Education and Sport is greatly hampered by lack of adequate teaching personnel for Physical Education and Sport. Related to this is that even in areas with teachers, some may not be adequately trained to provide Physical Education and Sport content that is relevant to pupils' lifestyles. A trained Physical Education and Sport teacher understands the dynamics involved to effectively and professionally teach the learners. For example, non-specialist or generalist teachers may turn netball training sessions into fitness sessions and may not teach the netball skills. Hardman and Marshall (2001) indicate that non-specialist teachers have difficulty teaching Physical Education which encompasses netball.

Educational Resource Session Planning Guide for Teachers (2016) posits that one way to facilitate the growth of netball is through the demonstration of the sport to children within a school clinic programme. Further, another method with a more vast impact is to educate teachers and future teachers in the game and introductory activities that are applicable to the fundamental skills necessary for netball. In addition, teachers should be availed with resources that would introduce them to the basic rules, history, equipment requirements, and positional allocations of netball as well as provide several drills and games that can be combined together to create different session plans to improve learners performance in different categories of netball skills (Everyone Active and Hertfordshire Mavericks, 2017). Now, this would enhance teachers' implementation of netball sessions with their learners, hence, giving learners skills, knowledge and ability to understand and come to play and enjoy the sport of Netball. However, the state of

netball in primary schools in Chipata district of Zambia is not known. Hence, this study sought to examine the state of netball in primary schools.

1.3 Statement of the Problem

From the time netball was introduced in the primary school curriculum in Zambia, it has not been a popular sporting game. Netball is enunciated as a sporting activity for pupils when they reach Grade five (Expressive Arts Syllabus, 2013). Research elsewhere has shown that netball is developing at a slow pace in primary schools (Kinoti and Gitau, 2002). Further research reveals that school netball has posted some decline in numbers of participants in countries where netball is a number one school sport (New Zealand Annual School Sport Census, 2018). Further, research has also shown that netball players at different age groups have different needs, interests and abilities which require appropriate methodologies of teaching netball (Kinoti and Gitau, 2002; Netball Australia Junior Policy, 2015; Sport and Recreation Western Australia, 2016). This shows a gap in research in the Zambian setting. What remains to be known is the extent to which netball is played in primary schools, the barriers and facilitators to actualize playing netball in primary schools and how netball can be actualized in primary schools.

It is with this in mind that this study sought to examine the state of netball in primary schools in Chipata district of Zambia. Little literature exists on the state of netball in Zambian primary schools which is indicative that little research has been conducted on the subject matter. If the issue of the state of netball in primary schools is not treated with the seriousness it deserves, opportunities that would have been available for girls to advance in playing netball would be foreclosed. It is for this reason that this study was undertaken.

1.4 Purpose of the Study

The purpose of this study was to investigate the state of netball in selected primary schools in Chipata district of Zambia.

1.5 Specific Objectives

The study sought to meet the following specific objectives:

- (i) To examine the state of netball in primary schools in Chipata district of Zambia.

- (ii) To investigate the extent to which netball is played in primary schools in Chipata district.
- (iii) To determine the barriers and facilitators to actualize playing of netball in primary schools in Chipata District.

1.6 Specific Research Questions

- (i) How is the state of netball in primary schools in Chipata district of Zambia?
- (ii) To what extent is netball played in primary schools in Chipata district?
- (iii) What are the barriers and facilitators to actualize playing netball in primary schools?

1.7 Significance of the Study

In light of the rationale, this study hoped to contribute to the provision of empirical evidence on the state of netball in primary schools. Previously, there has been little research conducted to determine the state of netball in primary schools in Chipata District. If utilized well, primary school netball can serve as a major tool for developing pupils that are healthier mentally and physically to positively impact society at large. Further, primary school netball can be the basis for professional netball later in life.

Further, the study will notify the educational policymakers and planners so that they assert how best to develop netball in primary schools in Chipata district of Eastern Province of Zambia. It is also hoped that the study findings may contribute to the already available literature on the subject and serve as reference for other researchers in relation to the state of netball in primary schools.

1.8 Limitations of the Study

This study was confined to selected primary schools in Chipata District, as such, it was difficult to generalise the findings of the study because the findings only applied to the target area of the study. In addition, the sample was small to have the findings generalized on a larger population.

1.9 Delimitations

This study was conducted in Eastern Province of Zambia, specifically Chipata District, as it offered a good opportunity for the researcher to combine the findings from urban and rural schools.

1.10 Theoretical Framework

This study was grounded in the structural functionalism theory and Parson's social action theory. Functionalism is a dominant theoretical paradigm in sociology. Its roots stem from Comte and the beginning of the 19th century, and then through the work of Durkheim to Parsons and Merton in the second half of the 20th century (Zeitlin, 1973). The holistic approach, which consists of functionalism, helped sociologists to consider sport as a social institution and to deal with sport as a reflection of the overall society and its complex relations with other institutions in more detail. Structural functionalism was most present in the sociology of sport during the 1960s and 1970s, preceded by Parsons and Merton (Bazic, 2018).

The functionalist theory views society as a system of interrelated parts (Coakley, 2001). Therefore, it is a great theory for sports simply because that is what sports are. Every sport has individuals working together for a common goal/purpose and the players are the interrelated parts of the society (Coakley, 2001). Further, Coakley (2001) posits that functionalism in sports promotes the development and growth of organized sports and increases sport participation opportunities to foster individual development. The other positive of the functionalism theory is that it increases the supervision and control of athletes.

Therefore, the basic premise of the functionalist perspective is that people, social institutions, social systems, and nearly every aspect of society is evaluated according to its functionality; that is to say, 'Is it functional?' For example, we replace consumer items when they stop working or are outdated; we switch banks, phone carriers, and the like when the original vendor's service is poor (dysfunctional); we may end relationships (personal and professional) when they are no longer positive (functional); and we evaluate government agencies and social institutions on their ability to meet their goals, an indicator of functionality (Delaney, 2015).

In the same vein, sports teams are also evaluated on their ability to meet their goals. Team owners evaluate everyone in their organization based on their functionality. Sports fans and spectators evaluate players, managers, and even owners on their ability to field a winning team. Sport, as a social institution consist of social systems with interrelated parts and a plurality of individual and group actors interacting with one another, lends itself to functionalist analysis (Delaney and Madigan, 2009). Those who support sport and sport participation generally endorse the functionalist argument. Due to its social nature, netball is reinforced in many other social

institutions such as the family, education system, workplace, community associations, and so on. For example, friends and family find that netball provides valuable bonding opportunities. The idea that sport serves as a means of uniting diverse people, provides opportunities to reaffirm camaraderie and bonds of friendship, can unite people as an inclusive community, and is a valued social institution, is still touted today by a wide variety of sport adherents, including those who use the functionalist perspective.

Parsons and Merton set the foundations for most of the basic analyses of sport. Human behaviour within the social system is addressed in Parsons's social action theory. When applied to sport, the subjective nature of social action addresses the issue of why sport is appealing to some, but not to all people. In sport-crazed nations, in most parts of the world, there are millions of people who passionately follow their favourite athletes and sport teams; and yet, others have little to no interest.

Parsons spelled out four functional imperatives in his social action theory. The functional imperatives are a set of conditions that Parsons believed must be met if systems of action are to be stable and effective. These four imperatives are Adaptation, Goal attainment, Integration and Latency and are often referred to simply as AGIL (Bazic, 2018). Functional imperatives may be viewed as potential problems to the social system, and as such each must be addressed to secure the stable operation of the social system. Starting from Parson's general theory of action, Heinila (1968) presented football as a social system. According to Skembler (2007), Heinila claims that the rule of football fit quite well into Parson's functional preconditions and imperatives. This can be explained in the following way: "the rules of training are in the function of adaptation, the technical rules of football improve the realization of goals; the rules of judging contribute to integration; and the rules of competition and selection fulfill the conditions of latency, that is, pattern maintenance. This one, like other micro-functionalist studies, indicates how certain sports, including sport in general represent social systems.

Further, Bazic (2018) suggests that when applied to sports, adaptation requires that social systems must secure sufficient resources from the environment and distribute them throughout the system. In finding out about the state of netball in primary schools, it is cardinal to understand how resources such as netball equipment and human resources are mobilised and

utilized. In addition, while social systems seek stability, change does occur; consequently, members of social systems must learn to adapt to changes. Further, the social system must clearly establish the goals that individual members in a team are expected to pursue, this is referred to as goal attainment (Delaney 2014). Sport teaches participants that working hard leads to victory, and therefore success, the ultimate goal of nearly every social system. Sport is consumed with tracking and recording the successes and failures of its participants, particularly through statistics that provide empirical evidence. Delaney (2014) further observes that sport leagues must regulate and coordinate all of the participating sport teams and coaches must do the same with players (actors). Sporting events provide people with the opportunity to bond as a group and reaffirm a sense of community. Sport also provides actors with a sense of social identification and personal identity. Latency consists of two related problems, thus, tension management (internal tensions and actors' sense of strain) and pattern maintenance (displaying appropriate behaviour). Proper socialization is supposed to solve these problems.

With regards to the topic at hand, the researcher used these theories to establish why netball despite being one of the sports taught at primary school is not as developed/ popular as other sports such as football (Chipande, 2009). Now, stating the popularity of a particular sport may be a daunting task, however, Koning and Albert (2007) state that popularity of a sport is judged by the number of people playing or watching it. As such, different sports disciplines can be evaluated on their ability to appeal to the general public in this case school community. Thus, any sport that can attract a lot of people can be classified as functional. In addition, netball is played for purposes of socialization, entertainment and physical fitness, hence, fitting very well in Parson's social action theory which put forward the four imperatives (Adaptation, Goal attainment, Integration and Latency).

1.11 Operational Terms

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

- **Generalist Teachers:** teachers trained to teach all subjects at primary schools.
- **Modified Netball:** type of netball where rules and some equipment are changed to suit the players' ages.
- **Netball Coaching Clinic:** a meeting at which netball coaches receive special evaluation and instruction.

- **Social Netball:** netball games organized in such a way that winning a game is secondary to improving the standards of playing.
- **Specialist PES Teachers:** teachers trained to teach Physical Education and Sport only or with another subject.
- **Sport Popularity:** the sport's state of being liked, enjoyed, accepted, or done by a large number of people.
- **Standard Netball Equipment:** netball equipment whose specifications have been approved for use by the International Netball Federation (INF)

1.12 Summary

The discussed chapter gave a clear insight of the topic under research. The problem under investigation was well introduced with the objectives and significance of the study clearly stated. The operational terms were also described as they imply in this context. In the next chapter, literature by different scholars around the world is analysed in relation to the state of netball in primary schools in order to establish the link to the topic under discussion.

1.13 Organisation of the dissertation

Chapter One provides the background to the state of netball in primary schools in Zambia and presents the statement of the problem. It further presents the purpose of the study, the specific objectives, research questions, the significance of the study, the delimitation and limitations of the study, operational definitions as well as the organisation of the dissertation. The second chapter presents a review of related literature. It further shows how the present study relates to the reviewed literature there by establishing its relevance. The third chapter outlines the procedures that were used to collect the necessary information required to achieve the research objectives and methods used to analyse the data. Specifically, the chapter presents the type of research, the research approach, research design, sources of data, sample size, sampling methods, data collection methods, reliability of data, validity of data, data analysis techniques, ethics applied when conducting the research and the limitations of the research. Chapter Four presents the findings of the study as were provided by the respondents on the state of netball in selected schools in Chipata district. The findings are presented in form of figures, graphs, percentages and comments. Chapter Five discusses the findings of the study. The views of the researcher came

out as the findings were interpreted in relation to the set objectives. Chapter Six focuses on the overall summary of the research based on the three research questions and strategies for enhancing the state of netball in primary schools. This chapter gives the overall conclusion and then makes recommendations. The appendices are provided at the end to present the data collection tools used.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter reviews literature related to netball in primary schools. The chapter analyses the studies undertaken by different scholars around the world. The research findings and conclusions made by other scholars are also discussed.

2.2 The State of Netball in Primary Schools

Netball is a team sport, which can be played for competition or recreation pursuits and it is a ball sport played by two teams of seven players each. It must be noted that netball is also a fast moving, dynamic, and non-contact sport made up of passing a ball and shooting into a goal (Educational Resource Session Planning Guide for Teachers, 2016). From the start, it was considered socially appropriate for females to play netball; netball's restricted movement appealed to contemporary notions of females' participation in sports, and the sport was distinct from potential rival male sports (http://www.sportstg.com/assoc_page.cgi?c=1-7022-0-90870-0&slD=219515). When missionaries came to Zambia in the 18th century and beginning of 19th century, they came with their own Western education and looked down upon the African education system. Missionaries used Christianity, formal education, and sports to introduce western culture and suppress indigenous customs, traditions, and other ways of life. They introduced the skill of reading and writing. They also introduced Physical Education with games like football, netball, basketball, volleyball and athletics (Mulima 2010:11).

Netball became a popular women's sport in countries where it was introduced and spread rapidly through school systems. School leagues and domestic competitions emerged during the first half of the 20th century. Netball Australia Junior Policy (2015), reports that netball is the most popular girls' and women's sport in Australia with an estimated 1.2 million participants nationwide. Netball is most popular in Commonwealth nations, specifically in schools, and is predominantly played by girls and women. According to the International Netball Federation, netball is played by more than 20 million people in more than 80 countries. Kinoti and Gitau (2002) state that netball is among the first games introduced to girls and played in almost all primary schools. Additionally, netball has continued to be taught and played in all primary schools in Zambia (Educating Our Future, 1996; Zambia Education Curriculum Framework,

2013). However, what is perplexing is its lack of popularity in Zambia among pupils and teachers alike, hence, the need to study the state of netball in primary schools.

From the time netball was introduced to primary school curriculum, it has not fully developed to be a popular sporting game in primary schools in Zambia. Netball in the Zambian school curriculum is enunciated as a sporting activity for pupils when they reach Grade five (Expressive Arts Syllabus, 2013). This entails that pupils in lower grades may not be introduced to netball fully, as such, it may be considered as a sport for pupils in Grades five and above. Therefore, when pupils come for extra-curricular sport activities the majority of netball players would be pupils in upper grades (Grades 5-7). Accessible to all ages and abilities, netball is a skilful, physical, athletic game that provides opportunities for both social and fun activities as well as competing at the highest levels. At primary school level the drills should be designed to include the basic skills and concepts and include the common themes of movement, core passing and catching skills (Sheryn, 2005). It is important to remember that the key objective of any practice session is to ensure that the players come back for the next one. Their experience in these early years can determine whether they continue to play into adult life, and also have the potential to influence their view of sport in general; this can be seen as an enormous responsibility or a real opportunity which can certainly provide some wonderful rewards. Sheryn (2005) further guides that all players, and in particular young players, need to have fun and enjoy their netball, which includes their training; it is important not to burden them with abstract concepts or complicated tactics that they will not understand or be able to perform and can potentially erode their confidence and subsequent participation in the sport.

A study which was conducted by Kinoti and Gitau (2002) revealed that primary school netball teachers and coaches were faced with a challenge of stating specific aims and objectives and making appropriate methodologies of teaching netball to players of different age groups. Further, their study showed that sports such as netball were not emphasized for both competitive as well as recreation purposes. Another study showed that young netballers were not exposed to as many experiences as possible such as simple skills of passing, catching and shooting (K.I.E., 1998). Simple skills learnt become a basis for recreation. A study which was done in Kenya revealed that most netball players in primary schools were not exposed to relevant phases of the lesson plan which includes warm-ups, netball skills and drills, and cool downs. Poor administration

and management of Physical Education and Sports in primary schools was noted as a contributing factor for low standards of netball (Halsey and Porterr, 1999).

Players need to develop basic experiences and movement skills and be introduced to simple rules and fair play so that they are encouraged to continue playing netball. Therefore, it is important that players are able to play in an informal setting during their early development. Therefore, primary schools are only places where children can have an introductory programme for netball. These schools are developed to provide children with the best possible start to sports including netball. Primary schools initially concentrate on the acquisition of fundamental motor skills. These skills provide a wide base of movement abilities from which more advanced skills can be developed. Children who do not develop fundamental motor skills are more likely to experience frustration and difficulty in learning advanced skills, which reduces their enjoyment and discourages children to continue to participate in netball (The School Sport Environment, 2014).

2.2.1 Netball Rules and Umpiring

One of the challenges is that netball rules/codes are not readily accessible to PES teachers and the general public at large (NMMDS, 2007). As such, it is difficult for the general populace to fully understand the rules of the game and subsequently follow the game. The lack of a strong base and inadequate teaching of netball skills, mainly because of the scarcity of netball rules/codes, have also contributed to the slow development and lack of glamour for netball (Kinoti and Gitau, 2002).

Netball in primary schools is arranged in such a way that netball teachers should umpire the games. If you are taking on the role of a netball umpire, your aim is to ensure pupils play safely, fairly and compete within the rules of the game (Junior Netball Policy, 2015). This helps young netball players to have positive experiences of playing netball. The umpire needs to keep control of situations, and be decisive and firm with his/her actions at all times. Therefore, umpiring and officiating can be daunting for teachers, especially when they are expected to umpire games against other schools, where parents and other teachers are spectators. It is a lot of pressure for anyone. As such, it is prudent to come up with a training course which enables the teacher to develop a better understanding of the rules, how to call them, and score the game (Everyone Active and Hertfordshire Mavericks, 2017). As the Teacher's confidence improves, so will the children's development in the sport. Netball recognises the significant contribution that

proficient and intelligent umpiring makes to the sport of netball. It must be remembered that PES teachers also double as netball umpires in primary schools. When umpiring junior netball, umpires should ensure that the court and its surroundings conform to the rules and is safe for play and should use simple language. Additionally, umpires should be consistent, courteous and helpful to all netballers.

Umpires who officiate children's netball should apply modified rules to match the skill level and needs of participants and promote fun and enjoyment (Netball Australia Junior Policy, 2015). Furthermore, should ensure that the spirit of the game is not lost by the strict application of rules and they ought to manage dangerous play and inappropriate behavior. Netball has been adapted in several ways to meet children's needs. The rules for children are similar to those for adults, but various aspects of the game (such as the length of each quarter, goal height, and ball size) are modified (Australian Sports Commission 2007). Fun Net is a version of netball developed by Netball Australia for five- to seven-year-olds. It aims to improve basic netball skills using games and activities. There are no winners or losers. The goal posts are 2.4 metres high as opposed to 3.05 metres standard size, and a smaller ball (size 4) is used. Netball Australia also runs a modified game called Netta aimed at 8 to 11-year-olds. The goal height and ball size are the same as for adults, but players rotate positions during the game, permitting each player to play each position. Netta was created to develop passing and catching skills (Australian Sports Commission 2007:2). Its rules permit six seconds between catching and passing the ball, instead of the three seconds permitted in the adult game. Most players under 11 play this version at netball clubs.

Literature reviewed indicates that netball in primary schools should be taught following standard netball session plans in order to yield positive results. For example, a detailed training plan showing the warm-ups, netball skills and drills and cool downs should be followed. This enhances basic experiences and fundamental motor skills for the young netballers which is cardinal in learning advanced netball skills. Further, countries that had well organized school netball structures used netball leagues at different levels as opposed to tournaments. However, the state of netball in Chipata district of Zambia has not been studied. It is imperative therefore that this study investigates the state of netball in selected primary schools in Chipata district of Zambia.

2.3 The Extent to Which Netball is Played in Primary Schools

A study which was conducted by Loughborough University in 2009 indicated that most of the players who had played for England Netball National Team were introduced to netball at schools. This revealed the importance of having netball on the school curriculum, and that most of these players were playing by the age of ten (Partridge, 2009). This study further revealed that netballers had trainings four times a week at school. Training consisted of two netball sessions and two netball related sessions such as speed and agility. For example, one respondent in the study had this to say:

“well games, I have at least one a week and there’s training every week as well, so probably three or four times....because we have to do our own training as well in the week”

However, the overall number of times played or trained increased across each age group because of the number of opportunities available. Netballers are not particularly early matures but are drawn from a highly talented pool of athletes whose primary experiences are schools.

Schools remain the most comprehensive means available to ensure that all children receive education for their physical, social, moral and intellectual development and skills. School netball is one of the main societal entities for the development of physical skills and the provision of physical activity in children and young people. Armstrong and Welsman (1997) believe that for pupils to have a positive experience and appreciation of netball, the best vehicle for delivering it is during primary education. This is due to the fact that for most children it is the first setting in which they are introduced to structured netball, therefore it should be made fun for them so it is seen by them as a positive experience. Furthermore, for many children, trying to promote netball at the start of secondary education is already too late (Jess et al, 2007). Wilma Shakespear and Margaret Caldwor renowned netballers in Austraria state that;

“like many, our first introduction to netball was at school. Netball was our winter sport. We were encouraged to take it seriously.” (Shakespear and Caldwor, 2009).

Another case in point is that of Mary Waya a renowned netball player and coach in Malawi. She started playing netball at school at a tender age of 11 and was motivated to play netball through exposure to the sport during world netball tournaments at a younger age (Waya, 2013). Additionally, she was encouraged by her sister who used to play netball. She has played netball for over 30 years and this is attributed to her passion for netball. Currently, she is a coach and

she formed a netball team within her area of residence. The team consists of young girls and she used to demonstrate what her coach used to do during training sessions. She realised that the transformation of skills and knowledge was having an impact on the young girls.

In the Zambian context, physical education and sport are combined and taught together as Physical Education and Sport (PES) in the school curriculum. Physical Education and Sport teachers are trained to teach Physical Education and Sport to pupils (Zambia National Physical Education Policy Implementation Framework, 2018). Therefore, netball being one of the sports offered at school should be taught by a trained PES teacher, usually during extra-curricular activities. Extra-curriculum refers to the structured learning that takes place beyond the school curriculum, that is, the extended curriculum and sometimes in partnership with community sport organizations. The context for learning is physical activity and can include sport and other forms of physical activity and exercise (Zambia National Physical Education Policy Implementation Framework, 2018). Netball is offered to pupils during extra-curricular activities and it is usually done once or twice a week. School sport is open to all interested learners and goes beyond school time including sport specific competitions within the school and against other schools, zones, districts and provinces. In order for netball to be played extensively in primary schools it must be accessible to the pupils. Accessible refers to the provision of netball facilities, netball equipment, curriculum, and pedagogy, which should be available to the entire pupil population including persons with disabilities, girls or those with specific cultural/religious requirements and where appropriate is adapted to meet specific needs. However, the extent to which netball is played in primary schools is not clear, hence the need for this study.

2.4 Barriers and Facilitators to Actualize Playing Of Netball in Primary Schools

In schools throughout the developing world, teachers face many constraints when they teach sports which include netball (Kretchmar, 2005; Kinoti and Gitau, 2002; Morgan and Bourke, 2008). Schools do not have specially trained netball teachers, however, Physical Education and Sports teachers take up the mantle to teach netball as they are trained to offer a myriad of sports. Most schools do not have much sport equipment, for example many schools might only have one ball for netball. Pupils and other teachers might see sports as less important than academic subjects, and even if sport is a syllabus subject, teachers might not have training in how to teach it.

2.4.1 The Quality of Netball Teachers in Primary Schools

The significance of the quality of teachers teaching netball in primary schools cannot be overemphasized. Physical Education and Sports (PES) teachers and other teachers with interest to coach netball spend much time with the young netballers. In Zambia, any trained primary school teacher qualifies to be given a responsibility to coach a school netball team without providing proof of extra qualifications to coach netball. This is the case because primary school teachers are trained to teach all subjects including a myriad of sports. Everyone Active and Hertfordshire Mavericks (2017) designed an after-school sessions programme to help teachers to effectively coach netball in form of coaching Continuous Professional Development (CPDs). During these coaching CPDs a level 2 Maverick's approved netball coach helps to develop the teachers' knowledge and understanding of how to teach netball practically during PES lessons. Teachers take part in both practical and theoretical sessions. Teachers are also given practical guide to support them continually after the CPD sessions.

Everyone Active and Hertfordshire Mavericks (2017) argue that many teachers only experience 12 hours of Physical Education training during teacher training. In a similar study, Sipalo (2010) pointed out that a number of teachers enter the profession incompetently prepared, lacking technical knowhow of the skills involved, and knowledge to handle certain skills or to organize any physical activity in their area of specialization. In addition, Musangeya et al (2000) noted that teachers' training colleges that train PES teachers mainly produce non specialist teachers and a few PES specialist teachers for secondary schools. Now, if these teachers are under confident in PES delivery, they are at risk of delivering negative experiences in sport for a number of children. Trainings like the 'Coaching CPD', offer teachers the knowledge and understanding of netball. This will benefit the children taking part, who will be exposed to structured, quality sessions that enable them to enjoy, and retain participation in netball.

Blair and Capel (2008) argue that generalist primary school teachers do not perceive themselves to be adequately prepared to teach sports in their initial teacher education. This position is supported by Sloan (2010) who alleges that a lack of belief in personal ability to teach sports should come as no great surprise as primary school teachers are non-specialists and are required to teach sports often after very few hours of training. Therefore, it could be argued that the learning experience of the child with regards to netball may well be greatly improved by having

well trained teachers of Physical Education and Sport and offering netball coaching CPDs to generalist teachers with interest to coach netball. Furthermore, Morgan and Bourke (2008) claimed that many primary school teachers would prefer not to teach Physical Education and Sport at all, hence strategies must be devised to improve training and support for teachers, or the employment of specialist Physical Education and Sport teachers needs to be made a priority. Bearing in mind the PES teacher-pupil ratio, Price (2008) and Carney and Howells (2008) suggested that this ‘specialist PES teacher’ should not be the teacher of all school PES, but rather a model of good practice who can support other teachers in their development of good practice whilst maintaining an understanding of the education of primary aged children.

On the other hand, Quality Physical Education Policy (2017) reports that the Ministry of General Education oversees and quality assures PES teacher training programmes in colleges across the country. The revised teacher education curriculum has been tailored to meet the needs of the revised school curriculum. However, local universities have not yet revised their curricula in line with the revised school curriculum. Most of the PES teacher education content in local universities leans more on theoretical than practical knowledge. In addition, there is lack of appropriate PES infrastructure and there are very few appropriately qualified lecturers (Quality Physical Education Policy (2017)). Furthermore, the quality of PE lecturers in teacher training institutions lack capabilities to appropriately deliver content that would meet the content in the pupils’ revised curriculum. This consequently lowers the quality of PES teachers that are produced and also results in poor quality of PES lessons pupils receive in schools.

Different literature that has been consulted has clearly shown that there is a causal relationship between the netball teachers’ qualifications and the development of the sport in primary schools. However, the qualifications of teachers coaching netball in primary schools in Chipata district has not been investigated, hence the need for this study.

2.4.2 Primary School Netball Age Groups

It is important that netball is delivered in a way that players enjoy. Netball Australia Junior Policy (2015) recognises that the needs and abilities of children are different to those of adults and developed a modified introductory product to netball called NetSetGO to provide players with a fun and safe entry into netball. NetSetGO is Netball Australia’s only authorised junior

entry-level programme, developed to provide children aged 5–10 years with the best possible introduction to the sport of netball. The programme incorporates skill activities, dance/music, minor games and modified matches in a fun and safe environment, ensuring enjoyment and continued participation within the sport.

In a study which was done in Kenya, Kinoti and Gitau (2002) suggested that at primary school there are two different age groups to be considered, thus, minor netball for pre-primary children (3-6 years) and junior netball for primary children (7-14 years). Further, they postulated that in each category, the Physical Education and Sport teacher and netball teacher is faced with the challenges of stating specific aims and objectives, making appropriate methodology of teaching and must arrive at solutions to any emerging challenges. Special considerations include class size, age, motivation and interest of the participants is vital to the success in any sport including netball, hence initiation into the game should start at an early age and sustained into old age.

The development of a child is driven by three distinct processes: growth, maturation and adaptation (Sport and Recreation Western Australia, 2016). These have important implications for training and competition. Growth is the increase in overall body size with changes in muscle, bone and fat and this affects motor skills. Growth is complicated because different parts of the body grow at different rates and periods of growth occur at different times. Maturation is the genetically programmed series of changes leading to maturity. These changes occur in the same sequence in everybody, but there are great individual differences in the onset of puberty, how long puberty takes (it can be 18 months to five years) and how much growth occurs in the adolescent growth spurt. Adaptation occurs as a result of external, rather than genetic, factors. The growth spurt in height happens first and is followed by the growth spurt in weight and strength respectively. Pubertal growth begins in girls at around the age of 10 and in boys at around the age of 12. Players may be at risk of dropping out of netball unless appropriate strategies are implemented and they are given the chance to fulfil their goals (Netball Australia Junior Policy, 2015). This applies particularly to some girls who develop early, and those who mature later and may be small for their age.

Netball recognises the uneven spread in growth and maturation in players. Recognition of individual needs within chronological age groupings, including emotional or psychological

maturity, needs to be considered when determining the developmental status of a player. Netball activities should be organised so players have positive experiences regardless of their developmental status, and the focus should be on personal improvement as opposed to comparison with others of the same age.

Therefore, Netball Australia Junior Policy (2015) argues that netball is a late specialisation sport requiring a more generalised approach to early training, with the emphasis on the development of general, fundamental motor skills and technical/tactical skills. As such participants should begin to specialise when they are developmentally ready and not when they reach a certain age. As such, it is important especially for netball teachers/coaches to understand the various stages of skill and social development that players are experiencing, particularly during pre-adolescence. Recognising these general stages of development will assist schools in preparing developmentally appropriate programmes for players participating in netball (Table 1).

Table 1: STAGES OF CHILDREN’S DEVELOPMENT IN NETBALL

School Based Development Stage	Approximate Age Range	Skill Descriptors	Social Descriptors	Implications For Netball	Recreational Players Of Netball
Early years	5-7 years	Mastery of basic movement skills (for example, throwing, catching and running) Ability to build sequences of two or more skills Effort is more important than outcome Able to respond to simple rules and games with limited decision-making skills	Still egocentric Work well individually, in pairs and in small groups Respond well to positive general feedback Able to follow simple instructions and visual cues	Relatively short training sessions (20-30 minutes) Build skills with simple sequences and lots of practice	At this age the emphasis should be on ‘play’ and all activities should be focused on recreational participation (creative play)
Middle primary	8-10 years	Able to apply skills in more structured but modified games Generally, girls are better at balance-based activities (for example, hop, skip, dance) and boys enjoy explosive power-based activities Improvement in basic techniques	Work well in pairs, small groups and teams Respond well to constructive and positive feedback Develop a strong sense of belonging Cannot think through consequences of actions	Introduce sport-specific skills such as throwing and catching with appropriately modified rules and equipment Incorporate problem solving, appropriate behaviour and cooperative play	Sequences leading to minor games of modified matches Emphasis on building competence and confidence in basic skills and movement challenges Target equality of

			<p>Place emphasis on fun, equality and inclusion</p> <p>Able to better understand purpose of rules</p>	<p>techniques</p> <p>Can develop a sense of team Work</p> <p>Short instructions mixed with lots of practice, skill correction and generalist skill development</p> <p>Several prompts to practice at home and with friends</p>	<p>opportunities for participants</p> <p>Consult parents about perceived needs of 'family friendly' times for a season's commitment</p> <p>Incorporate social opportunities in addition to netball</p>
Early adolescence	11-14 years	<p>Refine skills and understanding of game strategies.</p> <p>Modified rules and safety remain important</p> <p>Able to select a sport to specialise in without being a 'specialist' within it</p>	<p>Attracted to fun, belonging, competition and social opportunities</p> <p>View sport as an opportunity for advanced freedom and independence</p> <p>Skill differences because of pubertal differences become evident</p> <p>Able to understand basic concepts behind how sport is played</p> <p>Cannot depersonalise Criticism</p> <p>May lack patience and commitment to practice</p> <p>Compare themselves with peers, and peer acceptance is important</p> <p>Family support is still pivotal</p>	<p>Increased intensity and complexity of challenges</p> <p>Fun and appropriate fitness activities should be used</p> <p>Coaching points remain important</p> <p>Flexible opportunities are required for older beginners or players with special needs</p> <p>Continue to provide opportunities for players to play a variety of positions</p> <p>Training sessions of approximately 60 minutes, using a variety of training methods and activities</p> <p>Awareness of social needs, nutrition, hydration and injury prevention</p> <p>Emphasis on development of skills and sharing play</p>	<p>Emphasise the sense of belonging and empowerment</p> <p>Offer short and creative training opportunities</p> <p>Continue basic skill progression</p> <p>Incorporate social opportunities in addition to netball</p>

Source: Netball Australia Junior Policy (2015)

To encourage long-term involvement, it is important that players are able to participate in netball at the right level for their interests and abilities. Plan of programmes differ for stages of participation in the nature and duration of activities, style of instruction, education in the rules and etiquette of netball and emphasis on competitive elements.

Similar studies have postulated that there are three critical stages for primary school netballers to go through to underpin lifelong participation and appreciation of the game (Netball Australia Junior Policy, 2015). The three stages are foundation (5-10 years), development (11-13 years) and intermediate stages (14-16 years). During foundation stage young netballers need to develop basic experiences and movement skills and be introduced to simple rules and fair play. Therefore, it is important that players are able to play in an informal setting during their early development. This stage initially concentrates on the acquisition of fundamental motor skills. These skills provide a wide base of movement abilities from which more advanced skills can be developed. Children who do not develop fundamental motor skills are more likely to experience frustration and difficulty in learning advanced skills, which reduces their enjoyment. Foundation stage is a vital part of the player development pathway as it establishes solid foundation skills and a sense of achievement and success that encourages children to continue to participate in netball.

Development stage is designed to focus on players in the early stages of development. The players concentrate on a range of fundamental sports skills, including throwing, catching, jumping, running and basic game formats that encourage fun, skill development and decision making. The primary aim is to develop and correct individual player technique, develop the players' ability to withstand the effects of speed and fatigue, and to consistently execute the skills of netball under pressure. Competitions at this stage should focus on enjoyment while meeting the needs of players. These competitions should provide an environment that allows players to perform to the best of their ability.

During the intermediate stage many players decide to specialise in netball, that is, positions to play and training becomes a significant part of their lives. The players concentrate on sport-specific skill development, including perceptual skills, reading the game, tactical introduction and decision making. Training should develop athletes who have the physical performance capacity to efficiently and effectively manage a cumulative training and competition load, and provide a base that supports the development of technical, tactical and performance competencies.

Despite the outlined stages to be followed for primary school netball development, a research, which was conducted in London, revealed that most girls in England were not introduced to netball in school until the ages of 10-11 (Everyone Active and Hertfordshire Mavericks, 2017). It is against this background that a programme was drawn targeting young girls as young as 3 years to play netball. Being introduced positively to netball at such a young age, can have a lasting effect on how these children perceive sport. This is aimed at creating a positive behaviour, and a sporting habit for life. Fundamental skills will be improved at a younger age, giving them more opportunity to feel confident and develop their strength, coordination and agility.

Netball Singapore and the Ministry of Education (MoE) launched a new Primary School Netball Co-Curricular Activity (CCA) resource to guide teachers and coaches in designing age-appropriate and progressive netball training programme for primary school pupils aged between 10 and 12 years old (Netball Singapore, 2016). The comprehensive resource includes guidelines and activities, such as sample training sessions to develop the technical and tactical netball skills for players. The resource also guides teachers and coaches in the inculcation of core values and life skills such as resilience and teamwork through playing netball. This partnership provides a coordinated approach towards the development of the fundamental skills of the players at a young age which provides a strong foundation that teachers can build on to further develop their technical competencies.

In Zambia, a report of the committee on youth and sport for the second session of the eleventh national assembly appointed on 27th September, 2012 revealed the following:

Your Committee was informed that the lack of commitment on the part of the Government to enforce physical education and sports programmes in schools and colleges had a telling effect on the standards of sport in the country. In sport, there was an adage that stated “Catch them Young”. Schools were the best institutions as most young people go to school. The country lost a glorious opportunity of tapping young talent by neglecting physical education and sports in schools and colleges. Young people exposed to physical education and sport at early ages carry those physical fitness trends throughout their lives.

Further, the Zambian school curriculum suggests that netball is a school sport when pupils reach grade five (Expressive Arts Syllabus, 2013). This entails that netball cannot be taught seriously as a sport before pupils reach their fifth grade. This affects the netball teachers’ mentality that pupils can only play netball when in grade five or above.

The reviewed literature revealed that different studies proposed slightly varying age groups for particular development stages in netball. However, what was unifying was that all the studies followed a sequence and agreed that netballers had different needs, interests and abilities at different ages. The ages at which pupils start playing netball at primary school in Chipata district of Zambia has not been studied and as such remains unknown. Therefore, it is imperative that this study investigates the ages at which pupils start playing netball at school in Chipata district of Zambia.

2.4.4 Lack of Role Models

According to Matafwali (2010), lack of role models in sports had been a hindrance to female participation in sports. She reported that self-image development in sports was enhanced by reflecting on what a child wanted to achieve, what he or she already had achieved in practice and in competitions, what other children achieved and by watching, observing or communicating with older successful people in sports like the teachers and coaches including elite athletes. The report indicated that when the women netball players were asked how they were inspired into playing netball, most of them mentioned that they were inspired by their female teachers at school.

Speaking at the International Netball Federation in 2017, Uganda's netball national team captain Peace Proscovia said through netball she was able to meet her social, cultural and economic goals (YOUTUBE- INF Congress 2017|Peace Proscovia accessed on 18.08.2018 17:58 hours). Further, she said netball was more than just playing on the court as it had done more than what people could see. She testified that netball is a pillar of development and can lead to sustainable development of both individuals and communities at large. She asserted that her growth in netball was tremendous and made her stand out and achieve her dreams socially, culturally and economically. Socially, she was able to mix with different people from different countries and walks of life. Culturally, overcame the cultural barriers/belief in her community that girls are marriage materials who should grow up to be married. For example, when she was given an opportunity to play for National Insurance Cooperation in Kampala her father denied her permission to go to the city to play netball, politely she assured him that she would not be spoiled in the city and later left. Through netball she got the opportunity to study for her degree for free (sponsorship), she also got a job as a marketing officer with an insurance company, her

team building skills at work were high because of netball and was able to withstand lots of pressures.

In the same vein, Mary Waya a renowned netballer in Malawi published and distributed 6,000 copies of a motivational book on netball to schools in her country. In addition, she visits schools to talk to and motivate young girls to play netball (Waya, 2013). Because of Peace Proscovia's accomplishments, girls in Uganda are now allowed to go to the city and play netball (YOUTUBE-INF Congress 2017|Peace Proscovia accessed on 18.08.2018 17:58 hours). Further, she mentioned that she was pursuing her master's degree at Loughborough University on scholarship. She says that, "netball is an anchor one has to hold on to even in storms and a very strong pillar that would not make one divert from their dream." Such gestures and publicizing of netball icons can go a long way in encouraging young netballers to take netball seriously and indeed up the standards of the sport.

2.4.5 Girls' Exposure to Netball

School sport is elitist in nature since only the best players get to play in a school team, netball inclusive, observe Kinoti and Gitau (2002). This means that average pupils rarely get a chance to participate in inter-school competitions because winning is the ultimate goal. This scenario may be due in part to financial considerations because enabling many pupils to participate is costly. Also, winning schools gain a lot of prestige and therefore, schools always strive to present their best teams for competitions. However, in most schools there are inter-house and inter-class competitions while inter-school competitions start from zonal level up to national level. On the other hand, a lack of a well-established talent search programme means that the talents of many young girls have gone un-noticed. For example, in Kenya, the education system does not give pupils time to build on their sporting talents because as soon as competitions are over, the focus reverts to the strenuous academic curriculum (Kitula, 2010). Additionally, netball has not proved that it can create employment and this forces most girls to choose between netball and education.

2.4.6 Media Coverage

Disparities that exist in financial allocation and media coverage between males and females where females are usually given less than what males are given perpetuates the low female involvement in sport, especially netball being a predominantly female sport. Low media

coverage of females' sports lowered the profile for females in this field (Coakley, 2001). In Zambia, 7 per cent average of media coverage on females in sports was reported, of course with a drastic difference in quality and positioning in the publication (NOWSPAR, 2012). Strudley (2009) commented that the unequal media coverage dedicated to female sports as well as sporting role models especially in magazines sent a clear message that it was less important than men's sports hence having low impact on inspiring more females into sports.

To support the assertions made by (Coakley, 2001; NOWSPAR, 2012 and Strudley, 2009) the researcher had an opportunity to keenly follow the country's (Zambia) hosting of the Africa Netball Championships and World Cup Qualifiers which were held at OYDC from 13th August, 2018 to 18th August, 2018. The researcher made both negative and positive observations. Firstly, on the negative side, the tournament lacked publicity, for example, there were hardly any adverts running on radio, television and social media about the tournament of that magnitude. On the day the tournament was starting Zambia National Broadcasting Cooperation (ZNBC) the main public broadcaster ran a wrong news item misinforming the masses that Zambia's first match would be against Namibia and yet Zambia's opening game was against Botswana. Secondly, the Republican Vice President, Her Honour Inonge Wina did not make it to grace the official opening ceremony, however, the Minister in the office of the Vice President (Silvia Chalikosa) represented her. In the same vein, the Minister of Sports was represented by the Permanent Secretary in the Ministry of Sports. Thirdly, a handful of Zambians turned up to support the team.

On the positive front, corporate entities came on board to sponsor the tournament, for example, Zamtel (main sponsor) and Cavmont Bank. In addition, the vice President's speech was encouraging, for example, she pointed out that netball could be used to better one's health and could be taken as a full time career. Lastly but not the least, Zambia National Broadcasting Cooperation beamed live the whole tournament.

2.4.7 Netball Sport Equipment

In a study by Ladani (2004) it was found out that one of the factors that could compromise the standards of sports in primary schools was the inadequate and improper sport equipment. Obiyemi (2000) believes that the quantity and quality of equipment in most schools are very

poor, and often times damaged equipment are used. Equipment might limit the performance of an athlete because he or she fails to appropriate function during competition or practices. For any meaningful netball lesson to take place, enough and appropriate equipment should be made available so that each athlete benefit from maximum participation and practice. Hardman and Marshall (2005) reported that all over the Central and Eastern Europe, as well as Asia and Africa, the quantities and qualities of sport equipment in schools were said to be inadequate and this negatively affected the teaching of sports and netball in particular.

2.5 Hosting of the Africa Netball Cup Championships and World Cup Qualifiers from 13th August to 18th August, 2018

On 13th August, 2018 Zambia hosted the Africa Netball Cup Championships and World Cup Qualifiers at The Olympic Youth Development Centre (OYDC) and the countries that participated were Botswana, Kenya, Lesotho, Malawi, Namibia, Uganda, Zimbabwe and Zambia (host). In her official opening speech, Her Honour the Vice President of the Republic of Zambia, through the Minister in the Office of the Vice President noted the following:

“There is now an increased awareness and acceptance of the need to improve the delivery of sport to its athletes not only at the global level but in Zambia as well. Without doubt this is one way member countries shall continue to share and actualize the netball development vision of Africa Netball Federation. Sport contributes to the empowerment of women and girls, individuals and communities, as well as promotion of health, education and social inclusion objectives. Therefore, I am delighted to note that as a country we are hosting this important tournament at the time when netball has been revitalized and the sport has continued to gain popularity among girls and women in Africa.” (Speech by The Vice President Of The Republic Of Zambia).

From the above speech, it is not very clear how the Government of the Republic of Zambia is revitalizing netball and indeed what tool was used to measure its alleged continued growth. However, the Vice President acknowledged the need to improve the delivery of sports particularly netball to its athletes in the country. As such, there is an information gap on the state of netball especially at grassroots (primary schools) level.

2.6 Summary

In this chapter an attempt has been made to explain the state of netball in primary schools in Zambia, Africa and the world at large. The reviewed literature indicates that netball in primary schools should be taught following standard netball session plans in order to yield positive results. For example, a detailed training plan showing the warm-ups, netball skills and drills and cool downs should be followed. This enhances basic experiences and fundamental motor skills for the young netballers which is cardinal in learning advanced netball skills. Further, countries that had well organized school netball structures used netball leagues at different levels as opposed to tournaments. The next chapter will discuss the methodology of this research.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

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

3.2 Research Design

A research design is the structure that guides the execution of research methodology and analysis of the subsequent data (Bryman, 2012). This research used descriptive research design using both qualitative and quantitative methods for data collection. The researcher collected qualitative and quantitative data concurrently, during which a predominant method (qualitative) nested the other method (quantitative). This nesting meant that the embedded method sought information from different levels. The quantitative close-ended questions and observation checklist data were embedded into qualitative in-depth interviews and open-ended questions. Each true mixed methods study has at least one point of integration called the point of interface (Morse and Niehaus, 2009; Guest, 2013). Therefore, the data collected from the two methods were mixed during the analysis phase of the study.

The study aimed at collecting information from respondents on their habits, attitudes and opinions in relation to the state of netball in selected primary schools in Chipata district. Mixed methodology rests on the premise that the weakness in each single method will be compensated by the counter-balancing strengths of another; which is very powerful for gaining insights and results, and assisting in making inferences and drawing conclusions. Kombo and Tromp (2006) recommend combining both qualitative and quantitative methods to maximize the strengths and minimize the limitations of each method. The researcher used a qualitative method in order to establish whether or not netball was taught in the selected primary schools and assess the attitudes of teachers and pupils towards playing of netball. Qualitative method was also used to assess the challenges faced in playing netball in primary schools. Quantitative methods on the other hand, focused on the measurements, the assignment of numerical events. The quantitative approach

was used to collect numerical data in order to explain certain phenomena and also to quantify the views of the respondents in terms of frequencies and cross-tabulations.

3.3 The Study Population

A population refers to an entire group of persons or elements that have at least one thing in common from which samples are taken for measurements (Sidhu, 2006). Therefore, all schools in Chipata district formed up the study population. This implies that the study population included all head teachers, district schools' sports association executive members, netball teachers/coaches and pupils (netballers) in the district of Chipata.

3.4 The Study Sample

The study sample comprised one hundred and one (101) participants who were distributed as follows; 16 Head Teachers from the selected schools, one Head Teachers' Representative for Schools' Sports in Chipata District, three members of the Chipata District Executive Committee for the Schools' Sports Association, one netball coach for the Schools' Sports Association District Team, 32 teachers assigned to teach netball in primary schools and 48 netball players (pupils) from the selected 16 schools in Chipata District. The 16 selected primary schools were picked from the urban and rural areas with each contributing eight schools. Apart from representativeness of the sample another important issue to be considered is the size of the sample. However, there can be no blanket answer for that (Sidhu, 2006). The size of the sample depends on the nature of the study, size of the population, sampling design, parameters used et cetera.

3.5 Sampling Procedure

In this study stratified random sampling was used to select head teachers from the 16 primary schools. The study population of head teachers was divided into two homogeneous groups, thus, urban and rural schools, then, the researcher randomly selected the cases within each of the strata. The researcher used disproportionate stratified sampling where an equal number of cases were taken from each stratum regardless of the size of strata in proportion to universe. Thus, the sample was selected in such a way that eight head teachers from urban schools and eight head teachers from rural schools were picked. Purposive sampling was used to select Head Teachers'

Sports Representative, District Executive Members for the Schools' Sports Association, Netball Coach for Chipata District Schools' Sports Team and Sports teachers assigned to teach netball. According to Msabila and Nalaila (2013), purposive sampling is a non-probability sampling procedure where by the researcher selects the respondent on basis of knowledge they have on the topic of study. On the other hand, simple random sampling was used to select netball players (pupils). All netballers at each school were asked to pick a piece of paper from a box and only the four players who picked a paper written 'yes' formed part of the study sample. This method provided equal opportunities for all pupils who play netball at primary school to be part of the sample.

3.6 Instruments for Data Collection

The instruments for data collection included structured interviews, questionnaires and observation checklists. These instruments were suitable for studying people's understanding of prevailing situations and for describing their experiences, attitudes, ideas and opinions. The use of observations was helpful to verify information collected from structured interviews. This type of triangulation helped to ensure validity of the respondent's responses. This means that the researcher used concurrent triangulation where three methods were used to confirm, cross-validate and corroborate findings within the study. Here follows a description of each instrument (interviews, observations and questionnaires) used.

3.6.1 Interview Guide

Interview guide was used when collecting data from the head teachers' sports representatives, district executive committee members of the Schools' Sports Association and pupils in the selected schools. The interviews involved open-ended questions that were asked to the interviewees. The questions were constructed from my knowledge gained from literature review on netball in primary schools, my experience in Zambia's education system and my educational background. According to Maxwell (2005) interview is often an efficient and valid way of understanding someone's perspective. The questions the researcher asked were therefore inquisitive, exploratory and analytical focusing on the state of netball in primary schools in Chipata district. This study allowed explanation of the interviewees' views about the state of netball in primary schools. The instruments were administered by the researcher to the participants. All the questions were read to the respondents by the researcher which made it

easier to clarify any misinterpretation with the respondents regarding the meaning of the questions right away.

3.6.2 Questionnaire

Questionnaire was used to collect data from the head teachers and netball teachers/coaches from selected schools in the district. To ensure a deeper understanding of the situation from the perspective of the teachers who organize netball and the head teachers who supervise netball teachers/coaches, both open-ended and close-ended questions were included in the questionnaire.

3.6.3 Observation Checklists

Observation checklist was used to gather information on how teachers assigned to train netballers at primary school teach netball. 16 observations were carried out in eight weeks of the study period. The researcher observed eight netball teachers/coaches from urban schools and eight netball teachers/coaches from rural schools. Maxwell (2004) states that, if the research sample is very homogeneous a small number of observations may be quite adequate to achieve data triangulation.

3.7 Procedure for Data Collection

Before the participants were given any task, the researcher got their consent on their willingness to participate in the project. The researcher started with questionnaire administration to the head teachers and teachers assigned to teach netball, this was followed by in-depth interviews with randomly selected netball pupils. For each school that was visited, the head teachers and teachers assigned to teach netball were given the questionnaires on the first day and interview the pupils. On the second day of each school visit, questionnaires were collected and an observation of how netball is taught to pupils was conducted. The next group of people to engage was the district Schools' Sports Association Executive Committee Members to whom the structured interviews were conducted with one member at a time to restrict members from getting information from their colleagues. All interview sessions were treated with high level of confidentiality such that it was strictly one to one. The researcher interviewed one respondent at a time. Interview data were collected by means of taking notes of points presented by the respondents. However, before the commencement of the exercise of data collection, permission to work with schools was sought

from the District Education Board Secretary (DEBS) and for each school, the head teacher's permission was also sought to work with his or her teachers and pupils in school.

3.8 Data Analysis

Quantitative data from questionnaires was analysed using the Statistical Package for Social Sciences (SPSS) to generate descriptive statistics such as frequencies, percentages, tables and charts. Further, quantitative data from observations was analyzed using simple distribution tables to generate tables of frequencies and percentages. On the other hand, qualitative data from interviews was analysed by the use of common themes based on the objectives that guided the study. This meant the researcher perusing through the collected data and identifying the information which was relevant to the research objectives and coded that information based on the samples of the data collected. The responses from the subjects were put in percentage to show the popularity of the idea. In this regard, data from questionnaires was compared with data from the interviews and physical observations. The data collected was also presented in forms of tables, graphs and charts, the tables and figures were followed by detailed analysis of the data presented. Findings and conclusions were drawn from the analysed data.

Table 2: 3.8 Summary of Participants, Methods and Analysis

Research Question	Population and Sampling Techniques	Data Collection Method	Analysis Of Particular Data
How is the state of netball in primary schools in Chipata district of Zambia?	All head teachers, teachers assigned to teach netball and the Chipata District Schools 'Sports Association Executive Members by simple random and expert sampling of C.D.S.S.A. members.	In-depth interviews with C.D.S.S.A. Executive members, self-administered closed and open ended questionnaire	Thematic analysis for qualitative data and the use of the Statistical Package for Social Sciences (SPSS) to generate descriptive statistics.
To what extent is netball played in primary schools in Chipata district?	Teachers and pupils by stratified simple random sampling	In-depth interviews with pupils and observation checklists for teachers assigned to teach netball	
What are the barriers and facilitators to actualize playing netball in primary schools?	Head teachers and teachers by stratified simple random	Self-administered closed and open ended questionnaire	

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

The previous chapter outlined the methodology employed by the researcher to come up with the data by means of the said research instruments. This chapter therefore presents the findings of the study as were provided by the respondents. The presentation is done under three topics following the three research objectives and these were: (i) understanding the state of netball in primary schools in Chipata district of Zambia; (ii) understanding the extent to which netball is played in primary schools in Chipata district; and lastly but not the least (iii) determining the barriers and facilitators to actualize playing of netball in primary schools in Chipata district. The findings are presented in form of figures, graphs, percentages and comments.

4.2 The State of Netball in Primary Schools

The study revealed that netball in primary schools was taught haphazardly in the sense that there were no laid down procedures to be followed when teaching netball. Netball teachers taught netball without any formal standardized guidance such as text books or training/coaching manuals on netball. During observations, the researcher noted that 11 teachers representing 34.4 percent did not conduct quality training sessions with pupils. This was evident in the way the training sessions were conducted, thus, straight from warm up activities to playing a full game. The training session games were punctuated with a lot of stoppages as the netball teachers gave a lot of instructions on footwork and passing of the ball during the trainings. Only five (15.6 percent) netball teachers religiously followed the steps for conducting a training session, thus, warm up, skills, drills and tactics, game and warm down. Two of these teachers were from urban schools while three were from rural schools.

Further, the study revealed that all the schools visited did not participate in any form of netball leagues as they were non-existent. However, schools were involved in tournaments at zone and district levels. All the Chipata District Schools' Sports Association Executive Members who were interviewed affirmed that tournaments were the standard and approved way of organizing netball at school, zone, district and provincial levels.

4.2.1 Netball Training Session Plans

The benefits of formally planning every training session cannot be overemphasized. Planning helps netball teachers to take into consideration a number of factors, for instance, range of age groups, warm up, cool down, skills and drills, as well as conditions which could be added to the games for progression and development. In the long run, this would mean netball teachers taking responsibility for their own sessions, children develop their fundamental skills, improve on more difficult skills and understand the game of netball and its benefits better. To the contrary, quantitative data from the questionnaires revealed that 71.9 percent of teachers did not write formal training session plans for netball pupils (see Figure 1). This finding was similar to the findings from the interviews and observations were 73 percent and 74.5 percent of netball teachers did not have formal netball training plans respectively.

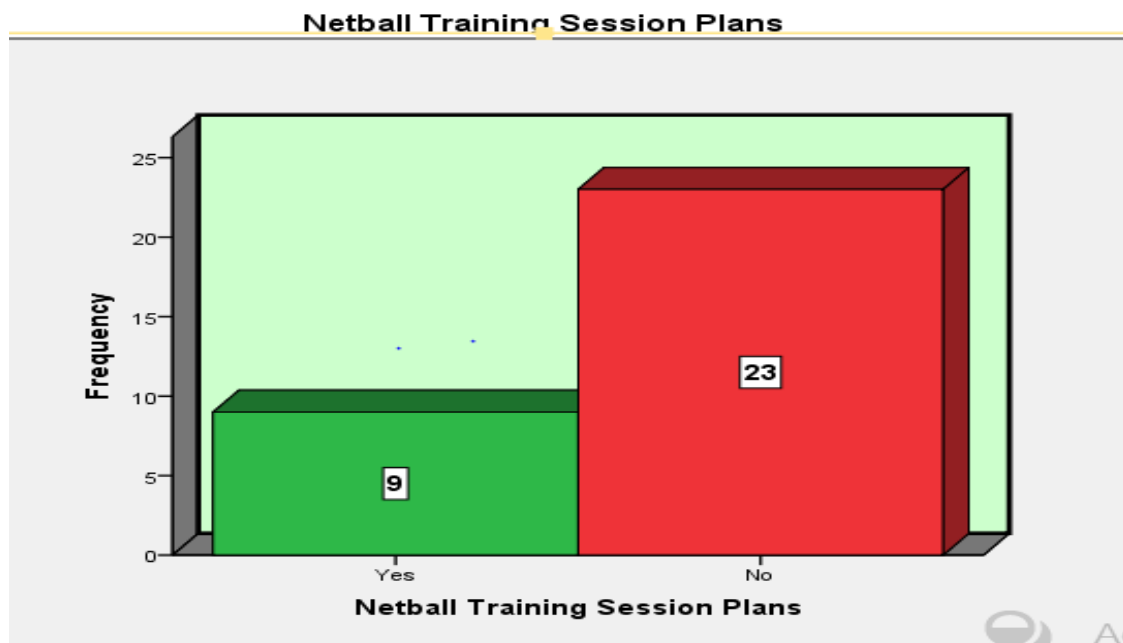


Figure 1: Netball Training Session Plans

4.2.2 Netball Rules and Umpiring

The study showed that 24 out of 32 teachers representing 75 percent indicated that they had ready access to netball rules. On the other hand, eight teachers (25 percent) stated that netball rules were not readily accessible by them. Three (9.3 percent) of them indicated that they accessed the rules through the internet while the remaining five representing 15.6 percent had

access through the netball coaching clinics which were reported to happen once per year. The head teachers' schools sports representative had this to say:

“Most teachers lack knowledge in the sport especially netball rules not mentioning the netball techniques and tactics. Due to this a lot of teachers have phobia to officiate netball more especially during competitions. Netball should be organized like football where the Football Association of Zambia (FAZ) comes in to train teachers and organize school tournaments like the Coca-cola Cup.”

One district schools' sports executive member mentioned that few teachers were very conversant with netball rules. This was visible in most netball teachers shunning umpiring netball games during inter-school and inter-zone competitions. Below is what the executive member said:

“Imagine a netball coach/teacher declining to officiate a match citing very unclear and flimsy reasons. One wonders how they prepare their school teams. I do not know whether to say that netball rules are readily available when most netball teachers fail to apply the rule book despite attending sports clinics and being given the rules on soft copy format.”

The other three Chipata District Schools' Sports Association members reiterated that very few netball teachers/coaches were conversant with netball rules. One member noted that some netball teachers use outsiders (non teachers) to coach and drill their school netball teams. This member was quick to mention that that was the main reason why some netball teachers failed to deliver during tournaments. The other member informed the researcher that he was an affiliate of the International Netball Federation (INF) and that he used to receive monthly newsletters with a lot of information on netball rules and umpiring. He continued to state that there was a huge gap between what was contained in the newsletters and how most netball teachers officiated netball matches.

Additionally, one of the respondents said that netball rules were usually availed to netball teachers during coaching clinics, however, it seemed teachers did not understand the rules as evidenced by differences and arguments over netball rules during inter-school and inter-zone competitions. After probing further, it was discovered that teachers would interpret differently the rules of the game such as footwork, contact and one meter rule. Later it was discovered that the district organizes netball coaching clinics once a year and the coaching clinic for 2019 had not yet taken place by 3rd April, 2019.

On umpiring, this research found that 17 out of 32 teachers(53.1 percent) who answered the questionnaire had challenges with netball rules and umpiring while 12 teachers representing 37.5 percent showed that they found umpiring easy. Further, the research findings indicated that two teachers representing 6.3 percent found netball rules and umpiring very challenging while one teacher (3.1 percent) found netball rules and umpiring very easy as shown in Figure 2.

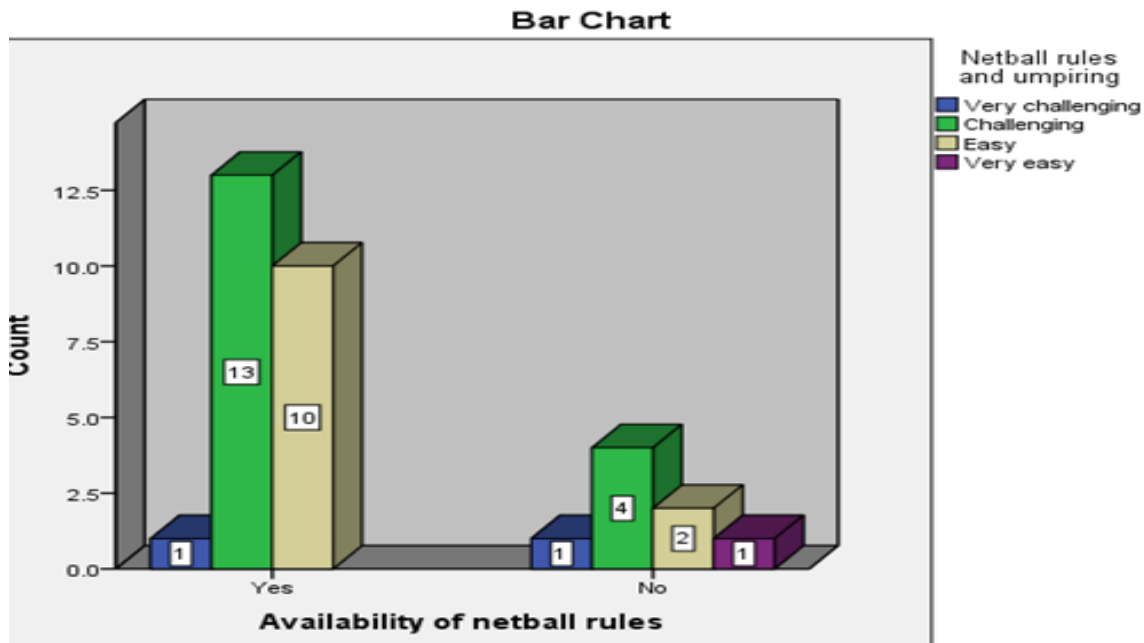


Figure 2: Availability of Netball Rules and Teachers' Perception of Netball Rules and Umpiring (Cross Tabulation)

Further, the 16 head teachers who answered the questionnaire expressed mixed feelings on the quality of officiating netball by teachers. Six head teachers rated the quality of officiating netball as good while nine mentioned that the quality was just average. Furthermore, one head teacher said that the quality of officiating netball by teachers was poor, see Figure 3.

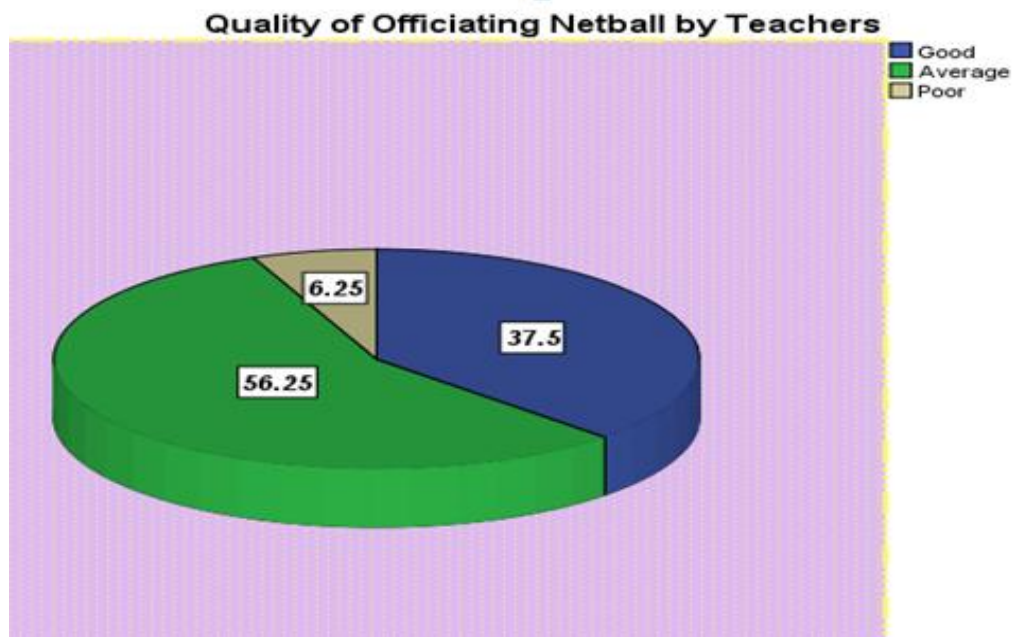


Figure 3: Quality of Officiating Netball by Teachers

When asked about the deliberate programmes for the district to improve netball, one district schools sports representative said this: “There is no deliberate programme per se, because the district usually organises one netball coaching clinic before inter-school competitions.”

The other district schools’ sports leaders reiterated that the only programme aimed at improving netball in the district was conducting coaching clinics which were done once every year. However, they were quick to mention that there was urgent need to increase the number of coaching clinics in order to yield the desired results. The other member stated that there were plans by the district executive to come up with netball leagues for primary schools, unfortunately, this was not documented but mere plans.

4.3 The Extent to Which Netball is Played in Primary Schools

The research findings showed that playing of netball was marred with a number of challenges. For example, 24 out of 32 (75 percent) teachers mentioned that there were a lot of pupils who wanted to play netball against limited netball equipment but only a few talented ones were selected. This was attributed to the fact that netball just like any other school sport was elitist in nature. To illustrate this, the average number of girls in urban schools was 855 against an average of 25 girls selected to play for the school. This translates to 2.9 percent of pupils who

play netball in urban primary schools under the teachers' supervision, this underscores the fact that it is difficult to come up with the 25 'talented' netballers. The research further revealed that 15 out of 32 teachers (46.9 percent) believed that time was not adequate to train pupils at school due to other school programmes, such as academic programmes and indeed limited number of netball equipment like balls. Most netball teachers were overwhelmed with other school and zone programmes which included the responsibility of teaching double classes, especially in rural areas.

4.3.1 Social Netball

Most teachers (81.3 percent) who answered the questionnaire showed reluctance to involve their players in social netball. Social netball is organized in such a way that winning a game is secondary to improving the standards of playing. 14 out of 32 teachers representing 43.8 percent indicated that they did not involve netballers in social netball at their schools. This is indicative that pupils have very limited time to play organized and supervised netball in their schools. This came up in the findings were two teachers (6.3 percent) categorically stated that social netball was played during pupils' free time and under the supervision of fellow pupils (sports prefects). It was further interesting to learn that only one teacher mentioned that their school had had a friendly netball game with a neighbouring school the previous year. In addition, it must be noted that pupils have a positive experience and appreciation of sports, netball inclusive, during primary education. Unfortunately, it was discovered that most schools visited by the researcher did not involve pupils in netball activities in the first term of 2019. This was attributed to the preparations for inter-school and inter-zone athletics competitions. To substantiate this, only one teacher (3.1 percent) stated that they played netball where winning was not emphasized but the standards of playing.

Not all the schools visited by the researcher had teachers specifically assigned to teach/coach netball. Seven head teachers out of 16 indicated that they did not have specific teachers for netball. This meant that teachers who trained netballers were also required to train pupils in other sports disciplines like football and volleyball. Beyond any doubt, this was taking time away from teachers to be with the netballers. Additionally, five head teachers indicated that teachers in their schools taught/coached netball once a week while six schools showed that they occasionally taught/coached netball

It was further observed that half of the schools that took part in the research play netball after the inter-school and inter-zone sports competitions while the other half did not. However, most schools admitted that pupils play on their own during this period. On the other hand, 11 head teachers indicated that their schools conduct inter-class and inter-house netball competitions respectively. Sadly 13 out of 16 schools visited said they rarely participated in friendly games with other schools. Furthermore, two schools indicated that they participated in friendly games once per term while the remaining school participated once per year (see Figure 4).

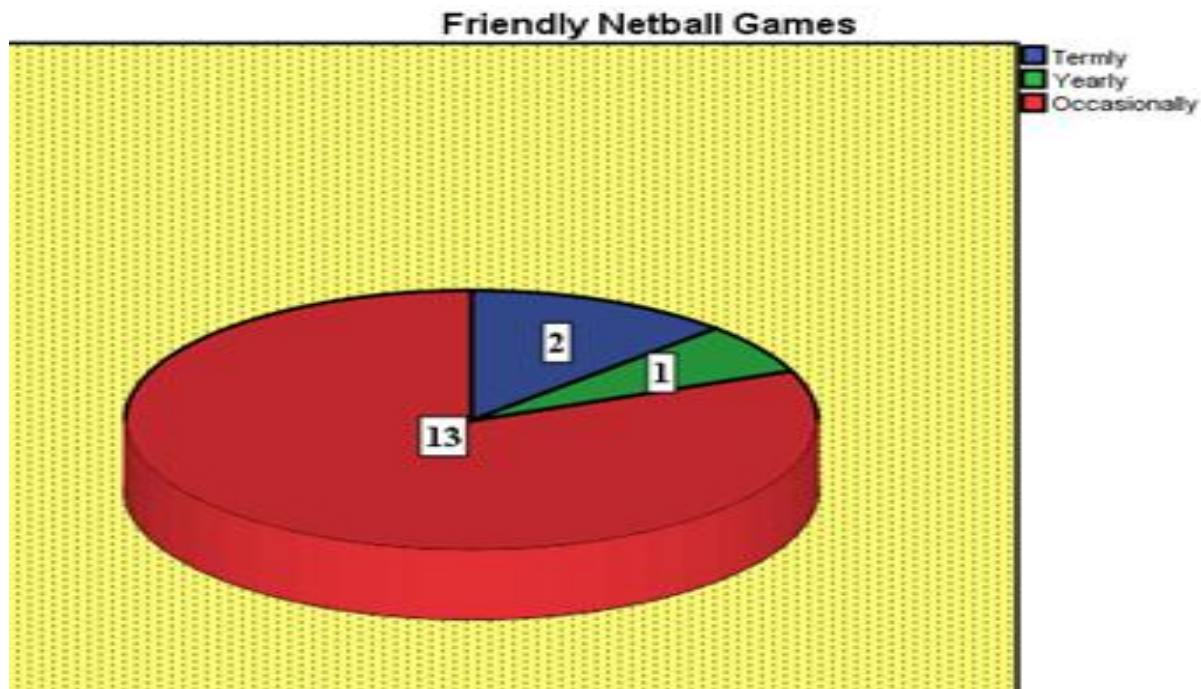


Figure 4: The Frequency of Friendly Netball Games in Selected Primary Schools

15 head teachers mentioned that they monitored the netball trainings in their schools and gave their observations. Seven head teachers indicated that netball teachers needed to attend more coaching clinics as they lacked adequate skills and commitment to train pupils in netball. This was attributed to the fact that some of the teachers tasked to train netballers were not trained in Physical Education and Sports. This was in line with the thoughts of one head teacher who proposed that only trained (Physical Education and Sport) teachers to train netballers. The other head teacher strongly stated that some netball teachers were not active in sports compared to their time in the 1990s. Three head teachers pointed out that many pupils are enthusiastic to participate in netball but only a few are selected to play for the school under the supervision of

the teacher. The remaining three head teachers lamented that time was not enough for teachers to effectively teach/coach netball due to other school programmes.

4.3.2 Urban Schools vs Rural Schools

One respondent from the Chipata District Schools' Sports Association observed that most players making the district teams came from rural and peri-urban schools. When asked to shed more light on the status quo, the respondent said this:

“Most rural schools play friendly games with their neighbouring schools, the thing which is uncommon in urban schools. The other point is that pupils from rural schools have the passion for the game but lack skills and technical guidance due to lack of exposure, for example, televised matches on pay television stations. On the other hand, pupils from urban schools have a casual approach towards netball despite having skills due to exposure. Often times these pupils from urban schools want the teacher to plead with them to play, especially when it is a district team which has a combination of rural and urban pupils.”

The other members from the Chipata district schools' sports association pointed out that all schools and zones participated favourably well in inter-zone competitions, however, pupils from urban schools were usually beaten by their rural counterparts in netball and other sports disciplines. Generally, the study revealed that rural zones usually performed better than urban schools in netball (Table 1).

Table 3: Inter-Zone Netball Sports Results For the Past Five Years

YEAR	NAME OF ZONE	CATEGORY OF ZONE	POSITION
2015	Lutembwe	Urban	1
	Maguya	Rural	2
	Katandala	Rural	3
	Katopola	Urban	4
2016	Chingazi	Rural	1
	Hillside	Urban	2
	Katopola	Urban	3
	Katandala	Rural	4
2017	Maguya	Rural	1
	Katandala	Rural	2
	Hillside	Urban	3
	Chikungu	Rural	4
2018	Katopola	Urban	1
	Madzimoyo	Rural	2
	Chingazi	Rural	3
	Katandala	Rural	4
2019	Katandala	Rural	1
	Gondar	Urban	2
	Madzimoyo	Rural	3
	Hillside	Urban	4

Source: Chipata District Schools' Sports Association Files

The respondents emphasized that pupils from rural schools had ample time to train and play friendly games compared to their counterparts in urban schools who had limited space for trainings in most instances. The respondents continued to say that all schools or zones participate equally in organized competitions regardless of their locality. One respondent further said that in urban schools, pupils had a lot of activities keeping them occupied, as such, pupils from rural schools could even play netball every weekday in the afternoon. The respondent continued to say that it was a common trend to find rural schools using old netball rules while urban schools were using latest rules and that this was usually a source of confusion.

4.4 Barriers and Facilitators to Actualize Playing Of Netball in Primary Schools

4.4.1 The Quality of Netball Teachers in Primary Schools

The study found that lack of trained Physical Education and Sport (PES) teachers hampered the development of netball in primary schools. It must be noted that Physical Education and Sport (PES) teachers are trained in detail to handle sporting games including netball. Due to this, PES teachers are well placed to coach netball compared to generalist teachers. However, the statistics

from the research showed that only ten out of 32 teachers who answered the questionnaire were trained in Physical Education and Sport as shown in Figure 5 below.

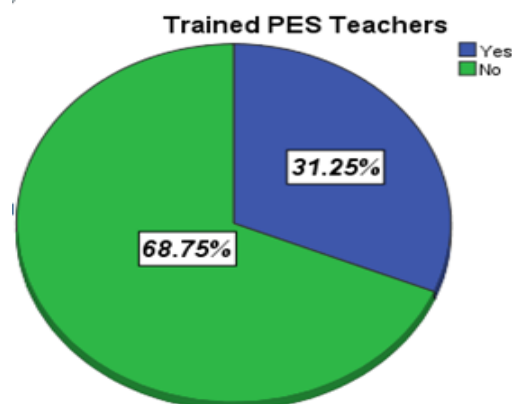


Figure 5: Trained Physical Education and Sport Teachers

It was gratifying to note that 30 out of 32 netball teachers had attended netball coaching clinics organized by different organizations at different levels. These coaching clinics were organized at zone, district and provincial level. However, only one teacher indicated having attended a coaching clinic under the auspices of the Netball Association of Zambia (NAZ) while two teachers had attended the one organized by the Eastern Province Schools' Sports Association. 21 teachers stated that they had attended coaching clinics organized at district level by the Chipata District Schools' Sports Association with only six teachers attending a netball coaching clinic at zonal level. This study revealed that facilitators who trained netball teachers at different levels were qualified netball coaches who cascaded the knowledge learnt at a higher level. One district executive member said that they always made sure that coaching clinics were conducted by coaches holding competence certificates in coaching netball. Further, this research found that there were not many activities in terms of coaching clinics conducted by the Netball Association of Zambia and the Zone Sports Executives.

In addition, the findings of this research indicated that ten teachers had attended a netball coaching clinic in the last six months while 16 teachers had attended a netball coaching clinic in the last one year. Four teachers mentioned that the last coaching clinic they had attended was two years ago while two teachers had not attended a coaching clinic in the last three years (see Figure 6).

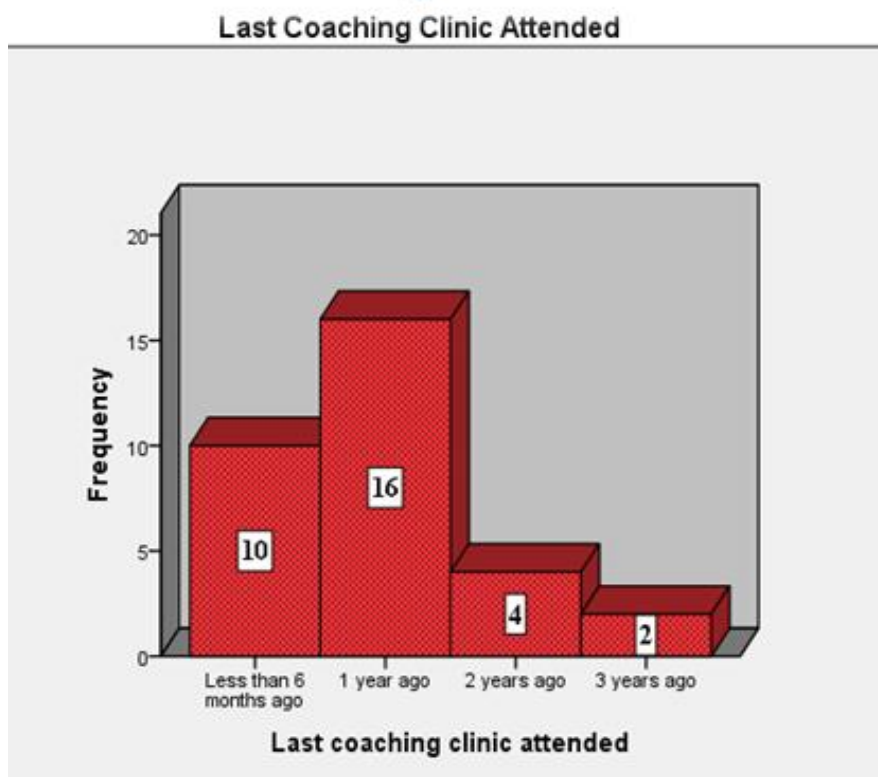


Figure 6: Last Netball Coaching Clinic Attended

4.4.2 Primary School Netball Age Groups

In order for pupils to have a full understanding and appreciation of netball there is need to start playing it at a tender age. However, the research findings indicated otherwise, for example, out of 32 teachers 20 indicated that pupils started participating in netball at school between the ages of 11 and 13. It was further noted that those pupils who started playing netball at a tender age of between 8 and 10 did not usually have adequate game time. This was as a result of pupils' short stature as the main purpose of these school teams was to win accolades for their respective schools, as such; older pupils were given priority to play. Most pupils (netballers) interviewed lamented how they wanted to start playing netball at a much younger age, however, their efforts met a number of challenges both from teachers and fellow pupils. They pointed out that most teachers denied them opportunities to play because of their ages as older pupils were given priority to play. Further they stated that it was difficult for them to feature in school teams because older players out-muscled them. In addition, one pupil who was accorded an opportunity to play for the school team at the age of ten recounted how she was booed by fellow pupils (spectators) during a competitive match during inter-school competition due to her short stature.

She continued to state that for a year she had not been playing for the school despite her skill, talent and ambition to play netball. This study revealed that out of 48 pupils interviewed only one (1) pupil started playing netball at the age of seven and another one at the age of eight. Ten pupils indicated that they started playing netball at ten years old while 36 pupils started playing netball after their 11th birthday. This qualifies the findings of the study that most pupils started playing netball late as their teachers focused on winning the games. Figure 7 shows age ranges in which pupils started playing netball in primary schools.

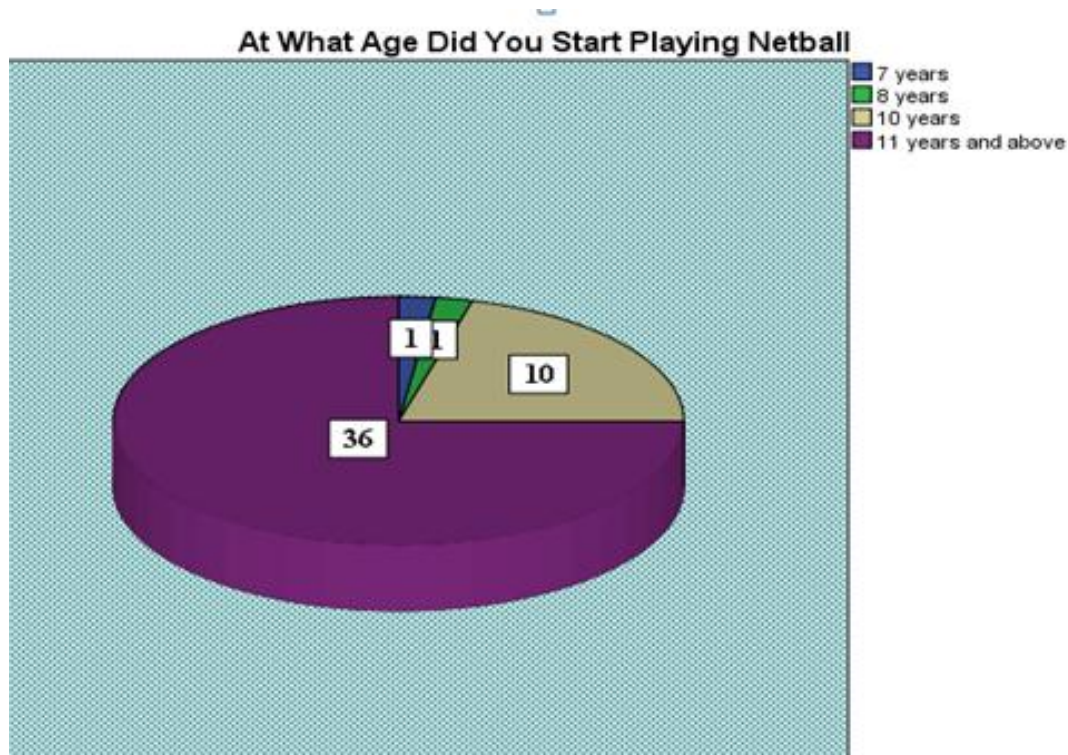


Figure 7: At What Age Did You Start Playing Netball?

4.4.3 Netball Sport Equipment

All the 32 teachers who answered the questionnaire indicated that their schools did not have enough netball sport equipment as such they had to improvise some missing materials in order for netball to be played in their schools. The improvised materials included netballs, jerseys, goal posts, bibs, netball courts and whistles. 25 out of 32 teachers indicated that they had improvised netballs at their schools. They further mentioned that they rarely had more than one standard netball ball at any given time. In some instances they used soccer balls for trainings and at one school the researcher found pupils playing netball using a volleyball ball for trainings.

The other thing that came out of this research was the standards of netball courts. All the 16 primary schools visited did not have the standard netball courts, instead netball was played on pitches as opposed to courts. Some netball ‘pitches’ had footpaths crisscrossing them while some had small stones. However, only four netball teachers/coaches pointed out that they had improvised netball courts. Additionally, 15 teachers out of 32 indicated that they had improvised the netball goal posts. These improvised goal posts were made of tree trunks and old bicycle rims for the rings. These in most cases did not conform to the standards of netball equipment. Eight out of 32 teachers indicated that it was a challenge to teach netball to pupils especially those below the age of 11 using the standard goal posts (3.05m) and netball courts. This was attributed to short stature of pupils making it difficult for them to shoot. Further, 12 teachers showed that lack of proper equipment/materials for netball posed as a challenge to teaching and developing netball standards. One district executive member had this to say:

“Most schools lack standard netball equipment and this negatively affects the performance of netballers when selected for the district team. You may find that a reliable shooter may fail to shoot accurately during inter-district competitions because they are used to shorter netball goal posts.”

The other improvised materials included netball jerseys and bibs. Nine out of 32 teachers indicated that they had improvised the jerseys. This was mainly by using football jerseys and volleyball jerseys respectively.

4.4.4 Pupils’ Ambition to Play Professional Netball, Media Coverage and Role Models

Further, it was interesting to learn why primary school teachers teach netball and the following themes emerged from the qualitative data gathered; (i) pupils’ physical and mental fitness, (ii) develop pupils’ talents to play professional netball, (iii) impart netball knowledge and skills into pupils, (iv) for competitions, (v) for leisure and recreation, (vi) teacher’s interest in the sport, and (vii) it is a mandate (curriculum). It was thought-provoking to note that nine (9) out of 32 teachers indicated that they taught netball to pupils in order to develop the pupils’ netball talents and indeed to prepare them for their professional netball careers later in life. This was in tandem with the pupils responses as 54.2 percent of the pupils said they had ambitions to play professional netball later in life.

However, all the pupils interviewed failed to mention any professional netball player both within and outside the country. In addition, none of these netballers (pupils) ever mentioned a

professional netballer as their role model. All of them mentioned their teachers and fellow pupils as their role models. This meant that these pupils lacked motivation in netball due insufficient exposure to the sport at higher levels. Therefore, it clearly shows that these pupils who have ambitions to play professional netball do not fully understand what it means to play professional netball and as such their ambitions have little impact on developing netball in primary schools. Moreover, only seven pupils out of 48 (14.6 percent) indicated that they play in a netball club in their communities.

4.5 Summary

The study revealed that netball in primary schools was taught haphazardly in the sense that there were no laid down procedures to be followed when teaching netball. Netball teachers taught netball without any formal standardised guidance such as text books or training/coaching manuals on netball. In addition, the study showed that 68.8 percent of teachers who taught netball in these schools were generalist teachers. Physical Education and Sport teachers are well trained to handle sporting games compared to generalist teachers. Further, this study revealed that netball coaching clinics were conducted once per year at district level and rarely done at zone level. The facilitators of these coaching clinics were those coaches trained at a higher level and cascaded the knowledge learnt. Most teachers (75 percent) had ready access to netball rules, however, the study revealed that the majority of teachers (53.1 percent) had challenges applying netball rules and umpiring. Most pupils (netballers) played netball only at their schools and they lacked proper role models to motivate and inspire them to play netball.

All the schools visited brought to light the fact that they lacked standard netball equipment ranging from balls to netball courts. This study also revealed that most pupils (75 percent) started participating in netball at school between the ages of 11 and 13 and only a few pupils had an opportunity to play for the school under the teachers' supervision. In addition, the findings of this study showed that most schools had limited number of netball sessions in a year as evidenced by the fact that almost all the schools visited did not play netball in term one of 2019 because they were preparing for inter-zone athletics competition. The study further revealed that the participation of urban and rural schools in netball competitions was uniform.

CHAPTER FIVE: DISCUSSION OF THE FINDINGS

5.1 Overview

The findings which were presented in the previous chapter displayed the views and opinions of the respondents on the state of netball in selected primary schools in Chipata district. This chapter discusses the findings as they were presented in the previous chapter. The views of the researcher came out as the findings were interpreted in relation to the set objectives. The discussion has been presented following the three objectives, under the headings: (i) understanding the state of netball in primary schools in Chipata district of Zambia; (ii) understanding the extent to which netball is played in primary schools in Chipata district; and (iii) determining the barriers and facilitators to actualize playing of netball in primary schools in Chipata district.

5.2 The State of Netball in Primary Schools

The study revealed that netball in primary schools was taught and played haphazardly as most teachers did not prepare netball training session plans before meeting the pupils. Netball teachers taught netball without any formal standardized guidance such as text books or training/coaching manuals on netball. This was contrary to a report by Junior Netball Policy (2015) which emphasised that netball coaches must plan training and competition schedules according to players' needs, interests and skills. Therefore, this meant that netball teachers did not put into consideration the ages of players and their varying needs, interests and skills. During observations, the researcher noted that the majority of teachers did not conduct quality training sessions with pupils. This was evident in the way the training sessions were conducted, thus, straight from warm up activities to playing a full game. This was similar to the findings of a study which was done in Kenya which revealed that most netball players in primary schools were not exposed to relevant phases of the lesson plan which, includes warm-ups, netball skills and drills, and cool downs (Kinoti and Gitau, 2002). In addition, the researcher observed that the training session games were punctuated with a lot of stoppages as the netball teachers gave a lot of instructions on footwork and passing of the ball during the trainings. Again, this was contrary to Sheryn (2005) who argued that all players, and in particular young players, needed to have fun and enjoy their netball, which includes their training. Further, Sheryn (2005) contended that it was important not to burden young netballers with abstract concepts or complicated tactics that

they would not understand or be able to perform and could potentially erode their confidence and subsequent participation in the sport. As such, it is important that players are able to play in an informal setting during their early development. At one school the netball teacher did not conduct warm up activities with pupils, the pupils were just divided into two teams and the game ensued. Only five netball teachers (15.6 percent) religiously followed the steps for conducting a training session, thus, warm up, skills, drills and tactics, game and warm down. Two of these teachers were from urban schools while three were from rural schools.

It was interesting to note that all the schools visited did not participate in any form of netball leagues as they were non-existent. This was very different from the way primary school netball was organised in Botswana and South Africa (Matafwali, 2010; SASN School Netball, 2018). In the aforementioned countries, primary school netball was organized in form of leagues. However, primary schools in Chipata District of Zambia were involved in tournaments at zone and district levels. All the Chipata District Schools' Sports Association Executive Members who were interviewed affirmed that tournaments were the standard and approved way of organizing netball at school, zone, district and provincial levels. This automatically meant that pupils were not involved in playing netball most of the times because the said tournaments happened once a year. This is the reason why the study revealed that almost all the schools visited did not play netball in term one of 2019 as the netball tournament was billed for term two. Further, the research revealed that 50 percent of the schools that took part in the study indicated that they played netball after inter-zone competitions, however, they were quick to admit that most of the times pupils played unsupervised netball after inter-zone competitions. This finding is in line with Kitula (2010) who brought to light that the education system in Kenya did not give pupils time to build on their sporting talents because as soon as competitions were over, the focus reverted to the strenuous academic curriculum.

5.2.1 Netball Rules and Umpiring

Netball in primary schools is arranged in such a way that netball teachers should umpire the games. Junior Netball Policy (2015) maintains that if one is taking on the role of a netball umpire, their aim is to ensure pupils play safely, fairly and compete within the rules of the game. This helps young netball players to have positive experiences of playing netball. The umpire needs to keep control of situations, and be decisive and firm with his/her actions at all times. To the contrary, this study revealed that 59.38 percent of teachers had challenges with netball rules

and umpiring. This meant that the majority of netball teachers did not have a clear understanding of netball rules and umpiring, as a result the quality of netball taught and played in schools was negatively affected. Similarly, the Australian Sports Commission (2007) contends that as the netball teacher's confidence improves, so would be the children's development in the sport. Umpires play a vital role in providing a safe, enjoyable and fair netball environment for young people to participate. Additionally, most head teachers and district schools' sports leaders who participated in the study held most netball teachers in low esteem with regards to their ability to coach and umpire netball. As such, umpiring and officiating was daunting for teachers, especially when they were expected to umpire games against other schools, where parents and other teachers were spectators.

In order to encourage participation in netball, netball rules and playing areas can be modified. This is supported by a study done by Netball Australia Junior Policy (2015) which asserted that modified netball would foster skill development and emphasise the social and fun aspects as well as help maintain interest and satisfaction for developing young participants. However, in all the 16 schools where this study was conducted modified netball was non-existent. Modified netball entails changing the rules and some equipment to suit the players' ages. It is important that netball is delivered in a way that players enjoy. Further, previous research on why young people participate in sport shows that they view sport mainly as a vehicle for fun, enjoyment and socializing. Further, Maddison et al (2014) strengthens the argument that in non-competitive sport the rules can be changed to suit the participants and environment to make sure everyone can play and that no one is excluded. Therefore, modifying netball would take netball development to higher heights.

5.3 The Extent to Which Netball is Played in Primary Schools

Similar to a report by Junior Netball Policy (2015), the study showed that there were a lot of pupils who wanted to play netball in primary schools against the inadequate and in most cases inappropriate netball sport equipment. However, only a few 'talented' and older pupils had an opportunity to play netball at school. To illustrate this, the average number of girls in urban schools was 855 against an average of 25 girls selected to play for the school. This translated to a paltry 2.9 percent of pupils who played netball in urban primary schools and this number comprised mainly pupils above 11 years while those below 11 years were sidelined. Further, this

exacerbated the need to compete for fewer positions in netball school teams which is not healthy for primary school pupils. To maximize younger players' long-term potential, winning and competition should remain a secondary emphasis. This resonates well with the proposition put forward by Roberts et al (2007) that young athletes need a task motivational climate which emphasizes on mastery of skills as opposed to competition. This approach is critical to the long-term development of top performers and lifelong participants. Being introduced positively to netball at a young age, can have a lasting effect on how children perceive sport. This is aimed at creating a positive behaviour, and a sporting habit for life. Fundamental skills would be improved at a younger age, giving them more opportunity to feel confident and develop their strength, coordination and agility.

5.3.1 Social Netball

Social netball is organized in such a way that winning a game is secondary to improving the standards of playing. The study showed that most teachers were reluctant to involve netball players in organized social netball, for example, inter-class and inter-house netball competitions. 14 teachers stated that they did not involve netballers in social netball at their schools. This was indicative that pupils had very limited time to play organized and supervised social netball in their schools. Some netball teachers mentioned that social netball was played during pupils' free time and under the supervision of fellow pupils, usually sports prefects. It was further interesting to learn that only one teacher mentioned that their school had had a friendly netball game with a neighbouring school the previous year. It must be noted that pupils have a positive experience and appreciation of sports, netball inclusive, during primary education. Unfortunately, it was discovered that most schools visited by the researcher did not involve pupils in netball activities in the first term of 2019. This was attributed to the preparations for inter-school and inter-zone athletics competitions. In addition, only one teacher stated that they played netball where winning was not emphasized but the standards of playing.

Furthermore, not all the schools visited by the researcher had teachers specifically assigned to teach/coach netball. Some head teachers indicated that they did not have specific teachers for netball. This meant that teachers who trained netballers were also required to train pupils in other sports disciplines like football and volleyball. Beyond any doubt, this was taking time away from teachers to be with the netballers. Additionally, some head teachers indicated that teachers in their schools taught/coached netball once a week while other schools showed that they

occasionally taught/coached netball. In addition, the study revealed that half of the schools that took part in the research played netball after the inter-school and inter-zone sports competitions while the other half did not. However, most schools admitted that pupils played on their own during that period.

5.3.2 Urban Schools vs Rural Schools

Previous studies by Netball Australia Junior Policy (2015) indicated that players from rural and remote regions may be disadvantaged to play netball because of limited opportunities and facilities in the community. However, this study showed that more pupils from rural schools also played netball in their communities in spite of the quality of their community coaches/trainers and equipment being of low standards. For example, most of the pupils from rural schools highlighted that they lacked qualified netball trainers in their communities as such they solely depended on untrained people but with interest in netball. Although, pupils from rural schools did not have enough exposure to good netball facilities and trainers, the fact that they had enough time to practice and play netball was advantageous for them over their urban counterparts. This was in line with the district schools' sports leaders who asserted that most pupils making the district netball teams came from rural and peri-urban areas. The study established that pupils from rural schools had ample time to train and play friendly games compared to their counterparts in urban schools who had limited space for trainings in most instances. An analysis of the past five years inter-zone netball competitions revealed that rural zones had an upper hand over their urban counterparts in terms of performance. This period under study showed that rural zones scooped the first position three times while the urban zones won it two times (Chipata District Schools' Sports Association Files).

5.4 Barriers and Facilitators to Actualize Playing Of Netball in Primary Schools

Research elsewhere has shown that in schools throughout the developing world, teachers face many constraints when they teach sports which include netball (Kretchmar, 2005; Kinoti and Gitau, 2002; Morgan and Bourke, 2008). Schools do not have specially trained netball teachers, however, Physical Education and Sports teachers take up the mantle to teach netball as they are trained to offer a myriad of sports. Most schools do not have much sport equipment, for example many schools might only have one ball for netball. Pupils and other teachers might see sports as

less important than academic subjects, and even if sport is a syllabus subject, teachers might not have training in how to teach it.

5.4.1 The Quality of Netball Teachers in Primary School

The findings showed that only 31.25 percent of teachers who participated in the study were trained Physical Education and Sport (PES) teachers. From the onset, it must be appreciated that trained PES teachers are well placed to teach netball as they are taught in more details how to handle sporting games including netball. This meant that the majority of pupils were taught netball by generalist teachers. Therefore, it was evidently clear that the quality of netball taught to pupils was compromised as one can only give as much as they have. This is supported by a study which was done by Mutiti (2011) who indicated that generalist teachers were not as knowledgeable as specialist teachers at teaching Physical Education. His study also showed that the use of generalist teachers was a barrier to curriculum implementation in Physical Education.

Musangeya et al (2000) noted that teachers' training colleges that train Physical Education teachers mainly produce non specialist teachers and a few Physical Education specialist teachers for secondary schools. Now, if these teachers are under-confident in Physical Education delivery, they are at risk of delivering negative experiences in sport for a number of children. Furthermore, Blair and Capel (2008) argue that generalist primary school teachers do not perceive themselves to be adequately prepared to teach sports in their initial teacher education. This position is supported by Sloan (2010) who alleges that a lack of belief in personal ability to teach sports should come as no great surprise as primary school teachers are non-specialists and are required to teach it often after very few hours of training during their college days. Therefore, it could be argued that the learning experience of the child with regards to netball may well be greatly improved by having well trained teachers of Physical Education and Sport.

Further, the findings showed that there were a lot of inconsistencies by pupils from the same schools in terms of the number of days scheduled for netball trains in a week. However, the researcher took it upon himself to find out from the school administrations and it was discovered that all the schools were allocated two afternoons in a week for sports on average. In addition, one pupil from one school said that they only trained when preparing for inter-school competitions. Additionally, the study revealed that most schools did not train in netball in term

one of 2019 because they had concentrated on preparing for inter-school athletics competition which was billed for that term. All these revelations show the lack of commitment and professionalism from the teachers tasked to train pupils in netball as they are the ones to guide the pupils. This could also be attributed to the low numbers of teachers trained in Physical Education and Sport. As earlier alluded to, PES teachers have a clear understanding of the need for pupils to train on a regular basis.

However, having a cadre of generalist teachers and PES teachers who regularly undergo netball coaching clinics may up and better the qualifications of netball teachers. In order for teachers coaching netball in primary schools to be well abreast with netball rules, umpiring and techniques, the need to have netball coaching clinics cannot be overemphasized. In a study which was conducted in England it was argued that netball teachers ought to participate in netball coaching CPDs in order to effectively coach netball in schools (Everyone Active and Hertfordshire Mavericks, 2017). It was interesting to note that 93.75 percent of netball teachers indicated that they had attended at least one netball coaching clinic within the last 12 months. However, there was no coordination between the Netball Association of Zambia and Schools' Sports Associations at different levels as evidenced by very low numbers of netball coaching clinics organized under the auspices of Netball Association of Zambia. The study further revealed that only a few teachers attended coaching clinics at zone level and this was attributed to dearth of coaching clinics organized by Zone Sports Executives. In addition, the District Schools' Sports Association did not have any programme to improve netball in primary schools with an exception of the annual coaching clinics which were not attended by all netball teachers. Undoubtedly, this had a negative impact on teachers' competencies to handle netball sessions with pupils because teachers were rarely exposed to coaching netball. In addition, even those that are trained PES teachers need refresher courses in netball.

5.4.2 Primary School Netball Age Groups

The study findings indicated that 75 per cent of netballers started playing netball at school after their 11th birthday. This was attributed to the dearth of netball materials as there was overwhelming evidence that most pupils wanted to play netball at school but only a few were selected to play. Further, the Zambian school curriculum suggests that netball should be taught as a school sport when pupils reach grade five (Expressive Arts Syllabus, 2013). This entails that netball cannot be taught seriously as a sport before pupils reach their fifth grade. This affects the

netball teachers' mentality that pupils can only play netball when in grade five or above. Studies elsewhere have shown that there are three critical stages for primary school netballers to go through to underpin lifelong participation and appreciation of the game (Netball Australia Junior Policy, 2015; Everyone Active and Hertfordshire Mavericks, 2017; Kinoti and Gitau, 2002). The three stages are foundation (5-10 years), development (11-13 years) and intermediate stages (14-16 years). Each stage is unique and different from the other as the needs, interests and skills vary, as such there is need to follow the stages as opposed to skipping any of them. Starting playing netball late may have negative repercussions on the players. For example, during foundation stage young netballers need to develop basic experiences and movement skills and be introduced to simple rules and fair play. Therefore, it is important that players are able to play in an informal setting during their early development. This stage initially concentrates on the acquisition of fundamental motor skills. These skills provide a wide base of movement abilities from which more advanced skills can be developed. Children who do not develop fundamental motor skills are more likely to experience frustration and difficulty in learning advanced skills, which reduces their enjoyment. Foundation stage is a vital part of the player development pathway as it establishes solid foundation skills and a sense of achievement and success that encourages children to continue to participate in netball.

Development stage (11-13 years) is designed to focus on players in the early stages of development. The players concentrate on a range of fundamental sports skills, including throwing, catching, jumping, running and basic game formats that encourage fun, skill development and decision making. The primary aim is to develop and correct individual player technique, develop the players' ability to withstand the effects of speed and fatigue, and to consistently execute the skills of netball under pressure. Competitions at this stage should focus on enjoyment while meeting the needs of players. These competitions should provide an environment that allows players to perform to the best of their ability.

During the intermediate stage (14-16 years) many players decide to specialise in netball, that is, positions to play and training becomes a significant part of their lives. The players concentrate on sport-specific skill development, including perceptual skills, reading the game, tactical introduction and decision making. Training should develop athletes who have the physical performance capacity to efficiently and effectively manage a cumulative training and

competition load, and provide a base that supports the development of technical, tactical and performance competencies.

A research which was conducted in London revealed that most girls in England were not introduced to netball in school until the ages of 10-11 (Everyone Active and Hertfordshire Mavericks, 2017). It is against this background that a programme was drawn targeting young girls as young as 3 years to play netball. Being introduced positively to netball at such a young age, can have a lasting effect on how these children perceive sport. This is aimed at creating a positive behaviour, and a sporting habit for life. Fundamental skills will be improved at a younger age, giving them more opportunity to feel confident and develop their strength, coordination and agility. To encourage long-term involvement, it is important that players are able to participate in netball at the right level for their interests and abilities. Therefore, plan of programmes differ for stages of participation in the nature and duration of activities, style of instruction, education in the rules and etiquette of netball and emphasis on competitive elements. As such, there is need for netball teachers to design appropriate age and progressive training programmes for players at different age groups. This is what was missing in the research findings as evidenced by the majority of players who started playing netball after their eleventh birthday.

5.4.3 Netball Sport Equipment

The findings revealed that all the 16 schools under this study did not have enough netball equipment. The netball teachers lamented how they often improvised materials such as; balls, jerseys, goal posts and bibs. The improvised materials did not conform to the set standards of netball, for instance, in some schools they used footballs and volleyballs to play netball of which the weights and diameters of these balls were different from those for netball. In addition, the improvised goal posts were not of standard lengths. These improvised goal posts were made of tree trunks and old bicycle rims for the rings. It is paramount to note that the type of equipment might limit the performance of a player during competitions or practices. For any meaningful netball lesson or match to take place, enough and appropriate equipment should be made available so that each player benefits from maximum participation and practice. As such, the research findings indicated that basic netball skills such as shooting, catching and throwing were adversely affected. In a study by Ladani (2004) it was found out that one of the factors that could compromise the standards of sports in primary schools was the inadequate and improper sport

equipment. The other thing that came out of this current study was the standards of netball courts. All the 16 primary schools visited did not have the standard netball courts, instead netball was played on pitches as opposed to courts. Some netball 'pitches' had footpaths crisscrossing them while some had small stones littered on the floor, hence putting the lives of netballers at risk. Due to this, pupils could not play to the best of their abilities for fear of being injured. Therefore, it is very clear that the non-availability of adequate netball sport equipment had negative repercussions on the development of the game in primary schools.

On the other hand, teachers who participated in this study attributed the lack of adequate netball equipment to poor funding to procure netball materials by school administrators. This was similar to the findings of Halsey and Porterr (1999) who said that poor administration and management of Physical Education and Sports in primary schools was noted as a contributing factor for low standards of netball. Some teachers accused some administrators of showing apathy towards netball development by deliberately failing to buy netball equipment. They argued that most schools could not fail to buy more than one ball for their school teams more so that pupils were paying school fees.

5.4.4 Pupils' Ambition to Play Professional Netball, Media Coverage and Role Models

54.2 percent of the pupils who participated in this study said they had ambitions to play professional netball later in life. However, all the pupils interviewed failed to mention any professional netball player both within and outside the country. This could possibly be attributed low numbers of women who have excelled and play professional netball in Zambia. To add a voice to this status quo, NOWSPAR (2012) lamented that the few Zambian professional sports women were employed outside the country coupled with disparities that exist in financial allocation and media coverage between males' and females' sports. Further, Coakley (2001) argued that low media coverage of females' sports lowered the profile for females in this field. In Zambia, 7 per cent average of media coverage on females in sports was reported, of course with a drastic difference in quality and positioning in the publication. Additionally, Strudley (2009) commented that the unequal media coverage dedicated to female sports as well as sporting role models especially in magazines sent a clear message that it was less important than men's sports, hence having low impact on inspiring more females into sports. This perpetuated the low female involvement in sporting activities including netball. As such, young netballers had challenges to follow seemingly un-trodden paths to play professional netball and further de-motivating them to

put in the best of their abilities as there was not enough light at the end of the tunnel. In addition, this lack of exposure to professional netballers through the media created an impression that netball could not be played at professional level.

In order to have tangible information pertaining to media coverage, the researcher had an opportunity to keenly follow the country's (Zambia) hosting of the Africa Netball Championships and World Cup Qualifiers which were held at the Olympic Youth Development Centre (OYDC) from 13th August, 2018 to 18th August, 2018. The researcher observed that the tournament lacked publicity, for example, there were hardly any adverts running on radio, television and social media platforms about the tournament of that magnitude. On the day the tournament was starting, Zambia National Broadcasting Cooperation (ZNBC) the main public broadcaster ran a wrong news item misinforming the masses that Zambia's first match would be against Namibia and yet Zambia's opening game was against Botswana.

Furthermore, Matafwali (2010) pointed out that role models motivate the young athletes by reflecting on what they wanted, what they already achieved, and what others achieved and this enhances self-image development. Self-image gets more enhanced when an athlete watches, observes and communicates with other successful sports persons who in this case are professional netballers. Furthermore, Ngulube (2015) elucidates that role models are a direct and clear example of success to the followers as well as on lookers. To the contrary, all the pupils who participated in this study mentioned their teachers and fellow pupils as their role models in playing netball. This meant that these netballers (pupils) lacked motivation in netball due to insufficient exposure to the sport at higher levels. Therefore, it clearly showed that these pupils who had ambitions to play professional netball did not fully understand what it meant to play professional netball and as such their ambitions had little impact on playing netball in primary schools. According to Matafwali (2010) lack of role models in sports had been a hindrance to female participation in sports. Role models would play an instrumental role to motivating these girls at such a young age and offering inspiration to play.

5.5 Summary

The study revealed that netball in primary schools was not played as it ought to be bearing in mind the fact that it is one of the first sporting games introduced to pupils at primary schools.

The findings showed that few teachers(31.3 percent) were well qualified to teach/coach netball. This was as a result of few PES trained teachers and low numbers of netball coaching clinics conducted at different levels, for example, at zone, district, provincial and national levels. The study further showed that most primary schools had challenges with sports equipment and netball was the worst hit. For instance, some schools were using footballs and volleyballs to play netball, this clearly indicated the gravity of neglect to procure netball equipment by school administrators. The study showed that most pupils started playing netball at school between the ages of 11 and 13. This was late as pupils would have missed the foundation stage (5-10 years) which is cardinal in determining the players' enjoyment and appreciation of the game. In addition, this study revealed that the young netballers lacked role models to motivate them to pursue netball as a career. This was attributed to poor media coverage of netball icons and netball matches as a result playing professional netball seemed non-existent by the young netballers.

Therefore, using the lenses of the structural functionalism and social action theory to view the findings of this study, it can be concluded that netball in primary schools in Chipata district did not meet a number of its intended goals such as entertainment, fun, physical fitness and being accessible to the school populace. Netball trainings were not frequently done and the resources such as netball equipment and trained netball teachers were in short supply. This was not in line with Parson's imperatives on adaptation and goal attainment. Adaptation requires that social systems must secure sufficient resources from the environment and distribute them throughout the system (Bazic, 2018). The technical rules of netball improve the realization of goals, as such it was difficult for the goals to be attained because most teachers (68.8 percent) were generalist teachers. Delaney (2014) further observes that sport leagues must regulate and coordinate all of the participating sport teams and coaches must do the same with players. However, the study revealed that there were no netball leagues and this did not offer an opportunity for bonding and a sense of social identification and personal identity for netballers. Due to this, it can be argued that netball did not greatly appeal to the general primary school communities and as such it could be rendered less functional.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter focuses on the overall summary of the research based on the three research questions and strategies for enhancing the state of netball in primary schools. Finally, recommendations are provided.

6.2 Conclusion

This study sought to examine the state of netball in selected primary schools in Chipata district, which was broken down into four main objectives and research questions. The findings of this study showed that the playing of netball in primary schools in Chipata district was done haphazardly as most netball teachers were not formally planning their training sessions. Further, netball was not frequently played in almost all the schools visited. This was attributed to the fact that netball was organized in form of tournaments which took place once a year. The findings of this study revealed that almost all the schools had not played netball by the end of term one of 2019 as the tournament was billed for term two. The study also showed that netball sport equipment in all the schools visited was inadequate and dilapidated in most cases.

One of the factors that have been identified to be negatively affecting the state of netball in selected primary schools in Chipata district is lack of well qualified netball teachers to coach and teach netball in primary schools. The study revealed that the majority(68.8 percent) of netball teachers in primary schools were generalist teachers. Previous studies showed that generalist teachers were not very knowledgeable to teach Physical Education and Sports, hence, compromising the quality of netball in primary schools. The study also revealed that 59.4 percent of teachers had challenges with netball rules and umpiring. Umpires play a vital role in providing a safe, enjoyable and fair netball environment for young people to participate. This meant that the majority of teachers who coached netball in primary schools in Chipata district were not well qualified and as a consequence the state of netball was affected negatively.

Previous studies indicated that players from rural areas were disadvantaged to play netball because of limited opportunities and facilities in their communities. However, this study showed that more pupils from rural schools had opportunities to play netball, although, they did not have

standard netball equipment. This meant that more pupils from rural schools had more time to play netball compared to their counterparts in urban schools. Further, the study established that pupils from rural schools had ample time to train and play friendly/social games compared to their counterparts in urban schools who had limited space for trainings in most cases. This was also reflected in the Chipata District Schools' Sports Association files where rural zones performed better than urban zones in netball for the period beginning 2015 to 2019.

The findings indicated that all the schools that participated in the study had challenges with netball equipment. Both urban and rural schools lacked adequate netball equipment ranging from balls to poor netball courts. Some schools were using footballs and volleyballs to play netball, this did not conform to the standards of netball as the weights and diameters of these balls were different from the standard netballs. Most of the goal posts in rural schools were made from tree trunks with rings made from old bicycle rims. Again, the diameters of these goal posts and in some cases the lengths varied from school to school.

Furthermore, the study revealed that pupils started playing netball between the ages of 11 and 13. This was mainly attributed to the fact that netball in the school curriculum was enunciated as a school sport when pupils reach their fifth grade. It was further noted that those pupils who started playing netball at a tender age of between eight and ten did not usually have adequate game time. A research which was conducted in London revealed that most girls in England were not introduced to netball in school until the ages of 10-11 (Everyone Active and Hertfordshire Mavericks, 2017). To curb this, a programme was drawn targeting young girls as young as 3 years to play netball. Being introduced positively to netball at such a young age, can have a lasting effect on how these children perceive sport. This was aimed at creating a positive behaviour, and a sporting habit for life. Fundamental skills would be improved at a younger age, giving them more opportunity to feel confident and develop their strength, coordination and agility. To encourage long-term involvement, it is important that players are able to participate in netball at the right level for their interests, skills and abilities. Therefore, there is need to plan netball training sessions and games according to players' stages of participation, thus, the nature and duration of activities, style of instruction, education in the rules and etiquette of netball and emphasis on competitive elements. This is what was missing in the research findings as evidenced by the haphazard training of pupils in netball coupled with playing very few games.

6.3 Recommendations

1. The Chipata District Schools' Sports Association should develop a netball training/coaching manual to guide netball teachers.
2. The Chipata District Schools' Sports Association should collaborate with Netball Association of Zambia to organize a lot of refresher courses for netball teachers in form of netball coaching clinics at zone and district levels so that netball teachers can have more time to practice.
3. The Ministry of General Education should improve on netball sports infrastructure in primary schools so as to promote netball development.
4. Teachers should be encouraged to take Physical Education and Sport in in-service training. Refresher courses help a great deal with updates on both local and international levels so as to impart up to date information to pupils.
5. The Chipata District Schools' Sports Association to come up with netball leagues as opposed to netball tournaments.

6.4 Recommendation for Further Research

This study looked at the state of netball in selected primary schools in Chipata district. A study of similar nature in other districts and regions might yield more helpful information for teachers, policy makers and stake-holders.

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APPENDICES

Appendix 1: Questionnaire for Headteachers

THE UNIVERSITY OF ZAMBIA
THE DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

I am a postgraduate student at the University of Zambia carrying out a research on factors affecting netball development in selected primary schools in Chipata District. The information you will provide is purely for academic purposes and will be treated with the highest degree of confidentiality. You are therefore requested to be objective in your responses and need not to give the details of your identity.

Instructions

Please indicate your response/answer to each question or statement by ticking or filling in the appropriate blank spaces provided.

Now answer the following questions sincerely and freely (where there are options tick against the correct answers)

SECTION A

1. What is your Gender? Male () Female ()
2. How old are you?
 - i) 25 years to 34 years () ii) 35 years to 44 years ()
 - iii) 45 years to 54 years () iv) 55 years and above ()
3. For how long have you been in service?
 - i) Less than 5 years () ii) 6 years to 10 years ()
 - iii) 11 years to 20 years () iv) 21 years to 30 years () v) 31 years and above ()
4. What is your highest level of professional qualification?
 - i) Certificate () ii) Diploma ()
 - iii) Degree () iv) Masters Degree () v) PhD ()

SECTION B

5. Do you have any sport related qualification?

i) Yes () ii) No ()

6. If yes above, specify the qualification.

.....

7. Do you have teachers at this school specifically assigned to teach/coach netball?

i) Yes () ii) No ()

8. How often do teachers at this school teach/coach netball?

i) Once a week () ii) Twice a week ()

iii) Every week day () iv) Occasionally ()

9. Do pupils play netball at this school after inter-zone sports competitions?

i) Yes () ii) No ()

10. If you answered no above, give reasons.

.....

.....

11. What is the enrolment of girls at this school?

.....

12. How many girls play netball at this school?

.....

13. Do you have enough equipment for netball at your school?

i) Yes () ii) No ()

14. If you answered no above, do you improvise for the missing equipment?

i) Yes () ii) No ()

15. What type of materials have you improvised on in the past?

.....

.....

.....

.....

16. How is the quality of officiating netball by teachers at your school?

i) Very good () ii) Good () iii) Average ()

iv) Poor () v) Very poor ()

17. Do you conduct inter-class/inter-house netball competition at your school?

i) Yes () ii) No ()

19. How often does your school involve in friendly ball games with other schools?

i) Monthly () ii) Termly () iii) Yearly () iv) Occasionally

20. What type of netball competitions does your school participate in?

i) Tournaments () ii) Leagues ()

Thank you so much for your time!

God Bless You!

Appendix 2: Questionnaire for the Netball Teachers/Coaches in Schools

THE UNIVERSITY OF ZAMBIA
THE DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

I am a postgraduate student at the University of Zambia carrying out a research on factor affecting netball development in selected primary schools in Chipata District. The information you will provide is purely for academic purposes and will be treated with the highest degree of confidentiality. You are therefore requested to be objective in your responses and need not to give the details of your identity.

Instructions

Please indicate your response/answer to each question or statement by ticking or filling in the appropriate blank spaces provided.

Now answer the following questions sincerely and freely (where there are options tick against the correct answers)

SECTION A

1. What is your Gender? Male () Female ()
2. How old are you?
 - i) 21 years to 30 years () ii) 31 years to 40 years ()
 - iii) 41 years to 50 years () iv) 51 years and above ()
3. For how long have you been in service?
 - i) Less than 5 years () ii) 6 years to 10 years ()
 - iii) 11 years to 20 years () iv) 21 years to 30 years v) 31 years and above
4. What is your highest level of professional qualification?
 - i) Certificate () ii) Diploma ()
 - iii) Degree () iv) Masters Degree () v) PhD ()

SECTION B

5. How long have you been teaching/coaching netball at this school?

- i) Less than one year () ii) 1 year to 3 years ()
iii) 4 years to 7 years () iv) 8 years to 14 () v) 15 years and above ()

6. Are you a trained Physical Education and Sport teacher?

- i) Yes () ii) No ()

7. Have you ever attended a netball coaching clinic?

- i) Yes () ii) No ()

8. If yes above, when was the last time?

- i) Less than six months ago () ii) One year ago ()
iii) Two years ago () iv) More than three years ago ()

9. How many netball coaching clinics have you attended in the last 12 months?

- i) One () ii) Two () iii) Three () iv) More than Four ()

10. Who organized the coaching clinic you last attended?

.....
.....

11. How often are these coaching clinics conducted?

- i) Termly () ii) Yearly () iii) Occasionally ()

12. Do you have netball teams according to pupils' age groups?

- i) Yes () ii) No ()

13. If yes above, what are the age groups?

- i) 3 years to 6 years () ii) 7 years to 10 years () iii) 11 years and above ()

14. In your own words, why do you teach netball to primary school pupils?

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

15. What are the challenges of teaching netball to primary school pupils?

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

16. Do you formally plan netball sessions for your players?

- i) Yes () ii) No ()

17. If you answered yes above, how often do you plan netball sessions for your players?

- i) Occasionally () ii) Most of the time ()

18. Are netball rules readily accessible/available to teachers?

- i) Yes () ii) No ()

19. How do you find the netball rules and umpiring?

- i) Very challenging () ii) Challenging ()

- iii) Easy () iv) Very easy ()

20. Do you have enough equipment for netball at your school?

- i) Yes () ii) No ()

21. If you answered no above, do you improvise for the missing equipment?

- i) Yes () ii) No ()

22. What type of materials have you improvised on in the past?

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

23. How does the school administration support netball at your school?

.....
.....

24. At what age do pupils start to participate in netball at your school?

i) Between 5 and 7 () ii) Between 8 and 10 ()

iii) Between 11 and 13 () iv) Above 14 ()

25. Do pupils at this school play social netball where winning is not a priority?

i) Yes () ii) No ()

26. How often do pupils play social netball like inter-class, inter-house or friendly netball games?

i) Occasionally () ii) Monthly () iii) Termly () iv) Yearly ()

27. How often do you teach netball skills and drills during netball trainings?

i) Occasionally () ii) During each training () iii) Most of the time ()

28. Does netball being a predominantly females' sport have a bearing on its popularity/development?

i) Yes () ii) No ()

29. Justify your answer above,

.....

30. Was the time spent preparing you to teach netball during Physical Education classes at college or university adequate?

i) Yes () ii) No ()

31. Do you believe you have been better prepared to teach netball to primary school pupils?

i) Yes () ii) No ()

32. What type of netball competitions does your school participate in?

i) Tournaments () ii) Leagues ()

Thank you so much for your time!

God Bless You!

Appendix 3: Interview Guide for Head Teachers' Sports Representatives

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES

I am a postgraduate student at the University of Zambia carrying out a research on factors affecting netball development in primary schools in Chipata District. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are therefore required to be objective in your responses and need not to give the details of your identity.

Instructions

Please respond to the questions you will be asked sincerely and freely because you are protected.

SECTION A

1. How long have you been in service?

.....

2. How long have you been a member of this District Sports Association?

.....

3. What is your highest level of professional qualification?

.....

SECTION B

4. Do you have any sport related qualification?

.....

5. If yes above, kindly specify.

.....

6. How is primary school netball organized in Chipata district?

.....

.....

7. Referring to question 6, is it standard organization or it is just here in Chipata District?

.....

8. How is the participation of schools in netball activities?

.....

.....

9. What challenges do teachers face in teaching/coaching netball in the district?

.....

.....

10. What deliberate programmes do you have as a district to improve netball in the district?

.....

.....

11. Does the fact that netball is predominantly played by girls have a bearing on its development?

.....

12. If yes above, kindly shade more light.

.....

.....

13. Are netball teachers/coaches very conversant with netball rules and umpiring?

.....

14. Kindly amplify your answer to the above question.

.....

.....

15. Are netball rules readily available to netball teachers/coaches in primary schools?

.....

16. How often do you organize netball coaching clinics in the district?

.....

17. When was the last netball coaching clinic held?

.....

18. What is the difference between rural schools and urban schools during netball competitions?

.....

19. In your own opinion, what should be done to improve netball in primary schools in Chipata District?

.....

20. Do you have enough netball sport equipment for the district?

.....

21. Referring to your answer above, how does it affect the development of netball in primary schools?

.....

.....

Thank you for your participation.

May God Bless You..!

Appendix 4: Interview Guide for District Sport Executive Members

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES

I am a postgraduate student at the University of Zambia carrying out a research on factors affecting netball development in primary schools in Chipata District. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are therefore required to be objective in your responses and need not to give the details of your identity.

Instructions

Please respond to the questions you will be asked sincerely and freely because you are protected.

SECTION A

1. How long have you been in service?

.....

2. How long have you been a member of this District Sports Association?

.....

3. What is your highest level of professional qualification?

.....

SECTION B

4. Do you have any sport related qualification?

.....

5. If yes above, kindly specify.

.....

6. How is primary school netball organized in Chipata district?

.....

.....

7. Referring to question 6, is it standard organization or it is just here in Chipata District?

.....

8. How is the participation of schools in netball activities?

.....
.....

9. What challenges do teachers face in teaching/coaching netball in the district?

.....
.....

10. What deliberate programmes do you have as a district to improve netball in the district?

.....
.....

11. Does the fact that netball is predominantly played by girls have a bearing on its development?

.....

12. If yes above, kindly shade more light.

.....
.....

13. Are netball teachers/coaches very conversant with netball rules and umpiring?

.....

14. Kindly amplify your answer to the above question.

.....
.....

15. Are netball rules readily available to netball teachers/coaches in primary schools?

.....

16. How often do you organize netball coaching clinics in the district?

.....

17. When was the last netball coaching clinic held?

.....

18. What is the difference between rural schools and urban schools during netball competitions?

.....

.....

19. In your own opinion, what should be done to improve netball in primary schools in Chipata District?

.....

.....

20. Do you have enough netball sport equipment for the district?

.....

21. Referring to your answer above, how does it affect the development of netball in primary schools?

.....

.....

Thank you for your participation.

May God Bless You..!

Appendix 5: Interview Guide for the Pupils (Netballers) in Schools

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

I am a postgraduate student at the University of Zambia carrying out a research on factors affecting netball development in selected primary schools in Chipata District. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. This meeting is purely private; there is no one monitoring us. You are therefore required to be objective in your responses and need not to give the details of your identity.

Please Respond to the Questions You will be Asked Sincerely and Freely Because You are Protected

1. What grade are you doing?

.....

2. How old are you?

.....

3. At what age did you start playing netball?

.....

4. How many times do you train in netball per week?

.....

5. Are your netball teachers **always** with you during trainings?

.....

6. If you answered no, who trains you in the absence of your netball teacher?

.....
.....

7. Do you train according to your age groups?

.....

8. What motivates you to participate in netball?

.....

9. In your own words, do you think netball is developing at this school?

.....

10. Give reasons for your answer above.

.....

.....

.....

11. Do your parents/guardians encourage you to participate in netball at school?

.....

12. Give reasons for your answer above.

.....

.....

13. Are you taught netball by male or female teachers at this school?

.....

14. Would you prefer to be taught netball by male or female teachers at this school?

.....

15. Give reasons for your answer above.

.....

.....

16. Do you have any challenges with netball sport equipment at this school?

.....

17. Specify the answer you have given above.

.....

.....

18. Do your teachers/coaches demonstrate different skills during netball practices?

.....

19. Does winning a game motivate you to continue playing netball?

.....

20. Do you play social netball where winning is not a priority at this school like inter-class, inter-house or friendly games?

.....

21. Where else do you play netball from apart from school?

.....

.....

22. Do you face any challenges playing netball at your school?

.....

23. If yes, then specify.....

24. Do you have any ambition of playing professional netball?

.....

25. If yes above, how does that ambition affect your netball performance?

.....

26. Who inspires you to play netball?

.....

27. Do you have inter-class/house netball competition at your school?

.....

28. If yes above, how often?

.....

29. What type of netball competitions does your school participate in?

.....

.....

Thank you for your time

God Bless You..!

Appendix 6: Observation Guide

NETBALL TRAINING OBSERVATION GUIDE

Netball Teacher's Name:

Date:

Sport Related Qualifications:

Duration of Training Session:

School Category: Rural () Urban ()

ITEM TO BE OBSERVED	RESEARCHER'S OBSERVATIONS			
	POOR	FAIR	GOOD	VERY GOOD
Teacher's Attire				
Pupils' Attire				
Attendance by Netballers				
Warm Up Activities				
Skills, Drills and Tactics				
Playing Netball				
Officiating by netball teachers				
Cool Down Activities				
Team Spirit				
Netball Sport Equipment				
Number of stoppages during a training session	Very Few () Few () Many () Too Many ()			

OBSERVATION SCHEDULE

TEACHER	WHEN	ACTIVITY	DURATION
Teacher A and B	Week 2	Netball Training Session	1 Hour
Teacher C and D	Week 3	Netball Training Session	1 Hour
Teacher E and F	Week 4	Netball Training Session	1 Hour
Teacher G and H	Week 5	Netball Training Session	1 Hour
Teacher I and J	Week 6	Netball Training Session	1 Hour
Teacher K and L	Week 7	Netball Training Session	1 Hour
Teacher M and N	Week 8	Netball Training Session	1 Hour
Teacher O and P	Week 9	Netball Training Session	1 Hour

Appendix 7: Permission Letters

Permission Letter to DEBS

Ts# 400278
Chisitu Adventist Primary School,
P.O. Box 510
Chipata.

The District Education Board Secretary,
Chipata District,
P.O Box 510241,
Chipata.

21st January, 2019

Dear Madam,

REF: REQUEST TO CONDUCT A RESEARCH IN YOUR SCHOOLS

Reference is made to the above captioned subject.

I write to seek permission to carry out a research in some schools in Chipata District. I am a Masters Student intending to do my research on 'Factors Affecting Netball Development in Primary Schools'.

Find attached my introductory letter from The University of Zambia.

I will be grateful if permission will be granted.

Yours faithfully,

Nyirenda Gideon.

Permission Letter to Headteacher

C/O Chisitu Adventist Primary School
P.O. Box 510
Chipata.

3rd February, 2019

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH AT YOUR SCHOOL

Refer to the above captioned subject.

I write to seek your permission to conduct a research at your school. I am a student at The University of Zambia carrying out a research on 'Factors Affecting Netball Development in Primary Schools in Chipata District'.

Find attached a letter from The University of Zambia and permission letter from the District Education Board Secretary's office.

I thank you in anticipation.

Yours faithfully,

Nyirenda Gideon.