

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**THE STATUS OF PHYSICAL EDUCATION IN ZAMBIA: A CASE OF  
SELECTED PRIMARY SCHOOLS IN KATETE DISTRICT OF EASTERN  
PROVINCE**

**BY**

**JOSEPHINE BWALYA**

**A dissertation submitted to the University of Zambia, in partial fulfilment of the  
requirements for the award of the Degree of Master of Education in Primary Education.**

**The University of Zambia**

**P.O. Box 32379**

**Lusaka**

**2016**

## **DECLARATION**

I, Josephine Bwalya do hereby solemnly declare that this dissertation represents my own work and that it has not been previously submitted for a degree at this or any other university.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## **CERTIFICATE OF APPROVAL**

This dissertation for Josephine Bwalya is approved as fulfilling part of the requirements for the award of the Master of Education in primary Education by the University of Zambia.

Signature of Examiner

---

---

---

Date of approval

---

---

---

## **DEDICATION**

To my husband Mr. Henry Nyondo and my four children; Chisa, Racheal, Henry Junior and Chimwemwe whose support and love towards my education and work will forever inspire me.

## **ACKNOWLEDGEMENTS**

I would like to thank all the people who, in a way, or the other helped me to make this study possible. My greatest gratitude goes to my supervisor Dr J. Ng'andu for his guidance, encouragement and counsel throughout this study.

My husband and my children deserve special mention and thanks for supporting me in my studies by helping in the typing of the work, for their endurance during my absence from home, their moral and spiritual support and by being there for me whenever I needed help.

My colleagues in the 2013-2014 MEd class at the University of Zambia also deserve special mention for their support in moments of despair and frustration by providing me with light moments. These are Rose, Mwila, Grace, Inonge, and Ireen.

Lastly but by no means the least, I wish to thank management and staff of Katete Day Secondary School for supporting me and the Ministry of Education for granting me a study leave during my studies.

## **LIST OF ABBREVIATIONS**

CDC	Curriculum Development Centre
MOE	Ministry of Education
G R Z	Government Republic of Zambia
N S	Next step
U N	United Nations
P E	Physical Education
M D G S	Millennium Development Goals
UNESCO	United Nations
DSE	Directorate of Schools
CHAN	Characteristic of Living Things
PESS	Physical Education and Sports Schools
ITE	Initial Teacher Education
USA	United States of America
PETE	Physical Education Teacher Education
UK	United Kingdoms
OFSTED	Office of Standards in Education
HPENZC	Health and Physical Education in the New Zealand Curriculum
MCEETYA	Melbourne Declaration on Education Goals for Young Australians
OFA	Outcomes Focused Assessment
NAPHER	Nigerians Association of Physical Health Education and Recreation
HIV/AIDS	Human immune virus /acquired immured Deficiency syndrome
UNZA	University of Zambia
UOFT	University of Toronto

## **ABSTRACT**

This study investigated the status of Physical Education in primary schools in Katete district of Eastern Province. The objectives of the study were to establish whether Physical Education was taught in primary schools or not, determine the attitudes of teachers towards the subject and consequently their knowledge of Physical Education as a subject, assess the perception of stakeholders towards the teaching of Physical Education, and to find out the challenges teachers found in the teaching of Physical Education.

The research included fifty teachers and five administrators. The questionnaires were administered to teachers and interviews were held with administrators in the selected primary schools. The descriptive research design was used because the research sought to collect information about the respondent's opinions on the topic at hand. Qualitative data, with the emphasis on participants, lived experience was fundamental for answering the research questions and to augment the body of existing data on the status of Physical Education in primary schools.

In general, the findings revealed status of Physical Education in schools was very low. The study established that there was inadequate teacher preparatory, negative attitude towards the subject and lack of in-service teacher training and continuous professional development. Other factors include lack of equipment and above all, infrastructure was found to be a huge challenge in the teaching of Physical Education. Because of the aforementioned factors, the following recommendations were made: the Ministry of General Education should deliberately provide and promote in-service training programmes for teachers in PE; there must be a deliberate policy on CPD covering Physical Education components and that the Ministry of General Education should make available all the equipment and facilities needed in all the primary schools to promote this subject.

# Table of Contents

Declaration.....	i
Certificate of approval .....	ii
Dedication .....	iii
Acknowledgements .....	iv
Abstract.....	vi
List of figures.....	x
1.0 Chapter one. Introduction .....	1
1.1 Background to the research problem .....	1
1.2 Statement of the problem .....	2
1.3 Purpose of the study.....	2
1.4 Objectives of the study.....	2
1.5. Research questions .....	3
1.6 Significance of the study .....	3
1.7 Scope of the study.....	3
1.8 Limitations of the study .....	3
2.0 Chapter two. Literature review .....	4
2.1 Physical Education and Curriculum Time Allocation .....	6
2.2 Development of Physical Education and Sports in Schools .....	6
2.3 Primary Physical Education .....	7
2.4 Physical Education in United States .....	8
2.5. Physical Education in Teacher Training Colleges in USA .....	9
2.5.1 Physical Education Challenges in USA .....	11
2.5.2. Physical Education in UK .....	12
2.5.3. Physical Education in Teacher Training Colleges in UK. ....	13
2.5.4. Physical Education Resources in UK.....	14
2.5.5 Physical Education in Korea .....	15
2.5.6. Physical Education Implementation in Korea.....	16
2.5.7. Physical Education in India and Pakistan .....	16
2.6 Physical Education in New Zealand .....	17
2.7. Physical Education in Australia .....	18

2.8. Physical Education in Africa.....	19
2.8.1 Physical Education in South Africa .....	20
2.8.2 Physical Education in Kenya .....	21
2.8.3 Physical Education in Egypt .....	22
2.8.4 Physical Education in Ghana .....	23
2.9 Physical Education in Zambia.....	23
2.9.1 Size of Sport and Physical Education Community in Zambia .....	24
2.9.2 Physical Education Policy in Zambia .....	25
2.9.3 Physical Education Benefits.....	25
Chapter summary .....	27
CHAPTER THREE. Methodology .....	28
3.1 Introduction.....	28
3.2 Research Design.....	28
3.3 Population .....	28
3.4 Target Population.....	29
3.5 Sampling Procedure .....	29
3.6 Research Instruments .....	29
3.7 Data Collection Procedure .....	30
3.8 Data sources .....	30
3.9 Data Analysis .....	30
Chapter summary .....	31
CHAPTER FOUR . Data presentation of findings .....	32
4.1 Introduction.....	32
4.2 Response to the questionnaires .....	32
4.3 Gender of the respondents.....	33
4.4 Subject Knowledge and Teacher knowledge .....	39
4.5 Teacher Preparation and professional development. ....	41
4.6 Challenges faced in teaching Physical Education .....	46
4.7 How PE can be improved in schools .....	46
4.8 Chapter summery .....	49
CHAPTER FIVE. Discussions of findings .....	50
5.0 Conclusions and recommendations .....	50
5.1 Introduction.....	50

5.2 Conclusions.....	50
5.3 Objectives .....	51
5.4 Recommendations.....	51
5.5 Suggested future Research.....	52
REFERENCES .....	53
APENDICES.....	55

## List of figures

Figure 4.1. Gender of respondents.....	33
Figure 4.2 Position of respondents.....	34
Figure 4.3. Availability of PE in Schools.....	34
Figure 4.3.1 Frequency at which PE is done.....	35
Figure 4.4.1 (a) Time devoted to Physical Education.....	35
Figure 4.4.1 (b) supervision of teachers.....	36
Figure 4.4.2 Availability of material.....	37
Figure 4.4.3 Utilization of the material, equipment and facilities.....	38
Figure 4.4.4 Importance of Physical Education.....	38
Figure 4.5.1 Activities done during PE.....	39
Figure 4.5.2 confidence of teachers when teaching PE.....	39
Figure 4.5.3 Option to teach PE.....	40
Figure 4.5.4 Methods employed on teaching PE.....	40
Figure 4.5.5 Policies to strengthen the teaching PE.....	40
Figure 4.6.1 Pre-service Training in PE.....	41
Figure 4.6.2 participation of teachers in PE during their school days.....	42
Figure 4.6.3 shows how often teachers learnt Physical Education during teachers' training.....	43
Figure 4.6.4 Satisfaction with the PE training.....	43
Figure 4.6.5. Content or methodological readiness of teacher to conduct PE.....	44
Figure 4.6.6 Physical Education component to be emphasized during professional training.....	44
Figure 4.6.7 conducting of CDP.....	45
Figure 4.6.8 consideration of PE during CPD.....	45

# **CHAPTER ONE**

## **1.0 INTRODUCTION**

This chapter presents a background to the study. The chapter also presents the statement of the problem, purpose of the study, research questions, significance of the study, and limitations of study.

## **1.1 BACKGROUND TO THE RESEARCH PROBLEM**

The history of Physical Education dates back to 1820. The concept emerged in 1820 and became popular during that time span. However, with the change in the education programs of the institutes, Physical Education became obsolete and schools concentrated more on academics. However, studies conducted in today's era have declared that a combination of academics and Physical Education is necessary for the development and grooming of students.

The study of the history of education reveals that Physical Education has always been present but regarded with varying degrees of importance. In the age of classical Greeks the idea of harmony of the body and mind was emphasized in the education of the citizens. Primitive people exhibited physical activities in the practice of miming, jumping, wrestling and dancing. The activities were done during food collection and recreation. When the missionaries came to Africa, in general, and to Zambia, in particular, they found our forefathers playing traditional games as part of their Physical Education and sport (Mwanakatwe, 1965: 43). This Suggests that Physical Education is an old subject in Zambia and that it has been embodied in the traditional education. Mwanakatwe states that native education was essentially practical training, which was designated to provide good upbringing of the individual member of a given group to live a useful happy life in society.

The description of Physical Education by Mwanakatwe (1965) falls in the same line as that of Butcher (1964), Mufalali, (1974) and the Curriculum Development Centre (1988) Syllabus for Primary Schools. The three sources also suggest that primary education aimed at the

development of the physical, emotional, social and intellectual capabilities of the citizen. As part of their formal education the missionaries introduced their own type of Physical Education, which had similar objectives of physical, social, emotional, mental and aesthetic development of the body.

The Ministry of Education states that, the child's rights and safe, joyful and formative childhood implies that the curriculum at lower and middle basic school levels must be concerned with the pupil's complete needs: those of the body (Physical Education and sport, those of the mind, cognitive, literacy, numeric, knowledge), the affective ones (music and creative arts) as well as spiritual needs (living in harmony with self, and others). However this type of Physical Education demanded highly trained personnel, sophisticated grounds and expensive equipment. After independence the subject continued to be taught. From 1992, however, the teaching of the subject started declining. It had to take the Head of State, His Excellency, Dr Levy Patrick Mwanawasa, State Council, to make two pronouncements, that Physical Education should be a compulsory subject at all levels of the education strata. The first pronouncement was made in Livingstone, June 1995 and the second was during "*The Next Step*" International Physical Education Workshop at The University of Zambia, Lusaka in February 2006. MOE (1977) and MOE (1996:32) Physical Education was marginalized, perhaps there should be research to take stock of Physical Education after the presidential directives. It is with this background that this study intended to establish the status of this subject in primary schools.

## **1.2 STATEMENT OF THE PROBLEM**

Despite Physical Education being allocated on the time table, it is not taught in primary schools. What is not known is the knowledge level of teachers and their attitude towards Physical Education.

## **1.3 PURPOSE OF THE STUDY**

The purpose of this study was to investigate the status of Physical Education in selected primary schools in Katete district of Zambia.

## **1.4 OBJECTIVES OF THE STUDY**

The study sought to:

- 1.4.1. establish whether or not Physical Education was taught in primary schools of Katete district
- 1.4.2. assess the knowledge of the subject by teachers involved in teaching of Physical Education.
- 1.4.3. assess the attitudes towards Physical Education by the teachers involved in teaching of this subject
- 1.4.4. find out the perception of other stakeholders towards the teaching of Physical Education in primary schools

### **1.5. RESEARCH QUESTIONS**

Arising from the research Objectives stated above, this study tackled the following specific research questions:

- 1.5.1. Is Physical Education taught in primary schools?
- 1.5.2. What are the attitudes and knowledge of teachers who are involved in teaching Physical Education?
- 1.5.3. What is the perception of stakeholders towards the teaching of Physical Education?
- 1.5.4. What are the challenges found in the teaching of Physical Education?

### **1.6 SIGNIFICANCE OF THE STUDY**

The research was significant as it filled the gaps in the body of knowledge with regards to Physical Education. The findings of this study may be important for the Ministry of Education policy makers and implementers. The nation should lay a good foundation for present and future Physical Education teachers. The accumulated evidence presented in this study would also serve as a resource for helping physical educators make a stronger case for the importance of quality Physical Education.

### **1.7 LIMITATION OF THE STUDY**

The research was confined to five rural primary schools in Katete district, as a result its findings may not be generalized in other schools in Zambia.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is concerned with the review of related literature. The chapter discusses the status, challenges, policies and benefits of Physical Education and sport in schools world over, Zambia inclusive. This was done so as to enable the researcher have a general understanding of the status of Physical Education in other countries and compare it with that of Zambia.

In November 2003, the United Nations (UN) General Assembly declared the year 2005 as the International Year of Sports and Physical Education (Hardman, 2008). This was in recognition of the capacity of sports and Physical Education to work as powerful tools for establishing and maintaining peace. The aim was to encourage governments, sporting organizations and sports personalities to assist in realizing the Millennium Development Goals (MDGs). The MDGs are eight international development goals that all UN member states agreed in the year 2000 to achieve by the year 2015.

Many UN bodies formed partnerships with sporting organizations, federations, sports clubs and non-governmental organizations. The aim was to assist in the implementation of sport for peace via development of programmes and the promotion of school sport and Physical Education as avenues for achieving health, education, social and cultural development (UNESCO, 2005).

Schools can provide many opportunities for young people to engage in vigorous physical activity and are thus better placed amongst societal institutions to motivate young people to live active lifestyles (Jenkinson & Benson, 2010). This is not to downplay the contribution of clubs but it is in schools where children are introduced to PE and sport in a formal setting and with a curriculum to guide such exposure. PE and sport have been reported to have immense benefits for children, including improved academic performance, good health, and positive social skills among others (Almond, 1989; Drewe, 2001; Galloway, 2007; Macfadyen & Bailey, 2002). Unfortunately, the rapid advancement in technology has led many children to engage in

physically sedentary activities such as surfing the internet and playing computer games, rather than more active physical activities. Consequently, there is an increase in cases of obesity and heart disease, and a general lack of fitness among young people (Hardman, 2008). Galloway (2007), reports that today's children are the least fit and the fattest of any generation on record, pointing out that longevity experts predict that these youngsters may not live as long as their parents.

The literature above shows just how sport is important to a human being that it is even considered by the United Nations. This literature relates to this research because it shows just how important Physical Education is to pupils thus the need to give it the attention that is due to it.

While Physical Education and sports are acclaimed as having immense benefits for young people as well as adults, it is ironic that PE continues to be a marginalized subject in school curricula throughout much of the World. Drowatzky and Armstrong (1984) confirm that many people in the world have a very limited perception of the actual scope of Physical Education and many people are surprised to learn that Physical Education is much more than what they experienced in school.

The situation of Physical Education in schools is a heading used by Hardman (2009, p.4) to refer to the "legal requirements for Physical Education" in different countries, which effected the "required Physical Education provision during compulsory schooling years." Curriculum time allocation refers to the weekly timetable allocation for Physical Education in schools while Physical Education in schools is the "legal and perceived actual status of Physical Education and its teachers" (P.7). In most countries, the status of PE is perceived to be lower than that of other school subjects. In the Physical Education curriculum, of great consideration are the aims of PE, the range of activities offered in PE programmes and their quality and relevance. Physical Education resources include teachers, classes, playing fields, facilities and financial ability. Generally, this refers to all that is needed to ensure the provision of PE in schools. Additionally, equity issues deal with the inclusiveness of PE in the areas of gender, school sport and disabled students. To sum up, partnership pathways refer to the networks that teachers form within their schools and outside too. These may include links with other teachers in the same school and in other schools, links with sports clubs, sports organizations and other outside school community

providers. These partnership pathways may, to a large extent, determine the success of PE programmers in schools.

## **2.2 Physical Education and Curriculum Time Allocation**

Curriculum time allocation remains an issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether (Directorate of School Education [DSE], 1993). This situation is exacerbated in most countries because PE is never examined and therefore, teachers prefer using PE time to teach the “academic” subjects. Most schools have PE slotted on the timetable but hardly implement it. Unfortunately, while there have been many education reforms since the late 1990s these reforms have impacted negatively on PE because PE time allocation has continued to decrease in around 17% of countries (Hardman, 2008). This can or cannot be the picture in the area where the study is being done.

## **2.3 Development of Physical Education and Sports in Schools**

In this literature we review how Physical Education (PE) was conducted in various countries.

Schools remain the most comprehensive means available to ensure that all children receive education for their physical, social, moral and intellectual development and skills. Physical Education and sport in school is the main societal institution for the development of physical skills and the provision of physical activity in children and young people. For many children, school is the main environment for being physically active, whether through school sport or Physical Education programmes, or after school activities. Physical Education is a school subject designed to help children and youth develop the skills, knowledge, and attitudes necessary for participating in active, healthy living. As such, Physical Education programmes are an integral component of the total school experience for students (MoE, 1977). There is evidence that, for a growing number of children, school provides the main opportunity for regular, structured sport and physical activity. But this has been neglected in most schools in the Zambian curriculum.

Quality Physical Education programmes encompass a wide variety of carefully planned learning experiences from sport skills to outdoor skills, to dance and gymnastics. Attention to developmentally appropriate curricular goals and learning outcomes will ensure that children of all abilities and interests are able to build a foundation of movement experiences and knowledge. That is, a language of physical movement or physical literacy that leads to life-long active and healthy living (Trudeau, Laurencelle, and Shephard, 2004), (Trudeau, 1998). Physical activity is

widely accepted as being beneficial to health. However, only a minority of the population achieve recommended levels of physical activity and levels have declined in recent years. It seems that the general factors driving the current developments in education has affected Physical Education as well. Physical Education (PE) as a science of human movement dates far back to the origin of mankind Such physical activities from time immemorial, and until today, form an element of life (McHenry, 1993). Chan (1998) echoes that the movement of part, or a whole body, is apparently part and parcel of a living being, it is a characteristic of living things.

In Zambia, Physical Education (PE) in the past included activities such as hunting, gathering food, and dancing. However, there was evidence that the level of development of Physical Education and sports in schools (PESS) varied from country to country (Hardman and Marshal, 2000).

#### **2.4 Primary Physical Education**

Armstrong and Welsman (1997) still believe that for people to have a positive experience and appreciation of physical activity, the best vehicle for delivering it is during primary Physical Education. This is due to the fact that for most children it is the first setting in which they are introduced to structured physical activity, 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 PE and sport at the start of secondary education is already too late (Jess et al, 2007).

In the context of primary school PE teaching, Blair and Capel (2008) argue that “generalist primary teachers do not perceive themselves to be adequately prepared to teach Physical Education in their initial teacher education (ITE)”. This position is supported by Sloan (2010:269) who alleges that a “lack of belief in personal ability to teach PE 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”. Therefore, it could be argued that the learning experience of the child may well be greatly improved, in a primary PE environment, perhaps by these of well-trained sports coaches, and of course, this should be less about the desires of the teacher and more about the learning needs of the pupils.

Pill (2007) maintains that whilst physical activity is occurring, the quality of what is happening is questionable despite educators in the primary school section/ stream being uncomfortable with

teaching of PE. Furthermore, Morgan and Bourke (2008:46) claimed that many primary teachers would prefer not to teach PE at all, hence strategies must be devised to improve training and support for teachers, or the employment of specialist PE teachers needs to be made a priority. When considering the primary specialist PE teacher option, Price (2008) and Carney and Howells (2008) suggested that this 'specialist' should not be the teacher of all school PE, 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. In addition, Carney and Howells (2008) argue that 'the primary class teacher cannot and should not be separated from engaging in PE, as this does not reflect the holistic view of primary education'. Additionally, it is believed that primary teachers would resent being placed on the periphery of teaching PE (Sloan, 2010). Sloan (2010) also argues that there are those who oppose the idea of a 'specialist', believing that 'the value of primary education lies in the same teacher delivering the curriculum as a whole, making links between different aspects of the curriculum and in knowing children as individuals, with their individual needs' (Sloan, 2010).

## **2.5 Physical Education in United States**

In schools across the United States, Physical Education was substantially reduced and in some cases completely eliminated in response to budget concerns and pressures to improve academic performance. Yet the research showed that children who were physically active and fit tended to perform better in the classroom, and that daily Physical Education did not adversely affect academic performance (Grissom, 2005). Figley (1985) was interested in determining what specific aspects of previous Physical Education experiences led to positive and negative attitudes toward Physical Education. Utilizing the critical incident technique Flanagan (1954) asked 100 college students to reflect upon their Physical Education experience and list all the aspects which led to positive and negative attitudes toward Physical Education. Results indicated teacher behaviour, curriculum content, and class atmosphere were the top three determinants associated with both positive and negative attitudes. According to Krousocas (1999), these factors led to Physical Education decrease as students advanced in grade level in USA. The study also indicated that the majority of schools in the United States and Canada continued to present PE as a low priority in the school curriculum.

### **2.5.1 Physical Education Policy in the USA**

The educational environment in the USA stressed accountability and achievement in so-called, academic subjects'. The education policy declared by President Bush which emphasized on No Child Left behind Elementary and Secondary Education (NCLB) Act (2002)', neglected some subjects such as Physical Education which resulted in substantially reducing the allocation of time and in some cases completely eliminated in response to budget concerns and pressures to improve academic test scores (Keyes, 2004). The Act created unintended negative consequences by contributing to increased marginalization of Physical Education in many states (Keyes, 2004) with mandated time not being met (e.g. Illinois, Maryland, New Jersey, Washington and Wisconsin) and waiver programmes allowing exemption from mandates. This was also observed by Uwe in USA (2005) who said that; Less than two-thirds of high school students attend Physical Education classes. Nearly a third of all high schools exempt youngsters from taking gym if they were cheerleaders, members of the marching band, choir, or an athletic team (p.17).

### **2.5.2 Physical Education in Teacher Training Colleges in USA**

Carter's (1996) study described teaching of Physical Education in schools as a very challenging subject. They argued that, colleges and universities did not provide instruction and experiences that adequately prepared teachers to make a successful transition into full time teaching. In this study, a sample of physical educators within the state of Washington were surveyed to determine their undergraduate coursework in Physical Education, the value of each course in preparing them to teach, and 14 specific areas in which they experienced difficulty during their first year of teaching. Results indicated that most (Physical Education teacher education) PETE programmes consisted of similar course requirements. In addition, the respondents' perceptions of the value of the components that were included in these class's generally validated current college and university PETE curricula. The findings also indicate that dealing with inadequate facilities and equipment, classroom management and discipline, meeting the needs of students in special populations, schedule interruptions, personal fatigue, parental contact, and student assessment were the most significant challenges experienced by first year teachers. The frequency of this occurrence has led to a search for ways to improve the process of preparing teachers. The Physical Education Subject Matter Advisory Panel (2003-2004) in California pointed out that one of the purposes of education was to enable students learn the important subjects of the school

curriculum to further their professional goals and to function effectively in work, society and family life. However, for this purpose to be achieved there was need to establish quality PE. The quality of pupils' learning in Physical Education was dependent, to a large extent, on the quality of teaching. Similarly, the impact of any Physical Education curriculum on pupils' learning was determined by teachers and the ways in which they used, translated and adapt curricula to meet the learning needs of their pupils. Physical Education 'futures' were in the hands of Physical Education teachers.

Dwyer (2003) observations indicated that when budget constraints became problematic in USA schools, Physical Education programmes (and Physical Education teachers) were often among the first to go. This was understandable as budgets must be used to their full advantage, and no public education system could be expected to provide programmes in every conceivable area, no matter how desirable they may be. Budgets demanded that essential programmes be serviced first, and then those that were desirable, but not essential, could be considered later. However, difficulties arose when governments, schools, and educators began to consider what was essential and what was merely desirable. Politicians and others who had not studied theories of learning all fell too easily into the trap of believing that art, Physical Education and music, for example, were simply desirable frills. They were not aware of the mental processes involved in studying the arts and they did not understand the benefits to learning in general that the arts offered. Some have argued that PETE programmes have been recently weakened because of the development of the disciplinary movement and an expanding exercise, sport, and health-enhancement industry have broadened the required curriculum in order to prepare students for careers other than teaching (Lawson, 1990; O'Sullivan, 1990). Specifically, with the increase of other fields within Physical Education, including sport management, athletic training, and exercise science and fitness, departmental resources for PETE have been reduced. For example, a study of the Physical Education programmes in 240 universities in USA documented a 50% decrease in courses that addressed performance skills and teaching methods and a corresponding 50% increase in scientific courses over the 29-year period from 1960 to 1989 (Lawson, 1990). In addition, some states, such as Washington, merged health and Physical Education in an attempt to elevate fitness and wellness as essential outcomes for students. The result was that Physical Education programmes became more wellness courses, first aid and safety, and health issues within the major, leaving less curricular time to focus on how to teach Physical Education.

### **2.5.3 Physical Education Challenges in USA**

Despite recognition of the positive impact sport and Physical Education had on education and child development, Physical Education is being increasingly challenged within education systems across the world. Perhaps more than anything, parents would wish for good health for their children and their loved ones. This was no doubt one reason why support for Physical Education should be strong. However, this support was not always reflected when critical decisions about children's education were made. Physical Education programmes, like many other programmes (e.g., music, art), faced increased scrutiny and the potential for elimination when budgets were tight (Dwyer, 2003). There has been a decrease in the number of schools requiring Physical Education programmes. Grunbaum et al (2002 , 2004) pointed out that many public school educators struggled with large class sizes, insufficient equipment, and limited facilities. Physical educators endured the additional stress of continually defending the importance of their subject. Whilst Physical Education systems were vastly different across the world, studies indicated that the marginalization of Physical Education was near universal. This study picked key areas of concern in school Physical Education provision around the world, regardless of geography or socioeconomic status. The following issues that plainly defined the challenge faced by Physical Education were Legal requirements for Physical Education, subject status of Physical Education, curriculum time allocation, teacher training and resources (Grunbaum 2002).

A study conducted by Keys, J.J. and Allison, K.R., in 1995 at the University of Toronto indicated that daily physical activity improved student performance and academic achievement. Active students demonstrated better memory, observation, problem-solving and decision-making skills, 17 and creativity. Students who participated in daily running programs achieved higher levels in reading, language and mathematics. Consistently, high grades and performance on cognitive measures are associated with high physical performance .Children who perform well on motor tasks have been shown to do well on academic tasks. Conversely, those lacking in early motor experiences have difficulty in learning as measured by achievement and intelligence tests. Research by Trudeau (1998) had shown that student academic performance did not suffer in schools that devote more time towards Physical Education. Other five studies within USA consistently indicated that more time in Physical Education and other school-based physical

activity programmes did not adversely affect academic performance. In some cases, more time in Physical Education led to improved grades and standardized test scores (McNaughten 1993; Fisher 1996, Jarrett 1998, Tremblay 2000 and Mahar 2006).

The studies reviewed above show that Physical Education is an integral part of the education system of the pupils because, as indicated, it has the potential to improve grades as well as health benefits, such as decreased likelihood of developing heart problems. However, what is actually missing from these studies as well as many others is what is being done to implement a well-designed curriculum that can improve the standards of Physical Education.

#### **2.5.4. Physical Education in UK**

England witnessed unprecedented central government policy commitment to investment in Physical Education and sport. The rationale for investment variously lied with the state of the health of the nation, rising levels of obesity amongst the population in general and young people of school age in particular with health care costs predicted at £2 billion annually, increased sedentary lifestyles and in high dropout rates from sport, estimated at around 70% of young people giving up almost all physical activities as soon as they left school (Kelso, 2002). Symons (1997) argued that there were abundant barriers to implementing comprehensive Physical Education. These barriers were related to resources, political issues, environmental contexts, administrative support, trained and skilled teachers, lack of understanding of the value of school Physical Education and the concept of the health-promoting school.

Symons (1997) further argued that gaining administrative and government support for health programmes was difficult considering the pressure that local leaders faced to improve academic skills. Physical Education programmes were not often seen as a primary concern to these administrators since many believed that student health was not of concern to schools but that of parents to address. In some schools, there appeared to be an over-emphasis on elite level sport at the expense of basic Physical Education programmes. The focus, mainly upon health and fitness, was quite evident in many countries, where Physical Education emphasized on physical fitness and activities such as free play as essential for a healthy body. For example, Physical Education (PE) specialists in many countries were involved in training athletes only outside the main school program (Hardman and Marshall 2000).

### **2.5.5. Physical Education in Teacher Training Colleges in UK.**

Carmina (2001) observed a loss in the professional significance of the initial training of Physical Education teachers in the United Kingdom. Professionals failed to establish the objectives of Physical Education. The Office of Standards in Education (OFSTED) inspection of secondary post graduate Certificate in Education (PGCE) Physical Education courses in England between 1996 and 1998 (OFSTED, 1999) was critical of student teachers' subject knowledge. Margaret Talbot (2007), the Association for Physical Education (AFPE's) chief executive, also pointed out that, Physical Education teacher preparation was often inadequate and sadly, government agencies appeared to be reluctant even to admit that there was a problem (Retrieved from [www.telegraph.co.uk](http://www.telegraph.co.uk)). Too many initial training providers paid lip service to Physical Education and, through no fault of their own, thousands of new teachers began their careers without the training they deserved. Pre-service teachers did not enter professional education programmes as empty buckets waiting to be filled by the influence of teacher educators. Instead, pre-service teachers had preconceived beliefs about many issues in Physical Education (Doolittle, Dodds and Placek 1993), and these beliefs were often based on what they had observed while in the role of a student.

As Doolittle (1993) suggested: Understanding teaching recruits' beliefs is essential because beliefs filter what recruits learn during formal training, most adopting ideas that fit their beliefs and ignoring those that do not (p. 335). These beliefs do not necessarily mirror those of teacher educators (Woods, 1998). Comparing the curricular beliefs of pre-service teachers and teacher educators is important because strongly held beliefs upon entry to a professional preparation programme appeared to persist. One set of beliefs focused on the activities or tasks used to educate students in Physical Education programme. As Rink (1993) indicated, the movement tasks presented to students lay "at the heart of the instructional process in Physical Education". It is important to remember that the tasks created for students in daily lessons had their origins in what educators believed about appropriate or inappropriate activities.

As each succeeding group of teachers was prepared in teacher education programmes, it is important to address the appropriateness of traditional activities in order to encourage effective teacher practices. McGaha and Lynn, (2000), argued that not all graduates of PETE programmes were well prepared to teach after graduating. Specifically, some were not adept at classroom

management, assessment of student performance, and adapting curriculum to limited facilities and equipment or differing student needs. Others simply were unprepared for the physical demands of teaching the whole day (i.e. fatigue). As a result, many who had completed a PETE programmes had not had a smooth transition from the university to student teaching and had either not entered the teaching profession or had experienced significant difficulties during their early years of teaching (Williams and Williamson, 1998).

### **2.5.6. Physical Education Resources in UK**

In any area of instructions, learning and teaching aids are of paramount importance. They make learning easy and effective. According to British Columbia Teacher's Federation (2004), it was discovered that, globally, only very few countries had adequate facilities for Physical Education (PE). In less developed countries, there were greater challenges in providing a full range of facilities. When such programmes were cancelled in an attempt to save money, students were the losers because they were denied a valuable component in their intellectual development. The cancellation of Physical Education programmes by certain school jurisdictions was not only misguided and ill-advised, but it was also detrimental to the normal cognitive development of students Crichton (2004) report indicated that, in Scotland, from primary schools to secondary, Physical Education was included in the Expressive Arts (art, drama, music and Physical Education) that made up 15% of the curriculum, but exactly how this was organized was left up to head teachers with the consequence that the quality of PE in primary schools varied drastically from school to school: Depending on the schools' priority in a crowded curriculum and provision of materials Physical Education (PE) or something else suffered. Hardman and Marshall (2000) findings revealed reductions in time allocation in most parts of the world in favour of increased classroom time under pressure to improve student achievement areas such as reading, English, math, and science. They further suggested that the greatest time allocation occurred when the children were aged 9-14, and declined as the children got older, or when it either became an optional subject or not an option at all. Although there was a realization that Physical Education was required every day, schools did not believe the kids needed to take Physical Education (Hatten, 2001). Because of the low value that schools attached to PE funding was being disproportionately cut.

The result was a loss in both the quantity and quality of PE programmes. Both the provision of facilities and their maintenance were inadequate in many schools worldwide. In the majority of countries funding cuts led to reductions in PE programmes. In some countries, PE was already facing declining financial support, which had a significant impact on the allocation of curriculum, time, resources and qualified teaching personnel. Decreased funding resulted in the reduction number of hours for Physical Education, while, many developing countries were suffering from practically non-existent or grossly inadequate facilities.

Hardman and Marshall (2000) survey on the state and status of Physical Education across Europe indicated that in Ireland the subject was in crisis, unable to move forward. The survey indicated that, Physical Education facilities, time allocation and staffing were contributing factors to the crisis in the teaching of Physical Education.

### **2.5.7 Physical Education in Korea**

A study by Kim (2003) indicated that in Korea, teachers experienced what he termed as the “loss of the class” which was evident in Physical Education in primary schools where teachers of Physical Education typically gave their students little or no instruction while allowing them to have free play or other non-physical activities during the time allocated to Physical Education. Although teachers of other subjects did not experience the 'loss of the class' to the same extent, primary teachers of Physical Education faced the 'loss' on a frequent basis. They struggled to engage students with developmentally appropriate activities, and as a result students failed to achieve key Physical Education outcomes. The lack of engagement of students with Physical Education reflected a subject with marginal status. Research by Kim (2003) and You (2002) also confirmed that in Korean primary schools, Physical Education was replaced by break time, school event preparation, and by other subjects seen as more important. Physical Education was thus rarely taught in primary schools because teachers did not appear to take Physical Education seriously; they did not value its potential contribution to a child's development, and they expressed limited instructional focus and did not teach classes based on the content presented by the prescribed textbook. Some teachers regarded Physical Education as time for free play, others did not even come to the classroom (or playground).

The above studies can be likened to the situation in Zambia where Physical Education periods are being turned into study periods or times to have make up classes. These studies show that

there is need to provide teachers with appropriate training that will help them understand the importance of Physical Education and the supervision that it requires.

### **2.5.8. Physical Education Implementation in Korea**

Kim and Taggart (2004) study revealed that, the national curriculum in Korea mandated three lessons per week for a total of 51 hours per 17 week semester. Kim's (2001) findings indicated that teachers in Korea taught Physical Education less than half the mandated time. While most teachers taught little Physical Education, some still ignored the importance of the subject. They also had a view that Physical Education could only be performed in the playground in the traditional form of games or fitness activities. This reflected a perception that Physical Education was simply education of the physical. Physical Education was not seen as an important part of holistic growth and so teachers frequently replaced Physical Education with other subjects. Because of the little importance attached to the subject, administrators from time to time coerced teachers to replace Physical Education with other subjects.

### **2.5.9. Physical Education in India and Pakistan**

In many Indian and Pakistani schools, lack of qualified teachers and facilities, inadequate inspection, perception of Physical Education as a non-educational fun activity and inferiority to academic subjects, collectively contributed to either minimal provision or absence from the curriculum. Saidhu's (1997) presentation on the position of Physical Education in India could be summed up as insufficient trained personnel, dearth of playground, equipment, limited activities and games, and conflict with the academic work. In many Indian schools, PE and yoga were combined as one subject. Although the number of studies concerned with yoga and Physical Education are very few, the available studies threw some light on the status of this area. As far as Physical Education was concerned, the available studies indicated that this area did not get the importance that it deserved. This got translated into a negative attitude on the part of the teachers and head masters of schools. An evaluation of the Physical Education curriculum at the lower primary stage in Mysore district showed that eighty percent of headmasters, sixty percent of general teachers and ninety percent of Physical Education teachers had a positive attitude towards Physical Education. A significant percentage of general teachers had a negative attitude towards Physical Education. As far as the curriculum and syllabus was concerned, the aims and objectives of this area was not clearly stated and the existing syllabus for this area did not

contain minimum levels of learning and the activities prescribed under yogic exercises were found to be inappropriate. The infrastructure for Physical Education was found appropriate but fifty percent of the lower primary schools of Mysore city did not have Physical Education teachers (Sudarshan and Balakrishnaiah: 2003).

Therefore, there is need to adequately train teachers that can effectively and efficiently use the facilities and equipment to conduct PE practical lessons. However, this is not the case with the Zambian system where not only do we have untrained PE teachers but inadequate facilities and equipment to conduct PE practical lessons.

The cases in India and Pakistan show that even though facilities are there to conduct Physical Education lessons, this area of the education system still faces challenges because there are not enough trained teachers that can conduct Physical Education effectively so as to reap the full benefits that come with Physical Education.

## **2.6 Physical Education in New Zealand**

Hollard's (2005) findings indicated that in New Zealand, the concern was more on deficiencies in quality of teaching and learning than on image and curriculum time. Skinner's (2005) findings were that in the Pacific islands, countries variously adhered to the mixed messages' which ranged from no Physical Education programme in schools to a growing stature of Physical Education in other Pacific Island countries. While Physical Activity (PA) has been part of the primary school curriculum in New Zealand since the release of the 1877 Education Act (Stothart, 2000) there has been limited research into what Physical Activity (PA) is occurring in primary school settings. Anecdotal evidence suggests that PA in primary school settings in New Zealand occurs in both curricula and co-curricula settings. Some opportunities for children to participate in PA in school settings include: PE, spontaneous play, outdoor education, structured play, dance, drama, structured sport, un-structured sport, deliberate exercise (fitness), and active transport.

In 2001, the first year of compulsory implementation of the PE, the Education Review Office completed a review of physical activity in primary schools. Part of the focus for the review was on Physical Education. They concluded, "Decisions about frequency and duration of lessons for Physical Education and fitness were often made by individual teachers without direction from school policy. As a result of this decision, the regularity and quality of Physical Education

lessons and sport in some schools is dependent on the interests and enthusiasm of individual teachers” (Education Review Office, 2001).

Further, in 2004 the Ministry of Education completed the Curriculum Stock take: National School Sampling Study: Teachers experiences of implementing Health and Physical Education in the New Zealand Curriculum (HPENZC). This provided a quantitative perspective based on self-reporting, of what has changed in primary school Physical Education since the HPENZC became mandated. The research on curriculum implementation (Ministry of Education, 2004) suggested that teachers felt that they had found “professional development had given them greater depth of knowledge [about the curriculum] and they had been able to take away ideas about how to plan and implement the curriculum”.

With the exception of the research undertaken by government organizations, Ussher (2001) has provided the most insight into the primary generalist teacher and Physical Education. His Masters thesis explored how five primary teachers received, implemented and assessed Physical Education as a result of the introduction of the HPENZC. Central to his research was the notion that national curriculums are created by a centralized group “but undergo re-contextualization and re-creation as they are implemented in various school settings”. In Zambia, the curriculum is designed by the curriculum development center which is later distributed to schools for teachers to implement. However, with the already existing negative attitude and lack of monitoring from the designers, teachers fail to implement.

## **2.7. Physical Education in Australia**

In Victoria (AUSTRILIA) the required provision of PE is influenced by the existence of the eight Key Learning Areas, which are: English, Studies of Society and The Environment, The Arts, Mathematics, Science, Technology, Languages other than English, and Health and Physical Education (Dinan-Thompson, 2006; Tinning, 2005). These eight KLAs are most recently contained in a statement made by all Australian Education Ministers known as the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008), which supersedes the Adelaide Declaration (MCEETYA, 1999) and the Hobart Declaration (MCEEDYA, 1989).

A very important aspect regarding the situation of PE in Victorian schools is assessment. Whippand Tan (2006) say that objective assessment is necessary if the goal of PE is to enhance a

student's wellbeing, motor skills and knowledge about physical activity. They contend that evaluation, assessment and grading in PE must be valid, reliable and consistent in order to enhance student achievement. Their study on outcomes focused assessment (OFA) and outcomes focused reporting (OFR) showed that while teachers unanimously recognized the importance of assessment and reporting in PE, they had reservations about OFA and OFR, especially the reporting component. The biggest weakness with OFR was cited as its lack of clarity with teachers believing that most parents and students found OFR confusing and that most parents were so frustrated with outcomes reporting that they would prefer reading a grade. Students, on the other hand, were unable to see their own progress. This was the first study seeking to gain teachers' perspective on such an important aspect of the curriculum.

PE is a formalized part of the Victorian curriculum and the government requires that schools teach it. While it may not share the same status as other subjects, there is official assessment of the subject in both the compulsory and post-compulsory components of schooling. Valid, reliable and consistent evaluation, assessment and grading of students are important in defending and evaluating the subject (Matanin & Tannehill, 1994).

Although PE is considered as being less important than the other subjects in Victorian schools, it is still allocated the mandatory 200 minutes per week. There may be variations in how it is timetabled in schools but they ensure that students receive adequate instruction in PE and sport. Frequent cancellation of PE lessons is not reported because schools adhere to the government's mandate to ensure that all timetabled subjects are taught. Therefore, even though PE may have a low status, it is timetabled, taught and assessed in Victorian schools. Furthermore, 42 per cent of Victorian teachers reported that all subjects in their schools, including PE, had equal priority while 45 per cent rated PE as being 'extremely' or 'very' important in their schools (Jenkinson & Benson, 2010, p.9).

## **2.8. Physical Education in Africa**

Throughout Africa, diversity and contrasting variations prevailed: in Nigeria, PE was taught and examinable at ordinary level and advanced levels; in Kenya it was taught but not examinable; in Uganda it was timetabled but not seriously taught (Toroil, 2005); in South Africa, Physical Education as a subject did not exist but was taught indirectly as a small component of the

learning area (Van Deventer 2006); and in Bostwana it was timetabled but inadequately resourced and there were very few Physical Education teachers.

### **2.8.1 Physical Education in South Africa**

Describing the situation regarding PE in South African schools, Katzenellenbogen (1994) stated that provision for PE in private and public schools were widely varied in terms of staffing, facilities, programme and time tabling. Many of the teachers were not qualified to teach the subject where it was included on the time table, it was poorly resourced. In many schools, this was mainly attributed to the negative impact of television and computer games. Principals, parents and even department of education saw provision for PE and sport in schools as a waste of resources (Walter, 1994; Katzenellenbogen, 1995; Jenne, 1997).

#### **2.8.1.1. Physical Education Policy in South Africa**

Describing the situation regarding PE in South African schools, Katzenellenbogen (1994) stated that its provision in both private and public schools varied in terms of staffing, facilities, programmes and timetabling. Many of the teachers were not qualified to teach the subject. However, the South African Physical Education Policy, whose theme was “getting the nation to play”, emphasized the need to promote sports (Department of Sports and Recreation,1995)

The same applies to the Zambian case, policies have been pronounced but there is failure on the part of the teacher to implement the policies and curriculum because Physical Education does not appear on the time table as a standalone subject but included in Expressive Arts which include Music and Art and Design leaving teachers with an option to choose which subjects to teach during Expressive Arts lessons.

### **2.8.2. Physical Education in Nigeria**

In the early 1970s, Physical Education programs in Nigeria became very popular. This was a period of glory for Physical Education, and qualified teachers were highly sought after. A continuing high level of interest among students in this area of study spurred most Nigerian universities and colleges of education to offer Physical Education programs. Nigerian universities offered Physical Education programs, and many of them offered postgraduate degrees.

In Nigeria, PE is part of the core curriculum (Woolman, 2001). However, while the government encouraged the development of PE as far back as the early 1960s, many school authorities still despise the subject due to an over-emphasis on academic subjects (Salokun, 2005). The growth of PE has been hit by a steady loss of interest and commitment among teachers coupled with a dearth of relevant up-to-date texts, journals and magazines. But despite all the shortcomings, departments of physical and health education still prepare teachers for schools and the Nigerian Association of Physical Health Education and Recreation (NAPHER) continues to work hard to make PE a legitimate field of academic endeavor. Inadequate funding and deficiency of essential resources coupled with the perception of PE as a non-intellectual subject have seriously devalued its status in Botswana (Shehu, 2009). Additionally, school cultures have isolated PE teachers and deprived them of meaningful badly needed support systems necessary for professional learning.

### **2.8.2.1 Physical Education Policy in Nigeria**

The National Policy on Education (Federal Republic of Nigeria 1977, 1981) adopted by Nigeria's federal government emphasized on providing PE at all levels of the educational system. These policy provisions tremendously helped NAPHER to grow and develop, and made Physical Education a core subject in Nigeria's primary and secondary educational systems (Michael, 2006). However, the initial interest that followed the passage of this governmental regulation faded away. Michael (2006) argued that Physical Education did not have the same prominence it once had and, in fact, the course was not taught in most Nigerian primary and secondary schools. Facilities and equipment weren't available, time was not allocated in the instructional day, and teachers were either unavailable or unsupervised.

### **2.8.3 Physical Education in Kenya**

Kenya initially adopted the British style of physical training based on the 1933 syllabus, which mostly included physical drills (Wamukoya & Hardman, 1992). Following its showing on the international sporting stage during the 1954 Commonwealth Games and the Olympics in Melbourne in 1956, the country came to realize the full value of sport and PE to nationhood. However, PE was taught depending on the attitudes and interests of the Head teachers, who often regarded it as an insignificant subject. In 1980, after a Presidential directive making PE compulsory, the Kenya Institute of Education (KIE) formed a subject panel, which produced a new secondary school syllabus for PE (Wamukoya & Hardman, 1992). Schools were directed to

schedule PE twice a week, separate from after class games and sports, although some head teachers timetabled it only for inspection purposes (Marshall and Hardman, 2000). In addition the syllabus did not clearly show which activities were to be taught and engaged in at each level. Greater emphasis was instead placed on imported sports like squash, swimming, rugby, cricket and outdoor pursuits, which were the preserve of former European schools. PE in Kenya faces many problems, chief of which is failure of policy implementation (van Deventer, 2002). Since academic subjects are seen as key to a bright future, PE is regarded as a non-productive educational activity, a view that is shared by some teachers too (Marshall & Hardman, 2000). In fact while PE is compulsory in the curriculum, there is a big disparity between policy and implementation because head teachers timetable it only to satisfy school inspectors (Chapell, 2001). Thus, there remains a vast difference between official policy and actual delivery of PE.

Physical Education is neither assessed nor examined in Kenyan public schools, Although an innovative teacher may decide to conduct assessment in PE, any mark for PE is not reflected in students' overall school grades. Often, when filling in student report cards, teachers leave the PE column blank. Physical Education in Kenya has a very low status and PE teachers are often regarded as being of a lower standard than other teachers. Hardman (2009) reports that in Africa (Kenya was not included in the report), only 20% of countries indicate that PE has the same legal status as other subjects. The situation in Kenya resembles that in Ghana where, "since PE is marginalized teachers joy the same respect as teachers of compulsory academic subjects" (Ammah&Kwaw, 2005, p.321). Ammah and Kwaw (p. 321) further said, "The status of most PE teachers, particularly in the suburbs and villages, leaves much to be desired. It is often argued that they lack professionalism in the way they go about their job."

#### **2.8.4 Physical Education in Egypt**

Too often unqualified teachers constituted a major problem especially in primary education for the subject. In some cases classroom teachers who usually had little or no training in Physical Education conducted Physical Education lessons as supervised play. There were more trained Physical Education teachers at secondary level, but many Physical Education classes were still given to untrained teachers (Mina, Fayez M. 1981).

### **2.8.5 Physical Education in Ghana**

In Ghana, for instance, while PE is assessed in schools internally, not much academic importance is attached to it. According to Ammah and Kwaw (2005), PE is an integral part of the school curriculum with about 70% of Ghanaians acknowledging its importance. Unfortunately, school heads are very prejudiced against the subject and most PE periods are instead used for other activities. But professional PE teachers endeavor to build the image of PE through campaigns via mass media.

### **2.9 Physical Education in Zambia**

Zambian Physical Education has its origins in ‘muscular Christianity’, whose basic premise was that participation in sport could contribute to the development of Christian morality, physical fitness and manly character (Watson et al., 2005). However, Physical Education in Zambia was declared as a compulsory subject for all levels of the education sector in 2006, with the subject seen as a means for the “enhancement of values, skills and a holistic development of the learner” (Ministry of Education, 2006) and as a way to address the challenges of HIV/AIDS. The decree directs administrators and teachers to: With immediate effect implement the teaching of Physical Education as contained in the syllabi. Physical Education Officers, District Education Board Secretaries and their Standards Officers should personally monitor the teaching of Physical Education to all pupils and students and ensure the appearance of Physical Education on School Timetables in all the Institutions of Learning without fail. Schools should not replace Physical Education with other subjects (Ibid).

It was mentioned that “the teaching of Physical Education is to ensure Physical Fitness of the Learner and need not involve expensive equipment. Additionally it need not necessarily be taught for examination purposes only but should be taught for the enhancement of values, skills and a holistic development of the learner. Heads of institutions are directed to personally ensure the implementation of teaching of Physical Education in your institutions of learning” (Ministry of Education, 2006).

It is worth noting that three years after the decree was proclaimed, Physical Education became an examinable subject, with approximately 340,000 Grade 7 students in 2009 taking a Physical Education exam (Ministry of Education, 2010).

With these pronouncements by the Ministry of Education, however, the subject of Physical Education still faces challenges today in many schools including those that were selected for the study. These challenges include lack of interest from the teachers in charge of the subject.

### **2.9.1 Size of Sport and Physical Education Community in Zambia**

The Physical Education community is very small in Zambia. For example, there are six Zambians with graduate degrees in Physical Education. In Zambia, PE included activities such as hunting, gathering food, and dancing. However, there was evidence that the level of development of PE varied from school to school. Physical Education in the 1970's carried low status in majority of the schools. In some schools, due to the pressure that community put on the academic performance of pupils, they had excluded the subject from their curriculum. During this period PE was perceived as a subject which lacked measurement since it was not examined and standards could not be easily set to determine the results. Lack of technical knowledge, skills and lack of understanding of the importance of PE contributed to its low status (Mweene, 1971).

Nyawali (2003) unpublished report indicated that the contrast was crystal clear in our education system. Well established private schools were relatively problem free, whereas government owned schools were adversely affected. Some schools had well-developed facilities, while majority had next to nothing. PE teachers were qualified in some cases and completely unqualified in many cases. PE programmes in private schools offered content with a wide and balanced variety of activities while others were limited to a few kinds of free play. Despite the Next Step II Conference in Zambia, where the President of the Republic of Zambia (the late Mr. Mwanawasa) (IYSPE, 2005) announced the re-introduction of Physical Education into the mandatory school curriculum as a pillar to foster education, health and personal development. PE as a school subject has not been recognized as one of the core subjects. It was neglected, misunderstood, seen as of little importance and regarded as inferior when compared to other subjects in the school curriculum. This was also affirmed by the District Commissioner Rebecca Mukuka's speech (<http://ww.lusakatimes.com> ) in which she urged schools to incorporate Physical Education in the school curriculum like any other subjects because it played an important role in the physical and mental development of pupils. In an effort to promote PE, the University of Zambia (UNZA) and University of Toronto (UofT), led by the Faculty of Physical Education and Health, signed a memorandum of understanding in 2006 to mark the first major

development in the partnership of the enhancement of the Physical Education unit at UNZA, research collaboration and student exchanges (<http://www.ccghr>)

### **2.9.2 Physical Education Policy in Zambia**

The Zambian government recognizes the basic right of every Zambian to good quality (MoE, 1996). The policy on Physical Education was well spelt out in the Education Reforms of 1978. The latest Education Policy does not state anything on PE. However, policies in Zambia may be described as official circulars and directives as issued by the Ministry of education (MoE, 2000). The overall impression was that the declaration by the late President Mwanawasa was what could be considered as a policy. Through this declaration, Physical Education and sports gained legislative and regulatory status.

### **2.9.3 Physical Education Benefits**

Sage (1993) had shown that Physical Education was the most effective and inclusive means of providing all children whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport. He further argued that Physical Education helped to ensure integrated and rounded development of mind, body and spirit and was the only school subject whose primary focus was on the body, physical activity, physical development and health. It helped children to develop the patterns of, and interest in physical activity, which were essential for healthy development and which laid the foundations for healthy adult lifestyles. It helped children to develop respect for their bodies and that of others, and developed understanding of the role of physical activity in promoting health. Ball and McCargar (2003); Dietz (1998); Molnar (2004); Pohl, Greer and Hasan (1998), pointed out that regular exercise helped in preventing or managing high blood pressure and other diseases.

Evidence had shown that some diseases previously thought to be diseases of adulthood were becoming more prevalent among youths. For example, brushing your teeth early in life to prevent cavities later in life, is like engaging in regular physical activity early in life leading to healthy activity habits later in life, thus reducing the risk of disease and improving the quality of life. Sallis and McKenzie (1991) argued that quality Physical Education had the opportunity to provide nearly all children with regular physical activity added that apart from providing regular physical activity PE provided skills and knowledge that led to physically active lives. In addition,

Morris and Froelicher (1991) and Trudeau and Shephard (2005) studies confirmed that quality Physical Education programmes developed positive attitudes towards physical activity among children and facilitated the participation in regular physical activity later in life.

Katz (1998) also indicated that physical activity not only built muscles, but also built stronger bones. He described the type of exercises that built bones as weight-bearing or strength-bearing, such as playing baseball, soccer, tennis, walking, or weight-lifting. The bones that would be strengthened were those that were directly affected by the activity being done. He pointed out that engaging in a variety of muscle-strengthening activities on a regular basis was important as these activities helped in having thicker, healthier bones which assisted in combating arthritis, a disease that involves the chronic inflammation of the joints, and osteoporosis later in life. Osteoporosis is a disease that gradually weakens bones, making them so fragile that they can fracture easily.

Many studies over the past half century have shown time and time again that physical activity provided a powerful stimulus to the brain. This was not surprising as brain cells required an adequate flow of blood to ensure correct functioning and healthy development, especially in children. Beashel (1997) pointed out that regular aerobic exercise produced an increased number of capillaries servicing the brain which allowed for a greater exchange of nutrients and waste products. This optimized oxygen and glucose delivery to the brain which helped to improve brain performance and enhanced academic learning. Not only did it improve circulation, increased blood flow to the brain, but also raised endorphin levels, which all helped to reduce stress, improved mood and attitude, and calm in children (Gruber, 1996 and Strong, 2005). In a large-scale study looking at the relationship between physical fitness and academic achievement (i.e., performance on standardized academic tests) in California, it was found that higher achievement on standardized tests was associated with higher levels of Physical Education. Results indicated a consistent positive relationship between overall fitness and academic achievement (Grissom, 2005). The relationship between fitness and achievement appeared to be stronger for females than males and stronger for higher socioeconomic status (SES) than lower SES students. Sallis, (1999) and Shephard, Lavalley, Volle, LaBarre, (1994) studies also indicated that increased time spent in Physical Education enhanced academic performance. Essentially, all studies examining Physical Education, physical activity, and cognitive

performance have shown either a positive or neutral effect (Dwyer, Sallis, Blizzard, Lazarus and Dean 2001; Field, Diego and Sanders 2001; Pate, Baranowski, Dowda and Trost 1996)

### **Chapter summary**

Literature reviewed focused on the subject of Physical Education in general with some selected countries in the world. Some literature on the studies conducted in Zambia was also reviewed. It was noted that despite the educational significance of Physical Education and sports in the development of a human being, it is still neglected. Physical Education is perceived by many societies as restricted in sports, and its importance was to satisfy the plan and recreational drives of pupils.

The literature shows that despite having teachers trained in Physical Education in various colleges and having the Ministry of Education make deliberate policies in order to enhance the program of Physical Education, there are still some finding gaps.

Reviewed literature so far does not fill the knowledge gap about teachers attitude towards physical education, it also does not report on the knowledge of subject teachers as well as the perception of other stakeholders towards the teaching of Physical Education in Zambian primary schools and the challenges found in the teaching of Physical Education. This knowledge gap became the motivating factor to conducting this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter provides the methods and procedures used in undertaking the study. It discusses the research design on which the study was underpinned, data types, sources, and data collection techniques and data analysis.

A research can either be quantitative or qualitative. Quantitative research is based on items that can be measured. Fierro (1997) says a quantitative research calls for procedures that are public, use precise definitions, and use the objectivity-seeking method for data collection and analysis that are replicable so that the findings can be confirmed or disconfirmed. It is appropriate where quantifiable measures or variables of interest are possible, where hypothesis can be formulated and tested and inferences drawn from samples to population. Simply put, quantitative research relies on statistical tests and can be easily replicated. It is the preferred type of research in the physical sciences.

Qualitative research, however, is more constructive in theory. It tends to immerse the researcher(s) into context. Qualitative research is a valuable tool in social sciences such as psychology and anthropology because it provides a deeper, more rounded view of the subject matter. Qualitative research does not give statistically robust findings.

While these are often used as standalone methodologies they can also be valuably combined into mixed-methodology research.

#### **3.2 Research Design**

This research used qualitative and quantitative data and it was a case study involving five schools. The reason for using a qualitative method was to establish whether or not physical education was taught in the selected primary schools, assess the attitude towards Physical Education by teachers involved in teaching the subject and also to assess the challenges faced in

teaching Physical Education. A case study was used in order to have in depth understanding of the status of Physical Education in the selected schools in katete district.

### **3.3 Target Population**

The population of this study comprised fifty (50) teachers' and five (5) head teachers. Teachers were randomly selected to allow each one of them an equal chance of participating.

### **3.4 Sample size**

The sample size of this study comprised fifty (50) teachers and five head teachers. Teachers and head teachers were conveniently selected for this study because of their convenient accessibility to the research and also their willingness to participate in the study.

### **3.6 Sampling procedure**

Simple random sampling procedure was used to select respondents for the study. Purposive sampling was used to select head teachers. Except in posts where only 1 or 2 officers were found in which one or both of them were selected.

### **3.7 Research Instruments**

Structured Questionnaires were used to collect primary data from the selected primary school. The questionnaires contained both open-ended questions and closed- ended type of questions. The questionnaires were administered to the respondents who are the teachers.

Interviews were also done with the Head teachers or deputy head teachers for supplementary data which might not have been obtained through the questionnaires.

Questionnaires were used for this study because of the large amount of data that was to be collected from teachers within short period of time. Structured interviews proved to be more effective compared to detailed interviews. It was also effective as many teachers were not able to respond to the questionnaires there and then due to their tight schedules. Questionnaires were left to be answered and collected on later dates. Using questionnaire for this research also helped to minimise costs.

### **3.7 Data Collection Procedure**

In order to obtain the needed data from the sampled schools, the researcher got permission from the head teachers of the schools. After self-introduction and brief statement of the purpose of the visit, the researcher was given respondents so that they could answer the questionnaires. Interviews were held with the head or deputy head teachers who were available at that time.

- i. Questionnaire distribution: As soon as the researcher was handed over to the right respondents, questionnaires were made available to the respondents for answering in order to solicit for information about the teaching of Physical Education .Each 3.7.2 questionnaire was accompanied by instructions on how to complete it (see Appendix). However, participants were given further clarification by the researcher where necessary. Some questionnaires were completed while the researcher waited and others were collected at arranged times with the respondents.
- ii. Interviews were conducted at convenient agreed times with the respondents and observations were conducted at arranged times with relevant people.

### **3.8 Data sources**

In order to achieve the objectives of the research, two types of data sources, i.e. primary and secondary sources, were used in this research.

#### **3.8.1 Primary data**

Primary data was collected using questionnaires which contained both open-ended and closed-ended questions.

#### **3.8.2 Secondary data**

Secondary data was collected using journals from [www.elsevier.com](http://www.elsevier.com), books and other research work that was done previously.

### **3.9 Data Analysis**

Quantitative data from questionnaires was analyzed using simple distribution tables to generate tables of frequencies and percentages. Qualitative data from interviews and physical observation were coded and emerging themes were grouped into categories using constant comparative analysis technique and then interpreted. 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 was analysed using Microsoft office package, Microsoft Excel, and statistical Package for Social sciences, SPSS. Responses from the interviews conducted were also coded accordingly. 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.

### **Ethical consideration**

Since this research dealt with sensitive information on whether teachers are teaching the subject of physical education or not, and their attitudes towards the subject, ethical issues were considered. Ethics are simply moral principles that will guide our behaviour and based on shared values and beliefs about what is good or bad. All data collected was strictly confidential and was used for the purpose of this research .No names were attached to any particular teacher or school. Consent was obtained from participants.

### **Chapter summary**

This chapter covered the methods and procedures which were used to collect data for the study. It outlined the population, research design, sampling design. It also specified the instruments used in data collection. The chapter concluded by stating how the data collected was analysed

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

The previous chapter discussed the research methodology that was used and justification for using each of the selected methods.

This part of the research is a presentation, analysis and the interpretation of the data that was collected for this research. The analysis focused on the following main interest areas; Establishing whether or not Physical Education was taught in primary schools of Katete district, assessing the knowledge of the subject by teachers involved in teaching of Physical Education, assessing the attitudes towards Physical Education by the teachers involved in teaching of this subject and also perception of other stakeholders towards the teaching of Physical Education in primary schools

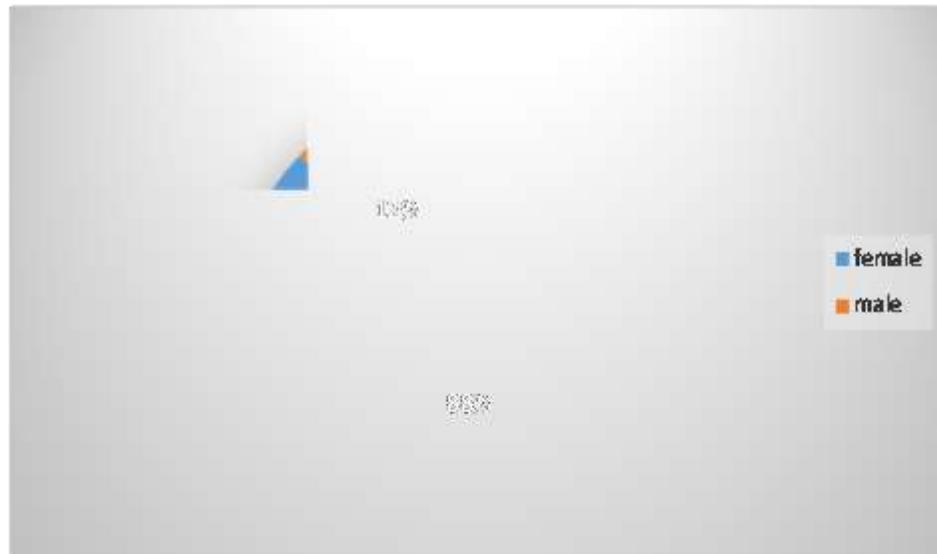
Further analysis areas included, on the time spent on teaching Physical Education, how prepared the teachers were to present Physical Education lessons to pupils, how often the subject is taught in schools as well as many areas that were brought up during interviews and observations areas of interests.

#### **4.2 Response to the questionnaires**

All the questionnaires that were distributed were returned to the researcher for analysis. However, only a few were not fully answered. This can be attributed to the fact that the respondents did not fully understand the questions. This however did not affect the data analysis and interpretations as the incomplete questionnaires were only two.

### 4.3 Gender of the respondents

Figure 4.1. Gender of respondents



Source: Field work (2015)

The pie chart above shows gender distribution of the respondents. It can clearly be observed that 88% of the respondents were female, while 12% were male. The main reason for gender disparity is that the researcher was female and was very free conversing with the female forks.

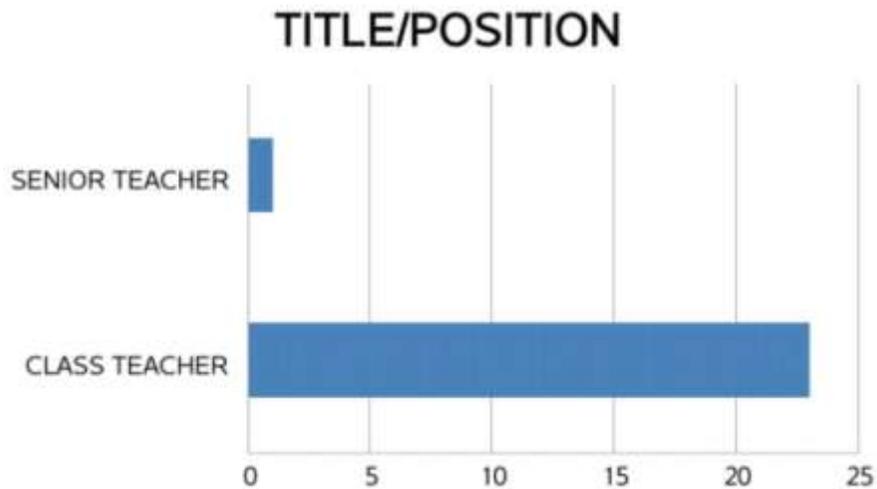
This gender representation did not, however affect the finding as the females are well aware and have knowledge on the subject on Physical Education. A definition of Physical Education was given by each responded. The responses with regards to the definition of Physical Education generally grouped into four groups based on what respondents said.

One category of respondents looked at the PE as fitness. Physical Education is seen as a way of helping learners become physically fit through exercises. Other respondents looked at PE as a subject that helped the pupils grow mentally, emotionally, and physically fit. Whilst others generalized it by stating that Physical Education can be used for learning or building skills.

It can therefore be said that Physical Education deals with the physical fitness as a way of keeping healthy and earning a living in future, about developing social, intellectually and

morally through physical activities, it is about strengthening the child's physical and mental being.

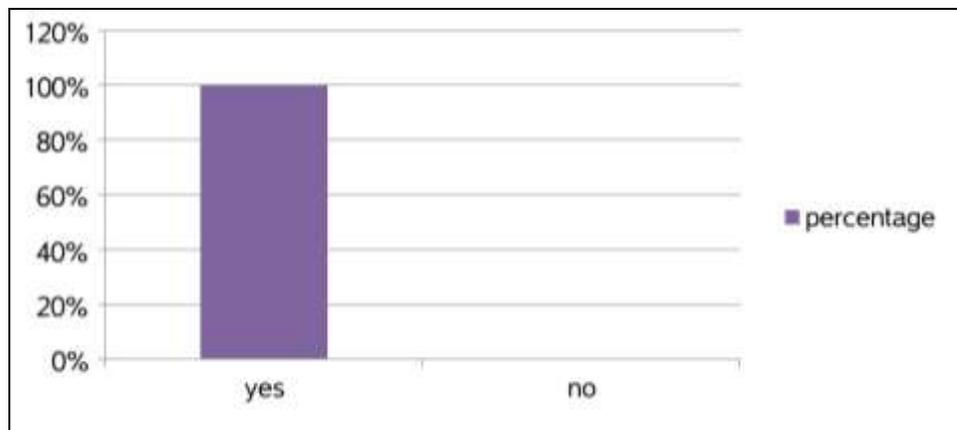
Figure 4.2 Position of respondents.



Source: Field work (2015)

The graph above shows the position of the respondents, we observe that 23 were class teachers while a compliment were senior teachers.

Figure 4.3. Availability of PE in Schools

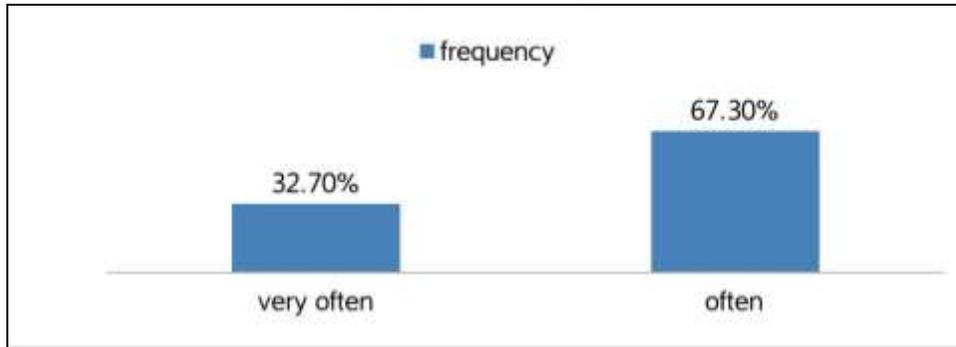


Source: Field work (2015)

The bar chart above shows that all the schools that were sampled do teach Physical Education. It is evident that Physical Education is a corner stone of most sporting disciplines and therefore its

need cannot be over emphasized. A follow up question was addressed as to find out how often teachers in the particular schools do prepare Physical Education lessons.

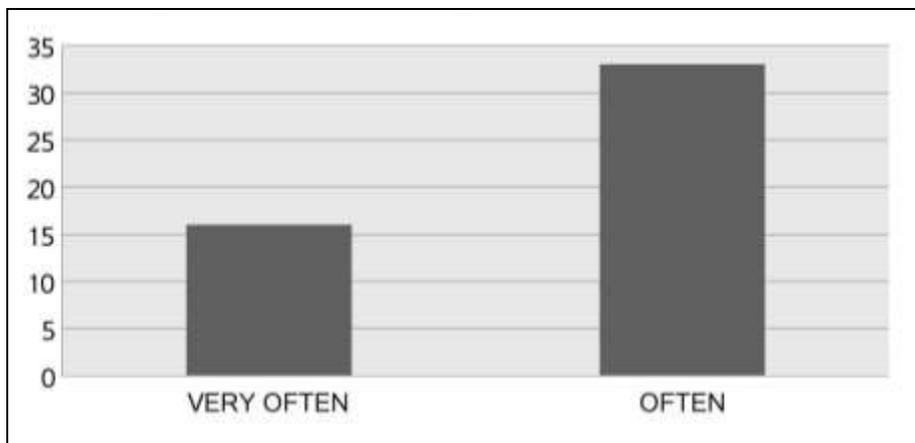
Figure 4.3.1 Frequency at which PE is done



Source: Field work (2015)

From the bar chart above we can see that 32.7% very often devote their time to prepare for Physical Education, and 67.3% often do prepare for Physical Education. It is evident from the chart above that teachers do take keen interest in teaching Physical Education, in other words Physical Education is regarded as a subject that can earn someone a life; even though it is not examined.

Figure 4.4.1 (a) Time devoted to Physical Education

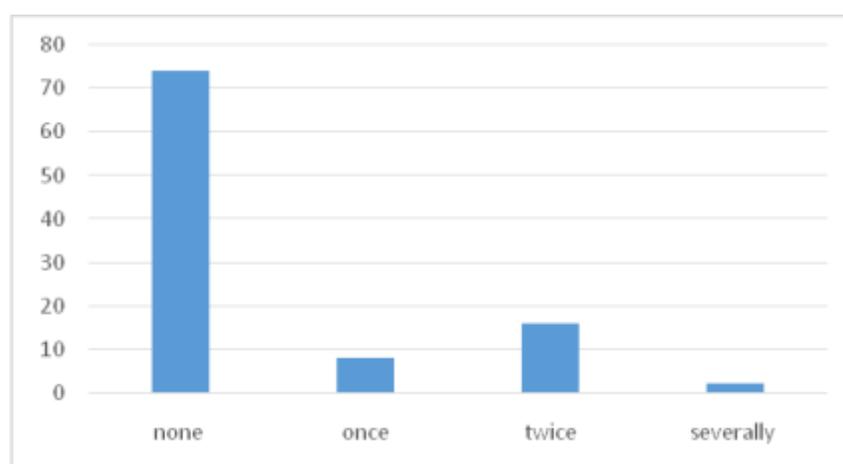


Source: Field work (2015)

From the bar chart above we can see that 16 very often devote their time to prepare for Physical Education, and 33 often do that. It is evident from the chart above that teachers do not take keen

interest in teaching Physical Education, in other words Physical Education is not regarded as a subject that can earn someone a life; more so that it is not examined. This shows the value that is attached to the subject of PE. Not devoting time to the preparation of the study was attributed to lack of monitoring and support by both external and internal monitors. Lack of monitoring has contributed to the low status of Physical Education in primary schools because teachers thought that as long as they were not monitored by internal and external monitors, Physical Education was considered not to be an important subject despite all the administrators accepting that Physical Education was important in the life of learners and needed to be earnestly taught in schools. According to the descriptive statistics, the minimum number of times that each teacher had been supervised was zero and the maximum was 5. The statistics indicated that the expected number of times that a teacher had been supervised was once and this meant that was 0 percent indication of support rendered to Physical Education in primary schools.

Figure 4.4.1 (b) supervision of teachers



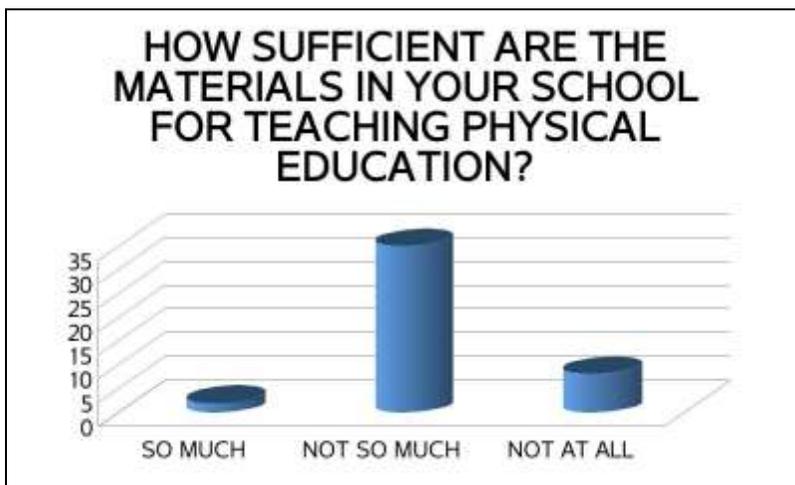
Source: field work (2015)

The chart above shows the response to the question of supervision to the teachers by the stakeholders. From the chart above we can notice that 74% of all the teachers sampled from the four schools do not get supervised in any way while 8% get supervision at least once per term. A proportion of 16% admitted to getting supervision at least twice and the remaining 2% affirmed that they get help several times. In short most of the teachers do not receive supervision from the

stakeholders. This mannerism is also reflected in the question that addresses the challenges that the teachers face in teaching Physical Education.

Not having sufficient material could be another factor that has contributed to not having teachers devote time to the preparation of PE lessons. The data collected revealed that the majority of the teachers feel that the material needed to conduct Physical Education is not sufficient as indicated in the figure below.

Figure 4.4.2 Availability of material



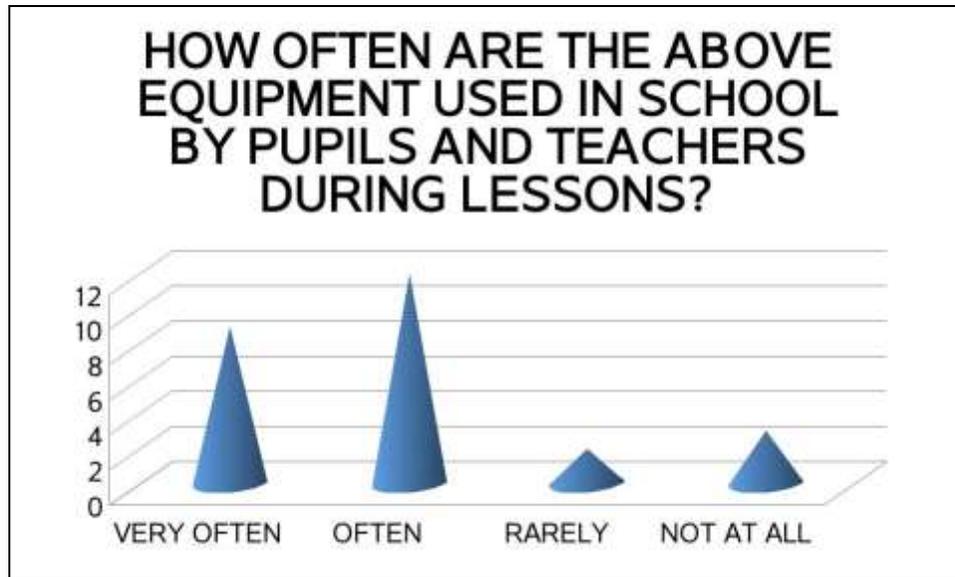
Source: Field work (2015)

In the cylindrical graphs above 35 respondents said there is not much material available for teaching Physical Education, 8 said not at all available, while a negligible number of 2 said there was sufficient material to teach the subject.

The study also revealed that the teachers desired to have better facilities such as gymnastic equipment and renovated football pitch, tennis, volleyball, netball and badminton courts.

The study also revealed that the main material and equipment available are footballs, netballs chess boards, tennis balls and the football pitch, netball, volleyball and tennis courts. In terms of books, the teachers revealed that the book that they found most useful was the CTS text book for the 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> graders. However, this material and facilities were not fully utilized as evidenced from the data presented below.

Figure 4.4.3 Utilization of the material, equipment and facilities

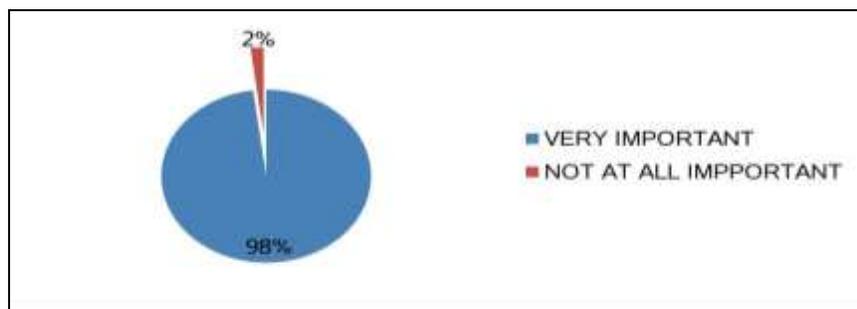


Source: Field work (2015)

In the cone graph above 9 respondents said P.E equipment are used very often during lessons, 12 said often, 2 said rarely, while 3 said they are not at all used.

Despite the fact that the majority of teachers do not take time to prepare adequately for the subject, they, however acknowledge the fact that it is an important subject that should be part and parcel of the syllabus. Figure 4.4 shows that 98% of the respondents acknowledge that PE is important to the pupils at primary school level. They study revealed that PE is seen to be important as it has the potential of refreshing pupils thereby enhancing their intellect.

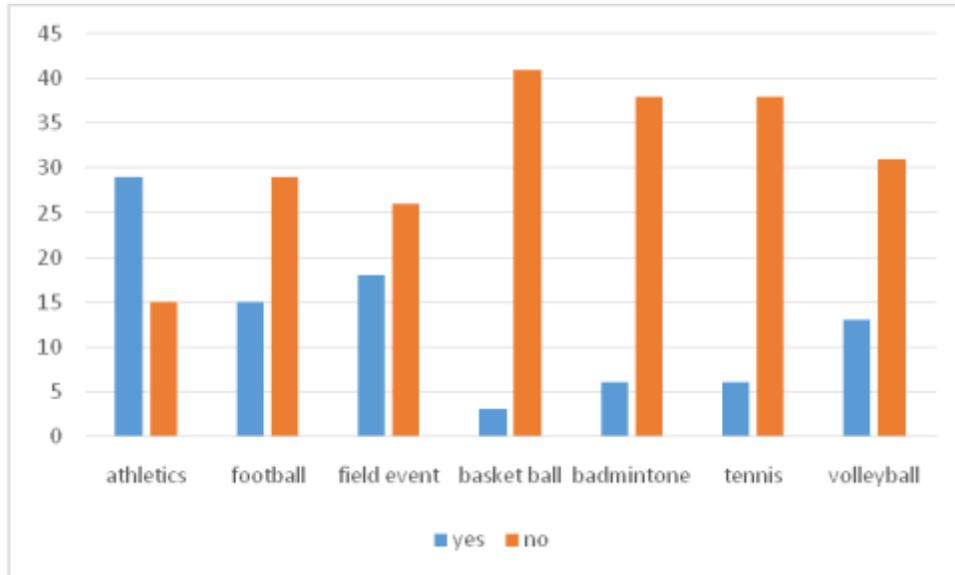
Figure 4.4.4 Importance of Physical Education



Source: Field work (2015)

#### 4.4 Subject Knowledge and Teacher knowledge

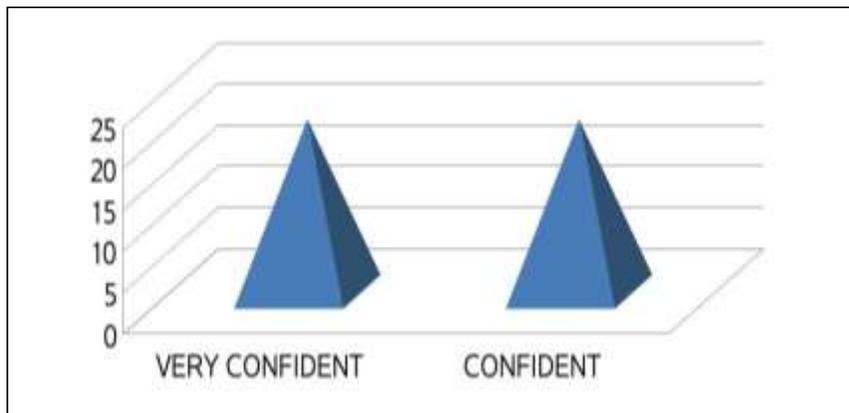
Figure 4.5.1 Activities done during PE



Source: field work (2015)

The figure above depicts which Physical Education activity a respondent is good at. We can see that the most popular Physical Education activity is athletics, while basketball is the most unpopular.

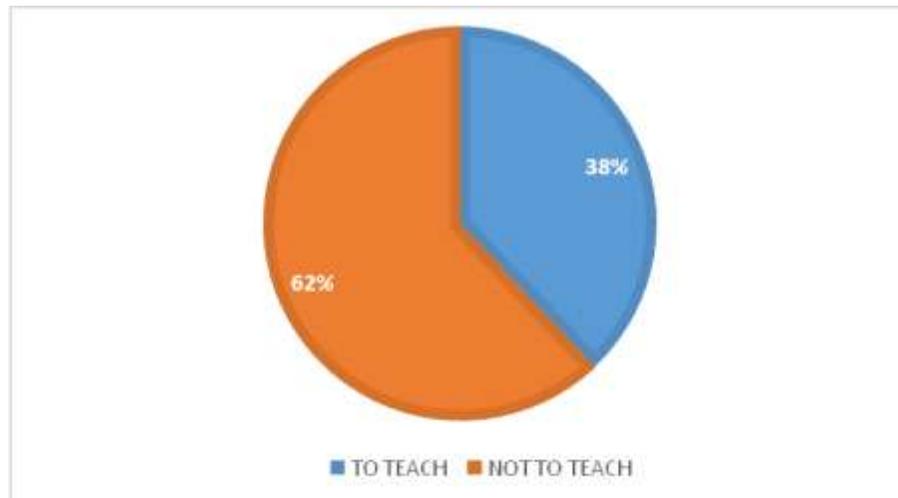
Figure 4.5.2 confidence of teachers when teaching PE



Source: Field work (2015)

In the pyramid graphs above, 50% of the teachers were confident when teaching Physical Education in primary school, while the other 50% were not.

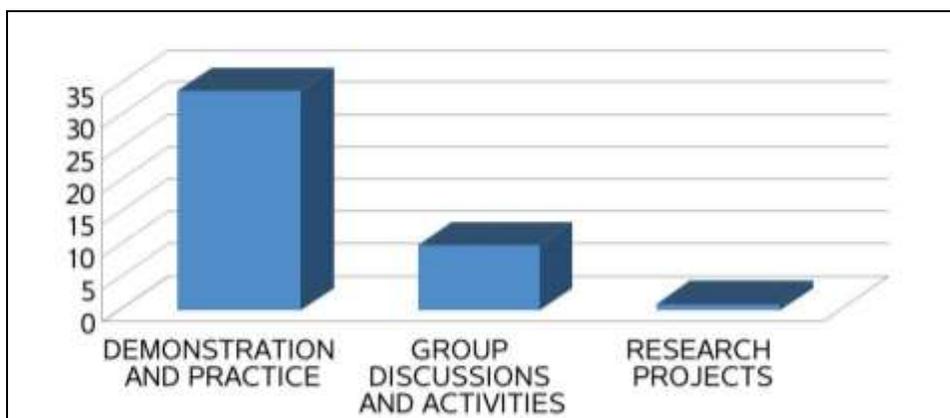
Figure 4.5.3 Option to teach PE



Source: field work (2015)

In the pie chart above 19 respondents said they would choose to teach Physical Education, while 31 did not respond to the question. The time spent in preparing PE lessons and the motivation to effectively conduct which were discussed earlier can be to this fact that most teachers would rather not conduct PE lessons they had the option to choose.

Figure 4.5.4 Methods employed on teaching PE

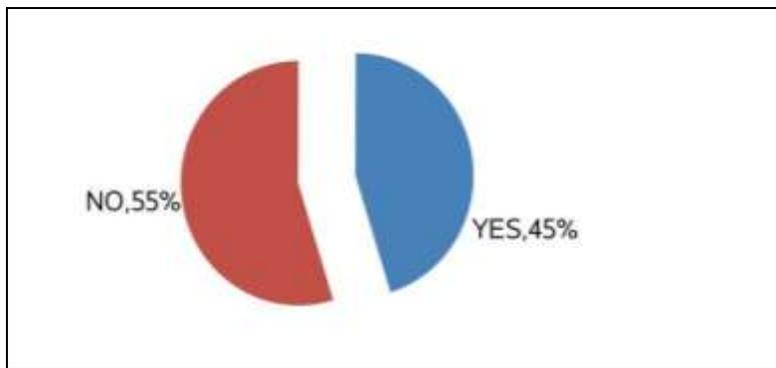


Source: Field work (2015)

In the bar graph above 34 chose demonstration as the method employed in teaching Physical Education, 10 chose discussions and activities, while 1 chose research.

The study revealed that Demonstration and practice were the most effective ways of teaching Physical Education because it is not easy for pupils to forget if they practice as they are directly involved. Practice and demonstration also motivate and promote enjoyment amongst the pupils. It was therefore concluded from the data collected that teachers thought demonstration was the best way to teach Physical Education.

Figure 4.5.5 Policies to strengthen the teaching PE

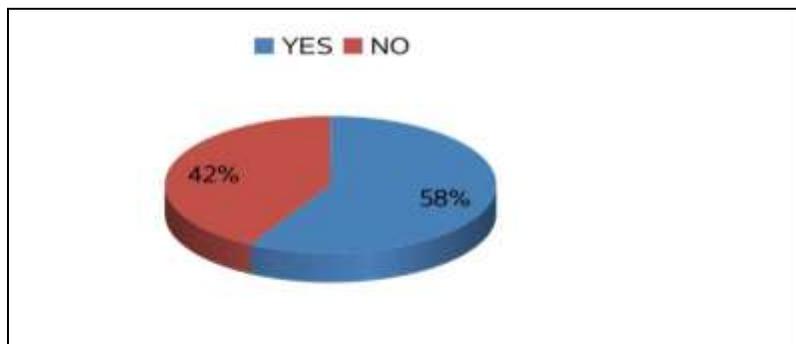


Source: Field work (2015)

The pie-chart above 45% said their schools have policies to strengthen the teaching of Physical Education, while 55% said they do not.

#### 4.5 Teacher Preparation and professional development.

Figure 4.6.1 Pre-service Training in PE

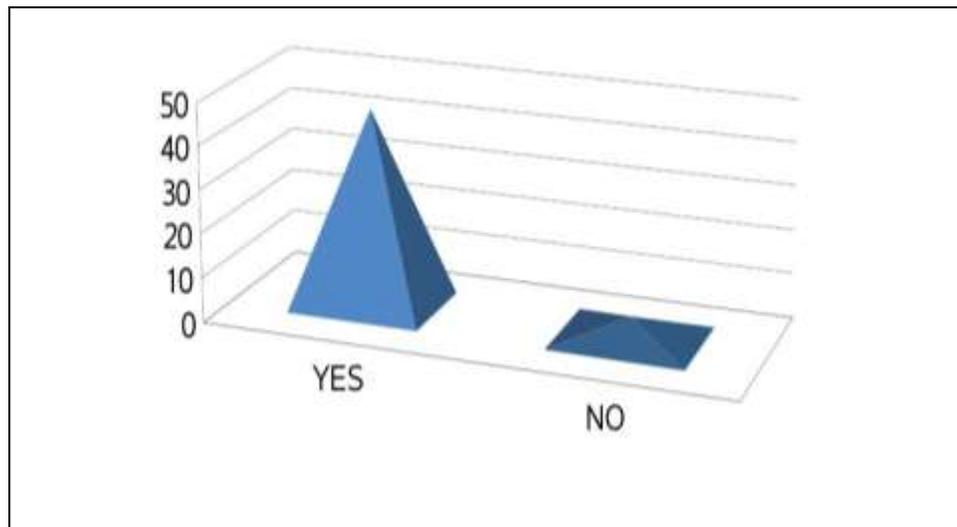


Source: field work (2015)

The pie chart above shows that 58% of the respondents have done pre-service training in Physical Education while 42% have not. This clearly shows that most teachers are qualified to take Physical Education subject. The value of this part of education cannot be over emphasized.

However a good portion of teachers, 42%, have not been trained to teach Physical Education. Therefore, problems that may arise from such situations are that of poor service delivery and incapacity to deliver at all.

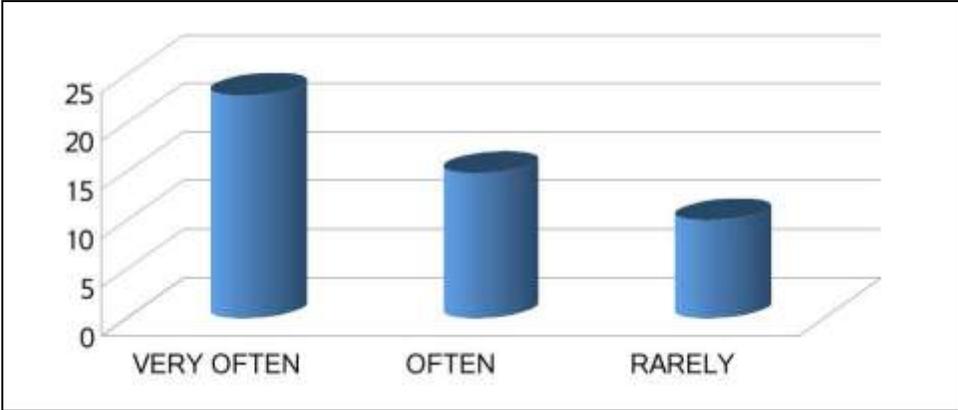
Figure 4.6.2 participation of teachers in PE during their school days



Source: Field work (2015)

From the pyramid above 45 respondents had done Physical Education either at primary or secondary schools while a compliment did not. It was also noted that these teachers during their school day, they prepared adequately for the PE lessons. This clearly indicates that Physical Education is important and needs a deserving attention in primary schools to build in intellect and physical ability of the all the pupils.

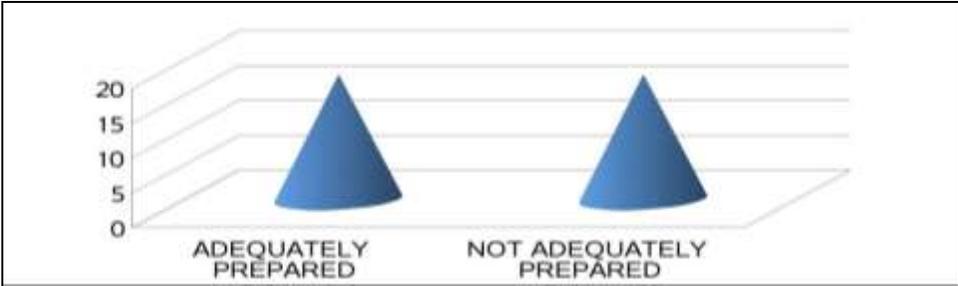
.Figure 4.6.3 shows how often teachers learnt Physical Education during teachers' training



Source: field work (2015)

The cylindrical graphs above show that 23 respondents learnt Physical Education during their teachers’ training very often, 15 often, and 10 rarely did so.

Figure 4.6.4 Satisfaction with the PE training

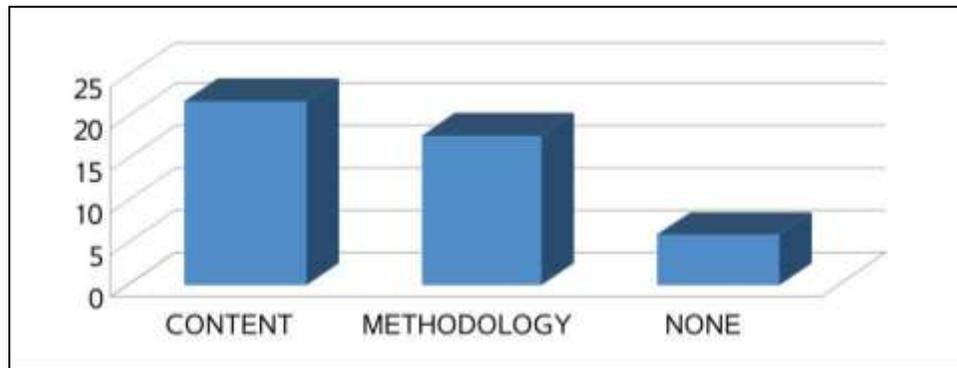


Source: Field work (2015)

The cone graphs above, we clearly see that half of the respondents were adequately prepared to teach Physical Education while the other half were not. This statistics have made trained teachers into saying and believing that they were adequately trained and are prepared to conduct PE lessons as teachers. However, those that said were not adequately trained feel they are not adequately prepared in PE methodology. The challenge goes back to the training institutions which need to ensure that all the students training to be primary teachers fully participate in PE training.

The figure below shows how teachers are prepared in terms of content or methodology of Physical Education.

Figure 4.6.5. Content or methodological readiness of teacher to conduct PE

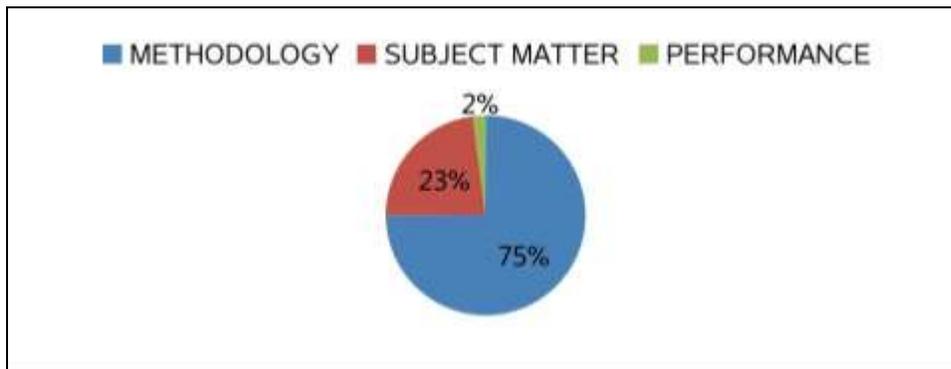


Source: field work (2015)

The above bar charts show that 22 respondents said were better prepared to teach Physical Education in content, 18 in methodology, while 6 were not prepared in any of them.

This means that most of the teachers are capable to effectively deliver PE lessons.

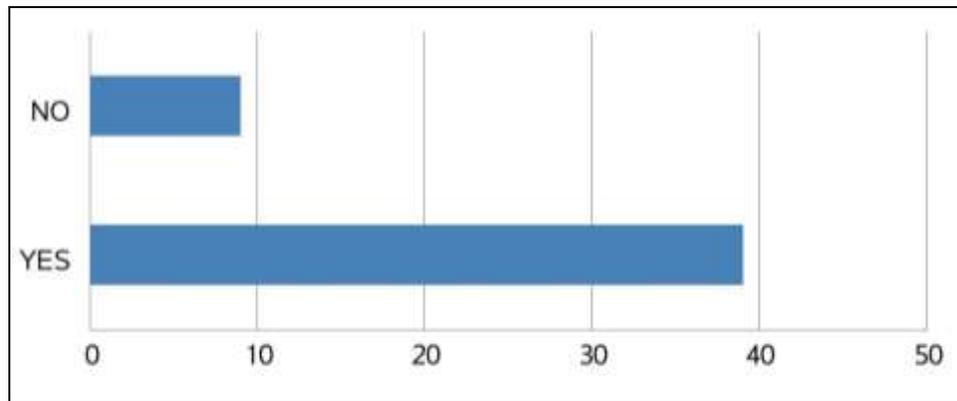
Figure 4.6.6 Physical Education component to be emphasized during professional training



Source: Field work (2015)

In the pie-chart above, the components of Physical Education to be emphasized during training, 75% of the respondents said that methodology, 23% said subject matter, while only 2% said performance.

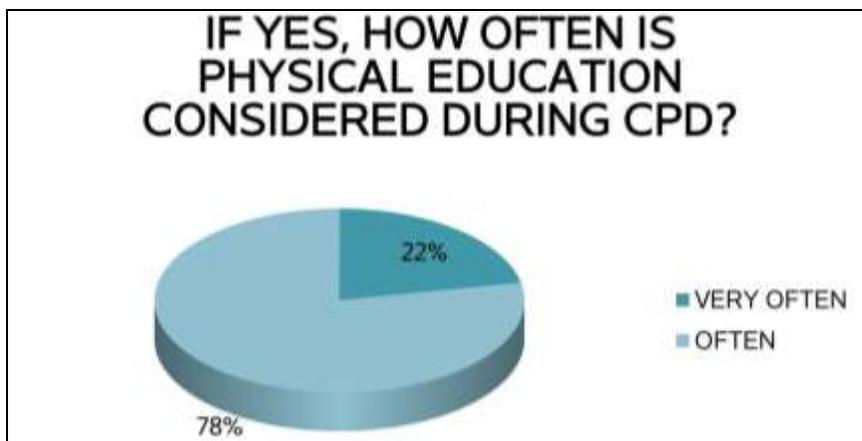
Figure 4.6.7 conducting of CDP



Source: Field work (2015)

In the bar chart above, 39 respondents indicated that their schools conduct continuous professional development, while a compliment said that their schools do not.

Figure 4.6.8 consideration of PE during CPD



Source: Field work (2015)

From the pie-chart above we can see that 78% of the teachers said that Physical Education is not considered during CPD, while 22% said it is considered.

## **4.6 Challenges faced in teaching Physical Education**

### **4.6.1 Material**

The study revealed that most schools lacked teaching materials in Physical Education has been a very huge challenge in the teaching of the subject. Though some material is available, it is however not enough. The inadequacy of the material included the dilapidated state of the facilities where PE can be conducted.

### **4.6.2 Support**

The research also revealed that the teachers lack support from the administration, thus it demotivates them to conduct PE lessons. Pupils also do not support the teachers, they show no interest as the subject is none examinable. Lack of interest from the administration, the Ministry of Education and pupils hinders the teachers from effectively conducting PE lessons. This has also created a negative attitude toward PE amongst the teachers.



In the picture above we can see children participating in a game during Physical Education. It is clear that the children lack materials that enhance their training and learning. The poor status of the playground cannot go unmentioned. Lack of proper attire is also another hindrance to the effective delivery of Physical Education.

## **4.7 How PE can be improved in schools**

It was noted that in order to improve the standards of PE in primary schools, teachers should be encouraged to teach Physical Education by having workshops and equipment together with the necessary literature be made available to the teachers. As this can help the teachers acquire more knowledge on the latest developments with regards to PE. Also, the ministry has to consider the procurement of materials.

## CHAPTER FIVE

### DISCUSSIONS OF FINDINGS

#### **Introduction**

This chapter discusses the findings of the study reported in chapter four on the status of physical education, focusing on case of katete district.

The findings are discussed under sub-headings derived from the study objectives and research questions

The research findings indicated that teachers face many challenges in Physical Education which contributed to the low teaching of the subject and these challenges seemed to be similar in almost all schools. Furthermore, the findings indicated that the merging of five subjects resulted into one bulky subject area of creative and technology studies. According to the discussions the researcher had with one of the administrators, there was emphasis that as long the five subjects remained merged Physical Education will never receive attention because usually teachers would opt to teach other subjects within CTS like music seem to be easier than other subjects.

#### **Data on whether physical education was taught or not.**

The study disclosed that there were no teaching and learning materials in terms of reference Books. Administrators and teachers were concerned as to why there were no teacher guides and other books for Physical Education because a teacher's guide and text book were important in planning and learning. From these findings we can say that lack of reference books, text books and teacher's guides has a negative impact on the teaching of Physical Education in primary schools as teachers fail to adequately prepare for Physical Education lessons. The study also showed that one of the reasons for not teaching Physical Education was lack of in-service training in Physical Education. All the teachers and administrators denied at any time attending or conducting in-house training in Physical Education. The study showed that workshops and CPDS were there in schools however, statistics indicated a larger percentage 55 percent of the Physical Education not being considered during workshops and in house training.

Lack of motivation came out as another factor for not teaching Physical Education because teachers did not receive encouragement from school administrators and the Ministry of

Education. If the stakeholders showed concern towards Physical Education as a subject by monitoring, coming up with deliberate policies on Physical Education procuring materials and holding workshops teachers could have been motivated to teach Physical Education especially that, they acknowledged the importance of Physical Education. When respondents were to choose whether they would want to teach or not teach Physical Education while 80 percent indicated that they would opt to teach Physical Education while 20 percent opted not to. This was a clear indication that if teachers were motivated they would teach Physical Education effectively. Most responses on this part indicated that lack of teaching and learning materials does not usually motivate teachers.

### **Teachers' attitudes and knowledge of physical education.**

Negative attitude towards Physical Education was another reason that came out of the findings. One of the sentiments which came out strongly from the administrators was the fact that most teachers had a negative attitude towards Physical Education despite being encouraged. One of the teachers said that Physical Education should be taught by teachers specialized in Physical Education who have interest for the subject.

Another important aspect on why PE had a low status in schools was attributed to teachers' preparation during their per-service teacher training. Almost all respondents said that despite all student teachers learning Physical Education at college, the time spent on preparing them to teach Physical Education in schools was not adequate. According to the findings, there seem to be a gap at college in terms of methodology and what teachers found in schools.

Lack of clear education policy on Physical Education came out as one of the reasons for not teaching Physical Education in schools. Despite governments emphasis on teaching practical subjects of which Physical Education is included, policy makers did not follow up the teaching of these subjects and that there were no deliberate policies to help improve Physical Education in schools. Respondents clearly indicated that they had taken Physical Education not to be important subject because policy makers and administrators in schools rarely paid attention to Physical Education when we compare the number of responses which indicated that CPD was conducted only a few indicated that Physical Education was considered and a large percentage indicated Physical Education was not considered which did not give a health picture to Physical

Education in primary schools. This means that the policy statement on Physical Education has not been fully interpreted and implemented.

This was attributed to the fact that Physical Education helped in the teaching of other subjects and early exposure to Physical Education helped in academic achievement.

### **Perception of stakeholders towards physical education.**

The study disclosed that Physical Education was not effective in primary schools because administrators did not monitor the teaching of Physical Education although it was reflected on the time tables. Another reason which emerged was that Physical Education was not effective because the subject was understood to be demanding and expensive in terms of funding.

The research revealed that teachers perceived Physical Education as a sheer waste of time and that Physical Education is a subject where learners should just express themselves through jumping and running ignoring other aspects.

On the other hand, the study results showed that teachers perceived Physical Education as a difficult subject which should be taught by specialized teachers who have interest in the subject matter. Also some respondents even suggested that more teachers of Physical Education should be trained.

### **Challenges found in teaching physical education.**

The low levels of teachers knowledge in Physical Education was another contributing factor to the low status of Physical Education in most primary schools. The study revealed that only 20 percent were confident to teach Physical Education while the rest indicated they were not confident at all. Despite these factors most teachers agreed that Physical Education should be taught. Lack of support from administrators demotivates teachers. Also pupils lack interest in the subject and lack of adequate teaching and learning materials.

### **Chapter summary**

In summary, it has been established that PE is an important part of the education system even though it has not been given the attention that it deserves. There are so many challenges that hinder conducting of PE lessons effectively and if they can only be addressed by the relevant authorities, PE can take its rightful place in the primary schools as it was initially intended.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **Introduction**

This research sought to establish the status of Physical Education in Zambia by looking at selected Primary schools in Katete District of the Eastern Province. In particular, this research sought to find whether PE is being taught in Primary Schools, if teachers are well knowledgeable about the subject, the attitude that they have towards it and also, to find the perception of other stakeholders towards the subject.

Looking at the data analysed in the preceding chapter, this chapter brings conclusion and recommendations, which it is hoped, will be given serious considerations so as to enhance the teaching of Physical Education in Zambian primary schools.

#### **6.1 Conclusions**

The findings showed that the status of Physical Education in Katete district of Zambia is very much alive. However the quality of education leaves a lot to be desired. The teaching of Physical Education is seen to be part time activity by pupils and some of the teachers. Supervision from various stakeholders ranging from the Ministry of Education to head teachers leaves the subject rather starved than accomplished. The study also revealed that Physical Education is recognized as an important aspect in children's lives. However, it is not properly taught and in instances where it is taught Physical Education is not taught correctly despite teachers being trained. The reasons attributed to poor status of Physical Education are 'provision of resources', professional development and in- service activities, lack of monitoring, integration of Physical Education with other four subjects into one subject area CTS. Lack of Physical Education knowledge and skills, Lack of competence in methods, poor attitude towards Physical Education, unclear policy on the position of Physical Education and lack of deliberate policies to improve Physical Education.

## **Objectives**

5.3.1 Objective one: the first objective was to establish whether or not Physical Education was taught in primary schools of Katete district. This objective was met and the study revealed that Physical Education is being taught in Zambia though the quality and attention given to it is poor.

5.3.2 Objective two: the second objective was to assess the knowledge of the subject by teachers involved in teaching of Physical Education. The research revealed that the knowledge that teachers have on the subject was not sufficient as there were so many challenges that they faced. Therefore, this objective was met.

5.3.3 Objective three: the third objective was to assess the attitudes towards Physical Education by the teachers involved in teaching of this subject and it was fully met. The study established that the attitude given by teachers towards Physical Education is not encouraging as they tend to cancel the Physical Education lessons by replacing them with other lessons. They allocate little or no time in preparing for the Physical Education lessons if at all they get to have them.

5.3.4. Objective four: the third objective was to find out the perception of other stakeholders towards the teaching of Physical Education in primary schools. This objective was met as well. The study revealed that Physical Education was perceived as an important subject which fosters education achievement and helps pupils develop their skills and talent to help them become self-reliant after leaving school.

## **6.2 Recommendations**

The following recommendations were made by the researcher.

- i. Come up with CPD meetings and monitoring policies to encourage and improve Physical Education in primary schools.
- ii. The ministry of education should deliberately provide and promote in- service training programmers' for teachers in primary schools.
- iii. Ensure that Physical Education is monitored regularly by standards officers and school administrators so that challenges are identified and addressed early.
- iv. Curriculum development centre should address the problem of teaching and learning resources.
- v. Schools to have a deliberate policy on Physical Education and make available all the

necessary equipment and facilities.

- vi. Head teachers should ensure that the practical aspect of Physical Education is taught in primary schools.

### **5.5 Suggested future Research**

In line with the findings of the study, the following areas of future research are suggested:

- i. An investigation into the curriculum content of a professional training programme in Physical Education.
- ii. Attitudes of teachers and administrators towards the teaching of Physical Education in primary schools.
- iii. An evaluation need for Physical Education to be included as part of formal education in Zambia.

## REFERENCES

- Ball G.D.C &McCargarL.J. (2003). Childhood obesity in Canada. Review of prevalence estimates and risk factors for Cardiovascular diseases and type 2 diabetes|| Can. J. of Applied physiology Medline, 28(1)117
- Beashel P. (1997) The World of Sports examined. Victoria: Nelson Publishing:
- British Columbia Teacher's Federation (2004). Build us gyms and we will come: Brief to the Minister of Education from the British Columbia Teachers' Federation on the Draft Physical Activity Policy. Retrieved from <http://www.bctf.ca/publications/briefs/PhysicalActivity.html>
- Chepyator T.J.R. (2003) "Pre-service teachers' reflections on student teaching experiences: lessons learned and suggestions for reform in PETE programs" Physical Educator. Retrieved from Find Articles.com.
- Clay, G. (1997), Standards in primary and secondary Physical Education. British Journal of Physical Education, Vo 1,28,No.2,pp.5-9.
- Connell, R.W. (1985). Developing a Personal Philosophy on the Nature and Purpose of Physical Education: Life History Reflections|| European Physical Education Review. 3(1) 68-82
- Crichton, T. (2004). Whatever happened to school sports? Sunday Herald. 4 April.
- Daughtery, R. (1969) Methods in P.E. Health for Sec. Schools. Faundus: Philadelphia.
- Dwyer, T.,Sallis,J.F., Blizzard,L.,Lazarus, R.,&Dean,K.(2001) Relation of academic
- Hardman, K., & Marshall, J. J. (200).World –wide survey of the state and status of school Physical Education, final Report. Manchester University of Manchester press
- Hardman, K (2008). United Nations Resolution 58/5, 2004)
- MESVTEE (2013). Zambia Education curriculum frame work. Lusaka; CDC
- Ministry of youth and sport. ( 2012) National sports policy. Lusaka; ministry of youth and sport
- MoE (1977). Education Reforms Lusaka .Government Printers.

MoE (1996). *Educating Our Future Lusaka*. Government Printers.

MoE (2000). *Curriculum Framework Lusaka*. Government Printers.

Morgan, P. J. & Hansen, V. (2008 August 20). *Physical Education in primary schools Classroom Teachers perceptions of benefits and outcomes Health Education*.

Musangeya, E. Kuparara, C.T. Tanyongana, C., & Mumvuri, D.E. (2000). *Foundations of Physical Education and Sports*. Harare: Zimbabwe Open University.

Mutiti, M. (2011). *Factors contributing to the Poor Status of Physical Education in selected Schools of Chongwe District*, Unpublished Thesis.

Mwanakatwe, J. (1965). *The Growth of Education in Zambia since Independence*. Lusaka: Oxford University Press.

Talbot, M. (1997). Values and aspirations for the professions. *The Bulletin of Physical Education*, 33(3):6-23.

The Education Forum (1996). *A forum for teachers and educators Retrieved from www.Educationforum.ipbhost.com Journal*, 67 (3), 196-207, Retrieved march 9,2012.

# APENDICES

## APPENDIX.1 QUESTIONNAIRE

### THE STATUS OF PHYSICAL EDUCATION IN PRIMARY SCHOOLS OF KATETE DISTRICT

#### TEACHERS QUESTIONNAIRE

This is a questionnaire on a research project which is about finding out the status of Physical Education in selected primary schools in Lusaka district of Zambia. The aim of this study is to capture the experience of teachers in Physical Education in order to have well information status of Physical Education in primary schools.

Dear Respondent

Kindly spare some of your time to complete this questionnaire whose purpose is to find out the status of Physical Education in primary schools. The findings of this study will be used purely for academic purposes .Your consent to participate in this study will be appreciated .You are therefore requested to be as objective as you possibly can be in completing this questionnaire. Do not write your name anywhere on this questionnaire.

#### DEMOGRAPHIC QUESTIONS

1. Gender: ..... Male ..... Female.....
2. Name of your school .....
3. Title /Position: Class Teacher ..... Senior Teacher .....Student teacher.....
4. Number of years in service as a teacher at this school.....
5. Total number of years in service as a teacher ..... years
6. Grade taught currently.....

ATTITUDINAL QUESTIONS

7. What do you think teaching Physical Education is all about?

.....  
.....

8. During your spare time in an average week, how often do you devote to prepare Physical Education activities?(tick one)

Very often ..... not often.....

9: How important is Physical Education in the lives of pupils in primary school?

Very important..... not important.....

10: Did you learn Physical Education while at primary school? (Tick one)

Yes ..... No.....

11. If yes, how did you find the subject? (Tick one)

Interesting ..... Not at all interesting.....

12. Which of the following subject do you teach more often? (Tick as many as possible)

English .....Mathematics.....social studies.....Creative and technology studies.....religious studies.....integrated science.....

111. TEACHER PREPARATION AND PROFESSINAL DEVELOPMENT.

13. Have you had any pre-service training in Physical Education?

Yes ..... No.....

14. How often in a week did you learn Physical Education during your teacher training?

Very often ..... not often ..... rarely often.....

15. Was the time spent preparing you to teach Physical Education in primary school adequate?

Yes ..... No.....

16. How satisfied are you that you were adequately prepared to teach Physical Education?

Adequately prepared                      not adequately prepared

(Please explain).....  
.....

17. Do you believe you have been better prepared in Physical Education content or methodology?

Content ..... Methodology.....  
None.....

Why.....  
.....  
.....

18. Which Physical Education component do you feel should be highly emphasized during Professional education? Practical part..... Methodology..... content matter.....

19. Does your school conduct professional development (C P D)?

Yes..... No.....

If yes, how often is Physical Education considered during C P D?

Very often ..... Not often.....

IV. RESOURCES AND MATERIALS.

20. Describe the available teaching and learning materials that are used for teaching Physical Education in your school.

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

21. A. Of the available teaching and learning materials that are used in your school, which ones are most useful in preparing teachers to teach Physical Education?

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

Why? Explain briefly.

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

22. What reference books at your school have you found most useful in preparing to teach Physical Education?.....

.....  
.....

23. How sufficient are the materials in you school for teaching Physical Education? (tick one which apply)

So much ..... Not so much .....Not at all .....

24. Which Physical Education equipment's are in your school?

.....  
.....

25. A How often are the above equipment used in school by pupils and teachers in teaching and learning Physical Education? .....

.....  
.....  
.....  
25. B which teaching and learning materials not at your school would be relevant and most desired to have for your school?

V. SUBJECT KNOWLEDGE AND TEACHER CONFIDENCE

26. Which of the following Physical Education activities are you good at?

Athletics      football netball    field events    basketball    badminton e  
Table tennis volleyball

27. How confident do you feel teaching Physical Education in primary school?

Very confident..... Somewhat confident .....Not at all confident.

28. If you had option to teach or not to teach Physical Education in primary school, Which one would you prefer?

28      A.      Please      explain      your      response      in      28

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

29. What methods do you employ in teaching Physical Education? (Please tick all that apply)

Demonstration      .....practical      .....discussion.....theory..... other  
(please Specify)

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

30. Of the methods listed above which ones do you think are the most effective in teaching Physical Education components and please briefly explain

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

31. What challenges do you face in teaching Physical Education?(List as many possible)

.....  
.....

#### VI. SUPPORT IN PHYSICAL EDUCATION TEACHING

32. How many times have you been supervised while teaching Physical Education by supervisors within and outside school?

.....  
.....

33. What kind of support do you receive from supervisors improve your performance in teaching of Physical Education?

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

34. How could this support have been improved to help you become an even better Physical Education teacher?

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

35. Does the school have any deliberate policies that help strengthen the teaching of Physical Education? Yes..... No.....

If yes please describe the policies /programs:

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

36. What is your opinion about the teaching of Physical Education in primary schools?

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

37. What is your explanation for the erratic teaching of Physical Education in primary schools?

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

38. What do you think would be the best ways to improve teaching of Physical Education in primary schools?

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

## INTERVIEW GUIDE FOR HEAD TEACHER

1 Type of school?

2 Position held?

3 Number of years in service as a teacher at this school?

4 Have you been trained in Physical Education?

5 Which institution were you trained from?

6 how important is Physical Education in the lives of pupils in primary school?

7 Does your school conduct professional development meetings?

8 Which Physical Education equipment are in your school?

9 How many times do you supervise teachers who teach Physical Education?

10 What kind of support do the school receive from the ministry to improve the performance

In the teaching of Physical Education?

11 What challenges do you face in teaching Physical Education?

12 Does the school have any deliberate policies that that help strengthen the teaching of Physical Education?

13 What is your opinion about the teaching of in primary school?

14 What reference books at your school have you found most useful?

15 What do you think would be the best ways to improve the teaching of physical Education?

END