

**Implementation of Physical Education in Primary Schools in Mumuni Zone of
Lusaka Urban**

by

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**IMPLEMENTATION OF PHYSICAL EDUCATION IN PRIMARY SCHOOLS IN
MUMUNI ZONE OF LUSAKA URBAN**

BY

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DECLARATION

I, **Ruth Kalaba Meki**, do hereby make solemn declaration that this dissertation is a representation of my own work and that it has not been submitted previously for a degree at this or any other university. All the other people's work I have consulted have been acknowledged.

Signature: 

Date: 11-01-2017

DEDICATION

I would like to dedicate the work to my husband Kelvin Simuyuni for his financial, moral support and his encouragement to enable me complete the study successfully. I also thank my lovely daughters, Keisha and Kendra Simuyuni for motivating me to work harder. My dream is to provide the best in life for you babies.

ABSTRACT

The purpose of this study was to examine how the teaching of physical education was being implemented in primary schools in Mumuni Zone in Lusaka District.

The study used a case study design which combined quantitative and qualitative techniques of data collection and analysis. The sample consisted of 100 participants comprising of 40 teachers and 60 learners drawn from selected primary schools in Mumuni Zone in Lusaka district. The data were collected through semi structured interview guide and focus group discussion guide. Qualitative data were analysed thematically by identifying themes that emerged from the data.

The study revealed that implementation of physical education in primary schools was rather difficult due to lack of specialised physical education teachers and lack of equipment/facilities for physical education. Further, most educators perceive physical education as a passive subject.

The study also revealed that the levels of qualified teachers for physical education in primary schools in Zambia have remained a big challenge. Most teachers who teach physical education are not trained as physical education specialists; in most cases they are merely ordinary classroom teachers who volunteer to take up this duty.

In terms of benefits of physical education to the learners, this study has revealed that 65% of the teachers of physical education were of the view that it has not benefited the learners at all. Analysis of the learners' responses also revealed similar results. The majority of the learners argued that they did not sit for P.E. examination and thus did not see the need for physical education.

As regards availability of equipment/facilities the study has shown that most of the primary schools lacked the necessary equipment/facilities for teaching P.E. as attested by 68% of the teachers who participated in this study. Equally, most of the learners in the FGD were of the view that equipment/facilities were not available in primary schools. This attributed to the failure in implementing the teaching of physical education in most primary schools. It was also found that most of the school land which belonged to the schools has been taken away for residential plots. Worse still, most of the primary schools lacked sports halls where P.E. could be conducted.

In view of the above findings, the following recommendations were made. (A) The Ministry of Education should: (i) consider employing teachers who are specialised in physical education in primary schools as is the case in secondary schools (ii) seriously embark or monitoring teachers in physical education like it is done with other subjects (iii) fund schools with more allocations for equipment/ facilities for physical education (iv) train primary school teachers' specifically in specialised physical education. (B) School administration should encourage parents/guardians to be involved in physical activities through contributing the necessary equipment/facilities needed for the teaching of physical education.

CERTIFICATE OF APPROVAL

This dissertation by **Ruth Kalaba Meki** is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Management of the University of Zambia/University of Zimbabwe.

Signed:  Date: 13/01/2017

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ACRONYMS

CDCP	Centre for Disease Control and Prevention
PE	Physical Education
WHO	World Health Organisation
MoE	Ministry of Education
NASPE	National Standards for Physical Education
NASBE	National Association of State Boards of Education
ACS	American Cancer Society
ADA	American Diabetes Association

CHAPTER ONE

INTRODUCTION

1.0 Overview

The chapter presents the background, statement of the problem, purpose of the study, objectives and research questions that directed the study. This is followed by limitations of the study, conceptual framework, significance of the study and ends with definition of terms used in the study.

1.1 Background

Pupils' engagement in physical education is known to contribute to the developmental outcomes for a healthy lifestyle where pupils learn about physical, social and cognitive skills (choi et al., 2014). More broadly, engagement in physical activity is also recognised to contribute to a range of positive outcomes, such as physical and mental health, social wellbeing, cognitive and academic performance. Despite dramatic increase in children's health issues, physical education programmes have not been accorded the needed attention in most schools with a biased view of allocating more room to more academic subjects. This trend continues even though the current evidence shows physical education to be positively related to increased academic performance, when time is allocated for quality physical education, there is no detriment to academic achievement (Smith & Lounsbery, 2009). Therefore it is imperative that physical education programmes in schools continue to be analysed to further show the value of physical activity through physical education programmes.

The time that is usually allocated to physical education in the majority of schools seem to be declining over the last decade, with a consequent increase in time allocation for other academic subjects (Hillman et al., 2008). In the United States of America, pressure to meet academic targets has caused schools to cut down on physical education with the aim of improving academic performance. There was even a perception amongst key decision makers that time spent on non-academic pursuits might impact negatively on academic achievement (Lidner, 2002). Despite this being the case, advocates of school based physical activities have suggested that physical education, physical activity and sport may contribute to the enhancement of academic performance among learners either directly or through the achievement of wider social outcomes which in turn may impact on academic achievement.

Increasing time in physical activity may help address serious health concern for children, such as increasing incidence of overweight and obesity. According to the Centre for Disease Control and Prevention, the number of overweight children has more than tripled since 1980, with 16% (over nine million) of children and teens aged 6 to 19 years being overweight (Satcher, 2005). The rise in obesity has been attributed to sedentary behaviours, decrease in daily physical activities, decrease in daily physical education classes, and poor nutrition. Research has investigated the levels of physical activity, the amount of physical education and the level of fitness in relation to obesity. The sedentary lifestyle that children now engage in like spending more time playing computer games, electronic games and watching television has contributed to this situation.

More recently, according to the Shape of the Nation (2010), vigorous physical activity for at least 20 minutes that increased heart rate and created perspirations was observed in only one third of children aged 6 to 17 years of age. In addition there has been a steady decline in the

number of students that participate in daily physical education classes. The School Healthy Policies and Programs study (2000) reported that only 8% of elementary schools and 6.4% of middle/junior high school and 5.8% in grades 1 through to 5 participated in daily physical education classes. The main reason cited by administrators for this decline has been the budget restrictions and the need to spend more time on academic subjects in order to increase standardized test performance.

On the contrary, there are many educators and researchers who believe that sport and physical education positively impact on the brain, learning and academic success. For example, three longitudinal studies carried out in France, Australia, and Canada showed increased time in physical education was associated with physical benefits, and either improvements or no change in academic performance (Shepherd, 1977).

Recently, the interest as whether or not participation in sport and other forms of physical activity can enhance cognitive function, including memory and concentration, has been doubted by many teachers. Interestingly reviews examining this relationship between physical activities and learning behaviour have suggested that school children may indeed derive cognitive benefits from participation in physical activity including sport (Sibley and Etnier, 2003; Tomporowski, 2003b). Associated with these cognitive benefits, it has been suggested that physical education, physical activity and sport may enhance classroom behaviour contributing to the enhanced academic achievement of pupils (Mahar et al., 2006). Hence whether, physical education contribution to effectively realise the desired or intended objectives seems to be a difficult thing to determine.

1.2 Statement of the problem

Teachers' implementation of the teaching physical education has been an on-going discussion in the school set-up especially primary schools. Despite the emphasis on including physical education in the school curriculum at primary school level and making it compulsory, it is still not seriously considered in most schools. If this system was to continue it could lead to learners without any back ground in any physical activity which could lead to some health problems. The way that physical education contributes to "children's development, later lives and to society are multiple and diverse" (Penny and Chandler, 2000:74). This study, therefore, aimed at establishing how physical education was being implemented in primary schools in Mumuni Zone in Lusaka district.

1.3 Purpose of study

The purpose of this study was to examine how the teaching of physical education was being implemented in primary schools in Mumuni Zone in Lusaka District.

1.4 Study objectives

1. To examine the extent to which teachers of physical education implement the teaching of physical education in primary schools.
2. To establish the levels of qualified teachers for physical education in primary schools.
3. To assess the availability of equipment and facilities for physical education in primary schools.

1.5 Research questions

1. To what extent were the teachers of physical education implementing the teaching of physical education in primary schools?

2. What were the levels of qualified teachers to offer physical education in primary schools?
3. How available were the equipment and facilities for sport and physical education in primary schools?

1.6 Limitations

The study only dealt with primary school teachers who offer physical education to their learners and primary school going learners who were active participants in physical education in Lusaka District. Willing to take part in the study by the teachers was yet another major constraint in gathering the necessary data for the study.

Further, there were some difficulties in gathering information on teachers' actual physical education planning and teaching competencies, which surely influence the quality of curriculum delivery. It was also hard to gather the information on the intensity levels of physical education lessons, which undoubtedly affected the health outcomes. In addition, information on the actual role of generalist teachers in physical education planning and the delivery of physical education lessons by physical education specialists proved to be a very big challenge. Additionally, this study did not gather information on the psycho-social effects of quality physical education which might determine physical activity and consequent health outcomes in adult life due to limited time.

1.7 Significance of the study

It is hoped that the findings of this study will to a larger extent be useful to practitioners in the Department of Education such as educators at primary school level on the implementation of physical education in schools. It is also hoped that information generated from this study

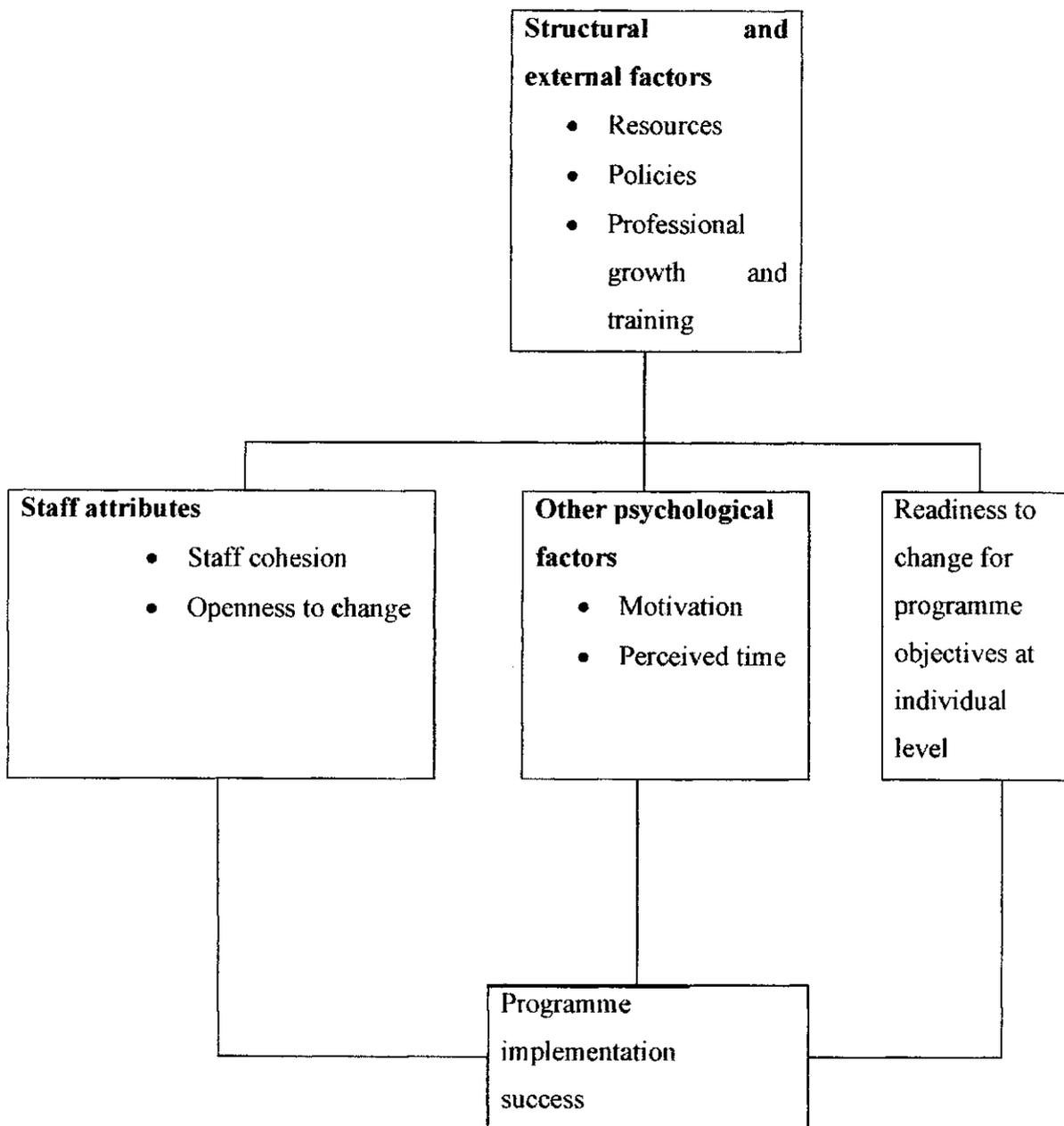
may help the Ministry of Education in educating the teachers on how to implement the teaching of physical education in primary schools. Further, the authorities and policy makers in the Department of Education may use this information derived from this study to come up with policies to address the gap between physical education and other subjects. Furthermore, the findings of this study may be used by other researchers as a baseline study for future studies, especially in the area of physical education.

1.8 Conceptual framework

A concept is an abstract of general idea inferred or derived from specific instances. Unlike a theory, it does not need to be discussed to be understood (Smyth, 2004).

According to Reichel and Ramey (1987), a conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a sequent presentation. Guba and Lincoln (1989) define a conceptual framework as a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this.

Conceptual framework



1.9 Theoretical framework

The theory of physical education is a scientific discipline, which studies and generalises the scientific knowledge and the general objective laws of physical education as an organised pedagogic process. The theoretical framework of this research is drawn particularly on

Attribution Theory developed by psychologist, Fritz Heider that describes the processes by which individuals explain the causes of their behaviour and events. A form of attribution theory developed by psychologist, Bernard Weiner describes an individual's beliefs about how the causes of success or failure affect their emotions and motivations. This theory can be defined into two perspectives, intrapersonal or interpersonal. The intrapersonal perspective includes self-directed thoughts and emotions that are attributed to the self. The interpersonal perspective includes beliefs about the responsibility of others and other directed effects of emotions (the individual would place the blame on another individual).

Individuals formulate explanatory attributions to understand the events they experience and to seek reasons for their failures. When individuals seek positive feedback from their failures, they use the feedback as motivation to improved performances. For example, using the intrapersonal perspective, a student who failed a test may attribute their failure to not studying enough and would use their emotion of shame or embarrassment as motivation to study harder for the next test. A student who blames their test failure on the teacher would be using the interpersonal perspective. Such students would use their feeling of disappointment as motivation to rely on a different study source other than the teacher for the next test.

The Attribution Theory, therefore, links well to this study because it provides a useful tool for understanding the learners' feelings, thoughts, and their views concerning the effects of implementing physical education.

1.10 Definitions

Implementation - the carrying out, execution, or practice of a plan, a method or any design, idea, model specification, standard or policy for doing something. As such implementation is

the action that must follow any preliminary thinking in order for something to actually happen.

Physical Education - an all-encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport plus the appropriate values and knowledge of each.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

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 (Corbin, 2002). For many children, school is the main environment for being physically active, whether through school sport or physical education programmes, or after activities (Martin 2010). Physical education is a school subject designed to help children and youth develop skills, knowledge and attitudes necessary for participation in active, health living. As such, physical education programmes are an integral component of the total school experience for students (MOE, 2006).

2.1 Equipment and facilities

There is also the disadvantage of not having proper equipment and facilities for physical education. There are shortages of facilities, equipment for physical education. The use of inadequate or mean resources may cause failure to realise the goals. Thus, (Dewy 1954) emphasizes the use of appropriate materials which are pragmatic in nature. This indicates that the materials available should be in abreast with change. For example there are balls that are now child friendly than the ones that were there before, meaning child play in physical education will be safer.

Zambian physical educators have been at the forefront of an effort to revive traditional indigenous games and movement activities as a vehicle for physical education. Seminal to the widespread adoption and application of traditional games in physical education in Zambian schools is the University of Zambia's Musheke Kakuwa and his book *Zambian Traditional Games and activities* (2005). There are several distinct advantages to traditional games and movement activities in an educational setting: they draw upon rich Zambian cultural traditions, linking school children with their elders given their novelty to contemporary learners, they put all of them, including those with experience in competitive sports and those with none, on roughly the same footing. They help integrate girls and boys in the same activities. And they rely upon minimal equipment, an important consideration in the facility-deprived Zambian context. These advantages can only be realized with significant commitment from both school administrators and instructors.

2.2 Growth of physical education

Zambia is in a unique position, as the growth of sport for development in local communities across the country and the remobilization of sport has been coupled with the 2006 Declaration of Physical Education as a compulsory subject for all levels of the education sector, with the subject seen as a means for the "enhancement of values, skills and a holistic development of the learner" (Ministry of Education, 2006). 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. 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 were directed to personally ensure the implementation of teaching of Physical Education in their 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) Because physical education is part of the curriculum in schools, its quality should be judged only by whether and to what extent children have learned and benefited from it. In a landmark document on learning goals, *moving into the Future: National Standards for Physical Education*, NASPE (2004) proposes six student learning standards specifying both conceptual and behavioural characteristics that a physically educated person must possess and display. These characteristics encompass knowledge, skill, behaviour, and confidence critical to the development and maintenance of health and to the enjoyment of a physically active, healthful lifestyle.

Instructional opportunities for physical activity and physical education are mandated by most states. In comparison with data prior to 2006, more states have developed mandates for physical education at both the elementary and secondary school levels. However, most mandates lack a specified time allocation that ensures meeting the NASPE recommendation of 150 and 225 minutes per week for elementary and secondary schools, respectively (McCullick et al., 2012), despite the fact that physical education has been considered a cornerstone for developing school wide multicomponent interventions to address the issue of physical inactivity in schools.

In addition to policies that directly require offering physical education in schools, other policies support physical education opportunities in schools. In 2004 the U.S. government issued a mandate, under the Child Nutrition and WIC Reauthorization Act of 2004, requiring school districts that receive funds under this act to establish local school wellness policies. These policies were to include provisions for physical activity and healthy eating, thus expanding schools' responsibility for providing physical activity to school-age children. The enactment of this mandates made schools "the central element in a community system that ensures that students participate in enough physical activity to develop healthy lifestyles" (Pate et al., 2006, p. 1215). Several government agencies and organizations have recommended embedding a specific number of days and minutes of physical education into each school's or district's wellness policy. Although school districts are required to include goals for physical activity in their local school wellness policies, they are not required to address physical education specifically.

Some thorough review (Martin 2010) examining the literature relating to physical activity, fitness and academic achievement provided that the large majority of university based, internationally published research in this field has found a positive association between pupils physical activity participation and academic achievement. Academic achievement of children in a case study group who received extra physical education was significantly higher than children who were in a control group who did not receive extra physical education in a second year follow up (Shephard et al, 1994). Greater vigorous physical activity out of school resulted in higher test results. Better still children can spend less time in academic learning and more time being physically active during the school day without affecting academic success or progress.

Several key longitudinal studies have used physical education as an intervention, whilst monitoring its impact on academic achievement. All reported no decline in pupils academic performance as a result of an additional 60 minutes per day on average allocated to physical education. Australia's SHAPE study (Dwyer et al, 1983) implemented an additional forty two (42) minutes per day on average of physical activity per week and found no significant differences in academic achievement after the intervention. Despite this a promising two (2) year follow up on the SHAPE project found that intervention schools had in fact developed an advantage in arithmetic and reading scores over control schools. Collectively these studies suggest no decline or an improvement in academic achievement with additional physical education even when this replaced academic subject lesson time.

A project sports in education gathered data regarding decreased trend of physical education and sports activities in schools. The project evaluated the role of physical education and sports in schools in different countries of the world. A brief report was prepared and it was in this report that physical education and sports in schools positively influence on the development and education of children and youth. The report proved the relation between physical education and sports and cognitive development of child and youth.

A comprehensive review by Tomporowski et al. (2008) was conducted regarding exercise and cognition in youth, finding that systematic exercise programmes may enhance the development of specific types of mental processing which are considered important for both academic achievement and for cognitive function across an individual's entire lifespan.

2.3 Benefits of physical education

There is a direct correlation between regular participation in physical activity and health in school-age children, suggesting that physical activity provides important benefits directly to the individual child (HHS, 2008). Physical activity during a school day may also be associated with academic benefits and children's social and emotional well-being (HHS, 2008). Physical education, along with other opportunities for physical activity in the school environment is important for optimal health and development in school-age children. It may also serve as a preventive measure for adult conditions such as heart disease, high blood pressure, and type 2 diabetes.

Little has been learned about the short- and long-term effectiveness of physical education in addressing public health issues (Pate et al., 2011). Because the learning objectives of physical education have not included improvement in health status as a direct measure, indirect measures and correlates have been used as surrogates. However, some promising research, such as that conducted by Morgan and colleagues (2007), has demonstrated that students are more physically active on days when they participate in physical education classes. Further, there is no evidence of a compensatory effect such that children having been active during physical education elect not to participate in additional physical activity on that day. Accordingly, quality physical education contributes to a child's daily accumulation of physical activity and is of particular importance for children who are overweight or who lack access to these opportunities in the home environment (NASPE, 2012).

Unlike other physical activity in school (e.g., intramural or extramural sports), physical education represents the only time and place for *every child* to learn knowledge and skills related to physical activity and to be physically active during the school day. It also is

currently the only time and place for all children to engage in vigorous- or moderate-intensity physical activity safely because of the structured and specialist-supervised instructional environment. It is expected that children will use the skills and knowledge learned in physical education in other physical activity opportunities in school, such as active recess, active transportation, and intramural sports. For these reasons, physical education programming has been identified as the foundation on which multicomponent or coordinated approaches incorporating other physical activity opportunities can be designed and promoted.

Coordinated approaches in one form or another have existed since the early 1900s, but it was not until the 21st century that physical education was acknowledged as the foundation for these approaches. The Centers for Disease Control and Prevention (CDC) (2010), the National Association of State Boards of Education (NASBE; 2012), and NASPE (2004, 2010) all support this view because physical education provides students with the tools needed to establish and maintain a physically active lifestyle throughout their life span. As Research on motor skills development has provided evidence linking physical skill proficiency levels to participation in physical activity and fitness (Stodden et al., 2008, 2009). Exercise psychology research also has identified children's perceived skill competence as a correlate of their motivation for participation in physical activity (Sallis et al., 2000). When school-based multicomponent interventions include physical activities experienced in physical education that are enjoyable and developmentally appropriate, such coordinated efforts are plausible and likely to be effective in producing health benefits (Corbin, 2002). Accordingly, two of the Healthy People (Healthy People 2020, 2010) objectives for physical activity in youth relate to physical education: "Increase the proportion of the Nation's public and private schools that require daily physical education for *all students*" and "increase the proportion of adolescents who participate in daily school physical education".

The importance of physical education to the physical, cognitive, and social aspects of child development has been acknowledged by many federal, state, and local health and education agencies. Many private entities throughout the country likewise have offered their support and recommendations for strengthening physical education. For example, the Institute of Medicine (2012), in its report *Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation*, points to the need to strengthen physical education to ensure that all children engage in 60 minutes or more of physical activity per school day. Similarly, the National Physical Activity Plan (2010), developed by a group of national organizations at the forefront of public health and physical activity, comprises a comprehensive set of policies, programs, and initiatives aimed at increasing physical activity in all segments of schools. The plan is intended to create a national culture that supports physically active lifestyles so that its vision that “one day, all Americans will be physically active and they will live, work, and play in environments that facilitate regular physical activity” can be realized. To accomplish this ultimate goal, the plan calls for improvement in the quantity and quality of physical education for students from prekindergarten through 12th grade through significant policy initiatives at the federal and state levels that guide and fund physical education and other physical activity programs.

Medical professional associations, such as the American Cancer Society (ACS), American Diabetes Association (ADA), and American Heart Association (AHA), have long acknowledged the importance of physical education and have endorsed policies designed to strengthen it. A position statement on physical education from the ACS Cancer Action Network, ADA, and AHA (2012) calls for support for quality physical education and endorses including physical education as an important part of a student's comprehensive, well-rounded education program because of its positive impact on lifelong health and well-

being. Further, physical education policy should make quality the priority while also aiming to increase the amount of time physical education is offered in schools.

Recently, private-sector organizations such as the NFL through its Play 60 program have been joining efforts to ensure that youth meet the guideline of at least 60 minutes of vigorous- or moderate-intensity physical activity per day. One such initiative is Nike's (2012) *Designed to Move: A Physical Activity Action Agenda*, a framework for improving access to physical activity for all American children in schools. Although the framework does not focus exclusively on physical education, it does imply the important role of physical education in the action agenda.

According to the Government Accountability Office report *K-12 Education: School-Based Physical Education and Sports Programs* (GAO, 2012), school officials cite budget cuts and inadequate facilities as major challenges to providing physical education opportunities for students. Budget cuts have affected schools' ability to hire physical education teachers, maintain appropriate class sizes, and purchase sufficient equipment. As noted earlier, lack of equipment and limited access to facilities are cited as top barriers in the study by Jenkinson and Benson (2010). Limited budgets have a negative impact on a school's ability to purchase enough physical education equipment to engage all students in increasingly large class sizes and cause physical education teachers to abandon quality evidence-based physical education programs and resort to large-group games and "throw out the ball" activities. Students disengaged as a result of such practices may prefer sedentary activities to more active lifestyles. A NASPE (2009) survey found that the median physical education budget for physical education programs nationally was \$764 per school (\$460 per elementary school, \$900 per middle school, and \$1,370 per high school). Quality PE from the beginning of

schooling is important in this regard, because the evidence shows that participation in regular and intensive physical activity should start before the pubertal growth spurt to achieve the maximum development of bone as well as muscle mass.

Because there is evidence that flexibility does not normally increase with age, the four times greater increase of this motor ability in the quasi-test group could be attributed to environmental factors, including the higher quality of lesson delivery by specialist PE teachers compared to generalist teachers. Although there is not much evidence on the effects of flexibility on children's health, this component of neuro-motor fitness seems to lower the risks of injury and in this way contributes to children's health status.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents the research design, study area, study population and sample and sampling techniques, instruments for data collection, procedure for data collection, data analysis and ends with a section on ethical considerations.

3.1 Research design

Cooper and Schindler (2008) define a research design as a plan which expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on those relationships. Gosh (2004) describe a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted.

A descriptive research design was employed in this study. Cresswell (2003) assert that descriptive research design help to provide answers to the questions of *who, what, when, where* and how associated with a particular research problem. This design, however, does not give answers to the *why* questions. It is, however, used to obtain information concerning the current status of the phenomena and describes what exists with response to variables or condition in a given situation. Borg (1989) defines research design as a process of creating an empirical test to support or refute a knowledge claim.

This study, basing on the above assumptions, therefore, opted to employ a descriptive research design considering that it sought to establish the views and feelings of the teachers and the learners about the implementation of physical education in primary schools.

3.2 Study area or Site

All Primary schools in Lusaka district and Mumuni zone in particular.

3.3 Study Population

A population refers to all members of a real or hypothetical set of people, objects, events to which one wishes to generalize the results of the research (Arkava & Lane, 1983: 27). The population for this study comprised all primary schools, teachers and learners in Mumuni Zone of Lusaka district.

3.4 Study sample

The research sample was 100 participants consisting of 40 teachers and 60 learners drawn from selected primary schools in Mumuni Zone in Lusaka district.

3.5 Sampling techniques

The study employed a non- probability sampling technique, particularly the purposive sampling method. Bless & Higson-Smith (2000:83) state that purposive sampling technique assists in choosing, in an appropriate manner the restricted set of participants. Feinstein (1986) postulates that in purposive sampling, only participants that provide the richest most information to the research are selected..

3.6 Instruments for data collection

The study used semi structured interview guides and focus group discussion guide to obtain the necessary data from the teachers and learners respectively.

3.7 Procedure for data collection

The procedure for collecting data entailed gaining access to primary schools and presentation of oneself to the authorities of the schools. A semi structured interview guide was used to conduct interviews with teachers on one to one. The researcher was also readily available to offer clarifications whenever necessary. The information was recorded by the researcher to avoid missing vital information, especially during focus group discussion with the learners.

3.8 Data analysis

Data analysis refers to the process of using specific procedures to work through data collected (Collins et al., 2002). The data for this study was analysed using the qualitative method of data analysis. The qualitative data was analysed thematically. Kombo and Tromp (2006) state that when analysing data thematically, there is need for the researcher to go through the collected data and identify information which is relevant to the study. To this effect, the data for this study was first analysed by identifying major themes; narratives were also included. The qualitative data which was collected from the teachers and learners was analysed using thematic analysis.

3.9 Ethical consideration

Pera and Van Tonder (1996:4) define ethics as a “code of behaviour considered correct”. It is therefore crucial that all researchers are aware of research ethics and they relate to two groups

of people that is those conducting research, who should be aware of their obligations and responsibilities and the researched upon, who have basic rights that should be protected.

According to French, Reynolds and Swain (2001) confidentiality and privacy involve guaranteeing anonymity for participants at all times. If researchers kept publishing identities along with the results, then the participants would soon stop to volunteer or agree to participate in a research.

Before commencement of collection of data, the researcher went through the Ethics Committee based at the University of Zambia, School of Humanities and Social Sciences. His was essential in order to safeguard and protect the interest and integrity of both the researcher and the respondents from whom the information was collected. A consent form was read to the respondents and signed by the respondents before commencement of data collection exercise. The purpose of the study was also explained to the participants. They were also informed that they were free to withdraw at any time without any penalty if they felt so. Throughout data collection, confidentiality was observed by the researcher.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the study findings of the study according to the objectives of the study. The objectives were to: examine the extent to which teachers implement the teaching of physical education in primary school in Mumuni Zone in Lusaka district; ascertain the availability of qualified teachers for the teaching of Physical Education in Primary Schools in Mumuni Zone in Lusaka district; and assess the availability of equipment and facilities for the teaching of Physical Education in Primary Schools in Mumuni Zone in Lusaka district.

The aim of the study was to establish the implementation of physical education in primary schools. This chapter presents the data and also discusses the findings of the study.

4.2 Interview guide response from teachers

In order to establish how Physical Education was being implemented in primary schools, data was collected from the teachers of Physical Education. Their reactions were as presented in the following section.

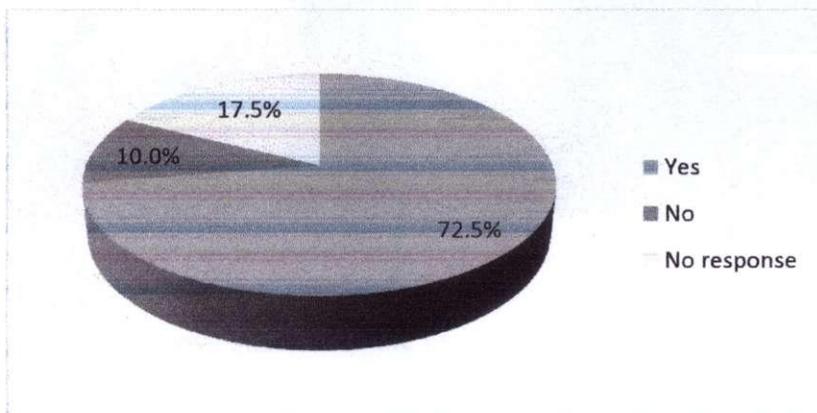
4.2.1 Teachers responsible for physical education (PE) in school

Teachers were asked to indicate the type of teachers who were responsible for the teaching of physical education in primary schools. The findings of the study revealed that all the 40 teachers who participated in this study said classroom teachers were in charge of PE.

4.2.2 Whether the teachers was qualified teacher in physical education

Teachers were asked to state whether they were qualified to teach PE. Their responses were as illustrated in Figure 4.1.

Figure 4.1: Whether teachers teaching PE had qualifications for the subject

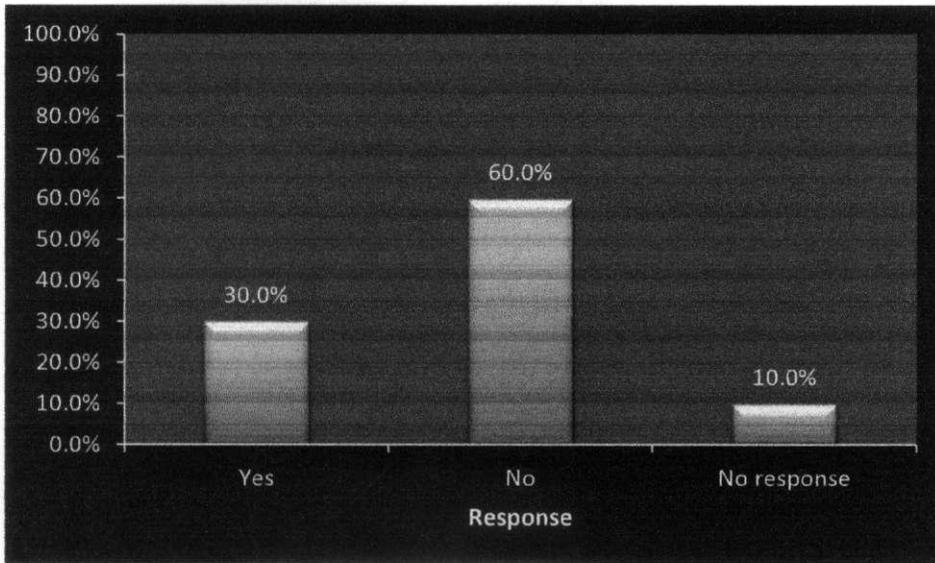


The figure above shows that 29 (72.5%) of the teachers indicated that they were qualified to teach PE while 4 (10.0%) said that they were not qualified and 7 (17.5%) did not respond to this question.

4.2.3 Whether teacher offered PE to the learners

Respondents were asked to say if they offered PE to the learners in schools. Their reactions were as shown in Figure 4.2.

Figure 4.2: Whether teachers offered PE to learners in school



The figure above shows that the majority of the teachers, 24 (60.0%) did not offer PE to the learners in school while 12 (30.0%) of them said that they offered it to the learners. However, 4 (10.0%) of them did not respond to the question.

4.2.4 Whether physical education specialist teacher have specific physical education qualifications

Teachers who indicated that they had a physical education specialist teacher were asked to indicate whether these teachers had specific PE teaching qualifications. The findings revealed that 15 (37.5%) of the teachers agreed that these teachers had specific PE qualifications while 10 (25.0%) refuted. However, 15 (37.5%) of the teachers did not respond to this question.

4.2.5 Average time of PE (lesson) engagement students in school receive weekly

As regards to how much time on average of PE lesson students receive weekly, the findings showed that most of the teachers indicate that the pupils received hal an hour while 37

(17.5%) of them said “3 hours or more”. However, 5 (12.5%) of the teachers indicated “2 hours” while 7 (17.5%) of them said “1 hour” and 9 (22.5%) did not respond to this issue.

4.2.6 Key attributes of a good physical education teacher

Teachers were asked to indicate the key attributes of a good PE teacher. The following emerged as shown in Table 4.1.

Table 4.1: Frequency distributions of teachers’ responses on key attributes of a good PE teacher

Attribute	Frequency	Percent
Physical education curriculum knowledge and developmentally appropriate pedagogy	6	15.0
Planning/assessment and flexibility	2	5.0
Passion/interest/enthusiasm	3	7.5
Rapport/communication and management skills	2	5.0
Engage students and fun	2	5.0
Commitment to school life	1	2.5
Introduce a variety of physical activities/skills	5	12.5
Good teacher/classroom	2	5.0
Athletic/fitness/stamina/active	2	5.0
Relationship building	1	2.5
Role model for healthy living	1	2.5
Hard worker/drive	1	2.5
Team player/team work/collaboration	1	2.5
Involved in sports and high skill level	2	5.0
Expertise (specialist training in physical education)	1	2.5
Access to a range of resources	1	2.5
Experience in teaching physical education	1	2.5
First Aid qualifications	1	2.5
Willingness to learn	1	2.5
Fun person	1	2.5
Willing to do extra curricula activities	1	2.5
Personality	1	2.5
Safety awareness	1	2.5

Table 4.1 shows that most of the teachers felt that the key attribute of a good PE teacher was that of physical education curriculum knowledge and developmentally appropriate pedagogy represented by a frequency distribution of 15% followed by that of introducing a variety of physical activities/skills, with a frequency distribution of 12.5%. The rest of the responses were as indicated in the table.

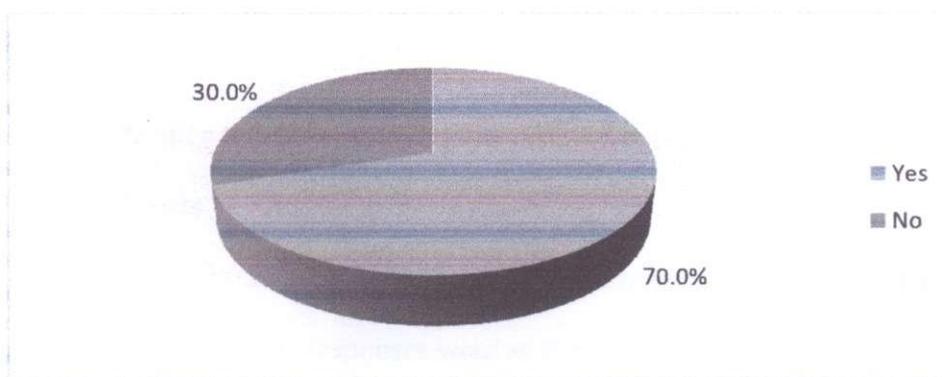
4.2.7 Whether physical education was part of the curriculum in Zambia

As regards this aspect, all the 40 teachers who participated in this study agreed that it was part of the curriculum.

4.2.8 Whether there were any measures that have been put in place to ensure that physical education is part of the learners programme

The teachers' reactions to this issue were as illustrated in Figure 4.3 below.

Figure 4.3: Any measures put in place to ensure that physical education was part of the learners programme



The findings from the figure above shows that 28 (70.0%) of the respondents indicated that there are some measures put in place to ensure that physical education is part of the learners programme whereas 12 (30.0%) said that there are no measures at all.

4.2.9 Whether schools were assisted with equipment/ facilities for sport and physical education

As regards to whether schools were assisted with equipment and facilities for the teaching of PE in primary schools, the reactions from the teachers were as shown in Figure 4.4.

Figure 4.4: Whether schools were assisted with equipment and facilities

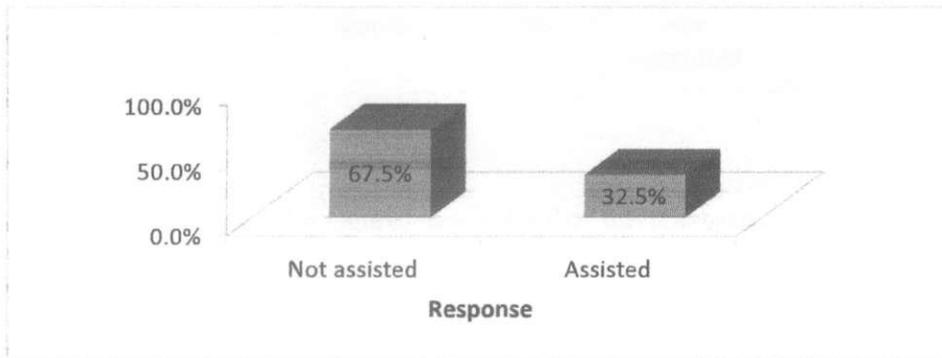
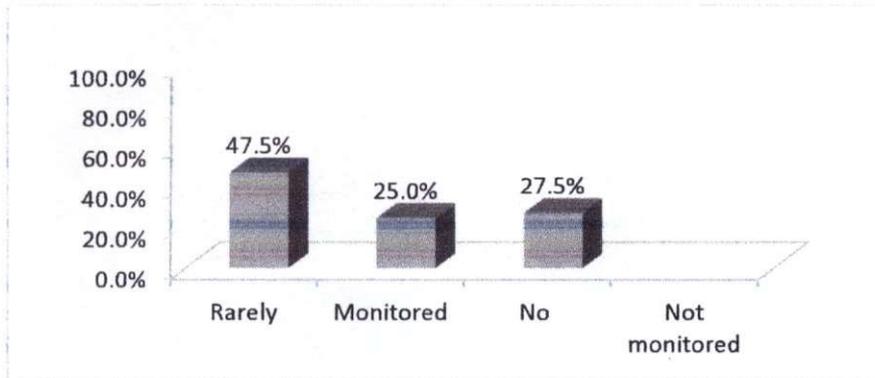


Figure 4.4 above shows that more than half of the teachers, 27 (67.5%) who participated in this study were of the view that schools were not assisted with equipment/facilities for the teaching of PE. However, 13 (32.5%) indicated that schools received assistance in terms of equipment and facilities for the teaching of PE in primary schools

4.2.10 Whether teachers were monitored and evaluated in physical education like other subjects

Respondents were asked to indicate whether they were monitored in PE just like any other academic subject. Their responses were as shown in Figure 4.5.

Figure 4.5: Whether PE teachers were monitored and evaluated like in other subjects

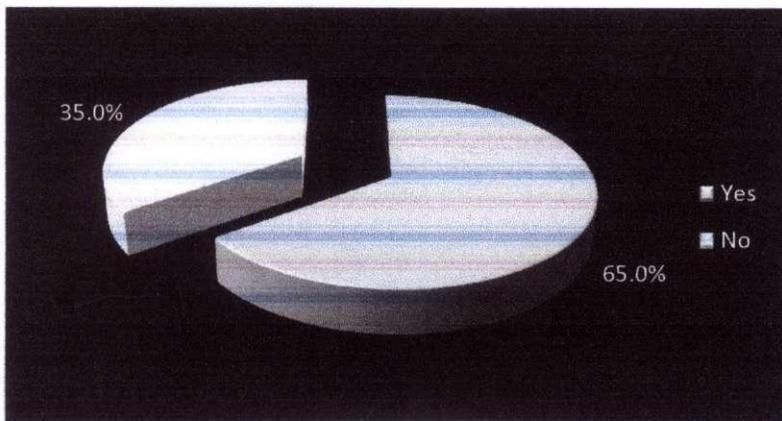


As can be seen from the figure, nearly half of the teachers, 19 (47.5%) said that PE teachers were rarely monitored and evaluated while 10 (25.0%) indicated that they were monitored and evaluated just like any other subject. Nonetheless, 11 (25.0%) reported that these teachers were not monitored and evaluated at all.

4.2.11 Whether teachers have seen any benefits of PE in the learners who engage in physical education

Teachers were asked to indicate if they had seen any benefits of PE in the learners who engaged in it. Their reactions were as illustrated in Figure 4.6 below.

Figure 4.6: Whether teachers have seen the benefits of PE in the learners



The findings from the figure above shows that the majority, 26 (65.0%) of the teachers indicated that they had seen the benefits of PE in the learners who engaged in it whereas 14 (35.0%) of them said that they had not seen any benefits of the benefits of PE in the learners.

4.2.12 Teachers' other views on the issue of quality physical education experiences for children in schools

Teachers were asked to indicate other details they felt was important as regards the quality of PE experiences for children in schools. Their reactions were as presented below.

Within some schools many teachers stated that physical education was an extremely important learning area and felt that it was undervalued. They believed more could be done through funding and Professional Development and some stated that they are disadvantaged in this learning area. Teachers' suggested that physical education specialist teachers who were good classroom teachers would be beneficial in the provision of the subject. They reported that having a physical education specialist enabled for a regular and sequential programme implementation. They also reported the lack of space for facilitating the teaching

of PE, especially that most of the schools were located in urban areas with limited space for facilities for physical education.

However, teachers from some other schools believed that all schools should have a physical education specialist with knowledge of correct pedagogy for maximising participation, enjoyment and being developmentally appropriate for PE to take its space in the school curriculum. It was also found that teachers were of the view that the programme should be inclusive and cater for various interests and needs

4.3 Findings from the Focus Group Discussions with the learners

In order to establish how Physical Education was being implemented in primary schools, data was collected from the learners who engaged in Physical Education. The following finding emerged as presented in the following section.

4.3.1 Whether learners were engaged in PE at school

Learners were asked to indicate if they were engaged in physical education at school. Quite a good number of learners said that they did not engage themselves in physical education at school at all. One of the learners said the following:

“Because sometimes time is not enough even to finish learning the indicated subjects on the timetable, they don’t think they can physical education” (participant 8 from the fourth group).

Another one said:

"I don't think we are even supposed to learn physical education because teacher never mentions it" (participant 3 from the first group)

4.3.2 Weekly hours learners would prefer for learning Physical Education in school

As regards this issue, most of the learners reported that they would want to spend sometime in physical education. One of the learners said:

"We would love it to be part of their learning. I would want to have more time in physical education than just sitting in class" (participant 10 from the second group).

4.3.3 Whether participating in physical education makes learners feel good about themselves

In terms of whether the learners felt good in participating in physical education, most of them said they did not feel any better about themselves because they did not participate in it. One of the learners had this to say:

"If I were to engage in it maybe I would know whether it makes me feel any better about myself but I don't do it" (participant 15 from the third group).

4.3.4 Whether PE is as beneficial as other subjects learnt at school

Learners who engaged in PE were asked to say whether this subject was as beneficial as other academic subjects. Majority of the respondents reported that it was not beneficial because it was not examinable.

One of the learners said:

“It’s not beneficial because they don’t even sit for it in examinations. Why should we be engaging in something that does not get tested at the end of it all, it’s just like play at school” (participant 2 from the fourth group).

4.3.5 Whether learners found it easy to concentrate for the rest of the day after completing physical education

In response to the above issue, the learners who engage in physical education reported that physical education made them more tired at school and felt sweaty that it was difficult to sit back in class. One of the learners narrated:

It’s very difficult to be class after running up and down with the sweat all over you” (participant 10 from the second group).

However, some of the learners reported that they somehow found it easy to be active in class as they felt that it was a continuation of being active.

4.3.6 Availability of equipment/facilities in school for physical education

Learners were asked to say whether schools had equipment/facilities for PE. The findings from the FGD revealed that most of the learners reported that their schools lacked equipment/facilities for physical education.

"It is not possible to have physical education in a class because it is small and there is no enough air circulating" (participant 7 from the third group).

4.3.7 Benefits derived from participating in PE

Respondents were asked to state the benefits of engaging themselves in PE. The findings from FGD revealed that most of the learners took physical education as part of fun. One of the learners said:

"I enjoy physical education because it's fun and it makes me relax a bit from the school work" (participant 1 from the second group).

Another learner reported in this manner:

Since I watch mostly television at home I feel it keeps me fit (participant 9 from the first group). By way of hands the following where the findings:

However, some learners viewed PE as an outdoor activity at school whereas other felt that it had no benefit to them at all.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the findings of this study in relation to the objectives of the study, and with reference to relevant literature. The primary purpose of this study was to examine how the teaching of physical education was being implemented in primary schools in Mumuni Zone in Lusaka District. The objectives of the study were to: examine the extent to which teachers of physical education implement the teaching of physical education in primary school; establish the levels of qualified teachers for physical education in primary schools; assess the availability of equipment and facilities for physical education in primary schools.

5.1 Extent to which teachers of physical education implement the teaching of physical education in primary school

The central question which the present study sought was to explore the extent to which teachers in primary schools implemented the teaching of Physical Education. The findings of this study showed that 60% of the teachers reported that they did not offer P.E. in their schools. Further to the above finding, the learners who were actively engaged in P.E. also revealed similar results. The learners explained that the school time table did not allocate, if at all, enough time for P.E. but other teaching subjects. This finding is in conformity with Hillman et al. (2008) who in their study reported that time allocated to P.E. in schools has been declining over the last decade.

It saddening to note that despite the remarkable increase in children's health issues, P.E. has not been given the needed attention it deserves in most schools. It has been found that most schools prefer to allocate the time for P.E. to other subjects. Studies done elsewhere like the United States of America have shown that pressure to meet academic targets, has caused schools to cut down on physical education with the aim of improving academic performance.

Lidner (2002) also points out that most key decision makers in the education sector were of the view that time spent on non-academic pursuits such as P.E. may negatively impact on academic achievement in schools. Despite this being the case, advocates of school based physical activities have suggested that physical education, physical activity and sport may contribute to the enhancement of academic performance among learners either directly or through the achievement of wider social outcomes which in turn may impact on academic achievement.

From the above data it is clear that implementation of P.E. in primary schools has been a big challenge because most educators perceive physical education as passive. It therefore needs the input of all stakeholders in the education sector to expedite information dissemination on the importance of physical education in schools.

5.2 Levels of qualified teachers for physical education in primary schools

As regards the levels of qualified teachers for physical education in primary schools in Zambia, the study has shown that qualifications of the teachers who teach physical education have remained a big challenge.

Data gathered suggests that more than one of the three major problems identified by the researcher remains of concern today, that it includes the formal training/qualifications of physical education teachers and specifically preparation of pre-service teachers for developmentally appropriate, holistic and inclusive physical education practice. Suitably qualified physical education teachers are not being employed to teach physical education and school sport to all children and there is no required accreditation or formal training in physical or sport education as a condition of employment for graduating primary school teachers. Having generalist teachers teaching in the physical education role is a concern as some graduate generalist teachers are to this day completing teaching degrees without studying any units in health and physical education and are not adequately prepared for the job. It is no surprise when schools struggle to provide quality physical education and sport, especially in primary schools.

To overcome the above problem, the majority of teachers (82.6%) who took part in this study believed that a course that qualifies teachers to be generalist classroom teachers and physical education specialists would be more valuable and 62.3% of teachers believed a certificate that read “Bachelor of Primary Education (health and physical education)” would assist or probably assist them with the employment of staff. This would involve changes to many courses offered where pre-service primary teachers often choose electives in general sport relating to industry or secondary physical education.

However, the findings of this study have shown that the majority of the teachers (72%) reported that they were qualified to teach physical education yet the subject is by far gaining its status. What is not known is whether these teachers are specialised in physical education

or not considering that P.E. as a subject continue to face problems as far as its implementation is concerned.

The current study has also shown that physical education teachers were rarely monitored and evaluated as reported by 48% of the teachers, only 10 % of the teachers acknowledged having been monitored and evaluated. This scenario is worrisome because without monitoring and evaluation, teachers tend to relax and this contributes to the low status accorded to physical education in primary schools.

In terms of benefits of physical education to the learners, this study has revealed that 65% of the teachers of physical education were of the view that it has not benefited the learners at all. Further analysis on the same issue from the learners themselves also revealed similar results. The majority of the learners argued that they did not sit for P.E. examination and thus did not see the need for physical education. One of the learners said: “Why should we engage ourselves in something that does not get tested at the end of it all? It’s just like play at school”. This sentiment simply shows the low status accorded to physical education in Zambian primary schools. However, it should be noted that the above sentiment could be attributed to ignorance by the learners on government decrees as regards physical education. For instance, the decree of 2006 directed personnel in the Ministry of Education to ensure that schools implement the teaching of PE in their institution of learning as one of the core subjects.

It is worth to observe 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).

Further, a SHAPE study conducted in Australia showed that using P.E. as an intervention while monitoring its impact on academic achievement (Dewyer et al., 1983). In this study 42 minutes per week was added to teaching P.E. The results showed no significant differences in academic achievement after the intervention. Shepherd (1977) in longitudinal studies carried out in France, Australia and Canada also showed that increase in time for physical education was associated with physical benefits and had no effect on academic performance.

In line with (Dewyer et al., 1983; Shepherd, 1977), HHS (2008) findings also point to the fact that there was a direct correlation between regular participation in physical activity and health in school-age children. Martin (2010) in his review which examined the literature relating to physical activity, fitness and academic achievement revealed that the large majority of university based, internationally published research in this field has found a positive association between pupils physical activity participation and academic achievement.

Shephard et al. (1994) in a case study group of academic achievement of children who received extra physical education showed significantly higher academic achievement than children who were in a control group who did not receive extra physical education in a second year follow up. Greater vigorous physical activity out of school resulted in higher test results. This finding shows that children can spend less time in academic learning and more time being physically active during the school day without affecting academic success or progress.

Kakuwa (2005) in his book entitled *Zambian Traditional Games and Activities* also suggest that there are several distinct advantages to traditional games and movement activities in an educational setting. They draw upon rich Zambian cultural traditions, linking school children

with their elders given their novelty to contemporary learners. They put all of them, including those with experience in competitive sports and those with none, on roughly the same footing. They help integrate girls and boys in the same activities. These activities rely upon minimal equipment, an important consideration in the facility-deprived Zambian context. Nonetheless, these advantages can only be realised with significant commitment from both school administrators and instructors, including the Ministry of Education as custodians of the schools. The above sentiments from Kakuwa (2005) are a clear testimony of the contributions of that P.E. can make to the academic achievement of the learners in schools. It can, therefore, be said that P.E. as a subject has positive outcomes and does not disturb school programmes. All the above revelations confirm the importance of P.E. on children's academic achievement.

Because physical education is part of the curriculum in schools, its quality should be judged only by whether and to what extent children have learned and benefited from it, which is the concern of the current study.

It is, therefore, imperative for the Zambian government to find appropriate methods, equipment and facilities for the implementation of physical education in primary schools if physical education was to gain its status.

5.3 Assess the availability of equipment and facilities for physical education in primary schools

Availability of equipment/facilities is cardinal for implementation and teaching of P.E. in primary schools. The findings of this study have revealed that most of the primary schools lacked the necessary equipment/facilities for teaching P.E. as attested by 68% of the teachers

who participated in this study. Equally, most of the learners in the FGD were of the view that equipment/facilities were not available in primary schools. They thus claimed that it was not possible to learn P.E. because most of the schools lacked the major facilities such as land, especially in the urban set-up. Most of the school land has been taken away for residential plots. Worse still, most of the primary schools lacked sports halls where P.E. could be conducted. The above finding is contrary to Dewey (1954) who emphasises the use of appropriate materials which are realistic in nature. Surely, P.E. as a subject requires appropriate equipment/facilities for it to be effective as a subject.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter concludes the findings and makes recommendations on the implementation of physical education in primary schools. The aim of this study was to establish how physical education was being implemented in primary schools around Mumuni Zone in Lusaka district.

6.1 Conclusion

This study has shown that resources and time allocation are still problems or major issues of concern, including formal training of teachers which still have not significantly improved. Physical education has had to overcome a number of barriers throughout history which have impeded implementation and curriculum developments. The greatest barrier seems to be the qualifications and preparation of all teachers of physical education implementation.

The study shows that teacher' higher competencies in planning and delivering physical education lessons positively contribute mostly to children's physical fitness and less to their body composition. The results suggest that specialist physical education teachers seem to be more effective than generalist teachers in delivering of physical education lessons, even if the learning environment, facilities and available equipment are very similar, if the curriculum is identical, and even with a similar number of children per teacher at physical education lessons. Specialist physical education teachers seem to deliver more effective physical education lessons of seemingly higher intensity and have a consequently stronger positive

effect on children's motor development, but not as significant an effect on their physical development.

The contents of the curriculum are important in this regard. A more balanced curriculum, including emphasis on health goals related to the decrease of children obesity, would have a stronger positive influence on the body composition of the quasi-test group. The main goal of physical education should remain the enhancement of cardiovascular, motor and neuromotor fitness through vigorous physical activity, but some more emphasis should be put also on the promotion of positive health behaviours. Care must be taken not to base unrealistic aims for public health on school physical education since teachers' primary task is teaching and not physical training or disease prevention; however, physical education should not be ignored for its possible positive synergetic effects in the wider public health struggle against obesity and related health risks.

In terms of equipment/facilities it was found that these were lacking in most of the primary schools.

6.2 Recommendations

Basing on the findings of the study, the following recommendations are made:

- The Ministry of Education should consider employing teachers who are specialised in physical education in primary schools as is the case in secondary schools.
- The Ministry of Education should seriously embark on monitoring teachers in physical education like it is done with other subjects.
- The Ministry of Education should fund schools with more allocations for equipment/facilities for physical education.

- School administration should encourage parents/guardians through the P.T.A to be part and parcel of physical activities through contributing the necessary equipment/facilities needed for the teaching of physical education.
- The Ministry of Education should train primary school teachers' specifically in specialised physical education.

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APPENDIX I

INTERVIEW GUIDE FOR TEACHERS

You are kindly required to answer this interview freely and honestly. The information provided will be used for academic purposes only and will be treated with strict confidentiality.

1. Which teachers are responsible for physical education in your school (e.g. class teachers, specialist physical education teachers, outsourced)?

a.	Specialist physical education teachers	
b.	Classroom teachers	
c.	Outsourced	

2. Are you a qualified teacher in physical education?

a.	Yes	
b.	No	

3. Do you offer physical education to the learners?

a.	Yes	
b.	No	

4. If your school does have a physical education specialist teacher, do they have specific physical education qualifications?

a.	Yes	
b.	No	

5. On average how much time of PE (lesson) engagement do students in your school receive weekly?

a.	Three hours or more	
b.	Two hours	
c.	One hour	
d.	Half an hour	

6. What are the key attributes of a good physical education teacher? Tick (✓) appropriately.

Physical education curriculum knowledge and developmentally appropriate pedagogy (mentions)	
Planning/assessment and flexibility (organised)	
Passion/interest/enthusiasm (children)	
Rapport/communication and management skills	
Cater for all learning needs (empathy and support)	
Engage students and fun	
Commitment to school life	
Introduce a variety of physical activities/skills	
Good teacher/classroom	
Athletic/fitness/stamina/active	
Relationship building	
Role model for healthy living	
Liaises well with other staff, schools and parents (network)	
Hard worker/drive	
Team player/team work/collaboration	
Advocate of and teaches healthy behaviours	
Innovative/initiative	
Involved in sports and high skill level	
Expertise (specialist training in physical education)	
Access to a range of resources	
Experience in teaching physical education	
First Aid qualifications	
Willingness to learn	

Fun person	
Willing to do extra curricula activities	
Personality	
Safety awareness	

7. Is physical education part of the curriculum of Zambia?

a.	Yes	
b.	No	

8. Are there any measures that have been put in place to ensure that physical education is part of the learners programme?

a.	Yes	
b.	No	

9. Are schools assisted with equipment/ facilities for sport and physical education?

a.	Sometimes	
b.	Not at all	

10. Are teachers monitored and evaluated in physical education like other subjects?

a.	Yes	
b.	Rarely	
c.	No	

11. Are there any benefits that you have seen in learners who engage in physical education?

a.	Yes	
b.	No	

12. Any other details you would like to add on the issue of quality physical education experiences for children in schools?

APPENDIX II
FOCUS GROUP DISCUSSION GUIDE FOR THE LEARNERS

1. Do you engage in physical education at school?
2. If you could choose, how many periods per week would like to have physical education?
3. Does participating in physical education make you feel good about yourselves?
4. Is physical education a beneficial as other subjects that you learn at school?
5. Do you find it easy to concentrate for the rest of the day after completing physical education?
6. Do you have equipment/facilities at this school for physical education?
7. What benefits can you point out when you participate in physical education?