

**Experiences of Girls in Physical Education Activities in Selected Secondary
Schools in Mongu District, Zambia**

BY

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**A Dissertation submitted to the University of Zambia in partial fulfillment of the
requirements for the award of the Degree of Master of Education in Physical
Education and Sports.**

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DECLARATION

I, **Imanga Mwambwa**, do hereby solemnly declare that this dissertation represents my work, except where otherwise perceptions and that it has never been previously submitted for a degree at the University of Zambia or any other university.






Signature: M. Imanga Date: 02/11/2022

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APPROVAL

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DEDICATION

This dissertation is dedicated to my son Imanga Mwambwa. M and my lovely young brothers Mubita Imanga and Munalula Imanga for their endless support during the undertaking of this study. I would also love to dedicate this work to my late father and my mother (Mr. Imanga

Sundano and Mrs. Imanga Mulela Mwilima) for teaching me the value of excelling in education. To the entire Imanga family, thank you for your encouragement and being there for me throughout this academic journey.

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ABSTRACT

Concerns about gender and girls' participation in physical education worldwide has reached a peak. Worldwide, the importance of girls' learning of Physical Education has been recognized (Beutler,(2008),David,2012). Based on this, the study sought to investigate experiences of learners (girls) in Physical Education in three selected secondary schools of Mongu District. The objectives of

the study were to: explore experiences of learners (girls) in Physical Education, establish the benefits of Physical Education to girls and ascertain challenges faced by teachers and learners in the teaching and learning of Physical Education in Mongu District. A sample of 9 teachers and 30 learners (girls) was purposively drawn from three secondary schools in Mongu District. Descriptive phenomenological research design was utilised. Data was collected through face-to-face interviews, focus group discussions, and non-participant observation. Data was analysed using interpretative phenomenological analysis (IPA).

The study found that teachers' and learners' experiences in Physical Education were good and interesting because it positively empowered them with various long life physical skills such as sporting. The study also revealed benefits of Physical Education to teachers and learners (girls) such as creation of some recreation opportunities, provision of an interactive and socialization atmosphere, enhancing of communication skills, encouraging and shaping of career employment aspiration, improvement of health well-being, and learning affective domain, development of self-esteem and confidence and improvement of academic performance.

Furthermore, the study revealed that teachers and learners (girls) faced some challenges in Physical Education such as lack of teaching and learning equipment, lack of modern school physical facilities, lack of trained personnel, and negative attitudes from stakeholders like parents, and the Government, with the latter offering insufficient funding or not at all. Others are inadequate time, overcrowding of classes and lack of local role models in schools.

In view of the foregoing, the study recommended more sensitization campaigns through the holding of educative workshops in the teaching and learning of Physical Education, purchasing of relevant teaching and learning materials, incorporating the teaching and learning of Physical Education for teachers at University and college levels in order to enable them fully utilise available, Physical Education facilities in schools, empowering schools with funds to purchase the much needed modern and well equipped school Physical Education resource bank.

Keywords: Experience; Physical Education; physical activities, sports and girls.

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LIST OF ACRONYMS

DEBS:	District Education Board Secretary
FGD:	Focus Group Discussion
GPA:	Grade Point Average
IG:	Interview Guide
IPA:	Interpretative Phenomenological Analysis

MoE:	Ministry of Education
PA:	Physical Activities
PE:	Physical Education
PES:	Physical Education and Sports
PF:	Physical Fitness
U.S.A:	United State of America
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UN:	United Nation
SDG:	Sustainable Development Goal

CHAPTER ONE: INTRODUCTION

1.1 Overview

This study outlines the introduction to the study by presenting the background to the study on issues of Physical Education in schools. It further presents the statement of the problem, the purpose of the study, the research objectives, research questions, and the significance of the study, theoretical framework, its' delimitation and limitation as well as operational definition of terms.

1.2 Background to the study

Worldwide, the importance of girls' learning of Physical Education has been recognised (Beutler, 2008; David, 2012) . This has prompted several countries to ensure that their general populaces are well vested in physical skills. Zambia is not an exception in this. For instance, the revised curriculum is among other innovations that have been introduced to ensure that learners, inclusive of girls, are exposed to physical skills as early as possible

World over, there is concern about gender, girls, and Physical Education because access and regular participation is a fundamental human right (David, 2012). As a fundamental human right, regular participation in physical activity is an essential component of a healthy lifestyle (Beutler, 2008; Biddle, Gorely and Stensel, 2004). Programs that prepare children for a lifelong physical activity must be formally organized, well designed and professionally led. Quality, school Physical Education programs provide young people with opportunities to develop the values, perception, and skills they need to lead physically active lives, build self-esteem, and promote and facilitate physical activity in the lives of others (UNESCO, 1978). Evidence suggests that from an early age, differences in gender-based attitudes towards and opportunities for sports and physical activities can have a significant influence on children's participation. This may, in turn, affect later involvement in physically active lifestyles, and the social and health benefits that may result in them (Bailey, 2004).

Jamal (2018) states that there is increasing international consensus that participation in physical activities can offer a great deal to individuals, communities, and nations. The International Charter of Physical Education and Sport UNESCO (1978) argued that Physical Education and sport can also provide a universal language to bridge social, racial, gender, and religious divides. In so doing, Physical Education has the potential to promote peace, develop personal qualities essential to democracy such as leadership, tolerance, solidarity, cooperation, and

respect, and provide a means of inclusion for marginalised individuals and groups. A study by Beutler (2008) argues that Physical Education and the experience of equality, freedom, and a dignifying means for empowerment, particularly for girls and women, can contribute to the achievement of all eight Millennium Development Goals, in particular as a tool for child and youth development and as a means of promoting gender equality and empowerment for girls and women.

United Nations (2019) states that less than half the countries with data available achieve gender parity at the primary school level, a ratio that worsens at secondary and tertiary levels of education. Girls make up the majority of out-of-school children. Of the adult illiterates worldwide, two-thirds live in Asia and the Pacific, of which the majority are adult women. There is, moreover, a strong relationship between poverty and gender inequality in education, which is particularly pronounced for girls born into the poorest communities.

Donnelly (2008) notes that in the context of sport for development and peace, poverty is one of the major contributing barriers to participation of girls who can attend school. Physical Education is thus of central importance. Because of its emphasis on developmentally appropriate and carefully sequenced physical activities. Physical Education makes a unique contribution to their (girls) education in ways that ad hoc physical activity, manual work, and informal leisure participation. Widespread, regular, beneficial, and sustainable participation by girls in Physical Education is only possible when programs are well designed, appropriate to specific groups of girls, led by trained and competent teachers, and are well resourced.

Another study by Bailey *et al.* (2004) revealed that much of the writing on girls and physical activity has tended to explore the negative aspects of exclusion from what is considered a male arena and this position has often resulted in a plethora of descriptive accounts of women's exclusion which could be seen as surreptitiously consolidating existing gender binaries and divisions without taking into consideration other social factors such as age, the body, race geography, and economics. Consequently, many investigations into gender in sport have ultimately positioned all boys as benefiting from sports, and all girls excluded, which is not the case. Biddle *et al.*; (2005) observed that participation in physical activity by children and youth has been a topic of interest for many years. Despite the evidence for clear health-enhancing effects of physical activity in this age group, it is widely accepted that we need to know more about factors associated with physical activity and how to change low levels of girls

participation. Therefore, “determinants” and “correlates” of physical activity in youth need to be understood for effective interventions to be developed.

To this end, Sallis *et al.* (2000) reported a review of correlates of physical activity for children and adolescents. This review did not allow for clear identification of correlates for girls. Bailey *et al.* (2004) revealed that social interpretation of biological sex does, however, continue to influence the way Physical Education and women physical activity are constructed for girls. Historically, the physical assertion was considered as being harmful to girls’ overall development and the social understanding of ‘motherhood’ which dictated girls as passive careers rather than as active providers. Evidence tends to suggest that many of these values are still supported and hinder the early participation of girls, which often provides the foundation for the future.

Kumari (2017) observed the fact that in every society girls and women are less likely than boys and men to participate in sports. Therefore, the area continues to be dominated by males. It is because society has been trained to think of sports in terms of gender. Males are expected to demonstrate certain characteristics and behaviors that are masculine, while females are held accountable for being feminine. Traditionally, females have been expected to maintain a beautiful and delicate body that has to remain passive and nurturing. Femininity is an issue of appearance and behavior and assigning specific gender roles. The expectation of femininity often results in women being dissuaded from lifting weights, sweating, grunting, being aggressive, participating, and competing in sports and physical activities. Sometimes negative consequences are attached to it like physical problems endangering their ability to have children thereby limiting women’s participation in sport. (Sallis *et al.* ,1992)

Men are encouraged and taught to participate in strenuous, aggressive, competitive team sports while women are commonly steered toward individual aesthetically pleasing activities like gymnastics and synchronized swimming. Existing Social constructs of masculinity and femininity or socially accepted ways of expressing what it means to be a man or woman in a particular socio-cultural context play a key role in determining access, level of participation, and benefits from sport (Hannan, 2006). Dividing sports along masculine and feminine lines encourages and allows women to accept the physical limits that have been placed on them. For generations, it has been maintained that women are the weaker sex. It has been an enduring myth insidious and difficult. Socially and culturally imposed restrictions on women have

tended to cloud biological facts. Sexist dogma has in a sense buried the true physical potential of women (Hannan, 2006).

In Zambia and most of other African countries, the lives of the ancestors were characterised by jumping, chasing, throwing, climbing, swimming canoeing, and many more for survival. These activities kept them fit and healthy and symbolised primitive Physical Education (Kakuwa, 2005). However, the assertion was not primitive but fitted within the context of their life. The presence of Physical Education in Zambia is acknowledged by Mwanakatwe (1965) who observed that when missionaries came to Zambia, they found our ancestors playing traditional games as part of their Physical Education and introducing drills which children practised in the ground after school like miniature soldiers. Like in other African countries, time allocated for Physical Education in Zambian schools is regarded as free and playtime for children. In most cases where an attempt to teach the subject is made, it is supervised by ill-prepared and unwilling classroom teachers. In some cases, teachers use PE time to teach examinable subjects (Sipalo, 2010).

The revised curriculum is among other innovations that have been introduced due to the new areas of perception and skills such as Physical Education. With these changes, it means teaching and learning of Physical Education is now compulsory at junior secondary level, be it in the community, Government, or private schools (MoE, 2013). It was imperative, therefore, to investigate the experiences of girls' participation in Physical Education at junior government secondary school level in Mongu District.

A big question, however, was what measures did the Ministry of General Education put in place to ensure that there was successful teaching and learning? While the introduction of Physical Education is welcome and being taught in most schools, the teaching of Physical Education remains a daunting assignment in both rural and urban schools. This is because, most rural and urban schools countrywide have no infrastructure, trained teachers, or enough equipment to support the teaching and learning of subjects such as Physical Education and yet teachers and learners in these disadvantaged schools are required to teach and learn Physical Education (MoE, 2013). This was enough reason to investigate the experiences of girls' participation in Physical Education at the junior secondary school level, particularly in Grade 9.

Current times have called for an integration of education with Physical Education because health skills create new learning and teaching for education development due to the high

demand for basic physical perception and skills in most careers and for one to be competitively functional in the Zambian society today (Sichone, 2011). The debate is no longer whether to teach Physical Education in Zambia, but how to do so and ensure equitable access for teachers and learners, whether in urban or rural settings because Physical Education was implemented amidst numerous constraints (MoE, 2013). Therefore, this study investigated the experiences of girls' participation in Physical Education at the junior secondary school level in selected schools in Mongu District.

1.3 Statement of the problem

Several studies done within and outside Zambia have shown the importance of teaching physical skills in the education sector (Bailey, 2004; Beutler, 2008; Hadlee and Tamilenthir 2013, Mulima, 2014, and Phiri, 2016). However, the Sustainable Development Goals Voluntary National Review Reports (2020) on Zambia revealed that the transition rate from Grade 8 to Grade 9 for girls taking Physical Education declined from 2016 (91.8%) to 2019 (70.6%). This is despite the government's pronouncement that the teaching of Physical Education in Zambian schools should be compulsory (MoE, 2013). If this trend is left unchecked, the government's effort to address gender parity in Physical Education activities will not yield desirable results. Similarly, without knowledge of the girls' participation in Physical Education and Sports, it would be difficult to address the declining numbers of girls' participation in Physical Education activities and consequently, the government's effort to have a physically fit population would be in vain.

1.4 Purpose of the study

The purpose of this study was to explore experiences of Girls' in Physical Education activities in Selected Secondary Schools in Mongu District, Zambia.

1.5 Objectives of the study

The specific objectives of this study were as follows:

- (i). To find out girls' views in Physical Education activities in selected secondary schools of Mongu District.
- (ii) To establish the benefits of girls learning Physical Education in selected secondary schools in Mongu District.

(iii) To ascertain constraints faced by girls in learning Physical Education in selected secondary schools in Mongu District.

1.6 Research Questions

The following were the specific research questions guiding the study;

(i).What are girls' experience in Physical Education activities in selected secondary schools in Mongu District?

(ii).What are the benefits of girls' learning Physical Education in selected secondary schools in Mongu District?

(iii).What are the constraints faced by girls in learning Physical Education in selected secondary schools in Mongu District?

1.7 Significance of the study

It is anticipated that a greater perception of the realities of pupils are the main victims of sexual harassment in Zambia's educational institutions such as schools enhances the potential for national and international development in today's globalized world. As such, the researcher will disseminate the study's findings to the Department of Primary Education at the University of Zambia and the selected schools involved in the study as first beneficiaries.

It is also envisaged that the findings of the study may be of great value to policymakers in the Ministry of General Education and other stakeholders as it may consider policies, strategies and identify policy options and priorities that enable the fundamental right for all people including girls. To participate in meaningful physical activity across their life course, policy considerations for key decision makers in the fields of recreation, sport and education should be enhanced in all areas of life.

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

1.8 Theoretical Framework

The study was supported by institutional theory propounded by Washington and Patterson (2011). The theory holds that the creation and evolution of institutions, the impact that

institutions have on organisations and their actions, and the constraints that institutions place on arenas of organisational activity constitute massive and shared experiences. Institutional theory entrenched gender inequality and marginalisation of girls and other groups from organized Physical Education activities, which brings sport management to a wider social and ethical dimension to its analyses. However, the institutional theory is still concerned with a fundamental issue, why and with that consequences do organisations exhibit particular organisational arrangements that deft traditional rational explanations.

Sports provide a rich empirical setting to elaborate and illuminate some of the basic tenets of institutional theory. However, people think the marriage between institutional theory and sports research can be less of a hostile takeover where institutional theory uses sports research just as a setting to highlight tried and true concepts within the institutional theory to a joint venture where the sports field can be used to extend institutional theory and institutional theory can direct research in sport to questions that are currently not being answered (Washington & Patterson, 2011).

Institutions can also be represented through ideologies, experiences or states that represent a social order or pattern that is perceived as stable through chronological repetition. Rather types of institutions are reinforced through supporting mechanisms and socially understood value systems, which consistently strengthen their viability. Greenwood et al. (2009) describe an institution as “ more-or-less taken-for-granted repetitive social behavior that is underpinned by normative systems and cognitive understandings that give meaning to social exchange and thus enable self-reproducing social order. The selection of this theory to the current study was based on the assumption that the experiences of girls learning Physical Education would be appreciated through sports activities that provide a rich empirical setting to elaborate and illuminate some of the basic tenets of institutional theory.

1.9 Delimitation of the study

The scope of the study was limited to three selected secondary schools in Mongu District which comprising Grade 9 (nine) girls secondary school learners only and teachers of Physical Education.

1.10 Limitation of the study

Msabila and Nalaila (2013) postulate that, limitations of a study included potential challenges anticipated or faced by the researcher. Likewise, this study could not be conducted without

limitations. Therefore, since the participants sampled for this research were only 39 in Mongu District of the Western Province, the number of participants in the study was small compared to the target population of the province and the nation at large. Therefore, the findings of this study might not be generalised to other public secondary schools in the District and Zambia at large.

1.11 Operational definition of terms

Junior secondary school level: School grades from 8 to 9.

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

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

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

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

1.12 Summary of Chapter

This chapter gave the background to the study on experiences of girls' in Physical Education activities in schools. The chapter also presented the statement of the problem, the purpose of the study, research objectives, and questions, significance of the study, theoretical framework, delimitation of the study, limitations of the study, and definitions of operational terms used in this study. Therefore, the next chapter endeavors to review various literature deemed relevant to the study based on the objectives of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter presents the review of relevant literature based on the objectives of the study which includes: exploring experiences of girls in Physical Education activities in selected secondary schools, establishing the benefit of girls' participation in Physical Education in selected secondary schools and ascertaining constraints faced by girls in participating in Physical Education in selected secondary schools in Mongu District.

Kombo and Tromp (2006) argue that the review of literature is critical in any research work as it enables the researcher to study different theories related to the identified topic and gain clarity of the research topic. Dovey (2009) further defines the literature review as an aim to compare and contrast the thinking, ideologies, concepts, and thoughts in the field of a particular subject area. This chapter presents a review of relevant literature that will provide a basis for analysis and it will take a thematic approach by bringing out literature that is related to experiences of girls' participation in Physical Education in secondary schools in Mongu District. The literature review in this study will be reviewed under the following sub-headings; the nature of girls' participation in Physical Education activities in schools, benefits of girls' participation in Physical Education, and constraints faced by girls' participation in Physical Education.

2.2 Girls' participation in Physical Education activities in schools

World over, girls' participation in Physical Education has not been overwhelming and this leaves much to be desired (MoE, 1996; UNESCO, 2014). In line with this, a local study by Kaite (2017) in Zambia on factors affecting the teaching of Physical Education in secondary schools: a case of selected secondary schools in Kalulushi and Kitwe Districts. The Data was collected through questionnaires, semi-structured face-to-face interview schedules, and observation checklists. From these lived experiences, the study established the status of PE in schools, the constraints teachers faced in the teaching of the subject, and strategies that they (teachers) used to cope with the constraints. It is no secret that physical activity is necessary for a person's well-being because it has immense benefits. The findings suggested that the development of healthy young bodies was one of the benefits of a school programmer of PE. Physical Education programmers in schools directly benefited students physical health, improved academic performance, promoted a healthy lifestyle, increased self-esteem, and taught life skills. Therefore, it was important that students in schools are engaged in PE activities owing to the many benefits associated with the subject. The results also revealed that

the status of PE as a subject was very low compared to other subjects in the school curriculum and so was that of its teachers against other subject teachers. The introduction of new subjects into the already crowded curriculum had seen PE and other non-academic (lower status) subjects lose teaching time to accommodate these newer subjects.

The study also revealed that there were many constraints which PE teachers faced in their teaching of PE and these included an overcrowded National and PE curricula, lack of PE resources, lack or bad state of facilities and equipment, large classes, and negative attitude by parents, head teachers, and non-PE teachers. While it was a common perception that most of the constraints faced by PE teachers needed long term solutions to provide quality PE to students, there was a need for them (PE teachers) to devise strategies that would mitigate the impact of these constraints in the absence of these long-term solutions to ensure the normal and smooth learning and teaching of PE in schools. The study also elaborated on how these partnerships overcame these constraints and enhanced the teaching of PE in schools even in the advent of these major constraints. While the study under review looked at the factors affecting the teaching of Physical Education in secondary schools: a case of selected secondary schools in Kalulushi and Kitwe Districts, the current study looked at the Experiences of girls' participation in Physical Education in secondary schools in Mongu District.

Another study by Pelak (2010) on women and gender in South African soccer, the study revealed the history of South African women's participation in competitive soccer from 1970 to the present and analyses power relations namely race, gender, and class within the sport. Three distinct periods are identified: (1) emergence and development years from 1970 to 1990; (2) growth and transition years from 1991 to 2000; and (3) institutionalisation years from 2001 to the present. This socio-historical analysis is based on fieldwork in South Africa and relies on qualitative interviews, participant observations, and archival documentation. Special attention is given to the shifting racial demographics of women footballers, the influence of feminism and democratisation in South Africa on increasing the numbers of girls and women in this masculine flagship sport, globalisation of 'women's soccer, and the organisational development in the sport at the local and national levels. Contributions of key administrators and leaders, as well as players, are briefly discussed. While this study concentrated on women and gender in sports and brought out issues such as emergence and development years from 1970 to 1990; growth and transition years from 1991 to 2000; and institutionalisation years from 2001 to the present. This background information from the aforementioned study acts as

a springboard for the current study which intends to take care of Girls' Participation in Physical Education in selected secondary schools in Mongu District.

Fasting (2010) carried out a study in Norway on Sexual Harassment and Abuse in Sport. This study presents data from a cross-cultural study titled 'Gender Relations in Sport – The Experiences of Czech, Greek, and Norwegian Female Sports Students'. The main research question asked was: what are the amounts and the forms of male and female sexual harassment experienced in a sport setting by female sports students in the Czech Republic, Greece, and Norway? Women (N = 616) who were studying in sports departments of academic institutions in the three countries participated in the study and revealed that violence against women has, according to WHO, serious consequences for their physical and mental health. It further presents an undue burden on the health care system and has other impacts on society. It represents a drain on the economically productive workforce and generates a climate of fear and insecurity.

This study revealed that there was sexual harassment in sports. Therefore it is interesting to my study because my study looked at factors contributing to limited participation of girls in sports in Mongu District. This study was important as it highlighted pertinent issues on Sexual Harassment and Abuse in Sport based on the Experiences of Czech, Greek, and Norwegian Female Sports Students thereby limiting girls' participation in Sports. This study provided a platform for the current study to further investigate the Experiences of Girls' Participation in Physical Education in selected secondary schools in Mongu District.

Hope, Yungblut, Schinke, McGannon, and Mark (2012) conducted a study that focused on understanding physical activity through the experiences of adolescent girls. Open-ended, semi-structured interviews were conducted individually with 15 early adolescent females (12–14 years old) and 20 middle and late adolescent females (15–18 years old). Co-participants in the mid to late adolescent cohort provided retrospective accounts of their early adolescent experiences along with perceptions on how their experiences shaped their current participation. The girls' voices were brought to the forefront through composite vignettes that highlight their physical activity experiences, integrating the words used by the co-participants. Results were that female youths were particularly vulnerable to withdrawing from sport and physical activity programs in early adolescence.

Another study by Daalen (2005) on school nurses are often asked to participate in the health component of many physical education (PE) programs in schools found that the reality that for many girls, physical education was a source of constant shaming regarding their athletic ability and eventually themselves. Forced competition, degrading evaluation, and sexuality- and size-related harassment by both peers and teachers led the participants in this study to opt out of any further physical education classes. Within school-based physical education exists an opportunity to promote the health of adolescent women. School nurses, in partnership with physical education teachers and girls, can construct a model of physical education that is neither based on competition nor athletic ability, but rather, on building a positive self-esteem and a positive relationship with one's body.

2.3 Benefit of girls' participation in Physical Education

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

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

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

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

Kafoe (2011) also conducted a study in Ghana. It was established that the teaching of Physical Education enabled pupils to have skills that allow them to play football in the Ghanaian Super League or be in professional football like Abedi Pele. While the aforementioned study looked at the benefits of the teaching of Physical Education just like this subject, however, the two are different from one another in that the current study embraced only parents at the primary school level.

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

Furthermore, study by Kapembwa (2015). found out that one of the benefits of Physical Education based on the views of the learners was that they preferred outdoor activities because they were kept fit and avoided diseases as a result of running and exercising through ball games and athletics. The next subparagraph reviewed literature about the opinions of teachers in the

teaching and learning of Physical Education. Furthermore, Physical Education shifts the learning approaches. As put by Bransford, Brown, and Cocking, (1999), there was a common belief that Physical Education in schools contributed to more constructivist learning and an increase in activity and greater responsibility of students. This limits the role of the teacher in supporting, advising, and coaching students rather than merely transmitting perception. The gradual progress in using Physical Education changes from learning about the physical development of human beings (Volman, 2005). For one to do this, there is a need to investigate the experiences of girls attached to the teaching and learning of Physical Education in schools.

Nonetheless, the most challenging condition for implementing Physical Education strategy in Ethiopian schools is the inadequacy of existing infrastructure, policy, planning, infrastructure, learning content, language, capacity building, and financing. Even though integrating Physical Education in the teaching and learning process was given due recognition in the implementation strategy, only about 40 percent of schools in the country had the necessary equipment for Physical Education and most of which were in Addis Ababa, causing a rural-urban divide to equity and access for quality education.

From the study done by Volman (2005), it had been observed that in Ethiopia the implementation of Physical Education through the teaching and learning process which was being recognized and its importance was being realized. As such, some intervention strategies were being considered and areas in which Physical Education benefited them in work places and in keeping fitness for example. Furthermore, the study highlighted constraints affecting the implementation of the Physical Education strategy. In Zambia, particularly in Mongu District, similar trends of recognizing and realizing the importance of teaching and learning Physical Education were taking place in schools. However, what is not clear is whether the constraints faced in the Ethiopian education system are the same in the Zambian education system.

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

counteract the realization of the envisaged Physical Education subject integration in schools, resulting in some issues and concerns in the implementation of Physical Education integration in the teaching and learning of Biology in Botswana schools.

The outcome of the aforementioned study has shown the significance of Physical Education in the teaching and learning of other school-based subjects like Biology and the importance other countries like Botswana also attach to it. However, Garegae's (2012)'s study differs from the current study in that it focused on the role of Physical Education in the teaching and learning of Biology while the current study explores the experiences of girls' participation in Physical Education in Zambia.

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

A recent report by AUDL (2018) on what are the Benefits of Physical Education in schools and the study revealed that Physical Education programs in schools directly benefit students' physical health. It is recommended that getting the amount of exercise combats obesity which subsequently reduces the risk of diabetes, heart disease, asthma, sleep disorders, and other illnesses. Regular exercise also contributes to cardiovascular health and promotes muscle and bone development. According to the National United States of America Association for Sport and Physical Education, Pate *et al* (2011) show that the American Academy of Pediatrics PE programs require both fitness and cognitive assessments. In addition to participating in physical activity, students in Physical Education learn the fundamentals of a healthful lifestyle, the building blocks upon which they can develop into healthy, perceptual adults.

The study also added that though a lack of attention on Physical Education is often justified as an opportunity to spend more time in the classroom, studies show that physical activity

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

Further, the benefits of Physical Education to a child's mental health especially girls are both complex and comprehensive. Improved physical health, academics, and social interactions all contribute to good mental health. Physical activity sets the stage for a good night's sleep, while obesity, caused in part by inactivity, is linked to sleep apnea. Sleep deprivation negatively affects the body's immune function, aids in memory consolidation, and may cause irritability and impatience. Regular physical activity, in addition to adequate sleep, provides more energy to participate in hobbies and interact with others. While the aforementioned report had provided valuable information on the benefits of Physical Education such as improving physical health, mental health, and social orientation, it is not known whether the same benefits can be reflected in Zambia especially in Mongu District.

2.4 Constraints faced by girls in learning Physical Education in schools

A study by Wango (2017) on constraints faced by women football players who participate in football leagues in Gatundu North and Thika West, Kenya. The study adopted a descriptive survey design. It was conducted and the target population for this study was the 8 and 6 women football teams in Gatundu North and Thika West districts. The Focus group discussion guide, Interview schedule, and Questionnaire were the instruments of data collection. The study revealed that several constraints faced women's football players.

Among them, funding was the main challenge. Others included society's negative attitude towards women football which translates to poor participation of women in football activities in the area; biological factors such as menstruation and pregnancy; poor governance of the football organizations; limited access to facilities and equipment and women's gender roles and responsibilities. The study recommended that the National government, country government, as well as the Football Kenya Federation, should be keen on women's football and give it the attention that it deserves to improve their participation in football. While the aforementioned study looked at constraints faced by Women football players who participated in football leagues in Gatundu North and Thika West, the current study looks at the experiences of girls' participation in selected secondary schools in Mongu District. The study may be of great value to policymakers in the Ministry of General Education and other stakeholders as it may enlighten them on girls' participation in schools.

Another study by Kumari (2017) on Barriers to Women and Girls' Participation in Sports: A Case Study of Haryana. Historically women and feminists have been defined in relation and contrast to men and masculinity. Sports and the sports world have been tied with the masculine domain and there has been a legacy of biasness against the female athlete. In the past few decades, this trend has been confronted and challenged. The ability to challenge restrictive notions about women's physical appearance, athletic ability, and participation in sports, is evident through their increased involvement in sports. Traditional stereotypes for females have slowly been changing but there is still a long way to go. Despite these positive strides, female sports persons still face multiple constraints when pursuing their sports desires, which are largely due to long-standing gender norms. Only the face of the problem has changed from ancient to modern times. So, keeping in view the constraints before women sports persons in the traditional society the study has been developed to analyze the status of women sports persons in Haryana. While the above study concentrated on Barriers to Women and Girls' Participation in Sports: A Case Study of Haryana, the current study considered exploring the experiences of girls' participation in Mongu District.

A study by Gibbons (2009) on Meaningful Participation of Girls in Senior Physical Education Courses. The purpose of this investigation was to gain perception into the features of 32 senior Physical Education courses from 22 school districts in British Columbia that had successfully maintained high enrollments of female students. Analysis of course outlines, interviews with teachers, and student questionnaires were used to collect data. The following themes emerged:

(a) focus on life time physical activities, (b) student involvement in course development, (c) authentic assessment, (d) gender as a course design feature, (e) value-added options, and (f) positive and respectful class environment. Findings offer considerations for the design of Physical Education courses to address the learning needs of female high school students. The primary mandate of Physical Education (PE) programs in Canadian schools was to help students develop the skills, perception, and attitudes necessary to be physically active throughout their lives (Pangrazi and Gibbons, 2009). Craig and Cameron (2004) suggest that “schools could influence physical activity choices and options available to children and youth, through their policies, communications, and facilities” Despite this mandate, educators struggle to offer PE programs that are interesting to and meaningful to females students. This problem is reflected in the low enrollment of young women in senior elective Physical Education programs, an area of interest for the current study.

Another study by Symeon Dagkas, Tansin Benn, and Haifaa Jawad (2011) on multiple voices: improving participation of Muslim girls in Physical Education and school sport. The study reported on data from a large-scale research project in one city in the West Midlands, England. The study was commissioned by the local education authority because of the rising incidence of parental withdrawal of Muslim girls from Physical Education. The aim was to provide evidence-based guidance to schools on improving the inclusion of Muslim girls in Physical Education and school sport. Responses indicated a diversity of positive and negative lived experiences across the community, with the majority of young people enjoying their school-based Physical Education lessons. Parental influences were strong across the age phases. Body and religious consciousness increased during adolescence. Common concerns were centered on the need to improve recognition of religious requirements in schooling processes, policies, and practices to provide inclusive learning environments for some Muslim codes young people. Problems such as poor communication, inflexible dress particularly headscarf concerning wearing of the hijab gender organization, and use of public swimming pools were identified. Patterns of good practice also emerged from across schools. The flexibility of approach shared decision-making, and situation-specific policies were most successful for supporting the inclusion of Muslim girls in Physical Education and school sport.

Further a report document by National Agency for Sports (2008) on barriers to women and girls’ participation in sport and physical activity. Participation rates among women and girls were much lower than among men. This gender gap was caused by many barriers, which can

be categorized as 'practical', 'personal', and 'social and cultural. These play a significant role in women's and girls' attitudes and behavior. The report also highlighted some of the constraints encountered by women such as lack of time and lack of child care in which Women's leisure tends to be reactive to the needs of their families. They often have less leisure time than men, as they take on the greater burden of responsibility for housework and care for children and elderly relatives. Other constraints were lack of money, transport, access to facilities, body image, self-confidence, parental and adult influence, personal safety, funding, clothing, and equipment. The male-dominated culture of sport, Attitudes, and prejudices about sexuality, Sexual harassment, and abuse. While this is true for the aforementioned study, it is not known whether the current study was in a position to uncover similar results as reported by the National Agency for Sports of 2008.

Knifsend and Graham (2012) conducted a study on Unique Constraints Facing Female Athletes in Urban High Schools at the University of California, United States of America. The study reported that although the passage of Title IX secured equity of treatment and opportunity for female high school athletes in the United States, little research had examined the social well-being of girls who participated in sports during high school. Athletes and non-athletes did not differ in perceived gender discrimination from adults at school. Analyses conducted separately within each ethnic group revealed that ethnic groups did not differ in patterns of gender discrimination. These findings suggest that girls who play Sports may experience differential treatment from their peers. To test for ethnic group differences in peer and adult gender discrimination at each time point, we relied on multivariate analysis of variance (MANOVA) models conducted at each of the four-time points. While the aforementioned study used multivariate analysis of variance to analyze the quantitative data, the current study adopted the qualitative approach in data analysis.

Ali *et al* (2017) conducted a study titled issues and constraints for female participation in physical activities at secondary school level in Sargodha Division in Pakistan. The result showed that there was a significant effect of issues and constraints on female participation in sports activities and also gender difference was observed. The two studies were different from each as the current study looked at the experiences of girls' participation in secondary schools in Mongu District.

2.5 Synthesis of Literature Knowledge Gap

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

2.6 Summary of chapter

The above literature is viewed under the thematic approach by bringing out literature that is related to Girls Participation in Physical Education in Secondary Schools in Mongu District. The next chapter outlines and addresses the methodological aspect of the study.

CHAPTER THREE: METHODOLOGY

3.1 Overview

The previous chapter demonstrated the gap in understanding of girls participation in Physical Education in selected Secondary Schools in Mongu District. The current chapter presents the philosophical assumption, a methodology that was used in the study which includes the research design, population sample, and sampling techniques. The chapter further explains the research instruments, data quality assurance as well as data collection and analysis procedures. This section finally looks at ethical considerations.

3.2 Research Approach

The study is purely qualitative approach. According to Kombo and Tromp (2006), a qualitative approach involves interpretation and description as it seeks to interpret, describe and analyze the culture and behavior of humans by collecting verbatim statements from participants because open-ended questions allow participants to offer responses within their unique context, and the value of the information provided can be exceptionally high. The methodological issues that routinely occur in qualitative research studies include conducting pilot interviews in which interview methods are explored to assess the potential of interview data to respond to research questions and being flexible within the overall life of a project to amend processes to deal with issues identified in data analysis (Roulston, 2011). This approach is appropriate because this study seeks to solicit information and investigate the experiences of girls' participation in Physical Education in selected secondary schools in Mongu District.

3.3 Research Design

Kombo and Tromp (2006) define a research design as a glue-like structure that holds all the elements in a research project together. Orodho (2002) defines it as the scheme, outline, or plan that is used to generate answers to the research problem. This study utilized a phenomenological research design. To be specific, descriptive phenomenological research design to conduct a 'direct exploration, analysis, and description of a particular phenomenon emphasising the richness, breadth, and depth investigation as described by participants in detail' (Creswell, 2009). Heidegger (1962) conceptualises descriptive phenomenology research design as one which seeks to uncover the subjective understanding, which individual human agents ascribe to their social situation. Further, Heidegger maintains that reality is only found in the minds of the social actor (participant) hence descriptive phenomenology or

hermeneutic. Therefore, phenomenology is a philosophical practice of reflecting on them moving structures that make the experience of consciousness possible and meaningful (Wesis *et al.*, 2020). The researcher was engaged in the principle of “epoche” to his own experiences there by taking the information as it came from participants through verbatim reporting. Since the study focuses on girls’ experiences in participation in Physical Education in secondary schools, the said design appropriately guided the generation of interpreted information on classroom shared experiences.

3.4 Target study population

The population is defined as a group of individuals, objects from which samples are taken for measurement (Kasonde-Ng’andu, 2013). The population for this study consisted of all teachers of Physical Education and girls taking Physical Education at three selected secondary schools in Mongu District, Western Province

3.5 Sample Size

Kothari (2011) indicates that the sample size refers to the number of participants selected from the population. This sample should have the characteristics, know-how, and be accessible for the study. However, Sandeloski (1995) points out that in determining the sample size in qualitative research, there is no specific formula. However, some criteria are applied within the qualitative and phenomenological tradition. These are the selection of participants who have had the experience being investigated, the feasibility of the study about resource constraints (time, funds), availability of participants, and document (Creswell, 2009).

Furthermore, Cohen, Manion, and Marrison (2000) explain that in a qualitative study, a small sample size suffices. Given the above, the researcher selected 39 participants to constitute the sample for the study. This sample comprised nine (9) Physical Education teachers three (3) per school and 30 Grade nine (9) learners (girls) of Physical Education, ten (10) girls from each of the three participating secondary schools in Mongu District. The selection of the girls was done with the help of the subject teachers in three selected secondary schools.

3.6 Sampling Techniques

The study employed purposive sampling that involves purposely hand picking individuals from the population-based on the researcher's perception and judgment (Msabila and Nalaila, 2013). However, to be specific, the study used typical sampling among other types of purposive sampling to pick on learners (girls) because the study sample involved teachers and learners who were familiar with the teaching and learning of Physical Education in schools. Orodho and Kombo (2002) state that the power of purposive sampling lies in selecting information-rich cases for in-depth analysis related to the central issues being studied. Black (1999) observes that purposive sampling ensures that those people who are unsuitable for the sampling study are already eliminated, so only the most suitable candidates remain. This means that the results of purposive sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Orodho and Kombo, 2002). Furthermore, the researcher applied purposive sampling to select the three secondary schools because of its power which lies in selecting information-rich cases for in-depth analysis related to the central issues being studied.

3.7 Research Instruments and Methods

The researcher used semi-structured interview guides, focus group discussion guides, and non-participant observation guides to direct the collection of data.

3.7.1 Semi-Structured Interview Guide

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

3.7.2 Focus Group Discussion Guide

Focus Group Discussion (FGD) method is designed to obtain information of participants' experiences, beliefs, and perceptions on a defined area of interest (Kombo and Tromp, 2006). A Focus group discussion was used in this study to collect data from learners. The rationale for choosing the FGD for learners was to help them feel comfortable to express and share information in the presence of their peers who were in this regard helped to create a natural environment for them. Due to this, the researcher decided to categorize them into 6 focused groups as the only way to elicit information as they would socialise and simplistically interact amongst themselves. The researcher introduced himself to the respondents then after dividing girls into groups of 5 in a day. He then assured them that the study was purely academic hence all responses would be treated with maximum confidentiality. Learners were asked to answer the questions with regards to their class experience as a pupil taking Physical Education subject. Further, they were asked to withdraw from a session when they felt uncomfortable. After this assurance was given and accepted by the participants, then the researcher structured and begun the discussion with the learners (girls) which was fruitful enough to warrant him get the necessary information on the subject under investigation.

3.7.3 Non-Participant Observation Guide

The researcher also employed the non-participant observation method to witness and capture the teaching and learning activities as they took place in the natural setting. This was done through lesson observations in the school classrooms and field events when teachers and learners did their practical work. This allowed the researcher to have access to the physical school infrastructures of the three participating secondary schools.

3.8. Data Quality Assurance (DQA)

The state of acceptability in terms of it being true and unique academic product was done using Guba's four trustworthy strategy which is ideal for all qualitative studies. In this study, *credibility* was ensured through the correct plan from the beginning to the end which was descriptive phenomenological design that coincided with the study title; hence quality of data was assured. *Transferability* was ensured through contextualising with other studies in which similar information was found and new information was added on to the body of knowledge hence, data quality was assured. *Dependability* was also employed through making research instruments reliable by conducting a pre-testing or pilot study. Therefore, to ensure content reliability in this study, the piloting process was done before the actual research data collection.

This was done in Kaoma District of Western province. Through the piloting of the research instruments, the researcher was able to identify possible areas where respondents could have faced some challenges and practical concerns for improving the research instruments, which led to the collecting of appropriate data from the sampled respondents and *Confirmability* was used through "Bracketting" or "Epoche" taking the information as it came from participants through verbatim reporting (Guba and Lincoln, 1994).

3.9 Data Collection Procedure

Data collection is the gathering of specific information aimed at proving and refuting some facts on how a researcher collects data and with what instruments (Kasonde-Ng'andu, 2013). Therefore, in trying to follow the data collection procedure, an introductory letter was sought from the University of Zambia to allow the researcher to go for data collection, and written permission was sought from the District Education Board Secretary (DEBS). At the school level, verbal permission was obtained from the headteachers of respective schools to use their facilities before proceeding with data collection. After the researcher was permitted to go ahead with data collection by the respective headteachers, he then went on to administer focus group discussions among the learners and semi-structured interviews among teachers on different days. However, before collecting data from the participants, the aim of the study was thoroughly explained to them, and an assurance was given that the data collected was purely for academic purposes. During data collection, a voice recorder was used to record the conversations to capture the opinions and views of the participants to help the researcher with data analysis. When this was done, the researcher then categorised the statements and summarised them in narrative form. Key statements were quoted on each of the 9 individual teachers interviewed from the three selected schools. Further, the researcher employed non-participant observation methods to witness and capture the teaching and learning activities through observing lessons in the physical school environment when teachers and learners had their practical work.

3.10 Data Analysis

Kasonde-Ng'andu (2013) defines data analysis as a manipulation of the collected data to draw conclusions that reflect on the interest, ideas, and theories that initiated the study to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. However, the appropriate methods of data analysis are determined by the data

type, variables of interest, and the number of cases. Therefore, the data collected from the field through semi-structured interviews and focus group discussion on girls' experiences regarding the teaching and learning of Physical Education was qualitative in nature and therefore analysed using the Interpretative Phenomenological Analysis (IPA) method. The steps involved in this approach were as follows: The researcher read and re-read the interview transcription. This involved significant responses from the reader, statements, sentences, or quotes that were identified in the transcripts. Then, the researcher identified the emerging issues and labeled them. The other step was structuring the analysis by labeling clusters of emerging concepts in a way that captures their essence. After that was done, the next step involved the production of a summary table of the emerging concepts through quotations selected that illustrated and abandoning those that were not well-represented. Finally, on the steps, was the construction of a cohesive narrative based on the summary table to add depth and richness. Quotes from participants were also included. This method of analysis allowed the researcher to categorise the collected data in line with the objectives of the study. Smith and Eatough (2008) argue that the IPA method is a suitable approach to analysing qualitative data when one is trying to find out how they make sense of their personal and social world. The method is especially useful when one is concerned with the complexity, process, and novelty of a phenomenon. In this regard, Physical Education in the education system. Therefore, the analysed raw data enabled the researcher to transform it into meaningful information. However, phenomenological qualitative studies provide compelling research data, there are restrictions; the other side of the blade. For one, and perhaps the concern of many is bias (Creswell, 2013; Janesick, 2011; Patton, 2002). The researcher's role must include the integration of biases, beliefs, and values up-front in the study (Janesick, 2011).

The table below shows how data were analysed using the qualitative approach by utilization of descriptive phenomenology research design adopted in this study

Table 3.5: Data Summary

Phase	Procedure	Product
Qualitative Phase	Selection of participants purposefully and interview questions development	Interview protocols
Qualitative collection	In-Depth interview	Textual Data
Qualitative Data Analysis	Coding and Semantic Analysis. Theme development cross-thematic analysis	Codes and theme similar and different themes and categories cross-thematic matrix
Qualitative Results		Future Research

Source: American Journal of Educational Research (2016).

3.11 Ethical Considerations

Ethical issues were highly upheld in the study. First and foremost, a clearance letter was obtained from the Directorate of Research and Postgraduate Studies UNZA. The researcher also sought consent and clearance from the, District Education Board Secretary (DEBS), and school managers from the respective secondary schools where the study was conducted. Permission and consent were sought from participants regarding their willingness to participate in the study. Participants were equally assured that the data collected would be kept confidentially and only be used for research purposes. Furthermore, the researcher assured the participants that names and personal details would not be revealed or published and that the data collected would be kept confidentially and only be used for academic, research purposes. Names of schools and participants were represented by codes and pseudonyms names; which ensured anonymity. Additionally, the researcher ensured that participation by the teachers and learners was voluntary. This was done by explaining to them the procedure, relevance, and purpose of the study.

3.12 Summary of the Chapter

This chapter discussed the methodology employed in this study. Under methodology, the following were captured: philosophical assumption. This study utilized a phenomenological research design. To be specific, interpretive phenomenological research design to conduct a ‘direct exploration, analysis, and interpretation of a particular phenomenon emphasising the richness, breadth, and depth investigation as interpreted by participants in detail’ (Creswell,

2009). The research design is defined as a glue-like structure that holds all the elements in a research project together. Kombo and Tromp (2006). Target population, a group of individuals, objects from which samples are taken for measurement. Sample Size refers to the number of participants selected from the population and Sampling techniques employed is a purposive sampling that involves purposely handpicking individuals from the population-based on the researcher's perception and judgment. Research Instruments tools which were used were Semi-Structured interview guides, focus group discussion guides, and non-participant observation guide to direct collection of data.

Data Collection Procedure, an introductory letter was sought from the University of Zambia to allow the researcher to go for data collection, and written permission was sought from the District Education Board Secretary. At the school level, verbal permission was obtained from head teacher to use their facilities before proceeding with data collection. After that, the researcher went on to administer focus group discussions among the learners and semi-structured interviews among teachers on different days. Data Analysis is a manipulation of the collected data to draw conclusions that reflect on the interest, ideas, and theories that initiated the study to uncover the underpinning structures and extracting cardinal variables thereby testing any underlying assumptions. Data quality assurance is the state of acceptability in terms of its being a true and unique academic product. Ethical considerations a clearance letter was obtained from all the relevant authorities involved in the study. Finally, the researcher ensured that participation by the teachers and learners was voluntary. This was done by explaining to them the procedure, relevance, and purpose of the study. Having presented the aforementioned, the next chapter presents the findings of the study from the three sampled secondary schools.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

The previous chapter outlined the methodology which was employed by the researcher to come up with data using the stated research instruments. This chapter presents the findings of the study based on the data that was collected through interview schedules, focus group discussion guide, and observation checklist. Several themes emerged from the data that were collected and were aligned as answers to research questions. The analysis was strictly guided by the information which was answering the following research questions:

- (i). What are the experiences of Girls in learning Physical Education in selected secondary schools in Mongu District?
- (ii). What benefits do girls get in learning of Physical Education in selected secondary schools?
- (iii). What are the constraints faced by girls in learning of Physical Education in selected secondary schools?

4.2 Research findings

As mentioned in chapter three, the research followed a qualitative research approach by utilising a descriptive research design. The researcher identified themes based on the research objectives as well as recurrent patterns in the opinions of the study participants. Thematic analysis was used to interpret the research findings. In which actual words stated by the participants were used as much as possible in the descriptions, while other words were paraphrased. It is important to note that some ideas presented were interrelated and could fall into more than one thematic section.

4.2.1 Demographic characteristics of respondents

Participants in the study were asked to state their gender and information collected is offered in table 3.1 below.

Table 4.2.1: Teachers' gender

Gender	Frequency
Male	7
Female	2
Total	9

Source: Fieldwork (2020)

Table 4.2.1 shows the demographic characteristics of participants in terms of gender. It is clear from the table that males were 7 and females were 2. This suggests that the majority of participants were males as matched to females in the study.

Participants were further asked to state information on their age and then after following data is presented in table 4.2.2 below;

Table 4.2.2: Participants' Age (Girls)

Age in years	Frequency	Percentage (%)
14	13	43
15	9	30
16	5	17
17	3	10
Total	30	100

Source: Fielwork (2020)

Table 4.2.2 clearly shows that 13 learners aged 14 years while 9 learners aged 15 years and 5 learners aged 16 years as well as 3 learners aged 17 years. This implies that in terms of age, the study had representative across age groups.

Furthermore, teachers were required to submit their qualifications and below in the table was the information submitted.

Table 4.2.3. Teachers' qualifications

Qualification	Frequency
Master	0
Degree	6
Diploma	3
Certificate	0
Total	9

Source: Field work (2020)

Table 4.2.3 shows the frequency distribution of teachers according to qualification. From the table, six (6) teachers had a qualification of a degree in Biology while three (3) held a diploma in Physical Education and none of the teachers had either master or certificate qualification.

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

Table 4.2.4. Teachers' number of years in service

Years in service	Frequency
1-5	1
6-10	2
11-15	3
16-20	3
21-30	0
Total	9

Source: Fieldwork (2020)

Table 4.2.4 shows the frequency distribution of teachers according to their years in service. Out of nine (9) teachers, one (1) had been in service for maximum of 5 years, while two (2) had been in service for the period between 6 and 10. The age range of service 11-15 only constituted three (3) teachers and three (3) served between the range of 16 to 20.

4.3 Experiences of girls in learning Physical Education in selected secondary schools in Mongu District.

The researcher took time to interact with the participants through interviews and focus group discussion so as to appreciate their personal experiences in the teaching and learning of Physical Education. This research question presents both teachers' and learners' views on the teaching and learning of Physical Education. In line with this, teachers' experiences are addressed first and thereafter learners' experiences as prescribed in the instruments for data collection (Refer to **Appendix 2 and 3**).

4.3.1 Teachers' experiences on teaching and learning of girls in Physical Education

Teachers being the implementers of most education programmes through the teaching and learning process were key participants in this study. This was because they played a major role in facilitating the teaching and learning of Physical Education among learners in schools and therefore, gathering the views over their experiences in Physical Education was worthwhile. In line with this, therefore, teachers were asked to state whether Physical Education was taught as a subject at the three participating schools in order to be sure of its delivery and the following were the responses;

In View of this question, the findings was that all the 9 teachers who participated in the study were agreeable to the fact that Physical Education was taught as a subject in schools. The presence of Physical Education in the visited schools in the study gave the researcher an impetus to make a follow up question on teachers to explain how Physical Education was experienced in schools. In line with this, the study found that the experiences of teachers in the teaching of Physical Education were in two fold namely; theoretical and practice.

4.3.1.1 Theoretical perspective of Physical Education

Teachers reported that the theory part of teaching and learning Physical Education was conducted from the classroom just like any other subject. Teachers further stated that; *'During theory, we experience the teaching of Physical Educations based on writing notes on the board and administering class exercises.'* Furthermore, they stated that the theory part of Physical Education required a lot of materials such as text books prescribed to support its delivery through the teaching and learning process. In their explanations, teachers added that Physical Education was very interesting and captivating in nature. To support this, one male teacher from school **1** passed the following remarks:

Despite having a lot of shortcomings, my experience of teaching Physical Education is inviting, appealing and profound because it imparts various knowledge and survival skills such as health, mentally and morals which injects the physicability and moral standing in the community.

4.3.1.2 Practical perspective of Physical Education

Further, teachers reported that they experienced Physical Education through practical sessions. In this regard, teachers stated that the practical part of teaching and learning Physical Education was conducted from the school football grounds with the help of sports equipment such as *balls, whistles, adidas, jesserys, sports attires, and other suitable equipment*. Furthermore, the study found that most of the practical activities in Physical Education were done in groups of individual leaners. Shedding more light to this, one female teacher from school **2** had this to say:

Whilst in the playing grounds, the teaching and learning of Physical Education was characterised with physical training which was meant to loosen up learners' body muscles in order to allow them participate well in the sports without the rigidity of the body muscles.. These physical aspects of training were done in groups. This made the whole process enjoyable as learners could share different training styles and ideas with us (teachers) in an interactive fashion with each other and this contributed to the best manner in which knowledge and skills were acquired in Physical Education as a subject in schools.

When teachers were asked to explain how the periods were allocated for Physical Education in a week as part of their experiences in the teaching of the subject, they stated that the teaching of Physical Education was conducted in tandem with the departmental time table and outlined the sessions in the table below. This was so in order to appreciate the frequency of social interaction in experience of the subject in question.

Table 4.7: Number of periods at the three selected secondary schools in a week

Week	Frequency	# of Periods
Secondary school 1	2 hrs	3
Secondary school 2	2 hrs	3
Secondary school 3	2hrs	3

Source:Fieldwork (2020)

Table 4.7 shows the number of periods allocated for Physical Education in a week per individual school selected in the study. From the table above, school 1 and 2 as well as school 3 allocated 3 periods for Physical Education in a week. This shows that all the secondary schools selected in the study had less number of periods for Physical Education thereby contradicting with the standard of the teaching and learning periods as prescribed in the revised school curriculum of 2013 which stands for a maximum number of 12 periods per week.

4.3.2 Individual Learners (Girls) experiences in Physical Education

Girls being the direct recipients of Physical Education in schools, it was imperative to interact with them in this study by gathering their experiences of participating in Physical Education activities. Regarding the question of learning Physical Education in the three selected secondary schools, individual girls agreed in affirmative that the teaching and learning of Physical Education was conducted in two perspectives which were theoretical and practical.

4.3.2.1 Theoretical perspective of Physical Education

A theoretical aspect of Physical Education was made known to the researcher through a mutual interaction with the individual learners (girls) during a focus group discussion. In this regard, individual learners (girls) testified that the theoretical aspect of Physical Education was conducted from the classrooms on the basis of the school timetable and normal learning hours. The study further, found that the learning of Physical Education regarding its theoretical aspect was done with the help of teachers' handbooks, pupils' books, and charts as required in the school Physical Education curriculum and syllabus content. To support this, one learner (girl) from school 3 shared her experiences over the subject by making the following remarks:

My learning experience over the subject is abundant and amazing. It is pleasing because it gives me the freedom to interact with others and make sense of real learning in a free atmosphere.

4.3.2.2 A practical perspective of Physical Education

On the practical perspective of the teaching and learning of Physical Education, the study found that the learning of Physical Education was done outside the classroom particularly from the school playing grounds. The learning of Physical Education was characterised by the physical aspects of doing frog jumps, running, jumping, playing soccer and netball. This type of learning was quicker and enjoyable from the side of individual learners (girls) because they were involved in the real teaching and learning of the subject due to its practicality nature of Physical Education and that made the acquiring of skills much easier. To authenticate this finding, one learner (girl) from school **2** stated that:

My learning experience of physical education outside the classroom arrangement is good because it captivates our physical being and makes our body fit because of the nature of the activities that we engage into when we are at the playing ground. Here we are told to come with different sports attires which are suitable for the nature of training that we under go such as jumping, skipping and playing soccer as well as netball. So, all these activities keep us fresh in mind and body.

Additionally, another learner (girl) from school **1** also reported that:

My experience about Physical Education is good and interesting because it is a subject that brings out all the aspects of human beings in as how the body parts function and how they can be kept active through sporting activities. So, when ever, it's time for Physical Education, especially the outside activities of it, I become very happy because I know it's about running and playing soccer which can help me in future should I fail with my academic path of schooling.

Furthermore, another learner (girl) from school **3** had this to say that:

I really..really enjoy Physical Education in this school. This is so because this is a subject that most people say it is for only boys. I can tell you that this subject does not discriminate gender. Here we are doing it and infact

enjoying it even more than maybe a boy would. So, for me, this subject is welcome and I am finding it worthwhile studying in my career as I feel one day I will become a footballer and join the female national team.

4.3.2 Learning time for Physical Education

Time is an important factor and determines the intensity of one's experiences when it comes to teaching and learning process. This being the case, it was cardinal to find out on whether time was adequate in their experiences of teaching and learning Physical Education, individual girls stated that time allocated to Physical Education was limited. To support this finding, one learner (girl) from school 2 said:

Time allocation for physical education is not satisfactory as we all know that the subject demands more time due to its nature. This compels us in most cases to come back for lessons in the afternoons and sometimes even on weekends when teachers ask of us for the sake of covering the content. This means that we experienced it with limited time.

4.3.3 Availability of Physical Education teachers

The presence of qualified Physical Education teachers is a key to the implementation of quality educational programme. As such, concerning the number of teachers to handle Physical Education as they were experiencing it through the teaching and learning process, individual participants (girls) in the study reported that teachers were not sufficient, further, one of the learners (girls), from school 1 was quoted saying the following words:

As you can see that we are too many in our classes and this makes it even more harder sometimes for teachers to attend to all of us during learning time. I know that in the past this subject was not being offered in schools but that it is here, I think it is only good to give us more teachers who are going to teach us. Otherwise, I feel we are missing a lot due to a shortage of teachers and sometimes, teachers who handle us are the same teachers who teach us in other subjects which we feel they get tired and may distort teaching and delivery of the other subject.

4.3.4 Physical Education apparatus, facilities, teaching and learning materials

Taking an inventory of Physical Education apparatus, facilities, teaching and learning requisites was vital as these are key ingredients to a smooth delivery of a class lesson plan and accomplishment of teaching and learning goals. In tandem with this assertion, individual participants (girls) were further asked whether Physical Education apparatus, facilities, learning, and teaching materials were available in schools with the help of non-observation participant technique and their responses were captured in a table below.

Table 4.8: Shows an inventory of Physical Education apparatus, facilities, teaching and learning materials from the three selected secondary schools in the study.

Source: Fieldwork (2020)

Physical Education	School 1	Quantity	School 2	Quantity	School 3	Quantity
Sports hall	X	0	X	0	X	0
Swimming pool	X	0	X	0	X	0
Footballs	✓	2	✓	2	✓	4
Netballs	✓	1	✓	2	✓	2
Volleyballs	✓	1	✓	1	✓	1
Athletic batons	X	0	X	0	✓	5
Mats	✓	15	X	0	X	0
Textbooks	✓	1	✓	1	✓	1
Football pitch	✓	Available	X	0	X	0
Netball court	X	0	X	0	X	0
Volley net	X	0	✓	1	✓	2
Training cones	X	0	✓	6	X	0
Basketball court	X	0	X	0	X	0
Sports attire	✓	1 set	✓	2 sets	✓	2 sets
Sports shoes	X	0	X	0	X	0
Sports room	X	0	X	0	X	0
Volleyball court	X	0	X	0	X	0
Badminton court	X	0	X	0	X	0
Table Tennis table	X	0	X	0	✓	2

Table 4.8 depicts an inventory of physical education apparatus, facilities, and learning materials from the three schools with a Tick if available, and X if not available. According to table 4.8, it is clear that school 1 had no sports hall, had no swimming pool, had 2 footballs, had 1 netball, had 1 volleyball, had no athletic batons, and had no training cones. It also had 1 textbook and a football pitch but had no netball court, had no volleyball net, had no basketball court as well as a badminton court and table tennis. There was only 1 set of sports attires, no sports shoes, and no change rooms. School 2 had no sports hall, had no swimming pool, had 2 footballs, and also had 2 netballs, had 1 volleyball, had 6 training cones, had no athletic batons and had only 1 textbook. It also had no football pitch and no netball court, had 1 volleyball net, had no basketball court, had no sports shoes, had no change rooms and had 2 sets of sports attire, no volleyball court as well as having no badminton court and table tennis tables. School 3 had no sports hall, had no swimming pool, had 4 footballs, had 2 netballs, had 1 volleyball, had 5 athletic batons, had no training cones, and 1 textbook. It had no football pitch, had no netball court, had no volleyball court, had no volleyball net, had no basketball court, had no badminton court, and 2 table tennis tables, had no sports shoes, had 2 sets of sports attires and had no changing rooms and showers.

4.4 Benefits accrued by girls in the teaching and learning of Physical Education activities in selected secondary schools in Mongu District.

4.4.1 Teachers' perceived benefits by girls in the teaching and learning of Physical Education in schools.

Teachers in schools especially those who were involved in the teaching and learning of Physical Education were asked to state the benefits of teaching and learning Physical Education respective of their schools. In view of this, their perceived benefits of teaching and learning of Physical Education were grouped in the following emerged themes;

4.4.1.1 Recreation oppounites.

Among the benefits of teaching and learning Physical Education in schools was that Physical Education acted as a sense of recreation to both teachers and learners. Recreation in this study involved and provided teachers and learners with a sense of fun/enjoyment, refreshments, and leisure time. This was so because of the various activities that Physical Education was able to offer to teachers and learners. The playing around with other girls made Physical Education funing and enjoyable and this enhanced both interpersonal and intra-personal skills among

learners. It was still in recreation activities where learners (girls) were provided with some break from academic pressure and this increased the likelihood of them participating in leisure time. This was further supported by one of the male teachers from school **2** who stated that;

They enjoy participating in physical activities and it also helps to maintain their brain and mental health. By making exercise ‘normal’ from an early age this becomes ingrained in them throughout their lives.

Further, another male teacher from school **3** confirmed by stating that:

When participating in physical activities it becomes an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience.

Additionally, a female teacher from school **1** also commended on refreshment activities as she stated that;

When participating in physical exercise it helps girls to relieve stress and anxiety. When they do a lot of such activities, girls become refreshed, and then it motivates them to study more because they are refreshed.

Furthermore, one male teacher from school **2** made the following remarks on the provision of leisure time that;

When school learners are more active during Physical Education activities, they will experience relaxation and entertainment. They are also more likely to participate in these activities even during their free time.

4.4.1.2 Socialisation

The study found that learners are aware of the benefit of teaching and learning of Physical Education, which provided learners with a socialization platform in schools. In this realm, aspects of morals, spirituality, emotional and social skills were prominent. In this aspect, the study found that girls’ participation in Physical Education activities improved their morals and spiritual aspects. Similarly, Physical Education also improved the emotional aspect of the girls as they learnt how to control their temperaments when interacting with their peers. This helped them to develop and strengthen their social/interpersonal relationships and mental-wellbeing. This was supported by one female teacher from school **1** who reported that;

Physical Education activities usually instill into the participants some moral values which include honest and cooperation'. They can follow instructions carefully provided for by various activities.

Similarly, another female teacher from school **3** indicated that;

Physical Education activities help girls to develop the values such as teamwork and honesty. This entails that involving girls in Physical Education activities is important because it benefits them by lowering stress, and improving balance and flexibility in their approach to life matters

Commending on the emotional aspect of development, one female teacher from school **1** made the following remarks below that:

Physical Education activities help girls from distracting them from worries and get them out of cycles of negative thoughts that which can feed anxiety and depression. In this case, girls would learn how to handle wins and losses. Whether the source of disruption in there life is personal, living through difficult times can take a heavy toll on their mood and health.

Commending on the social or interpersonal developement, one male teacher from school **2** made a revelation that:

Participating in Physical Education activities helps girls to build new friends, give them a sense of belonging, a feeling of being valued and help them develop confidence that would result in life satisfaction, happiness, subjective well-being, and interpersonal relations.

Furthermore, the element of mental strength was evidenced by the claims from one of the male teachers from school **1** who made the following remarks:

Physical activity can improve mental health by decreasing and preventing conditions such as depression, as well as improving mood and other aspects of well-being.

4.4.1.3 Improves learning affective domains

The study found that learners are aware of the benefit of teaching and learning of Physical Education which was to aid the development of learning through affective domains. These learning affective domains include social, emotional, and psychological aspects of development. Under these domains, the aspects of physical and cultural differences form part of development. This implies that a human body is made ready for fitness and physical activities for longevity. To support this finding, one female teacher from school 3 made the following remarks:

The affective domain involves our feelings, emotions, and attitudes. This domain includes the manner in which people of different physical and cultural backgrounds interact. They learn more about the culture of other people and in return, they tend to respect such cultures.

Furthermore, one male teacher from school 2 added that;

The affective domain includes factors such as student motivation, perceptions, values, and attitudes, participation in Physical Education activities by girls' led to the development of the appreciation for Physical Education activities and even throughout their life.

4.4.1.4 Improves Health well-being

The study also found that learners are aware that one of the benefits of teaching and learning Physical Education was appreciated in the realm of having a healthier body. This was explained on the premise that when girls participate in physical activities, it prepares them for physical fitness and promotion of good healthy living habits. A physical fit and healthier human body is recommended for national development as it would be ready to embark on developmental milestones that would lead to social, economic and political development of the country. To authenticate this, one male teacher from school 1 had this to say:

The regular involvement of girls in Physical Education activities helps in character building, it makes their mind sharp and active. Further, the body parts become strong and develop endurance meaning that you can walk or run for a long period.

Additionally, one female teacher from school **2** made the following remarks below that:

My views are that when girls participate in Physical Education activities reduce risk of a heart attack and they have stronger bones, as well as lower risk of developing osteoporosis.

4.4.1.5 Provided opportunities for learning

Furthermore, the study found that learners are aware that teaching and learning of Physical Education benefited girls by enhancing their academic performance that would necessitated the creation of employment for socio-economic and sustainable development as well as for career advancement. The study revealed that participation in Physical Education activities creates employment. This finding was supported by one male teacher from school **2** who stated that:

Physical activities has a direct impact on the behaviour and development of the brain, the number of brain neurotransmitters is increased, which assists the ability to focus, concentrate, learn, remember and handle stress.

Further, one female teacher from school **3** commended by making the following remarks that:

Physical Education can make one's socioeconomic status change. For instance, I remember that on 18 March 2007, Esther Phiri, a single mother, defeated Monika Petrova of Bulgaria in an eight-round unanimous decision to retain the Women's International Boxing Federation Intercontinental Junior light weight title. This accumulated her the status and wealth.

4.4.1.6 Development of self-esteem and confidence

The study revealed that the learners are aware of other benefit of teaching and learning of Physical Education activities to develop, strengthen, and maintain self-esteem and confidence among individuals. This so because the nature of the subject is such that every one would be compelled to open up to others as they participate. By so doing, one is able to develop and maintain self-esteem that would lead the boosting of self-confidence, an aspect that is very important in a person's life. This was further explained by one female teacher from school **1** who submitted that:

Regular participation in sport and Physical Education activities promote and develops positive self-esteem and an overall feeling of well-being.

This is to say that ever since girls started participating in Physical Education activities, they developed self-confidence and this has increased their self-esteem and confidence.

4.4.2 Learners (Girls)'s perceived benefits of the teaching and learning of Physical Education in Schools.

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

Table 4.9: Responses of learners (girls) on the benefits of teaching and learning of Physical Education

Benefits of physical education	Frequency
Socialization	9
Recreation ventures	7
Health-well being	6
Employment opportunitites	5
Enhances self-esteem and confidence	3
Total	30

Source: Field work (2020)

Table 4.9 shows the responses of learners (girls) on the benefits of teaching and learning Physical Education in the three selected secondary schools. From the table, 9 learners reported that Physical Education benefited them by creating an enabling and interactive atmosphere through socialization; while 7 stated that it enhanced recreation ventures and 6 reported that it shaped their health well-being. Further, 5 learners mentioned that Physical Education provided them with massive employment opportunitites and 3 learners stated that Physical Education enhanced their personality of self-esteem and confidence. Commenting on a point of provision of employment opportunitites, one learner (girl) from school 3 stated that:

We see Physical Education as a redeemer to most of us who are taking it as subject in terms of creation of more employment opportunitites.

Because, already we see our teachers being employed by the government to teach us the same subject in schools. So, for me this subject would help us find jobs not only white collar jobs but even as an athlete for survival and player in football fraternity just like other famous athletes and footballers in the country.

As if this was not enough, another learner (girl) from school **1** also commented on the development of self-esteem and confidence among girls as she said:

Physical Education activities really have helped me to develop my self-esteem as I am able now to open up to my friends as we play soccer or take part in other sports activities. This, for me, really has been at the right time because I feel I have benefited a lot as it has made me a forward moving person as opposed to the way I was in the recent past. This has made my self-esteem high and now I have even more confidence to talk to my friends and share information about the subject.

4.5 Constraints faced in the teaching and learning of Physical Education Activities in Selected Secondary Schools in Mongu District.

4.5.1 Teachers' perceived constraints in the teaching and learning of girls in Physical Education

When asked to state the challenges that teachers faced in the teaching and learning of Physical Education in schools, teachers had their own unique views as regards to the challenges faced in the teaching and learning process of Physical Education. In as much as they appreciated the benefits of Physical Education in schools, they said could not teach without some challenges. In view of this, teachers gave out a number of constraints as presented in the pie chart below.

Figure 4.1: Views of teachers on constraints faced in teaching of Physical Education

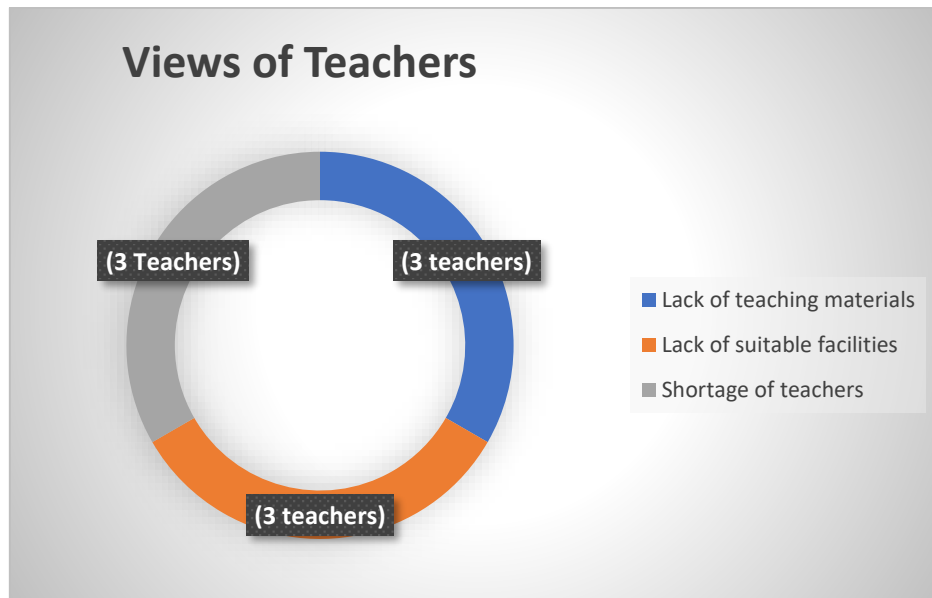


Figure 4.1 shows the views of teachers on the constraints faced in the teaching and learning of Physical Education. The chart indicates that 3 teachers reported that shortage of teachers was a constraint in teaching Physical Education, 3 teachers indicated lack of suitable sports facilities and finally 3 teachers reported shortage of qualified teachers in the field of Physical Education.

Further, teachers attributed the challenges to negative attitude from parents, lack of funds to support the teaching and learning of Physical Education, barriers of cultural beliefs, lack of role models, harassment and sexual abuse. Other challenges expressed were overcrowded classrooms and lack of Physical Education equipment. For example, one male teacher from school 1 went further to state that:

In our school, there is no designated playing ground and what we have is just an area secured for building a church that has been modified and used as a school playing ground which is not even in a good state to accommodate and support the physical and practice aspect of the subject because even the Physical Education facilities are not enough posing a challenge both on us as teachers and learners (girls).

Further, another female teacher from school 2 said:

You see, as teachers we face numerous constraints as far as teaching of this novel subject is concerned. First and foremost, one thing that we need to do is to put records straight that this subject has recently been introduced. Therefore, its teaching is something new to us and we need to

navigate our way on how best to handle this particular subject. Otherwise, challenges will always be there such as lack of Physical Education equipment suitable for its delivery.

Furthermore, commenting on classroom overcrowding, one male teacher from school **3** submitted that;

Overcrowding is a general challenge that most of the subjects pose on us teachers. This is so because our school infrastructures in these schools particularly for subjects like Physical Education are poor and in most cases not even conducive to accommodate a reasonable number of our learners. In this case, most of our learners seem to be sitting on the floor and squishing up due to limited spaces in these classrooms. So, this is really a big challenge that should be looked into by the relevant authorities in order for us to boost about quality education in our country.

Additionally, another female teacher from school **2** when amplifying on negative attitude from parents as the main school stakeholder said:

You see, it is not something good especially from the government through the Ministry of General Education to be imposing policies on us teachers without proper scrutiny of its implications to the general public. In this vein, I would say that this same subject was communicated well to us teachers as well as parents to prepare their mindset for its delivery in schools. This is so because, by nature, the subject demands a lot in terms of equipment and other sports requisites which should be bought for their girls for them to fully participate in physical activities in all schools. So, for me lack of communication also is a big challenge especially when it comes to our committee members to adjust according to the new normal of teaching Physical Education.

Furthermore, a female teacher from school **1** had this to comment on harassment and sexual abuse on girls as a challenge:

There are limiting factors for a girl child to participate fully in Physical Education activities. For instance, most of our girls are sexually abused by most of our fellow male teachers who go out with them for sports outings. This revelation came to our attention after most of their sports trips where we received a number of reports concerning the same vice. From where I

stand this habit is not a good one and should therefore come to an end as we are the role models to these children and at the same time they are our children and consider us to be their parents. So, it is shameful to learn such kind of information and reports when it comes to our school from girls.

Another challenge that came out prominently was an aspect of cultural differences. This was amplified by one female teacher from school, **2** who stated:

Issues of culture are diverse, with this in mind even the teaching of certain subject hinges on this premise. This is to say, what other cultures may consider to be right thing may not be considered so in another setting. So, this contradiction applies to Physical Education as well where certain individuals feel it is against their culture to educate girls with the concepts of Physical Education and others would take normally and very okay to be subjected to such teachings.

4.5.1 Learners (girls)' perceived constraints in the teaching and learning of Physical Education

When questioned to state whether there were challenges faced in the teaching and learning of Physical Education in schools, learners (girls) had indicated different views on the challenges faced in the learning of Physical Education. Among them, the were;

4.5.1.1 Personal and Social constraints

Under this theme, the study found that learners (girls) lacked local role models. This was reported because most of the teachers for Physical Education were males as opposed to females. As such, this posed a challenge because they lacked local role models from whom they could emulate as their fellow females. This challenge was very prominent in the three selected school visited in the study. To support this finding further, one learner (girl) from school **1** stated:

There are no ladies (female) who had succeeded in Physical Education activities that you are asking of us more especially on the local scene? I cannot convince myself to participate in the activities when there is no somebody I can mirror and get aspiration from as in most cases there are always male teachers dominating the field.

Additionally, another learner (girl) from school **2** shared her thoughts:

We do not have female role models and what is there is more male teachers even in our communities, it's just the same. For example, at our school here, only one female teacher who is teaching Physical Education compared to other subject being taught by female teachers. So, imagine something of that nature, where is this placing us as girls as far as participation in this subject is concerned. There is even no motivation or something to drive us towards getting any aspiration because it is difficult to model someone of different gender.

4.5.1.2 Immorality activities (Pregnancies)

The other challenge reported by learners in the study was fear by some girls due to a few isolated cases of increased levels of untimely pregnancies in Physical Education activities. This was reported on the premise that most of the school girls had ample time to start interacting with their counterpart of opposite gender in the name of sporting activities. This was so because they could travel on long distance places as they went for school competitions, a way of promoting Physical Education with other schools where they engage in illicit activities such as fornication and other unacceptable immoral activities. To add more on this finding, one learner (girl) from school **3** said:

We as girls are at high risk of getting pre-mature pregnancies in the name of Physical Education activities. This is so because mostly we interact with male teachers and boys who are deemed to have the knowledge of the subject especially the practical part of it. In a long run, girls usually get pregnancies during Physical Education activities. However, there are so many victims of these pregnancies that occur during these activities. During inter-schools ball-games competitions which take about five (5) days in a camp, hence due to socialisation some girls get pregnancies.

The finding in terms of challenges of teaching and learning Physical Education by girls in schools was that the subject subjected many learners to physical injuries. Due to this, there was negative attitude from the surrounding communities against girls participating in Physical Education activities in schools. Commenting on physical injuries, one learner (girl) from school **1** had this to state:

I remember that incidence when one girl was injured, her legs were broken and from that time, she hated any Physical Education activities as this completely changed her life.

Another learner (girl) from school **2** made her remarks to support the negative attitude from the communities that:

I became discouraged by the comments that some colleagues and teachers pass as one participates in these activities. The comments that came from the males(pupils) are so devastating. So I do not participate to avoid such comments.

4.5.1.3 Negative attitudes from parents

The study also found a negative attitude from parents to be one of the challenges that were faced in the teaching and learning of Physical Education in schools. This challenge was necessitated by different families having various attitudes and norms towards the teaching and learning of Physical Education. This made it difficult to harmonise different beliefs and norms from different families as other families' belief were Physical Education can only be practised by boys as opposed to girls. Due to this stance, the support that the subject demanded from family members was compromised and contributed to girls having a mixed acceptance of the subject in the communities where they belonged. To support this assertion, one learner (girl) from school **3** said:

My parents cannot allow me to take part in Physical Education activities and they usually say these activities have no value in passing the examination. My mother is against me in doing physical activities at school as she complained that those activities are non-cultural and meant for boys only. Because of this attitude from my parents, even the support that they were supposed to render to me regarding this same subject is not given to me and this makes it difficult for me to learn the subject.

4.5.1.4 Lack of teaching and learning materials

The findings from the study further revealed that learners (girls) at the three schools bemoaned lack of teaching and learning materials such as textbooks, manilla paper and internet. The absence of these materials in schools made it hard for teaching and learning of Physical Education to be meaningful. This was so because for meaningful teaching and learning of

Physical Education to occur, it ought to be accompanied and supported by the required teaching and learning materials as well as other facilities. Without such ingredients, the teaching and learning process would be in vain because Physical Education requires such facilities suitable materials which will enable learners to acquire and apply knowledge, learn at their own pace, and to assess their own progress. To support this, one learner (girl) from school **1** said:

On my own view this subject is not supported with enough teaching and learning materials. This is because every time we have a class for Physical Education teachers tell us to come up with our own teaching and learning materials. For me this subject lack suitable materials for it to be taught well in schools. Materials are important as they make it possible for us to follow through the teaching and learning process meaningfully.

4.5.1.5 Poor Physical Education infrastructures

Additionally, the study found that they where lack of apparatus and infrastructure facilities to support the teaching and learning of Physical Education in schools. This was explained on the premise that the effective teaching and learning of any subject is supposed to be supported by suitable equipment. However, in the case of Physical Education, learners (girls) reported that there was a shortage of Physical Education equipment and infrastructure to support its teaching and learning such as balls, playing grounds and other sports facilities. To further support this, one learner (girl) from school **2** said:

In our school, we have no standard pitch (football playing ground) or a court for any ball game. What we have is just a land where we have made a temporal pitch or a court and it is not even in a good state to accommodate the participation of girls in Physical Education. This poses a challenge both to girls and teachers.

Additionally another learner (girl) from school **3** expressed her understanding that:

Even in cases where facilities are available in some schools, they are far from being suitable hence girls are reluctant to participate in Physical Education activities with such facilities in case they get injured.

4.5.1.6 Poor sanitation facilities

The study's findings revealed that in all the three secondary schools sampled, there was poor sanitation facilities. These included lack of showers, running water, flushable toilets and lack of changing rooms during physical activities in schools. Lack of these necessities compromised on issues of hygiene in the school and posed health hazards to the learners (girls) and teachers in the school environment. To authenticate this, one learner (girl) from school 1 said;

Lack of showers and changing rooms was one of the constraints that girls faced before, during, and after Physical Education sessions. Therefore, continuing with other lessons after a Physical Education session was hard because they never showered. She went on to say Physical Education sessions were vigorous and so sweating could not be avoided hence need to have a shower and change room.

4.5.1.7 Different Cultural Beliefs

Under this finding, the study found that individual learners (girl) were posed with a lot of constraints towards participating in Physical Education activities. These cultural differences had a negative bearing on the promotion of the subject in schools and these cultural aspects, cultural beliefs, norms, practices and socio-economic status of the family, as well as religious beliefs and practices. These are the factors that make up a community therefore, without a proper reclamation of these factors, a community may collapse and most children in that particular community may lose their natural identity. Further, the study added that cultural beliefs and practices discouraged or acted as barriers for girls to participate in Physical Education activities. To support this, one learner (girl) from school 2 made the following remarks;

In our culture, they believe that when a girl is involved in a lot of Physical Education activities, she will be barren. Who does not want to have children of their own? No one. So, it is better not to participate than not to have children.

Another learner (girl) from school 3 supported her colleague by stating that:

Our (Girls) believe that culturally, sports lead to the development of fibroids in women. That is why you find most of the girls do not participate in such activities and participation leads to the loss of

menstrual periods in girls. Further, The girls found it embarrassingly hard to get into physical education attire and go to the pitches for which their religious beliefs. The nature of Physical Education attire makes them feel shy whenever they wear the attire because the boys keep on looking at them and this makes them feel out of place during lessons. They have to expose their legs for all-males to see.

Furthermore, commenting on socio-economic status of the parents and guardians, one learner (girl) from school **1** also made the following remarks:

Sometimes we usually look at our families where we are coming from and this is very discouraging from participating at school level in case you are selected to go and represent the school in other tournaments where you will have to go with your blankets when you do not have your own because you are coming from a poor family, where you share blankets with other siblings.

4.6 Summary of chapter

This chapter presented the findings of the study in line with the study questions. The study found that both teachers and learners (girls) experienced the teaching and learning of Physical Education based on theoretical and practical perspectives. Theoretically, in the sense that both teachers and learners (girls) experienced it in the classroom through the writing and reading notes which required learners (girls) at one point to have a written script on the concepts of Physical Education during class exercises or examinations. Further, teachers and learners (girls) also experienced Physical Education in its practical sense. This aspect of Physical Education encompassed the practical aspect which included playing soccer, volleyball, basketball, jumping, running, skipping and other sports indoors games such as badminton, table tennis and cricket.

As regards the benefits of teaching and learning of Physical Education in schools, the participants posited that Physical Education created some recreation opportunities, provided an interactive and socialization atmosphere, communication skills, encouraged and shaped career employment aspiration, improved health well-being, improved learning affective domain, development of self-esteem and confidence and improved academic performance, .

The following were the major challenges faced by the teachers and learners (girls) in the teaching and learning of Physical Education; lack of teaching and learning equipment, lack of modern school physical facilities, lack of trained personnel, having negative attitudes from stakeholders such as parents, lack of funding from Government, inadequate time, overcrowding of classes and lack of local role models in schools.

This chapter endeavored to present the findings of the study in a more coherent manner through qualitative techniques. In the next chapter, some of the foregoing findings of the study will be discussed in relation to the reviewed relevant literature in tandem with the study's objectives.

CHAPTER FIVE: DISCUSSION OF THE RESEARCH FINDINGS

5.1 Overview

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

1. Experiences of learners (girls) in learning of Physical Education in schools.
2. Benefits of learners (girls) in learning of Physical Education in three selected secondary school in Mongu District.
3. Constarints faced by learners (girls) in learning of Physical Education in three selected secondary school in Mongu District.

5.2 Experiences of learners (girls) in the teaching and learning of Physical Education

The findings of the study revealed that taechers had experienced the teaching and learning of Physical Education in two pathways, namely, theoretical and practical dimensions. This was so because individual learners (girls) at the three participated schools responded in the affirmative that Physical Education was taught and learnt in two parts; namely theory and practice. This finding resonates with MoE (2013) which emphasizes that physical education has been introduced in schools in order to equip learners (girls) with physical skills necessary for them to have basic knowledge of Physical Education and sports in both theory and practice to stimulate creative and analytical skills of sports manship.

5.2.1 Theoretical perspective of Physical Education

Further, under the theoretical perspective of Physical Education, the study revealed that the subject was being experienced from classrooms where teachers could write on the board for learners (girls) to copy notes in their exercise books. Furthermore, the results showed that teachers and individual learners' (girls) experience in the theoretical perspective of Physical Education was good and interesting because it positively empowered them with various life-long health skills such as keeping fit and physically readiness for any body kinaesthetic. Such physical skills would make the individual learners (girls) to attain progress in their both educational and vocational journeys. This finding resonates with Eme, Emmanuel and Ernest (2015)'s study whose findings revealed that Physical Education impacted positively on the lives of teachers, learners and parents through their experiences of interacting with physical elements in the education system and community at large with sports and physical skills.

Further, this finding was echoed by Washington and Patterson (2011), the theory on which the study was grounded as it held that the creation and evolution of institutions, the impact that institutions have on organisations and their actions, and the constraints that institutions place on arenas of organisational activity constitute massive and shared positive experiences. This was because they were able to make use of the knowledge and skills acquired from the subject to solve and apply to their daily activities in a meaningful manner. Due to this massive skills acquired through the teaching and learning of Physical Education not only in schools but in other places should be encouraged and made inevitable to the general populace.

5.2.2 Practical perspective of Physical Education

On the other hand, practice was another dimension of Physical Education experienced by both teachers and learners in the school playing grounds or fields. This was with an exception of school 3 which had no school physical playing ground but used a small piece of land designated at the building of a church. In this vein, the study's results revealed that the practical sessions in Physical Education stimulated critical reasoning and a sense of creativity among learners because much of the learning was decided and undertaken by the learners themselves. Due to this, teacher-learner interaction in classrooms and outside the class was positive in that it yielded the intended results and promoted among learners hands-on-experiences. This involvement of learners in practical activities enabled them to develop informed and problem solving skills. This finding is consistent with Patterson (2011)'s institutional theory on which this study was anchored by stating that creation and evolution of institutions that entrenched gender inequality and marginalization of girls and other groups form organised Physical Education activities which bring sports management to a wider social and ethical dimension. This entails that all mental functions are first experienced socially, mutually built and constructed through social interaction with others through engaging students in inductive, hands-on-activities and group-work.

This implies that there was massive participation in the lesson delivery in which individual learners (girls) were actively involved. This exposed and motivated them as the subject brought new Physical Education understanding. With this background therefore, it is only necessary that practical sessions become a central and essential part of teaching and learning as they promote real learning through concrete objects to depict meaningful learning. This is so because individual learners (girls) understand concepts very well if they are able to physically touch, feel and manipulate objects in the process of using them as teaching and learning

aids. Therefore, both a theory and practice dimensions of Physical Education should be encouraged and given equal footing in schools as one way of promoting freedom of interaction and making individual learners (girls) to develop a sense of real learning in a free atmosphere.

5.2.3 A number of periods allocated for Physical Education

On the number of periods allocated in a week for Physical Education, the study revealed that the number of periods were the same across the three selected secondary schools in the study. For instance, it was found that, in schools **1, 2 and 3**, numbers of periods were 3 per week translating into 2 hours of teaching and learning sessions. Going by the nature of the subject (Physical Education) as regard to its teaching and learning standards as indicated in the revised school curriculum (MoE, 2013), it is clear that the number of periods allocated for Physical Education were inadequate. In view of this finding, teachers and individual learners (girls) were deprived of enough time to enjoy the teaching and learning of the subject. This entailed that teachers and individual learners (girls) experienced the teaching of Physical Education with less number of periods in schools as opposed to what was expected of them in the revised school curriculum which advocates for a maximum of 12 periods per week translating into 8 hours.

Consequently, the aforementioned finding contradicts with MoE (2013) which clearly stipulates that the number of periods for Physical Education is 12 per week which translates into 8 hours. This therefore, created a discrepancy between the study's findings in the participating schools and what the revised school curriculum stipulates. However, for Physical Education to be delivered diligently and meet its standards of being taught and learnt appropriately in schools, there is need to harmonise and reconcile the number of periods allocated to Physical Education in schools in order to suit that which is highlighted in the revised curriculum. This way, the teaching and learning of Physical Education would be appreciated by teachers and individual learners (girls) because it would have been made realistic and time bound.

5.3 Benefits of teaching and learning of Physical Education in schools

Physical Education provided numerous benefits to both teachers and individual learners (girls) in the visited schools. Among others, the following have been discussed below;

5.3.1 Creation of recreation opportunities in schools.

In terms of the benefits of teaching and learning Physical Education, the study's findings showed that Physical Education equipped and created recreation opportunities to both teachers and learners individual (girls) for refreshment and having fun/enjoyments after so many intensive ventures. This finding is in tandem with the results found by David (2012) who reported that Physical Education activities provided relaxation opportunities among teachers and learners after having a long day of intensive physical undertakings. These relaxation are very important for the health well-being of individuals especially after they had embarked on an academic endeavours. They relax people's mind and moods for as they prepare for other undertakings in future. Further, another scholar by the name of Pate *et. Al* (2011) also added by stating that provision of the much needed attention as stimulated by Physical Education is often justified as an opportunity to spend more time in the classroom. Therefore, in line with this, numerous studies have shown that Physical Education activities contribute to improved analytical skills which are necessary and associated with higher concentration levels as well as directed and composed behaviour which is prelude to academic performance. This implies that Physical Education is cardinal as far as relaxation and enjoyment are concerned. Therefore, each and every school should have a recreational facility that would act as a refreshment centre to help boost the attention and revive concentration for better undertaking of other academic tasks in future.

5.3.2 Provided teachers and individual learners (girls) with socialization platforms

The study's findings revealed that Physical Education benefitted teachers and individual learners (girls) in creating an enabling and interactive socialization atmosphere that allowed them to interact as they participated in the teaching and learning process. This finding is consistent with Volman (2005) who stated that Physical Education was making dynamic changes in all aspects of life and that its impact was felt more and more at school levels because it provided both teachers and learners with more opportunities to interact. Therefore, this stimulated and impacted positively on the teaching and learning desires of teachers and individual learners (girls) as it promoted them with freedom to ask and answer questions both during theory and practice of the subject for easily grasping and understanding of concepts. This insight brought by the finding of this study confirmed the assertion advanced by Patterson (2011)'s institutional theory which held that learning is an active, contextualised process of constructing knowledge in which teachers and individual learners draw upon, connect and

analyse their prior knowledge and experiences through self-discovery and interaction with others thereby integrating knowledge, and involving more capable people guiding those less capable to understand ideas beyond their developmental level. Patterson described this as the ideologies or state that represent a social order or pattern for interaction purposes and this made the applicability of the theory relevant to the current study..

5.3.3. Revitalisation of Health Well-Being

The study also found that learners are aware that one of the benefits of teaching and learning Physical Education was appreciated in the realm of having and revitalising the health well-being of girls in schools. This was explained on the premise that when girls participated in physical activities, it prepared them for physical fitness and promotion of good healthy living habits. This means that a physical fit and healthier human body was recommended for national development as it would be ready to embark on developmental milestones that would led to social, economic and political developement of the country. This finding was supported by Brubaker (2011) who found out that Physical Education provided physical fitness to learners with the help of improving body chemistry skills related cases such as speed, agility, reaction to time, balance coordination, and basic movement patterns. Similarly, this finding was echoed by Aquene (2012) who found that Physical Education made girls to be fit hence avoiding small sicknesses that could have compromised their health well- being. This is so because fitness is an important aspect of human life and therefore, it should be taken and implemented seriously not only in schools but also at community level. This signifies the importance of fitness and that true fitness is obtained in Physical Education activities which encompasses the following elements of body-building such as physical, mental, social, and spiritual fitness. This in itself would make the new generation of individual learners (girls) to become active and productive members of society.

5.3.4 Develeopemt of self-esteem and confidence

The other benefit of Physical Education in schools was to develop and enhance the self-esteem and confidence of most of the teachers and learners (girls) as they interacted in the teaching and learning process. This fnding is in agreement with the results of Beutler, (2008); Biddle, Gorely and Stensel (2004) who revealed that Physical Education provided young people with opportunites to develop the values perceptions and skills they required to be physically active which in turn built their self-esteem. Additionally, Physical Education was attributed to the enhancement of communication skills. They reported that the subject in question had been used

as a tool through which socialization facets were channeled to the masses. For example, the results of the study indicated that Physical Education exposed and equipped teachers and individual learners with most of life-long and communicative skills.

These included opening up to any conversation and giving turns to each other when socializing which later on improved their communication skills and enabled them to cope up with the world of vocational skills. This finding is further supported by Bailey (2004) who contended that Physical Education was regarded to be a socialisation agent both in schools and communities at large. This means that communication has been made easier not only in schools but also in communities due to the innovative nature of the subject. Such competencies have changed the general way people communicate around the globe. This is because they can use a practice perspective of Physical Education as a way of channeling information and knowledge through communication to both teachers and learners (girls). This means that teachers, learners and people in communities are responding positively to enormous vocational changes thereby enhancing their communication skills through the teaching and learning of Physical Education as initiated by the Ministry of General Education in the revised school curriculum.

5.3.5 Improvement of Academic Performance

The study found that learners are aware of that Physical Education played a pivotal role in improving academic performance among individual learners (girls) in schools. This finding was reflected in the results of the following scholars Beutler (2008); Garede (2012) and Pate *et al* (2011) who argued that Physical Education captivated cognitive function of learners which is a prelude of academic performance. Therefore, Physical Education was seen as a subject that provided individual learners (girls) with quality, freedom, and a dignifying means for empowerment as girls and women could contribute to the development of a nation. This entails that Physical Education was used as a tool for child and youth development and a means of promoting gender equality and empowerment for girls and women as they improved the quality of performance in academic endeavours. This was further supported by an assertion that regular activities during school days are strongly associated with higher concentration levels as well as more directed, composed behaviour that would result in academic achievements as this was aligned with the argument of the institutional theory which opined that the most recognisable benefit of Physical Education was the mandate of “Improved academic focus.” Activities in Physical Education, therefore, help school going children to develop a healthy social interaction which is necessary for academic performance. Therefore, the study recommends

that Physical Education should continue to be offered even in a more coherent manner in schools for betterment of academic achievements for the creation of more job opportunities for the school leavers.

5.3.6 Creation of Employment Opportunities

Further, the study revealed that participation in Physical Education activities created employment opportunities to the serving teachers and learners whose dreams were to become teachers in the near future. This finding is in line with the results of Kafoe (2011) who conducted a study in Ghana and established that the teaching of Physical Education enabled pupils to have skills that could enable or offer them with employment opportunities as professional teachers or footballers who participated in the Ghanaian Super League to an extent of becoming a football professional modelling the likes of Abedi Pele. This implies that when Physical Education is well taught in schools and among the girl learners, it would help equip them with life-long skills and a change of mindset perceptions. These positive skills and perceptions towards the teaching and learning of Physical Education activities in schools and communities at large would enable the general populace to become employed in the sports fraternity. When this happens then girls would become self-reliant and motivated in the long run alleviate poverty among the female folks.

Furthermore, this empowerment in terms of creating employment opportunities bestowed upon women and girls would promote social-economic, and sustainable development among the girls and the nation at large. This was also echoed by Madzima, Dube, and Mashwama (2013) who found out that Physical Education could be used as a tool in the promotion of socio-economic and sustainable development among girls in general. This is so because as girls and women participate in Physical Education activities, they tend to interact with different people at various levels and this helps them to build self-confidence and self-esteem that would translate into achieving a national development as a saying goes “Sports has been used as a practical tool to engage young people in their communities through volunteering, resulting in a higher level of leadership, community engagement and altruism among physical activities which entirely depend on the curriculum program. Furthermore, Morgan and Hansen (2014) added that teaching and learning of Physical Education just like other teaching subjects led to professional enhancement and career creation opportunities at the various Universities at both doctoral and master levels. Similarly, the introduction of higher qualifications in Physical Education at the University of Zambia and many other universities is a testimony enough to

demonstrate the importance of Physical Education as a career pathway for the creation of career and employment opportunities to the general populace in schools and communities.

5.4 Constraints faced by teachers and learners (girls) in teaching and learning Physical Education activities in selected secondary schools.

Challenges in the teaching and learning of Physical Education were inevitable in this study; As such, the following challenges were revealed by the study and presented as well as discussed below;

5.4.1 Lack of local role models in schools and communities

The findings of the study revealed that there were a number of challenges with the prime one being the lack of local role models by the individual learners (girls) in Physical Education activities. This was so because learners (girls) had nobody to act as their role model simply because no female teacher or guardian had ever succeeded in these physical activities especially on the local scene. This made it too difficult for teachers to relate as they tried to convince the individual learners (girls) that participating in Physical Education activity was beneficial to them. This finding was in line with Kumari (2017) who conducted a study on barriers to women's and girls' participation in sports which revealed that sports world have been tied with masculine dominance and there has been a legacy of biasness against female athletes. However, in the past few decades, this trend has been confronted and challenged in order to loosen the restrictive notions about women's physical appearances, athletes' ability, and participation in sports, as it is now evident through their increased involvement in sports programmes both of local and international levels. This implies that the traditional stereotypes for females have slowly been changing but there is still a long way to go in terms of achieving a universal participation of women and girls in Physical Education activities globally. This, therefore, coincides with the government's frantic efforts of introducing Physical Education through a vocational pathway in schools across the spheres of human development.

5.4.2 Pre-mature or untimely pregnancies among learners (girls)

The study also revealed that other constraints faced by teachers and learners which girls are aware of in teaching and learning of Physical Education was unplanned number of pregnancies among school going girls which corroded their moral uprightness. This was explained on the premise that there were issues of fear by some girls due to a few isolated cases associated with sporting events organised away from the school(s) or poor administrative arrangements related

to the same led to unplanned pregnancies among school going girls who participated in Physical Education activities became the victims of early and untimely pregnancies that occurred during sports activities and necessitated their dropping out of school. Echoing on this finding, Wango (2017) revealed that pregnancies were among several constraints faced by women football players across the globe. He further maintained that there were also biological factors such as menstruation, poor governance, and the football organisations, limited access to facilities and equipment, and women's gender roles and responsibilities which barred women and girls from fully participating in Physical Education activities in schools and communities. On the other hand, a study by Gibbons (2009) on the meaningful participation of girls in senior Physical Education courses offered some practical considerations for the design of Physical Education courses to address the learning needs of female high school students in order to equalise on the numbers of women and girls taking part in Physical Education. Further, this finding was supported by Daalen (2005) who found that forced competition, degrading evaluation, and sexuality- and size-related harassment by both peers and teachers led the participants in this study to opt out of any further physical education classes. Additionally, this same move has been considered by the Republic of Zambia Government through the Ministry of General Education to revise the curriculum in order to accommodate the essentials of Physical Education in schools, which is recommended highly by the relevant stakeholders and other government partners in promoting quality education to the citizenry.

5.4.4. Lack of teaching and learning materials in schools

The findings from the study further revealed that teachers and learners at the three schools bemoaned lack of teaching and learning materials such as textbooks, manilla paper and other necessary materials as well as Physical Education facilities like playing grounds and sports kits. This finding is in line with Mambwe (2019); Mambwe et al. (2019); and Phiri (2016) whose findings indicated that unsupportive school curriculum due to lack of teaching and learning materials such as text books and other physical facilities compromised the standards of teaching and learning. The absence of these materials in schools made it hard for teaching and learning of Physical Education to be meaningful. This was so because for meaningful teaching and learning of this subject to occur, it ought to be accompanied and supported by the required teaching and learning materials as well as other facilities. Without such ingredients, the teaching and learning process would be in vain because Physical Education requires such facilities to be delivered diligently in schools.

Therefore, without textbooks and other facilities, the teaching and learning process of the subject would be less active and baseless because there would be no sources of information where learners could refer when given an academic task. This implies that for quality education to be inevitable, it requires the availability and use of prescribed textbooks and other educational materials in that particular domain. However, without such aids to the teaching and learning of Physical Education, effective teaching and learning process in the modern sense would be in vain. Therefore, there is massive need for the Ministry of Education through the relevant authorities to distribute the necessary teaching and learning materials in schools in order to make teaching and learning meaningful. This is because suitable materials enable learners to acquire and apply knowledge, learn at their own pace, and to assess their own progress.

5.4.5 Shortage of qualified teachers for physical education in schools

Shortage of trained teachers to facilitate the teaching and learning of Physical Education was another challenge revealed by this study. This finding was in line with a global report done in Canada on education indicators (2006) which revealed that there is lack of trained teachers of Physical Education in schools and this compromised the teaching standards. The report further revealed that this challenge was not only in schools but also affected Universities and colleges. This came to light when both teachers and learners (girls) reported that the challenge was necessitated by the manner in which the subject was introduced in schools. It was explained that Physical Education was not introduced in good faith as such most teachers were caught unprepared to teach it. The study indicated that teachers claimed that the subject was imposed on them without their knowledge and best preparation in training for its implementation in schools. For example, the study found that out of nine (9) teachers who participated, only three (3) were qualified in physical education with a qualification of diploma which was not enough in teaching. The remaining six (6) had degrees as their qualifications but were specialized in Science related subjects. Therefore, most of them did not have much knowledge and skills to impart physical skills to learners and this made their teaching questionable. However, despite the fact that the previously mentioned report was done in Canada, its findings and recommendations were insightful and applicable to this study. In other words, there is need to have teacher training institutions to train teachers in Physical Education and sports. In this manner, more teachers would be brought on board by the government to avoid this discrepancy and to make the teaching and learning of the subject enjoyable and a success.

5.4.6 Lack of funding to support Physical Education in schools

The results of the study also indicated lack of adequate funding from the Government to support the teaching and learning of Physical Education. This finding was in agreement with Bukaliya and Mubika's (2012) findings in Zimbabwe on factors militating against the introduction of Physical Education in secondary schools which revealed that the funds for Physical Education equipment were inadequate because there was no budget for Physical Education procurement. However, this finding was in contrast with the observation made by Farrell (2007) that the Kenyan government was consistently in the fore front providing support in terms of funds to smoothen and facilitate the introduction of Physical Education in schools. This shows that in terms of prioritising Physical Education, Zimbabwe and Zambia are on the same side of the coin because both countries seem not to adequately fund their education systems towards the promotion of Physical Education and sports in schools.

The aforementioned came to light when teachers revealed that there was lack of and inconsistency in funding of schools and this had created shortage of equipment needed to facilitate most of the school's teaching and learning activities. In view of the erratic funding, Government has fuelled slow development of school projects and other demands such as procurement of school teaching and learning equipment like text books, chalk, balls, jerseys and the construction of modern playing grounds/facilities to support the teaching and learning of the subject. In addition, the trend of not adequately funding the education system towards the promotion of Physical Education makes the administration of schools unstable and deprives teachers and individual learners (girls) of their educational rights to accessing life-long skills imbedded in Physical Education. Therefore, government should prioritise the promotion of Physical Education by making funds readily available in schools for purchasing and procurement purposes.

5.4.7 Negative Attitude from Parents towards the teaching and learning of Physical Education in schools

The study's results further revealed that there was a negative attitude from parents toward the subject. This came to light when teachers reported that from the onset of teaching and learning of Physical Education in schools, some parents had been having a negative attitude towards supporting it due to different cultural beliefs. However, this finding contradicts Farrell's (2007) finding which reported that parents in Kenya were very willing to offer their support to schools in order to promote Physical Education facilities for their children to benefit from the teaching

and learning. This initiative included other stakeholders such as Government, Non-governmental organisation and other agencies. This shows how much value parents in the cited country attach to the education of their children through support rendered unlike with the findings of this study in which parents received the teaching and learning of Physical Education with negative attitudes. This was because the subject demanded more advanced sporting devices such as adidas, stokens, track-suits, sneakers, caps and other sports requisites which were expensive for most parents to afford. Teachers attested to this when they attended Parent Teacher Association meetings (PTA) and discovered that the teaching and learning of the subject in question was received with mixed feelings. Most of the parents were not in support owing to the fact that they could not afford to spare any extra money to purchase sports equipment whenever the need arose. Hence they failed to cooperate and this disadvantaged a girl child for participating in Physical Education in schools.

5.5 Summary of the chapter

This chapter discussed the findings of the study in line with the study objectives. Based on this, the study found that both teachers and individual learners (girls) experienced the teaching and learning of Physical Education based on theoretical and practical perspectives. Thoretically in the sense that both teachers and individual learners (girls) experienced it in the classroom through the writing and reading notes which required individual learners (girls) at one point to have a written scripts on the concepts of Physical Education during class exercises or examinations. Further, teachers and individual learners (girls) also experienced Physical Education in its practical sense. This aspect of Physical Education encompassed the practical aspect which included playing soccer, volleyball, basketball, jumping, running, skipping and other indoors sports games such as badminton, table tennis and cricket.

As regards the benefits of teaching and learning of Physical Education in schools, the participants posited that Physical Education created some recreation opportunities, provided an interactive and socialization atmosphere, provided communication skills, encouraged and shaped career employment aspiration, improved health well-being, improved learning affective domain, enhanced development of selfiesteem and confidence and improved academic performance.

The following were the major challenges faced by the teachers and individul learners (girls) in the teaching and learning of Physical Education lack of teaching and learning equipment, lack of modern school physical facilities, lack of trained personnel, negative attitudes from

stakeholders such as parents, lack of funding from Government, inadequate time, overcrowding of classes and lack of local role models in schools. The next chapter presents the conclusion of the study and puts forward recommendations for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter discussed the findings. This chapter summarises the research findings. At this juncture, it must be confirmed that this study endeavoured to investigate the experiences of teachers and individual learners (girls) in the teaching and learning of Physical Education in schools. However, this investigation was confined only to three selected secondary schools in Mongu District. Furthermore, in this chapter, the conclusion is drawn on the basis of the findings of the study and there after recommendations based on the findings of the study are made. Finally, the chapter ends by suggesting areas for future research based on the findings of the study.

6.2 Conclusion

The study sought to investigate the experiences of teachers and individual learners (girls) in the teaching and learning of Physical Education. It is evident from the study findings that both teachers and individual learners (girls) held both positive and negative experiences about the teaching and learning of Physical Education. This is because the teaching and learning of Physical Education was experienced by teachers and individual learners in twofold which included theoretical and practical perspective. These experiences were different from each individual participant as they belonged to different types of secondary schools, each with unique administration. For instance, the grade **A** secondary schools had a fair experience as compared to grade **B** secondary schools. Further, teachers and individual learners (girls) experienced the teaching and learning of Physical Education through the writing on the class black board and copying of notes in school exercise books and these academic activities characterised the theoretical perspective of Physical Education. On the practical facet, teachers and individual learners (girls) experienced the teaching and learning of Physical Education based on the actual physical activities such as playing soccer, volleyball, cricket, basketball, athletics, badminton and other indoor games.

Despite teachers and individual learners (girls) holding such different experiences, both were appreciative of the benefits of the teaching and learning of Physical Education which included creation of some recreation opportunities, providing an interactive platform for socialization atmosphere, and communication skills, encouraging and shaping career employment aspiration, improving health well-being, improving learning affective domain, development of

self-esteem and confidence and improved academic performance. This implies that Physical Education helped both teachers and individual learners (girls) in so many ways that without this subject, many people could have not been making headlines in as far as sports is concerned locally and internationally.

It is also clear from the study that although teachers and individual learners (girls) held positive views about the teaching and learning of Physical Education, they were discouraged by a number of challenges encountered in the teaching and learning of Physical Education which compromised its smooth delivery. Among the notable challenges were lack of teaching and learning materials, lack of modern school physical facilities, lack of trained personnel, the negative attitudes from stakeholders such as parents, lack of funding from Government, inadequate time for the subject, overcrowding of classes and lack of local role models in schools. These identified and revealed challenges and many others which did not come out due to numerous trends affecting the teaching and learning of Physical Education in schools.

Going forward, there is need to priorities some strategies that can be used to address these challenges in schools to avoid the issue of compromising the quality delivery of education. Nevertheless, both teachers and individual learners (girls) were still optimistic that the Zambian education system would benefit greatly in the long run if Physical Education was taught and learnt effectively with the much required support. This is because the Zambia of the 21st Century must be different from the Zambia of the 1900s. Nations that develop superior advanced sporting skills would also be nations that would lead in the 21st Century. Zambia cannot afford to lag behind in this regard as competition in sports is one of the three ingredients of economic growth. The other two being capital and labour.

Therefore, the way a nation manipulates these three elements determines how rich or poor that nation would be. This is because sports knowledge and skills are closely linked to productivity and expertise as well as exposure does to a nation what education does to an individual. Therefore, the emerging Zambian leaders have both the mandate and political obligation to ensure that Zambia becomes a regional star in the development of super-stars in the realm of Physical Education skills of not only foreign based but also local players invented by Zambian education system through the teaching and learning of Physical Education thereby encouraging critical thinking, logic and reasoning in them in order to obtain a problem-solving independent generation.

6.3 Recommendations

Based on the findings above, the following key recommendations emerged:

1. Given the participants' positive experiences as reported by the study on the teaching and learning of Physical Education, the government through the Ministry of General Education should provide adequate teacher training in vocational skills and ensure easy access to Physical Education facilities.
2. Due to poor parental engagements as found by the study, Government through the Ministry of General Education (MoGE), Provincial Education Officers (PEOs), District Education Board Secretaries, school boards, head teachers, parents and cooperating partners through revamping of sensitization campaigns should provide schools with modern Physical Education infrastructure and facilities that have both international and local appeal.
3. Due to lack of funds to purchase teaching and learning requisites found by the study, there is need to empower schools with funds so as to support purchase all the required requisites of Physical Education in schools to continue with its teaching and learning process.

6.4 Areas for Further research

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

1. Research into the perceptions of community based cultural barriers towards the teaching of Physical Education in schools.
2. Future research is also needed to questions how Physical Education can be promoted through implementing it to cut across learners with special educational needs.

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APPENDICES

Appendix: 1 Consent Form

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

Department of Primary Education

DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

Dear Sir/ Madam

My name is Mwambwa Imanga a Master of Education in Physical Education student at the University of Zambia. As part of my school work, I am researching a study titled, ‘Lived Experiences of Girls’ participating in Physical Education in selected secondary schools at junior level in Mongu District, Zambia’. I am hereby requesting you to take part in my study as a respondent. This will help me come up with Lived Experiences from girls’ and teachers’ participation in Physical Education among grade nine classes. Please feel free to answer the questions and be as honest as possible. You are also free to ask any questions concerning the interview guide and the study.

Your consent to this request will greatly be appreciated.

Yours faithfully,

.....

Imanga, Mwambwa- Researcher

Consent by participant

Having read or heard the information concerning this research, I hereby voluntarily consent to be one of the respondents. In the interview from the start right to the end of the interview at any time and choose not to answer particular questions if necessary.

Name.....

Sign.....Date.....

Appendix 2: Interview Guide for Physical Education Teachers

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

Department of Primary Education

DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

Dear Respondent,

My name is Mwambwa Imanga a Master of in Physical Education student at the University of Zambia. As part of my school work, I am researching a study titled, ‘ Experiences of Girls in physical education in selected secondary schools at junior level in Mongu District, Zambia’. You have been selected to take part in this short interview because you are a teacher of Physical Education, and therefore very relevant to this study. Please feel free to answer the questions and be as honest as possible. You are also free to ask any questions concerning the interview guide and the study. Further, your name, identity, or institution will not be published for confidentiality reasons. Participation in this study is informed consent. You are also free to withdraw from this study at any time.

SECTION A. BACKGROUND INFORMATION. Fill in your data and answer questions.

1. Gender.....
2. Age.....
3. Name of Institution.....
4. Qualification.....
5. Do you have Physical Education as a subject at this school? If yes, how often is it taught per week?.....
6. What is the enrolment for Physical Education classes?
7. Has the school got enough teachers to handle Physical Education?
8. What kind of Physical Education activities do you have?

9. Do you force participants to take part in Physical Education activities?
10. Do you have enough facilities for Physical Education e.g. football or netball?
11. Do you have enough Physical Education apparatus to use during lessons?
12. Are your learners appreciating physical activities?
13. Do you have enough teaching and learning materials in your department?
14. In what ways has Physical Education at your school benefited your learners?
15. How best do you think the teaching of Physical Education can be done?

Appendix 3: Focus Group Discussion Guide for Pupils

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Focus Group Topic for Pupils.

Dear Respondent, I am a postgraduate student from the University of Zambia. I am researching on 'Lived Experiences of Girls' participating in Physical Education in selected secondary schools at junior level in Mongu District, Zambia' I am therefore pleased that you have taken some time to respond to these questions as we discuss. This study is purely academic hence all responses will be treated with maximum confidentiality. Please, answer the questions with regards to your class experience as a pupil taking Physical Education as a subject. If you feel uncomfortable during the discussion, you are free to withdraw from this interview.

1. Let's start by talking about your experience as a girls participating in physical activities in this school?
2. How do you learn physical activities at this school?
3. Are the learning periods adequate?
4. What kind of physical activities do you engage in?
5. How often do you participate in these activities?
6. Are you forced to take part or you do them out of free will?
7. Do you receive any form of encouragement from your parents or teachers?
8. Do you have enough PE facilities?
9. Do you enjoy lessons that involve physical activities?
10. In what ways has Physical Education benefited you?
11. How best do you think the teaching of physical activities can be done in this school?