

**FACTORS AFFECTING THE IMPLEMENTATION OF PHYSICAL
EDUCATION IN THE PRIMARY SCHOOL CURRICULUM: A CASE OF
SELECTED PRIMARY SCHOOLS IN CHIBOMBO DISTRICT, ZAMBIA**

By:

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

THE UNIVERSITY OF ZAMBIA

LUSAKA.

2015

DECLARATION

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

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Signed

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Date

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CERTIFICATE OF APPROVAL

This dissertation by Patricia Chileshe Mwashingwele is approved as fulfilling part of the requirements for the award of the Degree of Master of Education in Primary Education by the University of Zambia.

Examiners' Signatures

Signed..... Date.....

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DEDICATION

To my father Patrick Chotola Mwashingwele and my late mother Audrey Chisha Mwashingwele for having been entrusted by God to bring me onto this earth. Also to my lovely children Mutembo, Nangoma and Luyando for their patience and trust, and who all gave me reason to continue enjoying play even in my adulthood.

ACKNOWLEDGEMENTS

No project of this magnitude is a solitary endeavour. Many thanks to my able supervisor Dr. Sophie Kasonde-Ng'andu, who read my numerous revisions and guided me at each and every stage. She inspired, challenged, encouraged, and mentored me throughout the process and her leadership and high expectations provided important momentum.

My special gratitude goes to Mr. Joseph Simona who 'cleaned' up my work and never failed to return a call nor a text message in the effort of giving me his best. He spent his Sundays to teach me how to come up with the best of this research.

Other thanks go to the Department of Primary Education who have trodden the unbeaten path and have given a voice to subjects like Physical Education. I am indebted to the Head of Department for Primary Education, Dr. Joseph Ng'andu and also to the initiator and Course Co-coordinator, Professor Chand Peter Chishimba.

My gratitude also goes to the lecturers, the late Mr. Musheke Kakuwa, Dr. Eclous Munsaka, Dr. Zanzini Ndhlovu, Dr. Peter Manchishi, Dr. Beatrice Matafwali, Dr. Dennis Banda, Dr. Kakanda, and Dr. Luangala for their invaluable advice, lectures and knowledge in the courses they offered.

I extend heartfelt appreciation to all the staff from the Department of Research and Graduate Studies.

To Vacster Katende, Mary Mbulo, Enala Lufungulo and the whole Masters class of 2013. I would want to say you have been a wonderful team. My family that took time to make this presentation a reality, 'ndalumba'(Thank You). Most of all, I pay tribute to all the participants who made this study possible (District Education Office, School Managers, teachers and pupils) from the various schools in Chibombo District.

ABSTRACT

The study was designed to assess the factors affecting the implementation of Physical Education in the Zambian primary school curriculum with specific focus on selected schools in Chibombo District of Central Province in Zambia.

Using an ethnographic approach, the study involved 161 participants using purposive sampling. A cross sectional embedded study design applying multi or mixed methods was used. The head teachers, deputy head teachers, senior teachers, pupils and the District Education Board Secretary were subjected to in-depth interviews as well as answering a questionnaire, whereas teachers answered the survey questionnaire. Chi square tests were used to determine associations among critical variables and one way Analysis of Variance (ANOVA) was employed to determine differences in scores among groups. Significance was set at 0.05. Interview data was analysed thematically as well as using Qualitative Descriptive Analysis (QDA).

Findings of the study revealed that 45 out of 50 teachers were aware that Physical Education must be taught in primary schools despite 23 out of 50 scoring bad perception of the implementation of teaching Physical Education. The District office also agreed that Physical Education must be taught but as a part of Expressive Arts at grades five to seven and as Creative and Technology Studies at grades one to four currently. The subjects Expressive Arts and Creative and Technology Studies are timetabled and as such it is up to the teacher/s to teach the subjects combined in the respective subject. On the other hand, 89 out of 100 pupils were not in agreement with the implementation of teaching Physical Education as spelt out in the curriculum as the subject is not examinable. The older the pupils were, the more clearer they were on why they needed more time for academic subjects rather than Physical Education which would not contribute to their qualifying to grade eight.

There were numerous challenges on why there is poor implementation of Physical Education in the primary schools. Based on the findings, the study made the following recommendations: the subject should be taught as an independent subject and timetabled. Supervision should also be rigorous and effective. It must also be examinable so as to add value to both the teacher and the learner.

Table of Contents

Declaration.....	i
Copyright.....	ii
Certificate of Approval.....	iii
Dedication.....	iv
Acknowledgements.....	v
Abstract.....	vi
Table of Content.....	vii
List of Figures	xi
List of Tables	xii
List of Acronyms	xiii
CHAPTER ONE –INTRODUCTION.....	1
1.1 Overview.....	1
1.2 Background to the Study.....	1
1.3 Statement of the problem.....	5
1.4 Purpose of the Study.....	6
1.5 General Objective of the Study.....	6
1.5.1 Specific Objectives of the Study.....	6
1.6 Main Research Question.....	6
1.6.1 Specific Research Questions.....	7
1.7. Significance of the Study.....	7
1.8 Limitations of the Study.....	7
1.9 Delimitations	8
1.10 Operational Definition of Terms.....	8

1.11 Theoretical Framework	9
1.12 Summary	10
CHAPTER TWO - LITERATURE REVIEW.....	11
2.1 Overview	11
2.2 Current Perceptions of Physical Education	11
2.3 Theoretical Review.....	11
2.4 Empirical Review	16
2.5 Summary.....	19
CHAPTER THREE – RESEARCH METHODOLOGY	20
3.0 Overview	20
3.1 Research Design.....	20
3.2 The Research Setting.....	21
3.3 Study Population.....	21
3.4 Sample Size.....	21
3.5 Social Demographic Characteristics of Participants.....	22
3.6 Sampling Procedure.....	24
3.7 Data Collection Methods.....	24
3.8 Data Collection Instruments and Procedures.....	25
3.9 Data Analysis.....	25
3.10 Pilot Study.....	26
3.11 Ethical Considerations.....	26
3.12 Summary.....	27
CHAPTER FOUR – PRESENTATION OF RESEARCH FINDINGS.....	28
4.0 Overview	28

4.1 Support for Physical Education.....	28
4.2 Benefits of Physical Education.....	29
4.3 Current Implementation of Physical Education.....	30
4.4 Training of Staff in the Teaching of Physical Education.....	31
4.5 Infrastructure for Physical Education.....	32
4.6 Challenges in the Implementation of Physical Education.....	32
4.7 Strategies to Enhance Physical Education in Schools.....	34
4.8 Summary.....	35
CHAPTER FIVE- DISCUSSION OF FINDINGS.....	36
5.0 Overview	36
5.1 Perceptions of Teachers on Physical Education.....	36
5.2 Knowledge Levels of Teachers and Pupils Regarding the Benefits of Physical Education.....	37
5.3 Challenges Experienced in the Implementation of Physical Education.....	38
5.4. Summary.....	43
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	44
6.0 Overview	44
6.1 Conclusion.....	44
6.2 Recommendations.....	45
6.3 Suggestions for Further Research.....	46
6.4 Summary	47
References.....	48
APPENDICES.....	56
Appendix I.....	56
Appendix II.....	57

Appendix III.....	59
Appendix IV.....	60
Appendix V.....	63

LIST OF FIGURES

Figure 1: Model of the Ecological Systems Theory	14
Figure 2: The primary school Physical Education Programme	39

LIST OF TABLES

3.1 Distribution of Respondents by Social Demographic Background	23
4.1 Support for Physical Education	29
4.2 Pupils Support for Physical Education in Schools	39
4.3 Levels of Satisfaction on the Current Mode of Implementing Physical Education	31
4.4 Attendance of CDP Training on Physical Education	32
4.5 Infrastructure for Physical Education	32

LIST OF ACRONYMS

BSA	British South African Company
CPD	Continuous Professional Development
CRDD	Curriculum Research and Development Division
CTS	Creative Arts and Technology Studies
DEBS	District Education Board Secretary
ECD	Early Childhood Development
MoE	Ministry of Education
MOESVTEE	Ministry of Education, Science, Vocational Training and Early Education
NGO	Non-governmental Organisation
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

1.1 Overview

The purpose of this study was to establish factors affecting the implementation of Physical Education in the primary school curriculum in government schools in selected primary schools in Chibombo District. This chapter presents the background that generated the need to conduct this research. The chapter also goes further to present the statement of the problem, the purpose, the research objectives, research questions, the significance of the study, operational definitions as well as theoretical framework.

1.2 Background to the Study

Education is an “organised and sustained communication designed to bring about learning and a cornerstone of economic growth and social development, as a principal means of improving the welfare of individuals”, so it is argued by Lockheed & Bloch in a World Bank Policy Paper on Primary Education (1990:2). Scholars and educationists like Bishop (1985) and Salia-Bao (1987) go further to argue that for education to bring about learning there should be some form of guidance for both the learner and the teacher. The guidance is what is referred to as the curriculum. Urevbu (1990:2) explained that, “...part of the problem involved in talking and thinking about curriculum is the variety of definitions and views of curriculum offered to us on all sides. We are literally bombarded with a multitude of competing, and sometimes, conflicting definitions which tempt us to choose among them, to blend some of the definitions, or even to reject them all and find the ‘real’ definition of curriculum for ourselves”.

Scheffler in Urevbu (1990:3) argued that there are three types of curriculum definitions. He discussed the descriptive, stipulative and programmatic definitions.

“A descriptive definition is one which purports to adequately describe what is being defined or the way in which the term is used. For example, we are told that curriculum came from a Latin word ‘*currere*’ meaning to run a course. In contrast, a programmatic definition, is a definition which tells us overtly or implicitly that this is the way things should be. For example, all the learning experiences a learner has under the guidance of the school. On the other hand a stipulative definition is one which is invented or better still, is given by its author. For example, a selection from culture of a society, was a

definition used by Lawton in his book 'Class, Culture and the Curriculum' as he did not find any of the existing definitions appropriate for his book".

From the above arguments it led Lawton to prescribe a curriculum centred on six core areas which are mathematics, the physical and biological sciences, humanities and social sciences, the expressive and creative arts, moral education and inter-disciplinary work (Urevbu:1990).

Physical Education is a component of the Expressive Arts in the Zambian upper primary school curriculum. "Physical Education is that aspect of the educational process in which there is both education of the physical and education through the physical," said Vannier, et al, (1973:6). They further argued that the primary objective of the Physical Education program is not fun. "Fun may be the child's primary objective, but it should not be the teacher's. Fun is a worthy by-product of good Physical Education just as it is a desired by-product of all good education. The term education means to lead forth," (Vannier, et al, 1973:6).

Scholars and educationists like Coakley & Dunning (2010) have argued that movement is at the very centre of the lives of children. Through movement they learn how to act, interact, and react to the world around them. "Children are constantly exploring and experimenting with all that they come in contact with in order to experience the many joys of living. Movement serves as the primary vehicle by which they expand their knowledge of themselves and their world" said (Vannier, et al 1973:3).

The teaching and learning of Physical Education is based on principles from science, psychology, sociology and movement education which involves a lot of psychomotor skills. The subject has developed from simple drills to varied patterns of activities aimed at improving the physical well-being of individuals and communities. Some of the reasons for offering Physical Education in primary schools are that Physical Education improves the general health of the individual; improves the general health of a community leading to lower absenteeism from school and work; creates the love for sports and games; serves as the basis for the training of potential athletes for the clubs and the nation; and imparts a healthy and positive attitude of mind that helps academic work in schools. (Vannier et al 1973).

It is for these and other reasons that access to Physical Education and sports activities are enshrined as a fundamental human right in the UNESCO Charter on Physical Education

and Sports which states, inter alia, that, “Every human being has a fundamental right of access to Physical Education and Sport which are essential for the full development of an individual’s personality. The freedom to develop physical, intellectual and moral powers through Physical Education and Sport must be guaranteed both within the educational system and in aspects of social life” (CRDD- Ghana, 2007:25).

The primary school curriculum in Zambia has always been in place even before the country’s political independence in 1964. The curriculum was put in place by the early missionaries and colonial native authorities plus the British South African (BSA) Company. The mentioned providers of education saw to it that there was some form of scope and sequence that was followed to allow for a smooth flow of teaching and learning of both academic and practical subjects in the schools. As much as the missionaries emphasized religion, they also saw to it that literacy, numeracy and practical subjects plus fine arts were included in their teaching. In other words, the curriculum included both practical and theoretical subjects (Njelesani, 2012). In fact, practical subjects like woodwork, metalwork and needlework were taught with the view that if a student left school prematurely, they would be able to sustain their lives using one of the skills learnt at school (Kalimaposo, 2010).

From the onset, early educators like missionaries understood that the need for practical subjects did not surpass the need for reading and writing. However, they knew that the skills in practical subjects had elements for problem-solving, creativity, and the urge to make or create something which fosters cognitive and mental growth apart from gaining a survival skill (Kalimaposo, 2010). The need to include practical subjects in the curriculum cannot be overemphasized because they have been a part of education from inception of modern education. In fact, before present day Zambia got its independence, Mwanakatwe (1968:134) says, “At all primary schools, instruction is provided in the following subjects: Arithmetic, Arts and Crafts, English, Gardening, Nature Study, Needlework (for girls only), Physical Education, Religion, Singing, Science and Social Studies”. The subjects tabulated show that the curriculum then included both practical and theoretical subjects.

Physical Education offers such elements and affords children a chance for play and socialisation as they participate in physical activities. In Africa, the existing body of research has revealed that the term ‘Physical Education’ as understood in its application and usage pervades many social activities that include dance, songs and play. African

words for play sometimes refer to music. For instance, studies conducted in Ghana have revealed that the Akan word ‘agoro’ for play also stands for music (Addo, 1996). In Nigeria, the word ‘nkwa’ means song, dance and play (Bjokovold, 1992), and in Namibia, among the Oshindongo, the word ‘okudhana’ means to dance or play, and ‘uudhano’ is the generic noun that includes children’s music and dances (Mans, 2000).

Studies in developing countries show that Physical Education is taught from Early Childhood Development (ECD) programmes which lead to high levels of performance in sports. In fact, Zambian indigenous games have a very rich cognitive, social, physical and affective influence on the children. Despite their apparent rich values, indigenous children’s games, play, songs and dance are scarce in most school curricula. Mtonga (2012) observed that the state of children’s games, play, stories, dances and songs was on the decline. Commenting on the effects of this steady decline, Okafor and Ng’andu (2003) have pointed out that African (in this case Zambian) children have been facing cultural deprivations; their memory and physical skills are no longer improved by their cultural-based mnemonics, rhymes, chants, refrains and choruses that are part of the physical and musical tale. The decline in indigenous games and play in most school curricula also has the potential of creating a possible decline in the acquisition of indigenous knowledge, traditions and life coping strategies. According to Senanayake (2006:89), “with the decline or loss of indigenous knowledge, valuable knowledge about ways of living sustainably both ecologically and socially are lost too”. It should be stressed that play and music activities formed an indigenous way of learning and helped to preserve knowledge and gaining of social skills. African scholars have equally voiced concerns that, “when children are denied meaningful education that is grounded in local realities, their ability to be productive adults is compromised” (Marfo & Biersteker, 2011:73).

According to Mtonga (2012), the Chewa and Tumbuka believe that the ‘affective culture’ or feelings expressed through music, dance, play and games are the cornerstones of cognitive development in the very young. Examples of such games involving intellectual stimulation include logical mathematical games like *nsolo* (a kind of board game). Players in this game have to make intellectual calculations as stones are passed from one hole to another. Similar observations about the intellectual underpinnings of these games have been noted by other scholars elsewhere in Africa (Nyota and Mapara, 2008). Vannier et al. (1973:7) support the above when they said,

“Elementary Physical Education is that aspect of the total school curriculum which deals specifically with enhancing the child’s movement abilities in a wide variety of locomotor, manipulative and stability activities. It also makes positive contributions to the development of fitness, perceptual-motor efficiency, socio-emotional growth, improved academic understandings and positive use of leisure time of the child”.

In fact, according to all education policies in Zambia, that is, from the 1977 Education Reforms to the 1996 Educating Our Future, Physical Education is acknowledged as a subject to be taught at all levels of the school system. Physical Education as a standalone subject in the primary school was from 1964 to 1995, then from 1996 Physical Education was integrated into Expressive Arts. That means it was combined with music (MoE, 1996). Later in 2000 Physical Education was further integrated into Creative and Technology Studies combining it with Music, Home Economics and Technology Studies (MoE, 2000). In 2014 Physical Education was reversed to Expressive Arts for upper primary leaving it with only Music again (MoE, 2014).

To show how important the subject is, the late Republican President, Dr. Levy Patrick Mwanawasa, S.C., gave a directive to the Ministry of Education in 2008 that Physical Education must be taught in all schools across the country (Njelesani, 2012). Though poor implementation has been noted at all levels, few, if any, studies have investigated the factors affecting the implementation of Physical Education in the school curriculum. The question is: Is Physical Education being implemented in the primary schools as specified in the school curriculum?

1.3 Statement of the Problem

It has been established that Physical Education is important in the emotional and mental development of pupils which has led to the subsequent introduction of Physical Education in the government school curricula. Creative and Technology Studies and Expressive Arts are timetabled for both lower and upper primary classes respectively but Physical Education is not taught as stipulated in all education policies and specifically the Zambia Education Curriculum Framework of 2013.

However, little literature exists on the factors that affect the implementation of Physical Education in Zambian government primary schools which is indicative that little or no

research has been conducted on the subject matter of Physical Education implementation in Zambian government primary schools. For this reason, this study is being undertaken.

1.4 Purpose of the Study

The purpose of this study was to establish the factors affecting the implementation of Physical Education in the primary schools as spelt out in the primary school curriculum with particular reference to selected primary schools in Chibombo District.

1.5 General Objective

This research was guided by the following main objective:

To investigate factors affecting the implementation of Physical Education in primary schools in Chibombo district.

1.5.1 Specific Objectives

The research study sought to meet the following specific objectives:

- (i) To determine the perceptions of teachers on the implementation of Physical Education in selected primary schools in Chibombo District.
- (ii) To ascertain the knowledge levels of both teachers and pupils regarding benefits of implementing Physical Education in primary schools in Chibombo District.
- (iii) To establish challenges faced by primary schools in the implementation of Physical Education in primary schools in Chibombo District and how these might be overcome.

1.6 Main Research Question

This research study sought to answer the following research question:

What are the factors affecting the implementation of Physical Education in the primary school curriculum in Chibombo District?

1.6.1 Specific Research Questions

- (i) What are the perceptions of teachers on the implementation of Physical Education in selected primary schools in Chibombo District?
- (ii) What are the knowledge levels of both teachers and pupils regarding benefits of implementing Physical Education in primary schools in Chibombo District?
- (iii) What are the challenges of implementing Physical Education in selected primary schools in Chibombo District and how these might be overcome?

1.7. Significance of the Study

The findings of the study produced data that may enlighten concerned stakeholders on the factors affecting the implementation of Physical Education in the primary school curriculum in selected government primary schools in Chibombo District. Previously, there had been no study conducted to determine such factors in the Primary Schools in Chibombo District. Furthermore, the findings revealed data that may help the Ministry of Education, Science, Vocational Training and Early Education, (MOESVTEE) now Ministry of General Education, politicians, Sports Associations, Non-Governmental Organisations (NGOs) and other concerned stakeholders or interest groups to improve the teaching of Physical Education in Chibombo District specifically and in Zambia generally. This, in turn, may help to develop appropriate measures to mitigate challenges in primary schools that are faced in implementing the Physical Education curriculum.

1.8 Limitations of the Study

Some members in the population sample did not bring back the questionnaires. Others did not provide detailed information as required. Being a case study with a limited number of respondents, generalisation of the findings may be inadequate. Further, respondents such as school managers and DEBS office were not so willing to release any information that may expose their failure to implement Physical Education in their schools and district respectively.

1.9 Delimitations

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

1.10 Operational Definition of Terms

For terms to carry any meaning within a study, they need to be defined in a clear, non-ambiguous way. “These are terms used in the study that are extraordinary or not widely understood by everybody,” said Kasonde-N’gandu (2013). The process of defining concepts is essential because it allows for specific contexts to be described and explained in a manner that pertains to the study. The following are some of the key terms in this study and their operational meanings.

Physical Education

Physical education refers to an educational course taken at all levels of learning that encourages psychomotor learning in a play or a movement exploration setting to promote good health. This study adopted the same meaning as the one just defined from Vannier et al. (1973).

In this respect, the reference to Physical Education as used in this study refers to children’s play and the associated music activities.

Psychomotor Learning

This term simply refers to the relationship between cognitive functions and physical development. It is demonstrated by physical skills such as movement, co-ordination, manipulation, dexterity, grace, stamina, strength and speed.

Development

Development refers to change or growth that occurs in children. It starts with conception and continues to adulthood.

Gross-motor development

Gross-motor development involves improvement of skills using the large muscles in the legs and arms.

Fine-motor development

This is the development that involves the small muscles of the hands and fingers. Grasping, holding, cutting, and drawing are some activities that require fine motor development.

1.11 Theoretical Framework

The Operant Conditioning theory of B. F. Skinner (1904-1990) guided this study as it draws on Thorndike's (1874-1949) three laws of learning. These are laws of readiness, exercise and effect. Edward Thorndike used animals in his studies of learning because he found them easier to work with than people (Hunt, 1993). He constructed a device called a puzzle box in which an animal had to perform a simple task (such as pulling a looped string or pushing a pedal) in order to make its escape. Thorndike argued that the animals did not employ reasoning, insight or any form or either the form of higher intelligence to find their way to the exit, rather, it was through a random process of trial and error that they eventually chanced upon the successful education (Winnick, 2011).

Thus, Thorndike proposed a law called the law of effect which holds that the tendency for a response to occur depends on the effects it has on its environment. More specifically the law of effect states that responses that have satisfying effects are strengthened and become more likely to occur. Thus Thorndike believed that learning takes place when a stimulus is connected with a response to form a learning bond and in doing so he applied three laws which are the law of effect; the law of exercise and law of readiness. According to Thorndike the law of effect applies when positive reinforcement increases the chances of behaviour re-occurring. The second law which is the law of exercise occurs when the more often a response is reinforced, the stronger the learning bond will be. And the last law he came up with is the law of readiness, which is a process by which one's learning can only take place when the nervous system has reached an appropriate stage of maturation (Winnick, 2011).

According to the MOE (1996:8), "The significance of education at this level lies in the importance of early experiences in the development of a child's social, physical, mental and emotional capacities, and in the role that early childhood education can play in preparing children to adapt to the more formal learning atmosphere of the basic school.

Early childhood and primary education are the most significant developmental periods of life.”

Winnick (2011) argued that a baby who is physically stimulated, continuously engaged in interactive activities, hugged and comforted, is more likely to fully develop cognitive, language, emotional and social skills, all of which are vital for success in school, in the community and subsequently in life.

Physical Education is a subject acknowledged in all education policies, being an 85% practical subject at primary school, do the pupils go through repeated action so as to consolidate the skills learnt as propounded by Thorndike’s three laws of learning which are readiness, exercise and effect?

1.12 Summary

It has been established in this chapter that Physical Education has always been a part of the government school curriculum even before Zambia became an independent state. It has shown that music and play have always been hand in glove both formally and informally. Notably, it has been further shown that factors affecting the implementation of Physical Education in the school curriculum have not been addressed as an issue in the government schools. The following chapter is a review of literature on how Physical Education implementation is undertaken.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Having discussed the rationale for this study, this chapter intends to give an overview of Physical Education and what is perceived as benefits of the subject. This section presents a review of some international studies that have been previously carried out in an attempt to reveal the role that Physical Education plays in influencing psychomotor, affective, cognitive and social skills if properly implemented in the school curriculum. The studies have mainly been cited from various online Journals, paper presentations organised by major international organisations on Physical Education, dissertations/theses and from books on psychomotor development. The review begins with theoretical reviews then moves on to empirical review which covers studies conducted in western societies focusing on the psychomotor development through the school curriculum and consequences of organised play and learning to play with various sports equipment.

2.2 Current Perceptions of Physical Education

Research in the field of Physical Education and Sport in recent years has yielded valuable insights into what Physical Education can offer not only in physical fitness as earlier perceived, but in other areas of human development. It is now widely believed that Physical Education has many benefits to offer to children especially those in the pre-school and primary levels. The benefits are thought to have a significant bearing on the improvement of the intellectual (cognitive), affective, psychomotor and social skills.

2.3 Theoretical Review

There are a number of theories that have been developed to indicate the importance of Physical Education and these include the following; phase stage theory, development task theory and ecological theory based on the following premise which is known as **Individual Appropriateness**. This is a key concept of developmental Physical Education based on the proposition that each child has his or her own unique pattern of personal growth. It is therefore crucial that the activities children engage in as part of motor

development are at the correct level of skill learning. Additionally, such movement development learning provision should also take into account the individual child's state of motor and health related fitness and stages of social, cognitive and affective development.

A number of theories exist that highlight the importance of Physical Education. To this effect, Pickup & Price (2007) identify three theories. These are the Phase Stage theory, Developmental Task theory and Developmental Milestone theory.

Phase Stage theory

A descriptive theory which is based on the view that there are universal age periods characterised by typical behaviours which occur at respective phases or stages, lasts for certain lengths of time and are invariant. This theory, developed by Jean Piaget, asserts that human development has a number of stages which have implications for human motor development and movement education of infants, children, adolescents and adults (Pickup & Price, 2007). "Movement is at the centre of the lives of children. Through movement they learn how to act, interact and react to the world around them," also argued Vannier, et al (1973:3). This theory helps a lot in Physical Education for a teacher to understand what activities to teach to a pupil of six years, as an example, compared to a pupil of ten years even when both are at primary school. Putting both at the same level may break the bones or tear ligaments even bring discouragement for the younger one and also bring boredom for the older pupil.

Developmental Task theory

This theory, developed by Havighurst, (1972) is a predictive theory that contends that there are several essential elements that individuals must accomplish within a specified period of time if they are to function effectively and meet the demands placed on them by society.

Havighurst identified critical developmental tasks that occur throughout the lifespan. Havighurst (1972) defines a developmental task as one that arises at a certain period in a person's life, the successful achievement of which leads to happiness and success with later tasks; while it leads to unhappiness, social disapproval and difficulty if unsuccessful even with later tasks. He identifies three sources of developmental tasks which are presented below:

- (i) Tasks that arise from physical maturation. For example, learning to walk, talk, and behave acceptably with the opposite sex during adolescence and adjusting to menopause during middle age.
- (ii) Tasks that arise from personal sources. For example, those that emerge from the maturing personality and take the form of personal values and aspirations, such as learning the necessary skills for job success.
- (iii) Tasks that have their source in the pressures of society. For example, learning to read or learning the role of a responsible citizen.

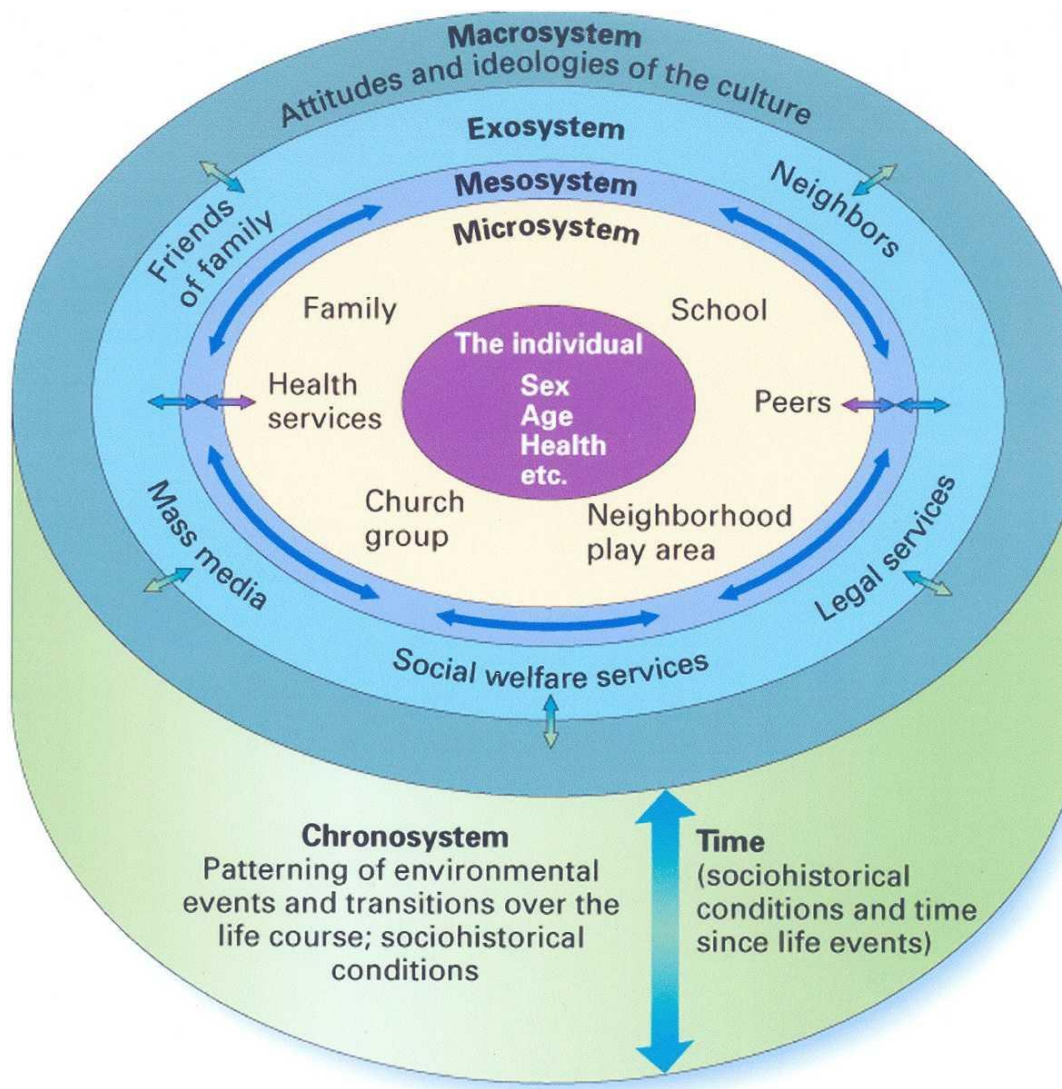
This theory in the implementation of Physical Education can look at tasks arising from Physical maturation, which require one to be able to undertake certain physical activities/tasks at a certain stage. This theory, could also be used to look at the pressure that society places on individuals and schools in fighting physical inactivity which leads to diseases and obesity.

Ecological Systems Theory

This theory, also known as contextual theory, is a theory that is both descriptive and explanatory and views development as a function of the environmental context and historical time frame in which one lives. The study of human development from an environmental perspective is a matter of studying individuals in relation to the environment and to one another (Pickup & Price, 2007).

This theory looks at a child's development within the context of the system of relationships that form his or her environment. The theory developed by Bronfenbrenner (1994) defines complex "layers" of the environment, each having an effect on a child's development. This theory has recently been renamed "bio-ecological systems theory" to emphasize that a child's own biology is a primary environment fueling his or her development. Bronfenbrenner (1994) argues that to understand human development, one must consider the entire ecological system in which growth occurs. Bronfenbrenner's ecosystem model is divided into five socially organised and interlocking sub-systems that shape individual development, namely: microsystem, mesosystem, exosystem, macrosystem and chronosystem. Figure 1 shows a basic and simplified model of the ecological theory. Each system is discussed briefly below.

Figure 1: Model of the Ecological Systems Theory



Bronfenbrenner's ecological systems theory

Source: www.mhhe.com/santedu3e

The interaction between factors in the child's maturing biology, his or her immediate family or community environment, and the societal landscape fuels and steers one's development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, one must look not only at the child and immediate environment, but also at the interaction of the larger environment as well (Berk, 2000). The five systems can be explained as follows;

- **Microsystem** which refers to the institutions and groups that most immediately and directly impact the child's development including: family, school, religious institutions, neighbourhood, and peers. The microsystem encompasses the relationships and interactions a child has with his or her immediate surroundings. At this level, relationships have impact in two directions – both away from the child and towards the child. For example, a child's parents may affect his or her beliefs and behaviour. On the other hand, the child also affects the behaviour and beliefs of the parent. Bronfenbrenner (2005) called these *bi-directional influences*, and he has shown how they occur among all levels of the environment in Figure 1.

- **Mesosystem** is the second system which has interconnections between the microsystems, interactions between the family and teachers, relationship between the child's peers and the family. Bronfenbrenner (2005) describes the mesosystem as the set of microsystems constituting the individual's developmental niche within a given period of development that is the interrelations among major settings containing the developing person at a particular point in his or her life. The mesosystem in a nutshell is the relationship between different neighbourhoods and how this impacts on the development of the child and indeed on the development of primary school pupils in a Physical Education class.

- **Exosystem** involves links between a social setting in which the individual does not have an active role and the individual's immediate context. For example, a parent's or child's experience at home may be influenced by the other parent's experiences at work or school. The parent might receive a promotion that requires more travel, which might increase conflict with the other parent and change patterns of interaction with the child. The child may not be directly involved at this level but he or she does feel the positive or negative force involved with the interaction with his or her own system. This third layer is defined as the larger social system in which the child does not function directly (Berk, 2000).

- **Macrosystem** describes the culture in which individuals live. Bronfenbrenner (2005) asserts that macrosystems are blueprints for interlocking social forces at the macro-level and their interrelationships in shaping human development. Cultural contexts include developing and industrialised countries, socioeconomic status, poverty, and ethnicity. A child, his or her parent, his or her school, and his or her parent's workplace are all part of a large cultural context. Members of a cultural group share a common identity, heritage, and values. The

macrosystem evolves over time, because each successive generation may change the macrosystem, leading to their development in a unique macrosystem thus it is argued that macrosystems are dynamic. In the world of Physical Education and sport socialisation is quite different compared to those pupils that are only inclined to academic subjects.

- **Chronosystem** is the last system which is the patterning of environmental events and transitions over the life course, as well as socio-historical circumstances. This system encompasses the dimension of time as it relates to a child's environments. For example, transfers from one school to another is a challenging transition. Researchers have found that the negative effects of moving places on children often peak in the first year after the shifting. By two years after the movement, school and family interaction is less chaotic and more stable. An untimely death in the family is also a good example of socio-historical circumstances as a mother who was always at home now has to pursue a career to sustain a family.

A key proposition of this theory is that a child's development takes place within the context of the system of relationships that form his or her environment. Per this theoretical construction, each system contains roles, norms and rules which may shape psychological development.

2.4 Empirical Review

2.4.1 Institutional and Teacher- related Barriers

Study conducted by Boyle, Jones & Walters (2008) in Australia found that teachers perceived some institutional and teacher-related barriers to poor implementation of Physical Education similar to those found in the primary school studies. Boyle, Jones & Walters (2008) also found that teachers perceived that pupils were lured by the greater availability of sedentary opportunities and consequently suggested that lower levels of fitness and lower physical ability in pupils might be impacting on both delivery and participation in Physical Education and physical activity. Thus, a challenge in the implementation of Physical Education is the preference for sedentary activities by pupils in schools. Another study conducted by Dagkas & Stathi (2007) have indicated the dislike

of activities by pupils and a lack of understanding of the importance of physical activity and Physical Education in general.

2.4.2. Children's Games and Play Songs in Africa

In their study among the Shona speaking people of Zimbabwe, Nyota & Mapara (2008) observed that games and play songs among African children were an indigenous way of gaining knowledge acquired mainly through guided apprenticeship. The developmental process of an African child as demonstrated in their research occurred in a social cultural context of which apprenticeship was commonly owned and shared. They contended that in most cases children tended to exhibit what they had learnt from the adults during their play time at the outskirts of the village.

In her studies among Namibian children, Mans (2000) noted that play through music, dance, stories, narratives, games and rituals had always been major ways through which knowledge, life skills and social values were transmitted. Through the process of socialisation, children acquired certain behaviours, morals and values considered useful to function in the daily activities within a given community. Mans' further observed that learning was mainly done through an enculturation process by means of imitation through adult or peer intervention. In their observations of the different genres of games or plays found in Africa, Mans, Dzansi-McPalm & Agak (2003) had cited the following as common play games; clapping with body action, clapping with singing, dancing, leg stretching and touching, stone passing, mind games, running in a circle, pounding/stamping of feet, narrative games and throwing objects in the air.

Children's indigenous play games have been singled out as having educational benefits that could be linked to the existing curricula in most African countries. According to Wyk (2005), play, as a cultural activity, is a relevant tool to help achieve a link between what happened outside the classroom in order to assist what happened inside the classroom. Further, it has been noted that if manipulated well, cultural activities and play are an indigenous way of learning the school curricula and help relate subjects like mathematics to the learners' everyday lives. Undoubtedly, indigenous play and music activities have educational benefits that could be helpful to children.

4.2.3 Zambia's Perception on Children's Play and Games

In Zambia, a study by Mtonga (2012), revealed that as children engage in games and play that focus on society's values and norms, they develop a sense of social responsibility and social intelligence. In his study, Mtonga came up with the following as common play and games in Zambia; songs, poetry and narratives, games, plays and dances, chasing games, catching games, slapping or beating games, dueling or exerting games, throwing and catching games, hiding and seeking games, guessing games, daring games, acting and role playing games, dancing and singing games and language games. It should be noted that some of the games cited in this list by Mtonga also appeared under Foster's list of 1930 showing consistence of activities over a long period of time.

A study by Mufalali (1974) on some children's common play songs and dances in Zambia, Western Province in particular, revealed that there is a repertoire of such activities in the country. Many of these activities have also been noted to be adult songs, games and dances. These involve handclapping, dancing in pairs, tumbling, running, imitation, jumping, crawling, skipping and climbing. Furthermore, performance of such activities could also involve the accompaniment of some musical instruments like drums. The mentioned activities have been documented for use in the Zambian primary school curriculum for Physical Education.

From the findings of the different research studies conducted, it can be observed that most of the research on Physical Education has been done in the western countries with very little on Africa. It is also noted that Physical Education contributes to the wellbeing of an individual and cannot be solely restrictive. Different cultures have different understanding as to what they consider as intelligence. Serpell (1976), said cultural differences influence the choice of cognitive styles and the degrees of complexity and types of congruence of different skills.

There is therefore, a need to do a lot of research on Physical Education implementation in the curriculum and understand it from both the Western and African perspectives and specifically Zambian perspective. Physical Education from the Western studies reviewed so far appears to be inclined heavily towards academic achievement which seems not to be the case in Zambia and specifically Chibombo District. Therefore, studies attempting to find out the manner of implementation of Physical Education in the primary school curriculum in the light of a culture of a Zambian school going child, especially in the rural

areas, will help clarify the need for clearer implementation of the subject. The present study therefore, attempted to contribute to this notable gap.

African scholars like Nyota & Mapara (2008) and Mtonga (2012) in recent years have argued convincingly that the present curricula in most African schools do not contain indigenous forms of knowledge vis-à-vis indigenous learning materials. All levels of teacher training, including universities, do not equip their teachers to be with knowledge drawn from the African heritage (Hyde & Kabiru, 2006), yet studies conducted in some parts of Africa and the world at large, especially the far east like China, where there has been a smooth integration of the indigenous forms of learning have yielded significant results (Serpell, 2008; Mwaura & Marfo, 2011).

2.5 Summary

In this chapter an attempt has been made to explain the meaning of Physical Education and its benefits from a scholar's point of view in reference to both local and international research and the benefits that come with a balanced curriculum between academic and practical subjects, in this case Physical Education. The next chapter will discuss the methodology of this research.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

In this chapter the design and methodological approaches that were used in the collection and analysis of data are described. Since the study was empirical in nature, it was prudent that data collection and analytic methods were clearly documented and justified so that the reader could be guided to the conclusions derived from the study. The population under study and the sampling methods that were used to isolate eligible participants and the data collection instruments and procedures are highlighted. The safety, confidentiality and privacy of research participants was taken into consideration in this research and these were covered in the ethical consideration section, which is the last component of this chapter.

3.1 Research Design

A research design is the “structure that guides the execution of research methodology and analysis of the subsequent data” (Bryman 2012). It is the ‘glue’ that holds all the elements of the research together. It shows how all the major elements of the research work together in order to address research questions (Kombo & Tromp, 2006). This study adopted the case study design rooted in mixed methods approaches, which basically seeks to describe a unit in detail, in context and holistically using both qualitative and quantitative research methods (Barbie, 2012).

Mixed methodology rests on the premise that the weakness in each single method will be compensated by the counter-balancing strengths of another; which is very powerful for gaining insights and results, and assisting in making inferences and drawing conclusions (Blackwell, 1994). For instance qualitative methods offer an accessible and theoretically flexible approach to analysing qualitative data (Braun & Clarke, 2006). The use of qualitative methods for data collection are sensitive to the unique personal experiences, perceptions, beliefs and meanings related to individuals (Sim, 1998). It was believed to be the most appropriate method to employ with this particular group of participants, in this case key informants like the school administrators and the DEBS. According to Silverman (2005), one of the strengths of a qualitative approach is that it is able to focus on

identifiable themes and patterns of living and/or behaviour and assess the meaning of terms in different contexts that emerge from the data. This approach was used to answer research question number 1 and 2.

Quantitative methods on the other hand, focus on the measurements, the assignment of numerical events according to rules as observed by Kombo & Tromp (2006). The quantitative approach here was chosen for descriptive purposes in terms of demographic and social economic backgrounds of the respondents and also in order to quantify the view of the respondents in terms of frequencies and cross-tabulations. The quantitative approach was used to answer research question number 3.

3.2 The Research Setting

This study was conducted in Chibombo district of Central Province and targeted ten (10) primary schools: A, B, C, D, E, F, G, H, I and J Primary Schools. Chibombo District was selected because the research sought to represent a rural district and Chibombo was closest.

3.3 Study Population

A population is a group of individuals, objects or items from which samples are taken for measurements (Kasonde-Ng'andu 2013). The population for this study was school administrators, teachers and pupils. The idea was to arrive at a holistic and comprehensive data by having an input from the three groups mentioned above. It was felt as such, that the administrator category should capture the whole hierarchy from the District Board Secretary (DEBS), who is in charge of the district through to School Managers. The other respondents consisted of the teachers and the pupils.

3.4 Sample Size

A sample could be said to be a portion of the population. Bless (1995) said a sample refers to the number of participants selected from the universe to constitute a desired sample (Kasonde- Ng'andu, 2013). In terms of sample size, the study selected 1 District Education Board Secretary, 10 School Managers, one from each school, 5 teachers from

each school and 10 pupils from each school bringing the total to 161 participants. The administrators and teachers were purposively selected while the pupils a simple random sampling was applied.

3.5 Social Demographic Characteristics of Participants

This part focuses on the socio-economic and demographic characteristics of study participants. The information provided here is intended to facilitate presentation, analysis and interpretation of findings to be presented later in this dissertation. The main characteristics considered in the study include age, sex, educational levels, marital status and occupational background. However, in this case, only the socio-economic and demographic characteristics of the teachers are presented here because those of pupils were predictable, meaning age group between ten and twelve years of age which did not have any significance to the study. This information helped the researcher understand what age group and gender were active in the teaching of Physical Education or coaching of sporting codes in respective schools in Chibombo District.

Table 3.1 shows a summary of all the social demographic characteristics of teachers considered here.

Table 3.1: Distribution of respondents (teachers) by social demographic background

Characteristics	Frequency
Age	
20 – 30	10
31 – 40	22
41 – 50	16
51 and above	2
Gender	
Male	24
Female	26
Marital status	
Married	33
Single	14
Divorced	3
Substantive position	
Deputy Head	5
Senior Teacher	7
Guidance Teacher	4
Class Teacher	34
Number of years in service	
0 – 10	30
11 – 20	14
21 – 30	6
Highest level of education	
Certificate	18
Diploma	27
Degree	5

The table reports that most of the respondents interviewed were relatively young, between the ages of 31 and 40 years who were 22 out of 50. The age group 41 and 50 years accounted for approximately one third of the sample who were 16 while the age group 20-30 years had a fifth of the sample population. In terms of sex, almost an equal number of males, 24 and females 26 were represented, with females being slightly more. The sample size had more people who were married (33) compared to those who were single (14) and only 3 were divorced bringing the total to 50. With regard to substantive position, most of the respondents were only class teachers, mostly involved in Physical Education (34) with 5 being in administration. The majority were not very long in the teaching service (between 0 and 10) at 30 followed by 14 for those who were in service between 11 and 20

years. Finally, in terms of the highest level of education, those with diplomas dominated the sample (27).

3.6 Sampling Procedure

Purposive sampling was used to select administrators and teachers. Purposive sampling is a technique that is used to select sample units with particular features or characteristics which will enable detailed exploration and understanding of the central themes which the researcher wishes to study (Ritchie, Lewis & Elam, 2003). This technique was deemed appropriate for this category because not only do administrators have access to all programmes of the school, they are also major stakeholders in formulating them. It was therefore, expected that the DEBS and school administrators held a monopoly of knowledge regarding the implementation of Physical Education in schools. Teachers were also selected purposively because only those teachers responsible for Physical Education or were members of the sports committee were selected. The idea was to pick teachers with adequate knowledge of Physical Education. Simple random sampling was used to select schools and pupils so as to ensure that all sub-groups in the population are represented and in proportion to the number of schools and pupils in the population.

3.7 Data collection methods

In-depth interviews, structured interviews and unstructured observations were used to collect data. In-depth interview schedules were used to collect data from the key informants who are the DEBS and school administrators while structured interviews that utilized questionnaires were used to collect data from the teachers and pupils. In-depth interviews were administered because of their flexibility and the allowance they give for both an interviewer and the respondents to be responsive and relaxed so as to produce more reliable information (Kombo & Tromp, 2006). The structured interviews were chosen for their reliability and time-serving advantages and also for easy of handling. Unstructured observation was used in order for the researcher to understand behaviour patterns of pupils and teachers in the natural physical and social contexts. To ensure that the school programmes were not interrupted, interview schedules and questionnaires were

administered outside class learning hours. But the researcher did bare all the anticipated consequences as regards the research process.

3.8 Data Collection Instruments and Procedures

Data was collected using interview guides from key informants such as the DEBS and school managers while structured questionnaires were used to gather information from primary school teachers and pupils. The interview guides were used for administrators because they allowed room for flexibility in answering the questions and gave the researcher an opportunity to probe the answers of the respondents further. Structured questionnaires were utilised for easy of handling considering that there were more respondents who were required to answer them.

In-depth interviews were conducted by the researcher with the key informants while structured questionnaires were distributed to all respondents who could read and write. In the case of respondents who were visually impaired, they were assisted by reading out the questions to them. The questionnaires were then collected from the respondents by the researcher for data analysis. Classroom observations were conducted in Physical Education lessons to get the in-depth situation and the researcher took down field notes. Interviews were recorded using an audio recorder and data was analysed later by the researcher.

3.9 Data Analysis

The qualitative data that was collected from the informants using in-depth interviews through interview guides were analysed using thematic analysis. Themes for analysis were topics or major subjects which came in the discussions which were related to the study objectives. It involved the researcher perusing through the collected data and identifying the information which was relevant to the research objectives and coded that information based on the samples of the data collected (Bryman, 2012; Spencer et al, 2003). The coded information was then used in the development of summary reports identifying major themes and associations between them.

Data from structured questionnaires was analysed using the Statistical Package for Social Sciences (SPSS) to generate descriptive statistics such as frequencies, percentages, tables and charts. This process was a way of organising and summarising quantitative data so that it could make sense. Relationships between variables were carried out by comparing them using cross-tabulations embedded in the package.

3.10 Pilot Study

Prior to the collection of data, a pilot study was conducted in order to test the validity and reliability of the research instruments which were used during field work. Pretesting research instruments is vital for the success of any project. According to Fouche (1998:158), cited in White (2002), “It is essential that newly constructed questionnaires, in their semi-final form, be thoroughly pilot-tested before being used in the main investigation. This ensures that errors of whatever nature can be rectified immediately at little cost. Only after the necessary modifications have been made following the pilot test, should the questionnaire be presented to the full sample.”

The instrument trial was conducted in two primary schools. After the pilot study, the researcher made some amendments to the research instruments based on the field observations.

3.11 Ethical Consideration

Permission was sought from all participants/respondents before they were interviewed or had a questionnaire administered to them. The researcher wanted to ensure freedom of expression, and that nothing was said or written other than what they knew and believed in. At the schools as much as permission was granted, the respondents were briefed about the procedures to be used, and the value of the research. To maintain confidentiality, participants were assured that no names would be used on the interview schedules and questionnaires; serial numbers were used, instead. In that manner, all participants’ details were treated anonymous. They were also assured that data to be collected would not be disclosed to other persons, and that the data would only be used for academic purpose.

3.12 Summary

This chapter, the methodology for the research and the analysis of data collected were discussed in detail from the research design and setting through the study population and sample size. The social demographic characteristics of participants were also covered and how the data was analysed including the ethical consideration. The next chapter presents the research findings in detail by answering all the three research questions.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Introduction

This chapter presents the study findings on “Factors affecting the implementation of Physical Education in the primary school curriculum” with specific focus on selected primary schools in Chibombo District in Central Province. All the study findings are clustered around the three research objectives on which the study was anchored, namely: 1) What was the perception of teachers on the implementation of Physical Education in selected primary schools in Chibombo District? 2) What were the knowledge levels of both teachers and pupils regarding the benefits of implementing Physical Education in primary schools? And 3) What were the challenges of implementing Physical Education in the selected primary schools in Chibombo District and how these might be overcome?

The chapter then concluded as mentioned above, with the presentation of findings that addressed research questions: perceptions, challenges and the role of pupils and the District Education Board in the implementation of Physical Education.

4.1 Support for Physical Education

The respondents were asked whether or not they supported the implementation of Physical Education in their schools. 46 out of 50 respondents in this study indicated that they supported the implementation of Physical Education. This includes all categories from the DEBS to school administrators, teachers through to pupils. Only 4 expressed reservation in this regard. Table 4.1 presents responses from teachers regarding the support of Physical Education. It is indicated here that 46 showed support for Physical Education as compared to only 4 who expressed reservations of teaching Physical Education in an overloaded curriculum.

Table 4.1 Support for Physical Education

Responses	Frequency
Yes	46
No	4
Total	50

The pupils were also asked a similar question and it was interesting to note that they equally expressed interest in the subject as can be noted in the following table extracted from the pupils' questionnaire:

Table 4.2 Pupils' support for Physical Education in schools

Responses	Count	Percent
Yes	89	89%
No	11	11%

4.2. Benefits of Physical Education

It was important to ask respondents about the benefits of Physical Education because without them discerning value in something, they would not participate in it. Primary school teachers and pupils alike were asked about the benefits they perceived in the implementation of Physical Education in their schools. Their answers were converging at physical fitness, sporting career development and for entertainment purposes. Physical fitness is seen as contributing to the health and wellbeing of participants:

Physical Education is good because it helps children to grow fit both physically and mentally [Teacher at E. Primary]

The learner will be physically fit, thereby maintaining good health [Teacher, H. Primary]

The benefits of Physical Education is to make the body fit, strong and building the body to grow healthy [Pupil, E. Primary]

The benefits are to prevent our bodies from diseases [Pupil, D. Primary]

Physical Education is seen as the inception of a sporting career if it is taken seriously by the participants. Mostly teachers did realise that involvement in sporting activities such as football can result into a future career and hence a source of income for the pupils. To this effect the following views came out:

Physical Education can be the beginning of better things to come for these pupils if they engage in sports at a young age. This can make them great players in the future and earn a living out of that [Teacher, F. Primary]

Great players begin at a tender age...these same pupils if they take Physical Education seriously may develop into future players and travel to a lot of places [Teacher, E. Primary]

Physical Education for entertainment was viewed as a way of avoiding undesirable vices such as smoking, illicit sexual activities and as a way of motivating pupils to come to school as shown below:

Physical Education provides entertainment for children. In this world of vices it is better children are kept busy by sports so that they don't resort to illicit sex and the use of drugs for entertainment [Head -Teacher, F. Primary]

4.3 Current Implementation of Physical Education

Primary school teachers were asked to indicate their level of satisfaction on the current mode of implementing Physical Education in schools. It was surprising to note that most of the responses were skewed towards dissatisfaction. Table 4.3 shows that the current implementation mode of Physical Education was bad from 23 respondents while 12 and 8 out of 50 indicated that it was good and very good respectively. Only 7 of the respondents reported that they were not sure.

Table 4.3: level of satisfaction on the current mode of implementing Physical Education

Responses	Frequency
Very good	8
Good	12
Bad	23
Not sure	7
Total	50

4.4 Training of staff in the teaching of Physical Education

The question of staff training in the teaching of Physical Education was asked to education administrators and the responses were almost unanimous that trained teachers were not adequate. The current primary teacher training system produces universally trained teachers who are supposed to handle all the courses. This was seen to be inadequate as not every teacher was keen in Physical Education. Specialised training was therefore being requested for as shown below:

Yes, training is there but maybe we should talk in terms of adequacy. The teachers we currently have are said to be trained in all subjects. But you should be aware that no one is a jack of all trades. I would suggest specialist training for Physical Education teachers [Head- teacher, G. Primary]

All these teachers you see here are trained in Physical Education. In fact, they are trained in everything. They are expected to teach Physical Education just like they teach Mathematics, English and Social Studies. I think that's where the problem is because some teachers can't run you know [Head- teacher, A. Primary]

Teachers were asked about specialist in-service CPD training in Physical Education to enhance their skills of teaching Physical Education. Table 4.4 reports the results. It indicates that the majority of teachers (76%) have not undergone any specialist training in Physical Education. Only 24% reported having attended CPD training.

4.4 Attendance of any CPD Training on Physical Education

Responses	Count	Percent
Yes	12	24
No	38	76

4.5 Infrastructure for Physical Education

Infrastructure for Physical Education is very cardinal in the teaching of Physical Education at all levels of the school system especially in primary schools. Teachers were asked to indicate how they rate the primary school Physical Education infrastructure. Table 4.5 records the findings and it shows that 74% of them reported that they thought the infrastructure was bad while 6% and 16% reported very good and good respectively. This indicates that most schools in the study do not have adequate infrastructure for the teaching and learning of Physical Education.

Table 4. 5: Infrastructure for Physical Education

Responses	Frequency	Percent
Very good	3	6
Good	8	16
Bad	37	74
Not sure	2	4
Total	50	100

4.6 Challenges in the Implementation of Physical Education

Both teachers and pupils were asked to enumerate the challenges that the school was facing in implementing Physical Education. Both of the categories indicated that their school faces a number of challenges but most teachers pointed at poor infrastructure and lack of sports equipment. Due to the fact that most primary schools do not have adequate funding, schools have no resources to take care of sporting activities in schools. As a result, there are only few sporting disciplines which are practiced in schools like football,

volleyball and netball which do not require too much funding. That was complemented by the researcher's observation in schools where she discovered that some primary schools in the catchment area used wooden polls for goal posts in netball and football grounds. Some teachers who spoke about poor infrastructure were unanimous in their answers:

The major challenge would be lack of infrastructure to carry out other sporting disciplines because the only available facilities are football, netball and volley ball
[Teacher, A. Primary]

Poor infrastructure in schools and lack of sports equipment [Teacher, C. Primary]

Lack of Physical Education facilities in almost all government schools is what hinders the development of Physical Education in Zambia [Teacher, J. Primary].

The other challenges the respondents pointed out are to do with lack of trained staff in Physical Education and if there are any trained teachers, there is lack of motivation because of the non-examinable nature of the subject. All the teaching staff in primary schools are said not to be trained in Physical Education because there is no specialist training in Physical Education in primary teacher training college curriculum unless one trains at university or degree level. That being the case, the teachers do not concentrate on Physical Education because they feel not adequately trained to handle the subject and also lack of motivation due to the subject not being examined. This concern is shown in the following response:

The subject is not examined so you don't expect anyone to take it seriously by both teachers and pupils and also that our teachers are not properly trained to teach Physical Education [Head- teacher, E. Primary]

The negative attitude towards Physical Education was also recorded among pupils. There was a considerable failure to recognise the importance of the subject due to the routine nature of physical activities in their everyday lives. Pupils in Chibombo district spend most of their time running and playing amateur football and therefore when it is introduced at school as a subject they do not take it seriously being something that they

already do most of the time. Eighty (80) of the pupils felt that Physical Education should not be taught in schools if it will not be examinable because it has no academic benefit to the learners. Twenty (20) pupils argued that Physical Education must be taught even though it is not examinable for the sole purpose of good health and excellence in sports performance.

4.7 Strategies to enhance Physical Education in schools

Participants were asked to make suggestions and indicate the changes that they would like to see in order to properly implement Physical Education in primary schools. Most of the respondent indicated that government should provide all round sporting infrastructures to cater for all the games that pupils may be interested in and that teachers should be encouraged to take up Physical Education through in-service sporting training programmes. To this effect the following was noted:

Training of teachers of Physical Education is very important in enhancing its implementation in primary schools. I think in the long run we may have to introduce specialist training of teachers specifically in Physical Education [DEBS, Chibombo District]

School pupils also recognised the need for specialist training of teachers in Physical Education as doing so may reduce the reluctance that both teachers and pupils attach to Physical Education as shown below:

There are no special teachers to train us in Physical Education....if teachers can be trained in Physical Education that would also encourage us a lot to take up Physical Education [Pupil, E. Primary]

We are not taught sports because teachers say they are not skilled in sporting activities. For me I like volleyball but there is no teacher who is interested in it [Pupil, J. Primary]

Pupils argued for the introduction of Physical Education on their timetables, making it a stand-alone and examinable subject in order for Physical Education to be taken seriously. That complemented what teachers said about Physical Education being an examinable subject. The current situation is that Physical Education is part of Creative and Technology Studies for lower primary and a part of Expressive Arts for upper primary.

Unfortunately, there are very few questions that are in the grade seven examination paper on Physical Education. As such both pupils and teachers do not take it seriously. On this the following was echoed:

There are no special teachers to train us in Physical Education....if teachers can be trained in Physical Education that would also encourage us a lot to take up Physical Education [Pupil, E. Primary]

We are not taught sports because teachers say they are not skilled in sporting activities. For me I like volleyball but there is no teacher who is interested in it [Pupil, J. Primary]

Physical Education should be an examinable subject on its own. This will enhance the concentration of both teachers and pupils on the subject. I know that from 2015 we are transitioning to putting more weight on Physical Education as it will be only combined with music but I think that making it a subject on its own and examining it, is the best way to go [Head -Teacher D. Primary].

4.8 Summary

The findings presented above have showed that the majority of respondents from administrators, classroom teachers to pupils have acknowledged the importance of Physical Education in the primary school curriculum. They were also able to explain the challenges of effective implementation of Physical Education such as the subject not being examinable and also offered suggestions of what could be of help. The next chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

The main aim of the study was to establish the factors affecting the implementation of Physical Education in the primary school curriculum in Chibombo District and suggest strategies of enhancing proper implementation. Specifically, the study set out to establish the perceptions and ascertain the knowledge levels of both teachers and pupils regarding the benefits of implementing Physical Education, to establish challenges faced by primary schools in implementing Physical Education and to suggest better strategies of enhancing the implementation of Physical Education. This chapter discusses the findings from the study. The discussion is a comprehensive analysis which first addresses the research objectives and later on situates the findings within the framework of existing literature and theoretical formulations so as to instigate new knowledge. In an attempt to be concise, the discussion is themed around the research objectives to be answered.

5.1 Perceptions of teachers on Physical Education

The first objective was to determine the perception of teachers towards Physical Education. The findings indicated that teachers have a positive perception regarding Physical Education. This is seen in teachers' support for Physical Education where it was observed that almost all the teachers indicated that they support Physical Education. It must be understood that the teacher of Physical Education on the primary school level may be the regular classroom teacher or the specialised physical educator. It is also customary to separate the sexes from the fourth grade level on through secondary school for instructional purposes, and for the girls to be taught by a woman and the boys to be taught by a man.

With the significance of teachers in the socialisation process of primary level pupils that has long been established by sociologists (Giddens, 2009), the positive energy that they exude is important motivation for the pupils to participate in Physical Education. However, willingness to participate and positive attitude of teachers towards Physical Education is not enough to guarantee proper implementation of Physical Education. Research for example by Coakley & Dunning (2010), has shown that in general terms,

educators' perception of the importance of Physical Education depends a great deal on their overall understanding of the elementary school curriculum, the degree of social and political pressure for children to succeed on high stakes academic tests, and the available time in the school day for all of the mandated subjects. Some teachers and administrators, view Physical Education as the period in the day that provides needed planning time for classroom teachers. Others view Physical Education as a break from the rigors of classroom academic work routines that allows children to "blow off steam" before returning to the classroom as noted by Graham (2008).

Teachers, especially those who are not trained in Physical Education, may support and encourage the implementation of Physical Education but for the wrong reasons so enlightenment on the benefits of Physical Education is very important. Such an attitude does not help primary school pupils who are supposed to use Physical Education to improve certain aspects of their lives like personal physical fitness, or to focus on attributes like cooperation, sportsmanship, and fairness (Barrett, 2005).

5.2 Knowledge levels of teachers and pupils regarding the benefits of Physical Education

The second research objective was looking at the knowledge levels of teachers and pupils regarding the benefits of Physical Education. The study shows that both pupils and teachers have adequate knowledge of the benefits of Physical Education and they perceive these benefits as contributing to physical fitness and wellbeing, sporting career development and entertainment.

These findings agree with the already established relationship between physical activity and a health body in the natural sciences. Scholars of Physical Education like Coakley & Dunning (2010) and Vannier et al. (1973) however, stress more emphasis on the importance of physical activities in elementary grades. They argue that the Physical Education programme emphasizes the development of fundamental locomotor, non-locomotor, and manipulative skills through the main content areas of educational games, dance and gymnastics (Starc & Strel, 2012). The movement framework, that is to say body, space, effort, and relationship, is also a part of the core content and is the basis for developing, expanding, and refining children's range of motor skills and awareness. That means quality instruction by Physical Education professionals, based on their

acknowledgement of the subject's importance, is critical if children are to develop fundamental motor patterns like jumping, throwing, skipping, hopping, catching, and kicking. The motor skill foundations established during the elementary grades may enhance children's social, affective, cognitive and physical development and increase the likelihood of continued interest and participation in physical activity, argued Mosston & Ashworth (2008). It is imperative that the person selected to teach Physical Education be the best one available. The teacher above all should be the one most skilled in methods of teaching children through physical activities as well as the one who teaches them a variety of physical activities. Such a person may well be a classroom teacher, especially in the first three grades.

5.3 Challenges experienced in the implementation of Physical Education

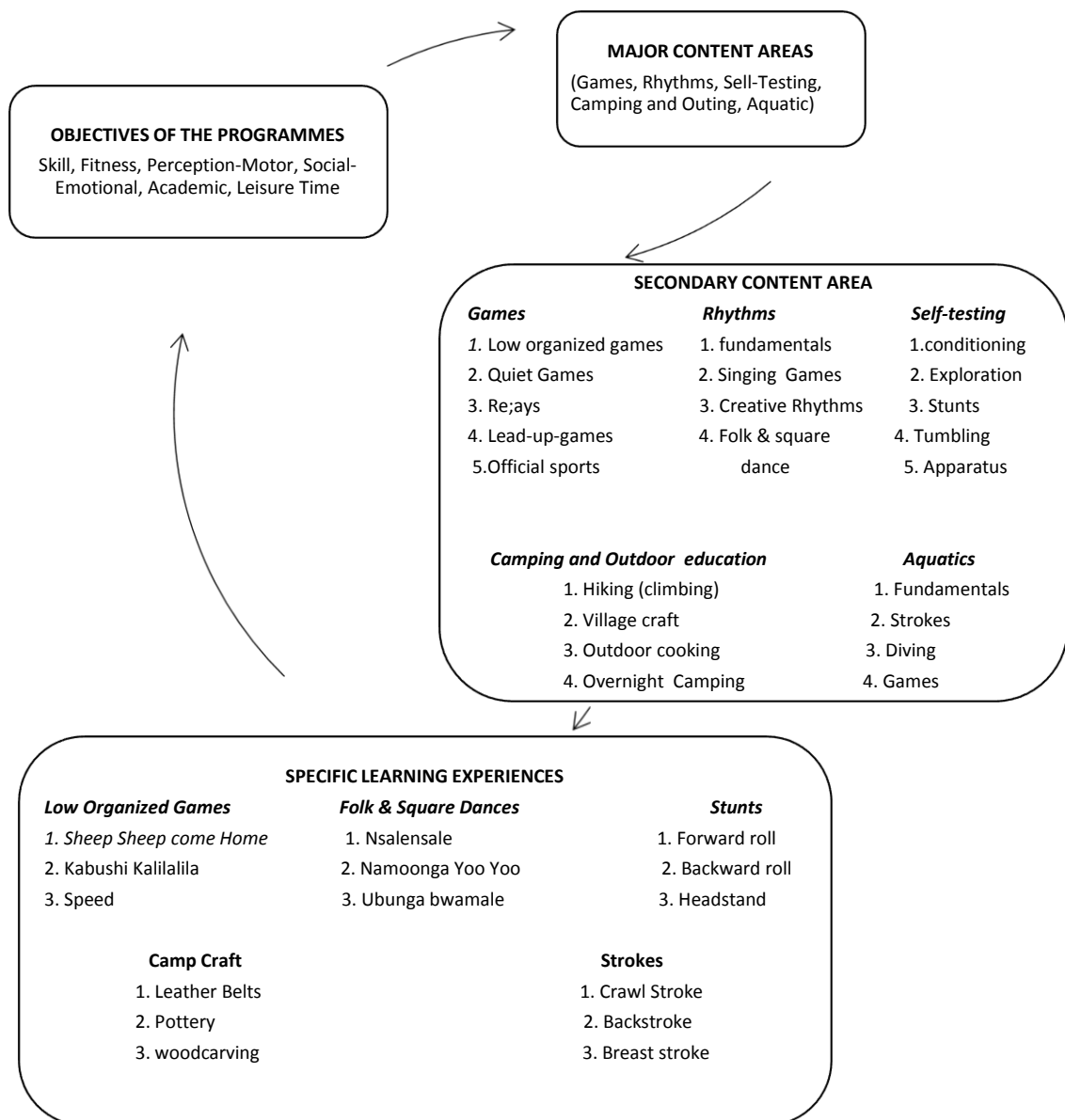
Research objective number three was about the challenges faced in the implementation of Physical Education. Challenges highlighted by the study are the lack of adequate sporting infrastructure in schools, lack of funding for sporting equipment, lack of specialist training in Physical Education among teachers, pupils and teachers' lack of interest in the subject, the non-examinable nature of Physical Education and poor inspection and supervision of teachers teaching Physical Education.

The study findings are consistent with those by Starc & Strel (2012), who set out to determine factors influencing quality implementation of Physical Education in Slovenia. They discovered that the quality of Physical Education depends on five factors which are: allocated time, available facilities and equipment, the content of the Physical Education curriculum, the number of children per teacher, and teacher competencies.

Among these factors, it was discovered that infrastructure, availability of resources and the inclusion of Physical Education on the timetable were most paramount to the successful implementation of Physical Education in primary schools. The availability of infrastructure and resources would ensure that various sporting facilities and equipment are procured. That would guarantee the element of diversity in sporting activities which may encourage participation of all the pupils. A well-equipped Physical Education storeroom, adequate playground space, sufficient time for a minimum of thirty minutes daily class instruction plus another thirty minutes of scheduled supervised play or recess period provide an ideal teaching-learning environment for Physical Education. Above all

else, good leadership is far more important than having good facilities because a creative teacher will always provide an developmental, and sound Physical Education lesson.

The inclusion of Physical Education on the timetable can only be done when the subject is taught on its own and examinable. The study discovered that most teachers and pupils supported the idea of Physical Education being an independent subject and examinable rather than the current situation where it is part of the Creative and Technology Studies for lower primary and paired with Expressive Arts for upper primary classes. Below is an example of the primary school Physical Education programme in Figure 2.



The Primary School Physical Education Programme
Source: Vannier et al. (1973: 153)

From the above illustration we can observe that the primary school Physical Education programme is an integral part of the total school curriculum. As such, it incorporates a broad series of movement experiences that aid the child in developing and refining movement abilities along with enhancing social, emotional, and mental development. The primary school Physical Education curriculum that is well planned, well taught, and based on the needs, interests, and capabilities of children is not an extra or ‘frill’ to the total school curriculum as is currently the case in Zambia. It is, however, a positive force in the education of the total child and contributes to one’s development in the following areas; neuromuscular skills, physical fitness, perceptual motor abilities, social and emotional behaviours, academic concept development and development of leisure time abilities (Vannier et al. 1973).

On teacher specialisation in teaching of Physical Education Vannier et al. (1973: 77) argued that “According to recent survey, increasingly Physical Education departments throughout the world are offering a major in elementary (primary) Physical Education on both the graduate and undergraduate levels. Some universities offer a choice for a major to become primary or secondary Physical Education specialists.” In Zambia this is also true because colleges and universities that offer diploma and graduate courses like Charles Lwanga College in Chikuni Mission in Southern Province and University of Zambia Great East Road Campus in Lusaka have specialised courses in primary teaching of Physical Education. That has helped a few schools though most of the graduates at university level have ended up as inspectors and supervisors of the subject at either district or provincial level defeating the purpose of the programme of having specialised teachers in the schools they are coming from or going to after graduation.

Since Physical Education is only a part of the total primary school programme, courses preparing teachers for this field should include many materials relating to the children’s growth and motor developmental patterns, basic needs, characteristics, as well as social and psychological factors which affect their developing self-image concepts and personalities. The programme should also help Physical Educators to be, gain knowledge and understanding of the fundamentals of human movement because it is the bases of most Physical Education for primary school learning. Specialised training helps teachers make their greatest educational contribution as a professional Physical Educator. The qualities most desired in a Physical Educator are the same as those desired in any other teacher only that for practical subjects like Physical Education we also emphasise safety of

both teacher and pupils as the learning space is wider than a regular classroom and equipment needs to be handled with knowledge. All good teachers in any field must have technical skills, personality, integrity and good health. They must have genuine and sincere feelings for pupils and people in general, in contrast to a feeling for things. They must know how to use desirable methods of democratic leadership, realising that a good leader is also a follower sometimes, and that a real leader aids others to develop good leadership traits. A teacher is like a good parent – both want to help children to help themselves to grow into strong, healthy, useful individuals and group members. Teaching Physical Education, above all else, requires much stamina. One has to be physically fit to withstand the wear and tear of being with children over a long period of time. Too often weary teachers project their own feelings of fatigue, disappointment, anger, and pent-up emotions upon children. Increasingly, Physical Educators must do themselves what they want others to do. If one wants to teach Physical Education, one must be well educated, as well as have a deep desire to help others become educated in this field of Physical Education.

On the aspect of inspection and supervision of teachers that teach Physical Education, it should be understood that the role of the supervisor should be that of guiding the teachers, and he or she will be most successful if democratic methods of leadership are used. Vannier et al. (1973:79) have argued that, “it is increasingly becoming the practice in many American schools for the classroom teacher, who may be unprepared to teach Physical Education, to be under the supervision of an experienced Physical Education specialist. Together the expert and novice in the specialised subject should plan, carry out and evaluate a Physical Education programme”.

Each district has a District Education Standards Officer in Zambia, and under him or her there are respective inspectors for various subjects. As the expert consultant, the supervisor should help all teachers grow in their understanding of the importance of skills in teaching children through physical activities. The supervisor should visit each school in the district at least twice a year to observe the effectiveness of both the teaching and learning, which are their strengths and weaknesses, and acting as a role model and a co-worker, then we could be assured the teacher will improve in those areas where assistance is needed.

The rural teacher in Chibombo District should be supervised under the poorest and best teaching situations and this would reduce teachers preparing special lesson plans just to impress the inspector. The true conditions of teaching Physical Education can only be observed once a friendly and understanding environment is created by the inspector or supervisor and that must prevail throughout the visit. Vannier et al. (1973:80) argued that, “‘snoopvision’ – as supervision was once called and practiced – is as outdated as teacher dominated classes and dictatorial school administrators”. It is imperative for the district officer to have a broad understanding of the Physical Education curriculum, has successful teaching methods, knows a great deal about the growth and development of children and can objectively evaluate teaching results in a Physical Education lesson. The inspector should be able to also conduct CPD programmes at least once a year so as to motivate and refresh the Physical Educators in the district.

The following are some of the duties of a supervisor or an inspector of Physical Education as tabulated by Vannier et al. (1973:81);

- Provide plan for development of philosophy and objectives with teachers as explained in the curriculum (and in Zambia as tabulated in the Zambia Education Curriculum Framework of 2013).
- Interpret various phases of teaching Physical Education and the programme, such as curriculum guides and tests or examinations to teachers.
- Read and comment on teachers’ lesson plans.
- Prepare bulletins for teachers.
- Develop standards for use of others to supervise instruction.
- Provide specialised resources upon which teachers may draw for meeting needs.
- Rate teachers with a rating scale.
- Assist teachers in development of skills and the use of all types of instructional materials.
- Develop a plan for self-analysis of teachers, such as checklist for teacher self-evaluation.
- Provide for inter-visitation of teachers.
- Do demonstration teaching.
- Work with teachers to help them do demonstration teaching.

- Hold conferences with teachers.
- Visit teachers in teaching situation.
- Confer with teacher-education institutions regarding in-service education.
- Participate in planning of workshops and Physical Education clinics.
- Participate in planning teachers' institutes.
- Promote professional growth of teachers by encouraging them to participate in professional organisations, to attend graduate schools, and so forth.

5.4. Summary

This chapter, the findings have been discussed in some depth in relation to the research objectives and questions. Comparisons with some other countries like the United States of America have been made and established that some of the challenges for a subject like Physical Education could be universal. The next and final chapter summaries and gives some recommendations based on the findings.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter focuses on the overall summary of the research based on the three research questions and strategies for enhancing the implementation of Physical Education in the primary school curriculum. Finally, recommendations are provided.

6.1 Conclusion

This research study sought to establish the factors affecting the implementation of Physical Education in the primary school curriculum in Chibombo District, which was broken down into three main objectives and research questions. The research found that the teachers had a positive perception on the teaching of Physical Education in the schools as almost all the teachers interviewed showed support for the subject.

The second objective was intended to ascertain the knowledge of the respondents (teachers and pupils) on the benefits of Physical Education. It was found that both the teachers and the pupils had sufficient knowledge on the benefits of Physical Education and they indicated that these perceived benefits contributed to physical fitness, sporting career development and entertainment for those that engage in it.

As regard to objective number three, it helped identify how the implementation of Physical Education is hampered by the lack of sporting infrastructure in schools, the inadequate and lack of funding for sporting activities, lack of specialist training in Physical Education among teachers. Pupils' and teachers' lack of interest in the subject and also the fact that the subject is non-examinable were others given for poor implementation of Physical Education in primary schools.

This study identified a number of strategies that can be put in place to enhance the implementation of Physical Education in schools which included; main streaming Physical Education in the school/class timetable; having Physical Education as an examinable subject; institutionalising the teaching of Physical Education in higher institutions of learning so as to produce professional Physical Education teachers besides the

universities. The eventual outcome of the inclusion of Physical Education in every education policy in Zambia is that it is just a lot of paper work and no action, consequently it may be the reason for poor performance in sport across all sporting disciplines. From this study it is evident that there is need to revisit the curriculum so as to let subjects stand on their own for clear assessment.

6.2. Recommendations

This study found a number of interesting answers to its research questions. After an analysis of the answers to the research questions the study found a number of policy implications. Thus this chapter offers implications for formulating a policy based on the findings which Blaike (2000), refers to as recommendations. These are as follows:

1. Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) should make Physical Education an examinable subject in primary schools. Currently the subject is taught and examined under the umbrella of Creative Arts and Technology Studies (CTS) and Expressive Arts as of 2014. Physical Education must be examinable so as to add value to the teacher, pupil and subject itself. Having gone through the examination papers for the past three years which are 2012 to 2014, there have been only two questions from Physical Education out of a paper of fifty questions. Even if a pupil skipped those two questions or got them wrong, there would be no negative impact on the pupil's results for as long as that pupil performs well in the rest of the questions.
2. Physical Education should be at par with other subjects and for it to be taken seriously. The weight given to academic subjects should also go to subjects like Physical Education. It is now proven beyond reasonable doubt that someone can make a living out of sport and as such the foundation must be laid down at school just as it is done for other career paths.
3. The training of Physical Education teachers should be institutionalised in higher institutions of learning as that would ensure that the teaching of Physical Education is done by professional teachers which would minimise the existing situation of generalist teaching of the subject. Not every teacher is gifted to be a scientist so it is equally true that not every teacher is gifted to be a Physical Educator. A lot of time and dedication goes in to being a very good teacher for Physical Education so the

training must also align to the task at hand. The bottom line is that teachers should be trained in specialised Physical Education.

4. All round, Physical Education infrastructure should be provided by the government so as to cater for the various games pupils are interested in. Leaving it to respective schools to provide for Physical Education when it is not so for academic subjects is an anomaly by the MOESVTEE.

5. Teachers should be encouraged to take Physical Education in in-service training. Refresher courses help a great deal with updates on both local and international levels so as to impart up to date information to pupils.

6. Supervision should also be rigorous and effective. Those who are meant to supervise and inspect should show seriousness as they do for academic subjects. From district level all the way to national level, there is human resource to take on such a task but the schools visited by the researcher could not remember when such a one ever came to do inspection.

6.3. Suggestions for Further Research

Based on the findings of this study, the following are some of the areas that warrant further research:

- This research was based on a rural setup. It would be important to research on schools in the urban setup.
- The current study was conducted for only government schools. For comparison's sake it would add value if a research could be conducted for private schools.
- This study among other things has indicated that Physical Education is integrated at all levels of primary education. Conducting a study why practical subjects are lumped together would help both the teacher educator and the pupil in so many ways.
- In this study it was observed that specialised teachers are not there in the primary schools which affects the teaching of Physical Education as teachers are not confident enough. A study should be conducted to investigate the generalised approach of training teachers for primary education in practical subjects like Physical Education.

- Further study could be on the curriculum itself so as to make non-academic subjects relevant to the primary school pupil in the *Zambian* education system.

6.4 Summary

The study has found that the implementation of Physical Education in the primary school curriculum in Chibombo is faced with numerous challenges. Most of these are issues of policy which need the major stakeholder, who is the *Zambian* Government, to address more than anything else if non-academic subjects are to be of any value in the education system in Chibombo.

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Thousand Oaks, California.

APPENDICES

APPENDIX I

Letter Seeking Authority to Conduct Educational Research

The University of Zambia

Directorate of Research and Graduate Studies

P.O. Box 32379

LUSAKA

U.F.S. The Provincial Education Officer

Central Region

KABWE.

U.F.S. The District Education Board Secretary

Chibombo District

CHIBOMBO.

TO: The Head teacher

..... Basic School

**RE: FIELD WORK FOR MASTERS' STUDENT: PATRICIA C.
MWASHINGWELE**

The bearer of this letter, Mwashingwele Patricia C. (Ms) computer number 512801631 is a duly registered student at the University of Zambia, School of Education.

She is taking a Masters of Education in Primary Education. The programme has a fieldwork component which she has to complete. She is seeking your authority to allow her carry out an educational research in the Schools within Chibombo District of Central Province.

Yours faithfully,

Mwashingwele Patricia C. (ID: 512801631)

APPENDIX II

Informed Consent Form

Dear Respondent,

This serves to give you an understanding of the purpose of this research and procedures that will be followed. Further implications for your participation are explained below. Finally, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

Thanking you in advance.

1. Description

This exercise is an educational research; the researcher is a student at the University of Zambia pursuing a Masters of Education in Primary Education. This research is a major requirement for the researcher to complete her programme. Therefore, this exercise is purely academic.

2. Purpose

The researcher wishes to find out what factors affect the implementation of Physical Education in the primary school curriculum in government Primary Schools. The researcher is interested in teachers' perceptions about physical education provision in the government primary schools, challenges faced by primary schools and the pupils' role in the provision of Physical Education in the primary schools. The researcher is also interested in the teaching and learning materials available which support the teaching of Physical Education in the primary schools.

3. Consent

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

4. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

5. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the research if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent

I have read and fully understood this document. I therefore agree to participate in this exercise.

.....

Signature

Date

APPENDIX III
INTERVIEW GUIDE FOR THE DEBS

1. Sex :.....
2. Number of years in service:.....
3. What is your highest academic qualification?.....
4. How do you adapt yourself to change?.....
5. In brief, what do you know about physical education provision?
.....
6. How do you rate physical education provision? Very good/good/bad /very bad
7. How many primary schools are implementing the Physical Education policy in your district?.....
8. Do schools have appropriate requirements for the provision of Physical Education?
Yes/No
9. If your answer to 8 is Yes, What have you put in place for the provision of Physical Education in the district?
10. If your answer to 8 is No, how is Physical Education being provided in schools?.....
11. What role do you play in the provision of Physical Education in this district?.....
12. How often do you conduct CPD meetings with Physical Education teachers in the district? ...
13. What could be some of the challenges faced by your office in implementing the Physical Education policy?
14. How often do you visit primary schools for monitoring purposes?.....
15. In your view, what other factors affect the provision of Physical Education in government primary schools?
.....
16. What do you think are some benefits of Physical Education in Zambia?.....

APPENDIX IV
QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

Dear Sir/Madam,

You are one of the few members of staff at your school who have been randomly/purposively selected to participate in this study, entitled 'Factors affecting the implementation of physical education in the primary school curriculum'. The information you will provide is in confidence. For anonymity's sake, you are not required to indicate your name on the questionnaire.

This study is being conducted under the supervision of The University of Zambia, School of Education.

Your cooperation and truthful responses to this questionnaire will be highly appreciated.

Instructions

You are required to tick [] the responses that are in agreement with your opinion in the brackets given. In some cases you have to write your responses in the spaces provided.

Please answer ALL the questions.

SECTION A

1. Sex

Male []

Female []

2. What is your age?

20-30 []

31-40 []

41-50 []

51 and above []

3. Marital status?

Married []

Single []

Divorced []

Separated []

Widowed []

4. What is your substantive position?

Head Teacher []

Deputy Head []

Senior Teacher []

Guidance Teacher []

Class Teacher []

Other specify.....

5. Number of years in service.

0-10 []

11-20 []

21-30 []

31 and above []

6. What is your highest academic qualification?

Certificate []

Diploma []

Degree []

Masters []

PhD []

SECTION B

7. Are you aware that Physical Education should be taught in government primary schools? Yes [] No []

8. What do you understand by compulsory teaching of Physical Education in primary schools?

.....
.....

9. Does your institution provide the teaching of Physical Education?

Yes [] No []

10. What is your view on the implementation of teaching Physical Education in the government primary schools? Very good [] Good [] bad [] not sure []

11. Do you support the teaching of Physical Education in primary school?

Yes [] No []

12. Give a reason for your answer in 11 above.

.....

14. Does your institution have trained staff in teaching Physical Education?

Yes [] No []

15. What is your view on the teaching of Physical Education by teachers not trained in the field? Very good [] Good [] bad [] not sure []

16. Have you attended any CPD on Physical Education? Yes [] No []

17. How do you rate the primary school infrastructure for Physical Education in your school?

Very good [] Good [] bad [] not sure []

18. What could be some changes you would want to see in the teaching of Physical Education in the primary school?

.....
.....

19. What could be some challenges of implementing Physical Education in government primary schools?

.....
.....

20. What are some benefits of Physical Education?

.....
.....

21. In your view, what other factors affect the teaching of Physical Education in the government education system?.....

22. How do you rate the implementation of the teaching of Physical Education in the primary school?

Very good [] good [] bad [] very bad []

APPENDIX V
INTERVIEW GUIDE FOR PUPILS IN THE PRIMARY SCHOOLS

1. What games do you play in this school?

.....
.....

2. What do you understand by 'Physical Education'?

.....
.....

3. Are you aware that you are supposed to learn Physical Education like any other subject?

4. If yes, in what type of activities would you want to participate?

.....
.....

5. What do you think are the benefits of Physical Education?

.....
.....

6. What are some challenges that you face when taking part in Physical Education?

.....
.....

7. In your view, what other factors affect the teaching and learning of Physical Education in government primary schools?

.....

8. Make some suggestions on improving the teaching and learning of Physical Education.

Thank you.