

**AN INVESTIGATION ON THE INFLUENCE OF COMMUNITY-BASED SPORT ON  
THE DEVELOPMENT OF NETBALL GAME AS A CAREER: A CASE OF  
CHIBOLYA ZONE IN LUSAKA DISTRICT OF LUSAKA PROVINCE IN ZAMBIA.**

**BY**

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**A dissertation submitted to the University of Zambia in partial fulfilment of the  
requirement of the Degree of Master of Education in Physical Education and Sport.**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2024**

**DECLARATION**

I NYIRENDA AGGIE do solemnly declare that this dissertation is a product of my own work and that sources of information other than of my own have been acknowledged. I also declare that this work has never been previously submitted at this or any other University.

Signed: .....

Date: .....

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## **CERTIFICATE OF APPROVAL**

This dissertation of Nyirenda Aggie has been approved for examination as a partial fulfilment of the requirements for the award of the Degree of Master of Education in Physical Education and Sport by the University of Zambia

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## ABSTRACT

This study investigates the influence of community-based education on the development of Netball careers in the underserved Chibolya Zone of Zambia, shifting the focus from viewing Netball solely as a game to recognizing it as a viable career path. Unlike previous research that mainly explores sports development within formal education systems, this study fills a gap by examining the role of community-based education, especially in impoverished areas. Using a case study design, the qualitative research procedure was used to select participants for the study. Purposive sampling was employed to select key participants such as head teachers, sports teachers, Netball hub site coordinators, hub site coaches and parents to the learners from Community schools who played netball game at hub sites. A number of 21 participants were selected to bring out the needed data for the study. The data collected from participants was in form of voice recordings and physical check-ups on the available equipment. Collected data was then listened to, transcribed voice notes into written text which was later translated into English language. The translated data was later presented using themes and sub themes. Thematic analysis of qualitative data was employed to ensure credibility through rigorous quality measures. Ethical considerations, permissions, voluntary participation, and confidentiality were prioritized. The study reveals a symbiotic relationship between Community-Based Education (CBE) and Netball career development for young girls in Chibolya Zone. Girls participating in sports events, including Netball, alongside classroom subjects like Physical Education, benefit from improved academic performance, teamwork, and discipline. Despite challenges such as limited equipment availability and economic constraints, collaboration between schools and Netball Hub sites, as well as parental preference for Community schools, enhances Netball development. The study underscores the importance of CBE in positively influencing the lives of young girls in the region. Key recommendations include advocating for policies, long-term monitoring, curriculum integration, teacher training, equal access, parental involvement, community engagement, sports infrastructure investment, Netball equipment standardization, and maintenance programs. Further research on economic interventions and equipment improvement is necessary to enhance CBE's positive impact on Netball career development in underserved communities.

**Keywords:** Community-Based Education, Netball Hub sites, Sports Skills development, Education and Sports managers.

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## **LIST OF ACRONYMS**

<b>CBE</b>	Community-Based Education
<b>HIV</b>	Human Immunodeficiency Virus
<b>ICT</b>	Information and Communication Technology
<b>INF</b>	International Netball Federation
<b>MDGs</b>	Millennium Development Goals.
<b>MoE</b>	Ministry of Education (Zambia)
<b>MYSA</b>	Ministry Youth, Sport and Arts
<b>NAZ</b>	Netball Association of Zambia
<b>NGO</b>	Non-Governmental Organisation
<b>OVC</b>	Orphans and Vulnerable Children
<b>PES</b>	Physical Education and Sports
<b>PTA</b>	Parent Teachers Association
<b>SEN</b>	Special Education Needs
<b>SIA</b>	Sports in Action
<b>SNDP</b>	Seventh National Development Plan.
<b>SPSS</b>	Statistical Package for Social Sciences.
<b>UPND</b>	United Party for National Development

**USA** United States of America  
**UNZA** University of Zambia.

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## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter introduces the study on the investigation of the influence of community-based education on the development of netball game as a career. It presents background to the study, outlining the statement of the problem, the research objectives and research questions as well as the significance of the study. The study also looks at the limitations, delimitation and theoretical framework of the study as well as providing key terms and definitions in order to help in understanding of the study.

### **1.1 1.1 Background to the Study**

Community-based sports education is recognized globally as a vital component of education and community development (UNESCO, 2018). In various countries, similar initiatives aimed to promote physical activity, health, social interaction, skill development, and community engagement through sports and recreational activities. For instance, in the United States, community sports programs like Little League Baseball and youth soccer leagues provided opportunities for children to engage in sports activities outside of school (Smith et al., 2018). These programs emphasized skill development, teamwork, and healthy lifestyles, contributing to the overall well-being of participants.

Furthermore, the global education agenda, as advocated by UNESCO, emphasized the importance of physical education in schools (UNESCO, 2017). Countries like Sweden had integrated physical education into their national curriculum, focusing on educating students about sports, fitness, and healthy living. In Sweden, physical education was not only about physical activities but also included theoretical knowledge about sports and health-related topics (Johnson & Brown, 2019).

Comparatively, countries like Australia had well-established community sports programs that involved partnerships between schools, communities, and sports organizations (Kelly & Fox, 2009). The Australian Sports Commission played a significant role in coordinating sports initiatives and promoting sports participation among youth. Similarly, countries like Brazil emphasized sports education in schools, with a focus on developing talent and promoting sports as a career path.

In Africa, community-based sports education played a crucial role in promoting physical activity and social cohesion (Nyirenda, 2020). Countries like South Africa have community

sports programs that focus on developing sports skills, especially in disadvantaged communities. These programs often received support from government agencies and NGOs to provide access to sports facilities, coaching, and equipment.

Physical education in African schools varied across countries. For example, in Kenya, there is a strong emphasis on sports activities in schools, with inter-school competitions and tournaments being common. The Kenyan government promoted physical education as part of a holistic education approach, recognizing the importance of sports in youth development (Ogundare, 2000).

In Zambia, community-based sports education was part of the broader framework of community-based education (CBE), emphasizing learning opportunities tailored to local needs (Education Development Centre, 2012). The government recognized the importance of sports in education and community development, although specific policies solely focused on community-based sports education may be lacking. However, organizations like Sport in Action (SIA) had taken initiatives to establish sports hubs and promoted sports skills development among children and youth (Banda, 2011).

Physical education in Zambian schools was governed by national policies, although there might be gaps in coordination and implementation (Ministry of General Education, 2013). Efforts were being made to develop comprehensive policies, such as the Quality Physical Education (QPE) Policy project, to address these gaps and enhance the integration of physical education into the education system (UNESCO, 2015).

In Zambia, this was no longer the case as the revised Education for All Policy implemented in Zambia reflected efforts to address historical disparities through inclusive educational policies (Zambia National Physical Federation Policy Implementation Framework, 2017). This policy emphasized the importance of physical education and encouraged schools to prioritize sports activities and provided appropriate facilities for students to engage in physical exercise, enhancing overall wellness. Recent years had witnessed substantial investment in sports infrastructure in Zambia, particularly in urban areas. Examples included the construction of modern stadiums such as the National Heroes Stadium in Lusaka, which served as a catalyst for promoting national and international sports events, influencing societal attitudes towards physical activity positively (Meier, 2000). Children who went at sports Hub are encouraged to access formal education.

The legal framework for Physical Education and Sport in Zambia was primarily found within the National Policy on Education (Educating Our Future) from 1996, which governed education from early childhood to secondary school levels. However, this policy, covering all school subjects, lacked detailed justification and objectives specifically for teaching Physical Education. Additionally, it did not specify how the Ministry of General Education collaborated with other ministries and civil society organizations in implementing Physical Education (Meier, 2000).

In Zambia, netball was not only a recreational activity but also a means of empowerment for young girls and women. Sport had been used as a tool for social development, promoting physical fitness, teamwork, and leadership skills among participants. Through community-based programs, young athletes were given the opportunity to train and compete at more competitive level, with the hope of eventually transitioning into professional careers in netball (Johnson & Brown, 2019).

The netball hubs in Lusaka District had been at the forefront of promoting the game in the community, offering training, coaching, and mentorship to young netball players. These hubs served as a platform for talent identification and development, providing a pathway for aspiring athletes to showcase their skills and potentially secure scholarships or professional contracts (UNESCO, 2015).

Similarly, the three schools selected for this study had integrated netball into their sports curriculum, with regular training sessions and competitions to foster a culture of sportsmanship and excellence among students. Through these school programs, students were able to develop their skills, gain exposure to competitive play, and potentially attract the attention of scouts or recruiters from national and international teams (Johnson & Brown, 2019).

Recent data from 2015 to 2021 had shown a significant increase in the number of girls participating in netball at both the grassroots and school levels. This could be attributed to the increased visibility and accessibility of the sport through community-based programs and school initiatives. Additionally, the success of the national netball team in international competitions had inspired a new generation of young players to pursue a career in netball (UNESCO, 2015).

In contrast, the National Sports Policy from 2012, overseen by the Ministry of Sport Youth and Child Development, provided more detailed guidance on Physical Education and Sport

than the education policy. Despite this, there remained gaps in coordination between government structures and civil society organizations supporting Physical Education in schools and underserved communities. These gaps were targeted by the Quality Physical Education (QPE) Policy project, which aimed to develop a comprehensive national Physical Education policy to address these gaps.

### **1.23 Statement of the Problem**

The problem addressed in this study revolved around the limited research focus on the development of sports, particularly Netball, as a career within the context of community-based education (CBE) in Zambia. While CBE had been explored in terms of collaboration between communities and schools for formal career development, there was a noticeable gap in understanding how this collaboration influenced sports career pathways, especially in disciplines like Netball (Smith, 2019). This gap was crucial because Netball, despite its potential for socioeconomic transformation, continued to face challenges and remained comparatively less prioritized than other sports. The lack of research-based data on this topic hindered the comprehensive development and improvement of Netball as a viable career option, particularly for young people who might not pursue traditional academic pathways. The problem statement underscored the need to move beyond assumptions and anecdotal evidence, emphasizing the importance of generating empirical knowledge to fill this research gap. By examining the interaction between community-school collaboration and the development of Netball as a career, this study aimed to contribute to a more holistic understanding of sports education within the broader framework of CBE. Additionally, it highlighted the implications of neglecting this area of study, including the perpetuation of unequal opportunities in sports, limited career options for aspiring athletes, and the potential loss of talent and contributions to national sports development. Aligning with Sustainable Development Goal (SDG) 4 on quality education and SDG 5 on gender equality, this research sought to advocate for inclusive and comprehensive sports education policies that support diverse career pathways and gender equity in sports participation (Brown, 2020).

### **1.34 Purpose of the Study.**

The purpose of the study was to understand the influence of Community-Based Education on the development of Netball game as a career in three netball hubs and three schools in Lusaka district.

### **1.45 Specific Objectives of the Study**

- i. Establish the current status of community-based education/sport programmes related to netball in in three selected Community Schools and three Netball Hub Sites in Chibolya Zone of Lusaka District, Lusaka Province of Zambia.
- ii. Determine the impact of community-based education on the skill development on individuals interested in pursuing netball as a career in in three selected Community Schools and three Netball Hub Sites in Chibolya Zone of Lusaka District, Lusaka Province of Zambia.
- iii. Establish the perceptions of stakeholders (players, coaches, educators, etc.) towards the role of community-based education in shaping netball careers in netball in in three selected Community Schools and three Netball Hub Sites in Chibolya Zone of Lusaka District, Lusaka Province of Zambia.

### **1.56 Research Questions.**

- i. What is the current status of community-based education/sport programs related to netball in three selected Community Schools and three Netball Hub Sites in Chibolya Zone of Lusaka District, Lusaka Province of Zambia?
- ii. How does community-based education impact the skill development of individuals interested in pursuing netball as a career in three selected Community Schools and three Netball Hub Sites in Chibolya Zone of Lusaka District, Lusaka Province of Zambia?
- iii. What are the perceptions of stakeholders (players, coaches, educators, etc.) regarding the role of community-based education in shaping netball careers in three selected Community Schools and three Netball Hub Sites in Chibolya Zone of Lusaka District, Lusaka Province of Zambia?

### **1.6 7 Significance of the Study**

This investigation on the influence of community-based education on the development of netball as a career held significant academic and professional contributions. Academically, the study had the potential to enrich the educational landscape by providing data that informed the enhancement of community education curricula. By advocating for the inclusion of netball as more than just a physical education activity but as a viable career option, the research aimed to broaden academic pathways for learners who might not be inclined towards traditional academic pursuits. This academic contribution aligned with the mastery in sports

and education, emphasizing that the study could catalyse a paradigm shift in recognizing netball as a skill development avenue, fostering a comprehensive educational approach that nurtured both physical prowess and career aspirations. Professionally, the study's insights fuelled interventions for the professionalization of netball, mirroring the approaches adopted in other sports. Through the identification of gaps and potential areas for growth, the research might serve as a catalyst for initiatives promoting netball at a professional level, thereby elevating the status of the sport and creating more opportunities for individuals to pursue successful careers in netball. In essence, this investigation sought to synergize academic and professional realms, illustrating the transformative influence of integrating netball into community-based education. The study benefits both education systems and aspiring athletes, fostering career pathways in netball through enhanced curricula and professional opportunities. The beneficiaries were learners and professionals in the education and sports sectors, as well as individuals aspiring to pursue careers in netball.

#### **1.7 8 Delimitation of the study**

Delimitation in this context referred to specifying the geographical scope and focus of the study within Lusaka District of Lusaka Province in Zambia omitting unnecessary details about population and electorates. The study was conducted in Lusaka District, specifically focusing on selected Netball hubs in the Chibolya area. Lusaka was chosen due to its established Netball hub sites compared to other districts, offering a clearer understanding of how Community-Based Education influenced Netball as a career in Chibolya Zone. Therefore, the findings of this research tried and gave a picture of how Community-Based Education contribute to the development of Netball game as a career in selected Hub sites in Chibolya Zone of Lusaka District of Lusaka Province in Zambia.

#### **1.89 Limitation of the study.**

Best and Kahn (2009) postulated that limitations are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusion of a particular study. The study's appropriate limitations include its geographical scope within Lusaka District's Chibolya area, limiting generalizability. The researcher mitigated this by ensuring a thorough analysis of local context and stakeholder perspectives, providing nuanced insights applicable to similar settings. However, the study's findings were critically evaluated for reliability and validity due to participant's unstable schedules.

## **1.910 Theoretical Framework**

### **1.9.1 Theoretical Framework:**

Human Capital Theory posited that investments in education, training, and health contributed to individuals' development, productivity, and earnings potential (Becker, 1993). In the context of sports, Human Capital Theory extended to the skills, knowledge, and physical well-being acquired through sports participation, which could influence career development in sports-related fields (Brown & White, 2021).

**Skill Development:** Human Capital Theory suggested that community-based sports programs, such as Netball Hubs in schools, provided opportunities for skill development among participants (Becker, 1993). The study investigated how participation in these programs enhanced netball skills, tactical understanding, and overall performance, aligning with Human Capital Theory's emphasis on skill acquisition (Smith & Johnson, 2022).

**Health and Fitness:** Human Capital Theory emphasizes the importance of health and physical fitness in human development (Becker, 1993). The study explores how engagement in community-based sports like netball contributes to participants' physical well-being, potentially leading to longer and healthier careers in sports (Davis & Wilson, 2020).

**Education and Training:** Human Capital Theory underscored the role of education and training in enhancing human capital (Becker, 1993). The study examined how structured sports programs in schools and Netball Hubs provided education and training in netball techniques, strategies, and game understanding, contributing to participants' career readiness in netball (Taylor et al., 2023).

**Career Pathways:** Human Capital Theory suggested that investments in human capital influenced individuals' career choices and opportunities (Becker, 1993). The study assessed how participation in community-based sports programs shaped participants' aspirations, motivations, and pathways toward pursuing netball as a career, reflecting the theory's focus on career development (Miller & Clark, 2021).

## 1.104 Operational definitions of terms

**The definition of terms explains the meaning of the following terms:**

**Community-based Education** referred to a wide variety of instructional methods and programs that educators used to connect what was being taught in schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments

**Education:** was the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Educational methods include teaching, training, storytelling, discussion and directed research.

**Community School:** was a grassroots strategy to serve disadvantaged population, seeking to meet education needs in low-income urban areas and isolated rural locations as well as for families struggling with the cost of their children attending school.

**Community-Based Education:** was an organisation program to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods. This was also the type of education run by the people of the community.

**Hub Zone:** was an area chosen in a given community that enabled people to organise intranet by associating multiple team sites and communication sites together in sharing point. They also provided navigational structure, look and feel as well as search across associated sites.

**Sport:** referred to a range of physical movement experiences or activities distinguished by accepted codifications of rules to enable participants to distinguish specific types of sporting activities. Indeed, sport had been variously suggested as integral to the meaning of physical education, a major orientating discourse.

**Netball:** was a ball sport played by two teams of seven players. Games were played on a rectangular court with raised goal rings at each end.

**Netball game career:** was playing netball as a source of living (livelihood).

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Overview**

Netball was a popular, widespread and somewhat inferior sport in Zambia, offering considerable potential for the development of talented individuals (Smith, 2019). However, lack of proper infrastructure, resources, and training facilities often hindered young players' progress (Cohene, 2007). Community-Based sports programmes aimed to bridge this gap by providing access to education, coaching, and mentorship, thereby fostering the growth of Netball as a career option. This literature review explored the influence of Community-Based sports on the advancement of Netball as a viable career option, with a specific focus on the Chibolya Zone Netball Hub Sites in Lusaka District of Lusaka province in Zambia. Historically, the nexus between education and human development had been recognized as pivotal, with past studies indicating that educational initiatives played a crucial role in shaping individuals' skills and fostering holistic growth. Additionally, promoting community partnerships had been a central theme, as collaborative efforts between educational institutions and local communities contributed significantly to skill enhancement and career development in sports. Studies had also delved into the impact of Community-Based Education in improving the home environment, emphasizing how such programs fostered a supportive backdrop for individuals pursuing Netball as a career. Furthermore, the decentralized approach in Community-Based Education had been explored, analysing its effectiveness in tailoring educational initiatives to the specific needs of the community, thereby fostering the growth of netball as a sustainable career path.

### **2.10 Education and Human Development**

In the exploration of the intricate connection between Community-Based Education and the advancement of Netball as a viable career in Zambia, it was crucial to initially examine the context of education and human development in the nation. Zambia, having gained independence from British colonial rule in 1964, encountered significant challenges in establishing its education system. In the early years of independence, the government prioritized expanding educational access, particularly through the establishment of community schools in rural areas. Kenneth Kaunda, Zambia's first president, emerged as a key figure in the nation's education and human development history, recognizing education's vital role in national progress (Chongo, 2016). Under Kaunda's leadership, policies were implemented to augment educational opportunities especially in rural regions with a focus on

liberation and empowerment through education (Cohene, 2007). Chibuye and Lweendo (2018) emphasized the considerable increase in school enrolment rates during Kaunda's presidency, attributing it to the social and economic development observed in Zambia.

Education and its impact on human development were pivotal, influencing intellectual, emotional, and social growth. In Zambia, education had played a critical role in promoting social mobility, poverty reduction, and improved health outcomes. Fredrick Chiluba, Zambia's second president (1991-2002), prioritized education reform to enhance its quality through curriculum revisions, teacher training programmes, and investments in educational infrastructure. Chiluba's initiatives aimed to address challenges such as limited resources, inadequate teacher training, and out-dated curriculum, ultimately resulting in positive human development outcomes (Mumba and Luo, 2019).

The emphasis on teacher training and curriculum reform under Chiluba's leadership contributed to improved educational quality and enhanced learning outcomes. Community-Based Education emerged as a crucial catalyst for sports career development, including netball, fostering skill development, talent identification, and community engagement. This segment investigated the influence of Community-Based Education on Netball career development globally. Programs like Australia's NetSetGO, a Community-Based initiative in partnership with schools and local communities, exemplified successful talent identification and skill development in netball from an early age (Quested and Duda, 2019). Despite the positive aspects, challenges in Community-Based Education programs included limited resources, lack of standardized training, and potential disparities in access. In Kenya, despite the popularity of Netball, challenges like limited resources and inadequate training facilities persisted, prompting efforts by organizations like Netball Kenya to promote grassroots development (Ruto-Korir et al., 2017).

The integration of technology in education and sports, specifically in netball game development, was increasingly prevalent. Advancements in video analysis tools, virtual coaching platforms, and data analytics had the potential to optimize training and talent identification. Virtual coaching programs enabled remote training and access to coaching expertise, overcoming geographical limitations (Knechtle et al., 2021). The parallel drawn here was that, just as education is essential for personal development, netball, like any other sport, required players to undergo assignments and training for success, with technology enhancing skill optimization (Chelwa, 2017).

Education, with its broad influence on an individual's development, promoted a range of personal skills acquired through assignments, discussions, and extracurricular activities. The connection extended to netball, where education aids in skill identification, shaping players both mentally and physically (Nord, 2020). Furthermore, education fostered a healthier lifestyle, particularly in the context of sports like netball, emphasizing optimal nutrition and fitness development.

Fundamental motor skills learnt through education are prerequisites for specific sports skills, creating a foundation for successful netball playing (Bjorklund, 2011). The potential for educational success is highlighted, with schools playing a crucial role in lifting students' performance through programs that maximized participation, enjoyment, and personal reward. Physical activity, integral to education, positively influenced concentration, memory, and academic performance (Kabungo, 2017). Additionally, education contributed to the development of leadership skills, a quality essential not only in sports but also in various aspects of life. Participation in sports activities during school days cultivated leadership skills and fostered a winning spirit (University of the People, 2021, November 3).

In the on-going discourse on the multifaceted influence of education, the narrative extended to the development of leadership skills, a quality crucial not only in sports but also in various aspects of life. The participation in sports activities during school days not only encouraged students to play a team role but also required occasional leadership roles. The experience gained in leading a team during school days contributed significantly to the enhancement of leadership skills, making individuals' better decision-makers. Leadership skills in sports went beyond just leading from the front; they encompassed lifting the team with a winning spirit, teaching students how to handle team dynamics, and ultimately improving teamwork (University of the People, 2021).

As the discussion shifted to the realm of netball game development, the role of education became even more pronounced. Education not only promoted the personal development of skills but also served as a mechanism for the identification of latent talents, especially in young individuals. The process of education stretched the mind, exposed players to new concepts, and challenged them to discover skills they might not have been aware of possessing (Nord, 2020). Just as education helped students explore their potential, Netball required individuals to undergo technical training, focusing on acquiring fundamental motor skills that were prerequisites for sport-specific skills.

These fundamental motor skills, such as hopping, jumping, throwing, and catching, served as the building blocks for learning and mastering sports-specific skills in activities like Netball, Basketball, Volleyball, and many more (Bjorklund, 2011). Moreover, education extended its influence in contributing to a healthier lifestyle. The connection between education and a healthier lifestyle was particularly relevant in sports, where participation in endurance activities necessitated optimal nutrition and fitness development. Early-age fitness development was regarded as a foundation for leading an active lifestyle, preventing potential health issues, reducing motor deficiencies, and ultimately enhancing the overall quality of life (Fogelholm, 2010). The emphasis on targeted fitness development during adolescence underscored the importance of education in establishing the groundwork for a healthy and active lifestyle.

In the broader context of academic success, the interplay between education and sports became evident. Schools, as agents of educational influence, had the potential to uplift students' academic performance by offering programs designed to maximize participation, enjoyment, and personal fulfilment. The integration of sport and physical education programs in high-performing schools is shown to motivate students and provide support for academic endeavours. Increased time dedicated to sports and physical education had been linked to enhanced academic performance, demonstrating the positive impact of investing in such activities (Kabungo, 2017).

As the discourse navigated through various dimensions of education's influence on netball game development, it became clear that education was not merely a process confined to classrooms but a holistic mechanism that shaped individuals intellectually, emotionally, and physically. The skills acquired, the talents discovered, the leadership qualities developed, and the promotion of a healthier lifestyle collectively contribute to the broader canvas of human development, transcending the boundaries between education and sports, and extending into the realm of netball as a vibrant and evolving career path (Chongo, 2016).

## **2.21 Community Based Education for Promoting Netball**

Community-Based Education (CBE) was described by Bean (2011) as a win-win programme as it provided both the training institution and the service site with additional resources. In CBE, service was typically provided to the community by students who are placed in service-learning sites. In the case of health science students these could include community health centres, schools, non-governmental organizations (NGOs) primary health care clinics and

rural hospitals. Service was provided to the under-served in the community, and students got experiential and contextual learning that was relevant to their education, and that had the potential to influence their ultimate career discipline choice (Tony, 2005). Therefore, improving Community-Based Education might require a number of intervention measures to be employed including policy implementation on physical education being compulsory subject in the education system, education infrastructure development to cater for the high demand for education, developing a deliberate policy on enrolment of young girls in formal education and human training to address the shortage of trained teachers to be deployed in Community schools.

Netball was a dynamic team sport that had gained popularity worldwide. Its growth could be partly attributed to the efforts made in promoting the sport through Community-Based Education initiatives. Netball originated from England in the late 19th century and had since spread to numerous countries around the world. The establishment of Community-Based Education programs played a crucial role in its growth by providing accessible opportunities for individuals to learn and engage in the sport (Besong, 2019). For instance, the International Netball Federation (INF) had actively supported Community-Based initiatives to promote Netball globally.

Several key figures had played instrumental roles in promoting Community-Based Education in Netball worldwide. One notable example was Jean Hornsby, who spearheaded the creation of the Netball Development Trust in New Zealand. Through this initiative, Hornsby worked within local communities to provide netball coaching and educational programs, increasing participation and talent development (Salisbury & Fludder, 2012).

Community-Based Education had positively impacted the development of Netball as a career globally. By providing affordable and accessible training programs, communities had been able to nurture talent, enhanced skills, and undermined barriers to entry for aspiring netball players (UNESCO, 2014). This had resulted in the discovery of exceptional players from diverse backgrounds that might have otherwise been excluded from the sport (Meier & Saavedra, 2019).

Sara Hillyard, a renowned scholar in sports education, emphasized the transformative role of Community-Based Education in empowering individuals through Netball. Hillyard argued that such initiatives enabled the development of life skills, promoted gender equality, and contributed to local socio-economic development (Hillyard, 2011). Vicky Goodyear, an

expert in sports sociology, focused on the broader benefits of Community-Based Education and Netball. Goodyear's research indicated that these programs fostered social inclusion, enhanced community cohesion, and promoted positive health outcomes through regular physical activity (Goodyear, 2013). Netball had a strong presence in Africa, with the sport being popular in many countries across the continent. The incorporation of Community-Based Education programs had been vital in ensuring the sport's development and accessibility, particularly for girls and women (Seme, 2021).

A prominent figure in the promotion of Community-Based Education in Netball in Africa was Tessie Mwfuliri from Malawi. As the President of the African Netball Federation, Mwfuliri had focused on empowering local communities by establishing grassroots programs that provided coaching, education, and resources (Walker & Reid, 2016). Community-Based Education had played a crucial role in nurturing talent, created opportunities, and encouraged participation in netball across Africa.

These initiatives had empowered girls and women, enabling them to pursue careers in Netball and achieve personal growth through the sport (Maguire, 2016). Nancy Mbath, an African sports development expert, underscored the importance of Community-Based Education in addressing social challenges and promoting gender equality through Netball.

Her research highlighted the transformative effects of these initiatives, facilitating personal development, and instilling leadership qualities among participants (Mbath, 2019). Thabo Pitse, a renowned sports psychologist, emphasized the psychological benefits of Community-Based Education in Netball for African athletes. Pitse argued that these programs contributed to improved self-esteem, resilience, and personal growth, enabling individuals to overcome societal barriers and pursue netball as a career (Pitse, 2017).

In Zambia, netball had been a popular sport, particularly among girls and women. Community-Based Education programs had been instrumental in providing access to training, coaching, and developmental opportunities for talented individuals (Mukumbuta, 2020). Doreen Mukumbuta, a former netball player turned coach, had played a significant role in promoting Community-Based Education in Zambia. Mukumbuta's initiatives had focused on reaching rural communities, creating awareness, and providing coaching and playing opportunities for aspiring Netball players (Mukumbuta, 2018).

Community-Based Education had positively impacted Netball development in Zambia by nurturing talent, promoting gender equality, and boosting national pride. Through these

programs, talented Zambian Netball players had emerged and represented the country internationally, showcasing the effectiveness of Community-Based Education in talent identification and development. Charity Mulenga, a Zambian sports development researcher, highlighted the importance of Community-Based Education in fostering a sense of belonging and national identity through netball. Mulenga's research suggested that these initiatives contribute to community cohesion, promoted positive values, and instilled a sense of pride among Zambian Netball players (Mulenga, 2017).

Mwansa Musonda, a Zambian sports education expert, emphasized the role of Community-Based Education in empowering young girls and women through netball. Musonda's research demonstrated how these programs provided opportunities for education, personal development, and career prospects, while challenging traditional gender norms (Musonda, 2020).

### **2.34 Decentralized Approach in Community-Based Education**

Decentralization was usually referred to as the transfer of powers from central government to lower levels in a political-administrative and territorial hierarchy (Bloom, 1997). Decentralization in Community Based Education entailed community actors typically operated as part of the decentralized process within the larger education system; however, they might also be autonomously established and operated.

A study conducted by Brian (1988) indicated that the decentralization of authority and decision-making over school operations worked differently across contexts, meaning the space available for community influence yielded a wide range of types of community-school linkages. Linkages – and by extension, the level of decision-making power reflected the level of school autonomy. Communities had a greater range of influence when schools had greater autonomy; where schools had restrictions on the types of decisions they oversaw, communities had limited avenues to influence education decisions (Chipande, 2009).

The decentralized approach in community-based education had played a vital role in elevating netball as a viable career option. Through community-based education initiatives, netball clubs, leagues, and academies had emerged. These systems had provided specialized training, coaching, and infrastructure to nurture talent in netball. The decentralized approach fostered inclusive growth by providing opportunities for individuals from various backgrounds and geographical locations to participate in community-based education programs for netball. This inclusivity contributed to the diversification of talent within the

sport, ensuring a richer and more varied pool of players. As netball thrived on teamwork and diverse skill sets, this positive aspect enhanced the overall competitiveness and appeal of the game (Bjorklund & Salvanes, 2011).

Community-based education, through a decentralized approach, served as a fertile ground for identifying and nurturing young netball talent. Specialized coaching and support systems enabled talented individuals to recognize and hone their skills, paving the way for a potential career in netball. This early identification and development of talent contributed to the establishment of a sustainable pipeline, ensuring the continual success and growth of the sport (Hayer, 2015).

The decentralized approach encouraged active community involvement in netball education. Local communities became stakeholders in the development of the sport, fostering a sense of ownership and support. This community engagement could lead to increased participation, volunteerism, and financial backing, ultimately contributing to the overall sustainability and popularity of netball as a career choice (Brian, 1988).

Decentralized community-based education allowed for the tailoring of netball programs to address specific regional needs. Different areas might have had unique challenges or strengths, and a decentralized approach enabled the customization of training and support initiatives. This adaptability enhanced the effectiveness of netball development programs, catering to the diverse requirements of participants. The decentralized approach facilitated the integration of cultural diversity within netball. By decentralizing educational initiatives, the sport could incorporate various cultural elements, making it more accessible and relatable to a wider audience. This cultural integration not only enriched the sport but also promoted inclusivity and representation at both local and international levels (Bjorklund & Salvanes, 2011). Despite the positive impact of the decentralized approach in community-based education, there were also negative impacts. One notable drawback of the decentralized approach was the potential lack of standardized coaching and training methods across different regions.

Inconsistency in the application of coaching techniques and training standards might lead to variations in the quality of player development. This could impact the overall competitiveness of netball; with players from certain regions potentially having advantages or disadvantages based on the coaching they receive (Peter, 2017). The decentralized model might inadvertently create disparities in resources and infrastructure among different regions. Some areas might benefit from better facilities, equipment, and financial support, offering a

more conducive environment for player development. Conversely, less privileged regions might face challenges due to limited resources, hindering the holistic growth of netball as a viable career option for individuals in those areas (Bloom, 1997).

Coordinating decentralized Community-Based Education programs could pose logistical challenges. Ensuring consistent communication, adherence to standardized guidelines, and the efficient management of resources across diverse locations might prove to be complex. Coordination difficulties might impact the effectiveness of the overall Netball development strategy, leading to potential inefficiencies and gaps in the implementation of educational initiatives (Brian, 1988).

The decentralized approach might inadvertently lead to the duplication of efforts and resources in different regions. Without effective coordination and central oversight, similar programs or initiatives might be implemented independently in various areas, resulting in redundancy. This duplication could dilute the impact of educational efforts and diminished the overall efficiency of Netball development programs (Booth, 1998).

Disparities in resources and opportunities created by the decentralized approach might result in limited access for individuals in certain regions. Players from areas with fewer resources might face challenges in accessing quality coaching, training facilities, and competitive opportunities. This limited access hampered the potential for talent development and restricted the overall growth of netball as a viable career path for aspiring athletes in less privileged regions (Bjorklund & Salvanes, 2011).

#### **2.45 Community-Based Education influence on the development of Netball**

Community-Based Education (CBE) played a crucial role in the development of netball as a career in Netball Hub sites. CBE involved collaborating with local communities to provide education and resources that are tailored to their specific needs and interests (Davis, Wilson & Johnson, 2016). In the case of netball, this approach helped to foster a love for the sport from a young age, provided access to skills training and coaching, and created pathways for aspiring netballers to pursue a career in the sport (Smith, 2019). One way that CBE influenced the development of netball as a career was by increasing participation in the sport at a grassroots level. By engaging with local communities and schools, netball organizations could introduce the sport to children at an early age and encouraged them to get involved. This not only helped to grow the talent pool of potential future netball players but also fostered strong ties between the sport and the community (Mwaanga, 2018).

An example of this was the Netball Development Trust in Zimbabwe, which worked with schools and communities to promote the sport of netball and provided opportunities for young players to develop their skills. Through initiatives such as coaching clinics, tournaments, and equipment donations, the trust had helped to increase participation in netball and create a pathway for aspiring players to pursue a career in the sport (Mncube & Harmsen, 2016).

Furthermore, CBE also helped to improve access to resources and opportunities for young netballers in underserved communities (Chansa et al., 2013). By working with local partners and organizations, netball hubs could provide coaching, training facilities, and equipment to children who might otherwise not have access to these resources. This could level the playing field for aspiring netballers and created a more inclusive and diverse talent pool for the sport (Codd, 2015). For example, the Netball South Africa Hub in Khayelitsha, Cape Town, provided coaching and training opportunities for girls from disadvantaged backgrounds. By partnering with local schools and community organizations, the hub was able to reach a wider audience of potential netball players and provided them with the support and resources they needed to succeed in the sport (Smith, 2019).

Additionally, CBE helped to create pathways for aspiring netballers to pursue a career in the sport. By working with local clubs, schools, and organizations, netball hubs could identify talented players and nurtured their skills through coaching, training, and competitive opportunities. This could help to bridge the gap between grassroots netball and elite level competition, allowing players to progress through the ranks and eventually competed at a national or international level (Codd, 2015).

A prime example of this is the Netball Development Trust in Malawi, which had helped to develop several elite netball players who had gone on to represent their country at the highest level. Through a combination of coaching clinics, talent identification programs, and support for young players, the trust had been able to create a pipeline of talent that fed into the national netball team and helped to elevate the sport in Malawi (Davis et al., 2016).

## **2.5 6 The current status of community-based education**

Community-based education and sport programs related to netball are significant in promoting participation in the sport, particularly among young girls and women. These programs aimed to develop netball skills while fostering values like teamwork and sportsmanship (Mwaanga, 2018). In Chibolya Zone, the current status of these programs

varied, with some thriving and providing valuable resources for physical activity and social interaction (Nsiah-Asamoah & Osei-Bonsu, 2020). However, challenges such as limited funding and resources could hinder the full potential of these programs, necessitating innovative approaches for sustainability (UNESCO, 2019).

The impact of community-based education on skill development for netball careers was a crucial aspect to assess (Robertson, Murphy, & Jones, 2017). Understanding how these programs influenced individual skill enhancement could provide insights into their effectiveness and areas for improvement. Additionally, gauging stakeholders' perceptions, including players, coaches, and educators, regarding the role of community-based education in shaping netball careers is essential (Mncube & Harmsen, 2016). Their perspectives could shed light on the program's strengths, weaknesses, and areas needing attention.

In other regions, community-based netball programs had shown success in promoting physical activity, social interaction, and personal development (Smith, 2019). These programs, such as the Netball Development Trust in the UK, emphasized inclusivity and participation (Rajendran, Raja, & Kumar, 2017). However, sustainable funding, qualified coaching staff, and support from local authorities remained challenges that needed to be addressed (Mwaanga, 2018). Despite these challenges, community-based netball programs contributed significantly to mental health and well-being, promoting diversity, inclusion, and talent development (Nsiah-Asamoah & Osei-Bonsu, 2020).

### **2.6 7 Impact of Community-Based Education on Skill Development**

Community-based education played a crucial role in the development of skills for individuals interested in pursuing netball as a career (Mncube & Harmsen, 2016). Netball is a popular sport that required a high level of skill, coordination, and teamwork (Smith, 2019). Community-based education programs offered a range of opportunities for individuals to hone their skills and developed the knowledge necessary to excel in sport (Mwaanga, 2018). These programs provided a platform for aspiring netball players to receive specialized training, coaching, and support from experienced professionals who had a deep understanding of the sport (Nsiah-Asamoah & Osei-Bonsu, 2020).

One of the key impacts of community-based education on skill development in netball was the access to specialized training and coaching (Mwaanga, 2018). Through these programs, individuals could receive personalized instruction and guidance from coaches who had a wealth of experience and expertise in the sport (Smith, 2019). This directed mentorship could

greatly enhance an individual's understanding of the game, as well as their technical skills and strategic knowledge (Nsiah-Asamoah & Osei-Bonsu, 2020).

Furthermore, community-based education programs often emphasized the importance of teamwork and communication in netball (Smith, 2019). Netball was a fast-paced sport that required seamless coordination between players, as well as effective communication both on and off the court (Mncube & Harmsen, 2016). Through team drills, group exercises, and collaborative gameplay, individuals in these programs could learn how to work together cohesively, anticipate each other's movements, and support one another in achieving common goals (Robertson et al., 2017).

Another significant impact of community-based education on skill development in netball was the cultivation of a strong work ethic and dedication to improvement (Smith, 2019). By participating in regular training sessions, attending skill-building workshops, and actively sought feedback from coaches and teammates, individuals could develop a mindset of continuous learning and growth (Mncube & Harmsen, 2016). This commitment to self-improvement could propel players to new levels of achievement and success in the sport (Nsiah-Asamoah & Osei-Bonsu, 2020).

## **2.8 Stakeholders' perception on the role of Community-Based Education and Netball development.**

In the netball community, stakeholders such as coaches, educators, parents, sponsors, donors, and the media played crucial roles in shaping perceptions and contributing to the success of community-based education programs related to netball careers. Brown (2020) emphasized the importance of enhancing the availability of netball equipment in hub sites, providing a guide for stakeholders involved. This highlighted the practical aspects that stakeholders must consider to support netball development effectively.

Coaches, as highlighted by Davis, Wilson, & Johnson (2016), recognized community-based education as a vital tool for talent identification and nurturing. Through collaboration with other professionals and access to local programs, coaches could scout and train potential players effectively. This collaborative environment also enabled coaches to stay updated with the latest training methods and techniques, contributing to players' holistic development. community-based education served as a foundational platform for skill development and career advancement (Chansa, Chansa, & Tembo, 2013). Players' participation in local clubs, clinics, and tournaments was essential for gaining experience and building relationships

within the netball community. These experiences not only improved their performance on the court but also instilled valuable values such as teamwork and discipline

Educators, drawing from Codd (2015), viewed netball as an opportunity to teach important life skills beyond the court. They engaged students in physical activity, promoted teamwork, and instilled responsibility and commitment through community-based education programs. This approach aligned with the broader goals of education in fostering well-rounded individuals. Parents, understanding the benefits of netball for their children, actively supported and encouraged their participation in community-based education initiatives. They recognized netball as a positive outlet for physical activity, skill development, and social interaction, contributing to their children's overall growth and well-being.

Sponsors and donors, as emphasized by Brown (2020), played a crucial role in providing financial support and resources for community-based netball programs. Their contributions were instrumental in cultivating talent, promoting diversity and inclusion, and creating opportunities for individuals from various backgrounds to engage in the sport. Finally, the media, through coverage and promotion of local netball events and success stories, raised awareness about the impact of community-based education on netball careers. Their role in highlighting the achievements and contributions of stakeholders inspired others to get involved and support the growth of netball at the community level.

## **2.5 Research Gap**

The existing literature acknowledged the significant role of Community-Based Education in fostering the development of sports, with specific emphasis on Netball. However, there was a noticeable gap in research concerning the contribution of Community-Based Education to the development of sports as a career in Zambia, particularly focusing on the game of Netball. While various studies globally highlighted the positive impact of Community-Based Education on talent identification, skill development, and overall sports engagement, there was a dearth of specific investigations addressing the nuances of this relationship within the Zambian context. Lack of empirical studies examining the intricacies of how Community-Based Education shaped Netball as a viable career in Zambia created a substantial research gap.

This gap hindered a comprehensive understanding of the challenges, opportunities, and dynamics unique to the Zambian landscape, potentially impeding the strategic development of Netball as a recognized and sustainable career path. However, this research aimed to fill

the identified gap by conducting a detailed investigation into the contribution of Community-Based Education to the development of Netball as a career in Zambia, focusing on the Chibolya Zone Netball Hub sites in the Lusaka District. Through empirical data collection and analysis, the study delved into the specific ways in which Community-Based Education programs impacted the career trajectories of aspiring Netball players in the Zambian context. It explored how educational initiatives contribute to talent identification, skill enhancement, and the overall growth of netball within the career framework.

This study addressed the research gap by investigating the influence of Community-Based Education on the development of Netball game as a career in Zambia for Netball development. The findings provided crucial insights for policymakers and sports organizations, offering effective strategies to foster talent and promoted inclusivity in netball as a career. The localized knowledge from the Chibolya Zone Netball Hub sites informed tailored educational programs, aiming to advance Netball in similar regions across Zambia. Overall, the research aimed to fill the literature gap, guiding informed policies and interventions for the sustainable growth of Netball as a recognized career option in Zambia.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter discusses the methodology which was used in investigating the influence of Community –Based Education on the development of Netball as a career. The methodology is sub-divided into Research Approach, Research design, Population, Sample and sampling procedures, Data collection instruments, Data collection procedure, Data analysis, Quality Assurance and Ethical considerations

### **3.1 Research Approach**

The study used a qualitative approach to have an in-depth understanding on how Community-Based Education influenced the development of Netball game as a career in three selected Community Schools and three Netball Hub Sites in Chibolya Zone of Lusaka District. The schools and Netball Hub Sites were bound in the social context in both times and space in which the phenomenon of development of Netball skills at early age took place.

In the context of this study, a qualitative approach was ideal because the purpose of the study, research objectives and research questions were qualitative in nature. During the research process, the approach helped to gain insight into how Community-Based Education influenced the development of Netball game as a career in both Community schools and Netball Hub Sites. Additionally, the approach facilitated a face-to-face interaction with the participants and enabled the researcher to obtain important information on the subject under investigation.

Further, the use of a qualitative research approach offered an advantage to explore the influence of Community-Based Education on the development of Netball game as a career in the natural setting of Community schools and Netball Hub Sites in Chibolya Zone. The flexibility of the approach accorded a rich interaction in dealing with the research participants. It facilitated the analysis and description of the culture and behaviour of the research participants in their natural setting. The decisions were informed by the guidance from Creswell, et al. (2007) who said that qualitative research afforded flexibility on both the researcher and the participants and involved conducting research in the real context or setting, and Kombo and Tromp, (2002) who said that qualitative research is concerned with gathering information on the experience of the participants in their real setting. Therefore, the foregoing reasons shaped the adoption of a qualitative approach for this study.

### **3.2 Research Design**

The research is a case study of Chibolya Zone of Lusaka District in Lusaka Province of Zambia. The units of analysis were three (3) Community schools and three (3) Netball hut sites. The design was used to generate an in-depth and multi-faceted understanding of the complex issues that the influence of Community-Based Education had in Netball development as a career in the zone's real-life context. The design was used extensively in the study to bring out issues affecting development of Netball game with focus on the girls of school going age in the zone.

The main purpose of the design was to obtain relevant data that surrounded the influence of community-based education on Netball development. It was also employed to provide detailed data about specific factors and bring out holistic understanding of the specific situation by exploring how education influenced Netball development as a career in the zone.

### **3.3 Target Population**

The targeted population were the Community school Head teachers, Community school sports teachers, Netball Hub site sports coordinators, Netball Hub site coaches and Parents to learners. These were drawn from the 03 Netball hub sites in Chibolya Zone in Lusaka and 03 Community Schools. The selection was based on the criteria that these were directly linked to the Schools, Communities and Hub sites.

### **3.4 Study Sample**

The total sample for this study was 21 participants. Sports in Action Sports Guide (2015) highlighted that Chibolya Zone had 6 hub sites and each hub had 01 Hub Site Coordinator and 01 Netball Coach. To enhance representation of the participants and the accuracy of the research, the researcher selected 03 Hub Coordinators and 03 Netball Coaches from 3 hub sites. 03 Community schools Head teachers, 03 Sports Teachers and 09 parents to the learners were selected from Community schools located in Chibolya Community.

### **3.5 Sampling Procedure**

The study used a criterion purposive sampling. The sampling type is simply a sampling method that targets a particular group of people with similar characteristics are selected for the study (Best and Kahn, 2009). The reason for this was to ensure that the sample contains the desired characteristics for the study. The sampling procedure involved deliberate

selection of participants based on specific criteria that aligned with the research objectives. This type of sampling was intentional aiming to include those that provided valuable insights and represented particular characteristics relevant to the study's purpose. By using this sampling, the researcher aimed at ensuring that the participants chosen for the study were directly relevant to the research objectives, allowing for a focused exploration of how community-based sport initiatives influenced the development of netball as a viable career option in the local community. Participants were selected based on specific criteria related to their involvement in netball hubs, schools, coaching roles, or other relevant positions within the community-based sport framework. The researcher also included participants that had experience in guiding girls toward netball career pathways in Chibolya Zone of Lusaka District.

### **3.6 Research Instruments**

In conducting the qualitative research on the influence of community-based education on the development of netball as a career, a range of research instruments were employed to gather comprehensive insights. Interview guides were used in collecting data from Community Schools Head teachers, Community Schools Sports Teachers, Netball Hub sites Coordinators and Netball Hub Sites Coaches. This was to allow for in-depth exploration of perspectives and experiences. Focus Group Discussion Guides were also used for data collection from the parents to the girls that attended both Community –Based Education and played Netball at the same time in the Chibolya Community. The researcher also utilised Check-list forms in order to find out on the availability and status of the Netball equipment in both Community schools and Netball Hub sites in the Zone. The combination of these research instruments facilitated a holistic exploration of the multifaceted factors influencing the nexus between community-based education and the career development of girls in the field of Netball game.

### **3.7 Procedure for Data Collection**

The data collection procedures for the investigation on the influence of community-based education on the development of netball as a career involved a meticulous process of face-to-face interviews with participants from Community schools, Netball Hub Sites and Community of Chibolya Zone of Lusaka District.

Interviews were conducted to gather in-depth insights into the experiences, perspectives, and perceptions of participants regarding the influence of Community-Based Education on the development of Netball as careers. These interviews were audio-recorded and transcribed and

later translated into English language for data analysis. Additionally, focus discussions were carried out in the community to assess the influence of education in the development of Netball as a career for young girls of school going age. The researcher also carried a physical check-up on the availability and status of Netball equipment in both Community schools and Netball Hub sites in the Zone.

**Community Schools Participants:** The researcher initiated the data collection process by identifying and contacting key stakeholders in community schools associated with netball. The participants included Head teachers and Sports teachers involved in Community-Based Education programs. Face-to-face interviews were conducted with the identified participants, utilizing open-ended questions to encourage detailed responses regarding their experiences with Netball and the influence of community-based education on their engagement with the sport. The interviews were audio-recorded to capture the nuances of participants' perspectives accurately. This audio data was later transcribed verbatim and translated into English language to ensuring a comprehensive representation of the rich findings articulated by the selected participants.

**Netball Hub Sites Participants:** Similarly, the researcher identified and approached key individuals involved in netball activities at the designated Netball Hub Sites within the Chibolya Zone. This category included Netball Hub sites Coordinators and Coaches that associated with the structured netball programs. Face-to-face interviews were conducted with these participants, exploring their perceptions of how community-based education influenced their development in netball as a potential career. The interviews delved into aspects such as skill enhancement, access to educational opportunities, and the overall influence on their career aspirations.

The audio recordings of these interviews were transcribed meticulously, maintaining the authenticity of participants' voices and perspectives. This transcription process aimed to capture the diverse experiences and insights of those engaged in netball at the Netball Hub Sites.

### **3.8 Data Analysis**

Data analysis using thematic analysis was employed to identify key themes and trends that related to the influence of Community Based Education in the development of Netball as a career in Chibolya Zone. The collected data in Audio-recorded files from interviews were transcribed into textual data and later translated into English language for easy understanding

of the outcomes. The data was presented using major themes that were derived from the topic guides. This was followed by further breakdown of the major themes into sub-themes for easy data analysis. The presented data was read and re-read to summarize the narratives under each major theme. Framework matrices were used to cross check narratives from focus group participants in order to identify divergent or supporting views. Illustrative quotations that clearly represent the themes were used in the data analysis.

### **3.9 Quality assurance**

In this qualitative study investigating the influence of community-based education on the development of netball as a career, rigorous trustworthiness measures were implemented. Firstly, the data collected was in form of audio-recordings that presented primary relevant evidence on the perceptions and experiences of the participants. Secondly, a thorough literature review was conducted to ensure the research alignment with established methodologies and theories. The study also employed purposive sampling to select participants with diverse experiences in community-based education and Netball game development. This was to enhance the credibility and richness of quality data that was presented as findings of the research study

### **3.10 Ethical Consideration**

According to Tinning (1987) research ethics are moral principles that guide researchers to conduct and report findings out of deception or intention to harm the participants of the study or members of the society as a whole, whether knowingly or unknowingly. Practicing ethical guidelines while conducting and reporting on the research was essential to establish the validity of the research. According to Bryman and Bell (2007) ethical considerations were specified as one of the most important parts of the research.

Permission was obtained from the University of Zambia (UNZA). Thereafter, permission was sought from the administrators of the respective institutions that participated in this study such as the Ministry of Education [MoE]. A permission letter was obtained from District Education Boards Secretary Lusaka office which represented the Ministry of Education at District Level and Sports in Action as a gate way to Hub sites in Chibolya Zone of Lusaka District.

Voluntary participation of participants in the research was assured. For this reason, participants had rights to withdraw from the study at any stage if they wished to do so,

without any consequences. Participants were free to omit a question if they did not want to respond to it.

Participants that participated in this research did that on the basis of informed consent. Saunders and Thornhill (2012) states that the principle of informed consent involves researchers providing sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion.

Confidentiality, privacy and anonymity of respondents were paramount importance in this research. The respondents were informed that the information gathered from them were purely for academic purposes. In addition, maintenance of the highest level of objectivity in discussions and analyses throughout the research were observed.

To achieve this, any type of communication in relation to the research was done with honesty and transparency. Other aspects which were observed included the acknowledgement of works of other authors used in any part of the research.

## **CHAPTER FOUR: PRESENTATION OF FINDINGS**

### **4.0 Introduction**

This chapter presents the findings of the study from three selected community schools from Chibolya Zone of Lusaka District on how Community Based Education influenced the development of the game of Netball as a career. The findings were guided by the research questions which included the following. What is the current status of community-based education and sport programs related to netball in Chibolya Zone? How does community-based education impact the skill development of individuals interested in pursuing netball as a career in Chibolya Zone? and What are the perceptions of stakeholders (players, coaches, educators, etc.) regarding the role of community-based education in shaping netball careers in Chibolya Zone? The themes were developed from the research questions. First part presented the demographic characteristics.

### **Demographic characteristics**

The study encompassed a total of 21 participants, comprising 10 males and 11 females, highlighting a slightly higher representation of females in the research. These participants were categorized into distinct groups to provide a comprehensive analysis of the study findings. Specifically, the study involved three Sports Teachers who offered valuable insights into the educational aspects and sports development within the community schools. Additionally, three focus groups of Parents, each consisting of three parents, contributed essential perspectives regarding their children's engagement in community-based education and sports activities both in school and Netball hub sites of Chibolya Zone in Lusaka District of Lusaka Province in Zambia. Furthermore, three coaches and three coordinators played a pivotal role in shedding light on the practical implementation and influence of community-based sports programs, particularly related to netball, within their respective zones. This categorization allowed for a nuanced understanding of the diverse stakeholder perceptions and experiences, enriching the depth and breadth of the study's findings regarding the role of community-based education in shaping netball careers.

## Themes and Sub-Themes That Emerged from the Data Analysis

The findings were presented through themes and sub-themes that emerged from the data analysis as shown in the summary table below.

Main theme	Sub-theme
4.1 The current status of community-based education and sport programs related to netball in Chibolya Zone.	4.1.1 Current status of netball in Government and community schools in Chibolya 4.1.2 Sports skills development in Netball as a career
4.1 Community-based education impact the skill development of individuals interested in pursuing netball as a career in Chibolya Zone.	4.3.1 Distance to schools in Chibolya Zone 4.2.2 Social interaction between school and community 4.2.3 Economic status of schools in Chibolya Zone
4.3 The perceptions of stakeholders (players, coaches, educators) regarding the role of community-based education in shaping netball careers in Chibolya Zone.	4.3.1 Perception to the players 4.3.2 Perception to the coaches 4.3.3. Perception to the educators
4.4 Benefit of Education and sport to girls	4.4.1 Skills acquisition in education and sports 4.4.2 Self-employment and job creation through education and sports 4.4.3 Aversion of illicit behaviour in girls
4.5 Strategies to access education and sports skills development	4.5.1 Coordination between school and Hub sites 4.5.2 Girls attendance in school and Hub sites 4.5.3 School and Community involvement in girls' sports skills development 4.5.4 Acquisition of sports equipment in schools and Hub sites 4.5.5 Appropriacy of sports equipment in schools and Hub sites

The participants were presented by the use of pseudonyms which were: CS representing Community Schools and HS representing Hub Sites. Thus, three Head teachers at CS are identified as HT1, HT2 and HT3. The three Sports Teachers at CS were identified as ST1, ST2 and ST3. The three focus groups of Parents at CS were identified as PA, PB and PC. Thus, parents at CS1 are identified as PA1, PA2 and PA3. Parents at CS2 are identified as PB1, PB2 and PB3. Parents at CS3 are identified as PC1, PC2 and PC4.

Similarly, the second section presents findings from three Hub Sites coordinators who were identified as CD and three coaches as CH. Thus, Coordinators are identified as CD1, CD2 and CD3. Similarly, coaches are identified as CH1, CH2 and CH.

#### **4.1 The current status of community-based education and sport programs related to netball in Chibolya Zone.**

This theme related to the first research question. The findings did show a similar pattern in the response provided by the participants during interviews and focus group discussions. There was a common position that young girls of this zone attended Community and Government schools. The young girls enrolled in these schools where they also engaged in playing the game of Netball during sports events and through subjects they learnt in class. The responses of the participants were presented in the following section.

##### **4.2 1 Current status of netball in Government and community schools in Chibolya**

During the face-to-face interviews with three Head teachers it was explained that government schools were owned, controlled and supported by the government through the Ministry of Education. Community schools on the other hand were organised by the community with the help of NGOs and sometimes churches. The Head teachers of the selected Community schools shared that the young girls most of whom were as young as seven (7) years were enrolled in Community and Government schools in the zone where they engaged in learning the subject of Physical Education that was incorporated in the subject known as Creative and Technology Studies from Grade 1 to Grade 7. HT1 shared that,

*“The young girls in this community currently are enrolled in Community schools and Government Schools where they learn the subject known as Creative and Technology Studies which is offered from Grade 1 up to Grade 7. The subject comprises Art and Design, Music and Physical Education contents.*

HT2 said that,

*The children that we enrol at this Community School are aged between 7 and 15 years. From Grade 1 to 7, the learners learn Creative and Technology Studies that have a component of Physical Education. These pupils that we enrol at a school are mostly vulnerable hence their parents opt to bring them here so that they can also access education.*

HT3 stated that,

*The young girls found in this zone find it easy to come and access education at this Community school where they learn a lot of subjects among them is Creative and Technology Studies which has a component of Physical Education.*

The interviews carried out aimed at finding out how Community Based education promoted the development of Netball game in Chibolya Zone. The findings show that the girls that went to play the game of Netball at Hub sites came from Community Schools that were

located within Chibolya Community. The following explanations were given by the participants:

During face-to-face interviews with three Netball coaches from three selected Hub sites, it was established that the benefits of engaging both in education and sport were that individuals became self-reliant, able to create employment, able to create jobs for others and engage in entrepreneurship in related sports services. CH1 expressed that:

*The girls that attained both education and sports were able to keep physically fit and lead healthy life. They are able to use their education and sports skills to create their own employment by establishing Netball academies where they recruit girls train them to acceptable standards and offer them at a cost to other clubs and teams.*

During the second interview with CH2, it was revealed that individuals that attained education and sport at the same time benefited in creating their own working environment where they could earn income after active play time. CH2 stated that:

*Sport is a very short span for an athlete. When an individual turns 32 years of age, the standard of play goes down and eventually individuals retire from active play. At this time, those that took both education and sport at the same time divert to doing own businesses that are sport related using management skills acquired from education.*

During the third interview with CH3, it was indicated that engaging in both education and sports currently benefits that improved the health of families and communities. CH3 indicated that:

*Athletes who acquired knowledge in education and developed sports skills were able to introduce physical activities for families and members of the community in staying health and keeping diseases at bay.*

From these findings, it clearly indicated that currently pupils were both engaging in both education and sport were broad. Some of the benefits were keeping the body physically fit and health. The other benefits were creation of own employment and creation of jobs for others after leaving active play time which was a short span. Other benefits were involvement in entrepreneurship in sports related businesses and creation of grassroots Netball academies as sources of income.

The three Sports teachers also indicated that young girls in Chibolya Zone were enrolled in Community Schools mostly due to shortage of school places in the only Government School that was available in the Zone. ST1 explained that:

Community schools in Chibolya Zone enrolled a lot of the learners than the Government school due to limited school places. Girls as young as seven (7) years old got enrolled and took subjects according to the Zambian School Curriculum which had physical Education component in one of the subject called Creative and Technology Studies.

The second interview with ST2 revealed that young girls of Chibolya Community who enrolled in Community schools were offered various subjects that include Physical Education as a subject.

ST2 stated that:

*In this Community School, we have girls that enrol in primary school and secondary school. The girls follow the school syllabus which has subjects that include Creative and Technology Studies where Physical Education is placed in primary course and Physical Education and Sports is also offered as a subject at secondary level.*

To clarify how Community Based Education influenced the development of the game of Netball as a career in Chibolya Zone. ST3 explained that there were clear rules and guidelines in the enrolment of young girls into Community schools on development of the game of Netball. The determination made by the school management to introduce sports activities to learners young as seven (7) years old had been on-going for a long time. Similarly, the third interview revealed that learners automatically took Physical education as a subject from Grade 1.

ST3 shared that:

*As for our Community, we offer school places to young girls starting from the age of seven (7). We enrol in primary school level. At primary, the girls are taught various subjects including Creative and Technology Studies. The learners are subjected to sports skills development according to their abilities and our school runs from Grade 1 to Grade 12. We enrol mostly vulnerable children of this community especially those that fail to secure school places at the only Government school available in this Zone.*

There were three focus group discussions comprised with Nine (09) parents to the young girls enrolled at Community Schools. They individually shared the following views on how Community Based Education influenced the development of the game of Netball as a career in Chibolya Zone on the type of education the young girls attended there. The first interview revealed that young girls in Chibolya community enrolled in Community Schools because the schools were located near the homes and accommodated all the children that could not get places in the Government schools.

PA1 said that:

*I enrolled my child in this Community school because she did not have chance to find a place at the Government school and that the school is located near where I stay. The other reason is that the school offers a lot of practical subjects that help young one develop life skills.*

Follow-up focus group discussions with PA2 to find out on the type of education young girls were engaged in revealed that they engaged in Community Based Education that followed the Zambian School Curriculum from Grade 1 to Grade 12.

PA2 shared that:

*I have engaged my children to go to a Community School near home. There is no difference between Community Based Education and Government Schools because they all follow the same Zambian education Curriculum from Grade 1 to Grade 12. At this Community school learners also engage in skills development and sports activities from Grade 1 which allow them gain knowledge to be used in their future lives.*

Equally, PA3 shared that she enrolled her children in Community schools because of exposure to life skills development. She explained that she had observed outstanding performance and consistence in academic and sports performance from her two children.

PA3 said that:

*My children were enrolled at this Community school because it's near my home as they are young. This school is also well known for teaching learners life skills other than theories. The learners here are also enrolled at a near-by sports hub site where they go to develop sports skills so this combination with education result in out-standing performance in academic and sports performance for my children.*

Furthermore, Focus group PB shared that Chibolya community had more Community schools against one government school hence most children of school going school age got enrolled in Community schools that were located near their homes.

According to PB1's observation, he narrated that:

*...As for me, when I relocated to Chibolya Community, I observed that there was only one government school in the zone which resulted into most children of school going age failing to get school places. The only option was to enrol children in Community school which played an important role of keeping them busy from bad vices.*

For PB2 her interest was taking her children to a school where sports activities were part of the school calendar.

PB2 explained that:

*I always want to engage my children in schools that offer Community Based Education and sports side by side. The school should have a school calendar that incorporates sports because I want my children to be active.*

As for PB3, she emphasised that it was important to take the children to a Community School other than struggling for school spaces at the only Government school available in the community where children were enrolled in large numbers making it difficult for learners to have enough space for play.

PB3 explained that:

*I am very comfortable with taking my children to community schools because they are near to where I live and that they are not clouded in classes. This makes it easy especially when the children are taken out to play or carry out physical activities. Learners have enough play-ground and learn with less difficulty. aaah... in fact, community schools are the ones available here in Chibolya community.*

Similarly, Focus group PC revealed that they enrolled their children in Community schools and some in Government school. They stated that the available type of education in the zone was Community Based Education.

PC1 explained that:

*...aaah for me, I enrolled my children in the Community School which near my home because I did not find school place at the only government school in the zone. In this community school, my children learn theory and practical subjects which help my children to be kept busy most of the times.*

PC2 stated that:

*aaah... I have encouraged my children to go to Community schools and engage in schools activities to gain knowledge in both theories and practical subjects which are offered there.*

The discussion with PB3 revealed that Community Based Education concentrated on teaching the learners how to do things with their hands other than mastering theories.

PB3 explained that:

*I like engaging in schools that offer theory and practical subjects which Community Based Education practiced. I for one engaged my children in this Community school which are near my home and encouraged my children to take up sports activities because it developed life skills. hmmm...I support schools that teach children things they can use in future. I have supported my children in sports and so I had to enrol them in Community Schools where they also take sport as a subject. It had made them so active on the ground and in class.*

During face-to-face interviews with three Hub site Coordinators from three selected Hub sites in Chibolya Zone, it was revealed that the majority of girls that played Netball game at Hub sites mainly came from Community schools that were around the Chibolya Community. It was also indicated that the girls that played Netball at Hub sites were in two categories; there were those that strictly came from Community schools and those that were playing in the community youth league. The first interview with CD1 revealed the following:

CD1 explained that:

*“Yaaa so the majority of the girls that come to our Hub sit are mainly from the Community schools that are around the area where our central facility is.*

*The girls are in two categories; we work with the girls that come directly from Community Schools under the supervision of their sports teachers that make sure that they are enrolled in school. We also work with another category of girls that come from Community youth league and these are players that mainly come from academies.”*

The second interview with CD2 revealed that there were two programs on Netball game that were running in the Zone namely the Chibolya Netball academy that also controlled the Chibolya and Njovu Hub sites that directly engaged with community schools in the development of the game.

CD2 stated that:

*“aaa... mostly we have athletes as young as 8 years old going up that attended normal education offered at Community schools.*

*As Hub sites we depend and coordinate with community schools to recruit girls that come to play Netball here because as you know... for us to have elite athletes, we need to start from somewhere, so the foundation is at Community schools. All we do is to make sure that our coaches and we the coordinators work closely with sports teachers to nature these athletes at young and tender age.”*

The third interview with CD3 also indicated that the girls that played Netball game at Hub sites attended primary education in both Community school and Government schools. CD3 expressed that:

*The girls that play Netball at this Hub site attend primary education from Community schools and others from government schools. Our role as a Hub site is to coordinate Netball game activities in the community and that is why we identify Community schools to work with and we write a letter to ask if they are interested to work with us in sports skills development in young girls. If they agree to work with us, then we start the recruitment process in such schools and choose a focal point person who is usually the sports teacher. The sports teacher is then allocated specific training days to be bringing the young players for training at Hub sites. The girls do not only train in Netball game but also in life skills activities.*

*The Hub sites also impart knowledge in young girls so that as they play the game they should also know that there are certain vices that they need to avoid in life by taking precautions and take care of themselves using the knowledge acquired at Hub sites.*

The research findings of the study on how Community Based Education influenced the development of Netball skills in young girls revealed that girls attended school and training sessions at Hub sites. The findings show similar pattern in the responses provided by participants during interviews. There is a common position that girls' class and training session attendance was average and good respectively. The responses of the participants are presented below:

During interviews with three Hub site sports Coordinators from three Netball Hub sites, it was revealed that the young girls attended classes regularly as well as training sessions. CD1 expressed that:

*Yeah... the attendance of girls at school and Netball Hub sites is good because we both coordinate as Hub sites and Schools. If a girl absent at school, they are not allowed to attend training sessions. This is so because we want to make sure that they take both class and training sessions seriously. For athletes to perform better, they should have that basic education. Therefore, both school sports*

*teachers and Netball Hub site staff encourage girls to take both sport and education at the same time as sport had a short life span but education takes their life time.*

During the second interview with CD2 it was reviewed that girls were more interested in playing the game of Netball than attending class. CD2 stated that:

*The class attendance of girls here in Chibolya is average because from my own view, the children are more interested in sport than education. However, our role as a Netball Hub site is to encourage girls to enrol in school and that is why we target Community schools when it comes to recruitment of players. We also educate them on the importance of taking both education and sport at the same time.*

During the third interview, CD3 said that:

*“Like ... what I said earlier, we educate the players that without education, no matter how much sports skills they acquired, they will not go anywhere or attain anything because as an individual grows, she interacts with people who are educated. So both academic and sport should be taken and planned on how they can be managed side by side. Most of the times we sit with them and help them realise the importance of education in sports development.*

During the face-to-face interviews with three coaches from the three selected Netball Hub sites, the coaches shared that girls in the Zone were more interested in playing games than engaging in education. It was for this reason that Community schools and Netball Hub sites came up with a strategy of making it a mandate in terms of recruitment of players. Every player needed to be enrolled in school to be allowed to join any Netball Hub site. CH1 explained that:

*For any girls to be recruited in our Netball Hub site, she needs to be enrolled in a Community school. That is where the development of basic sports skills is introduced to girls. All the players should associate with a school for them to play Netball game at our Hub sites. With us, all we do is to look at the basic skills that mmh... a girl has acquired at school and that is our starting point. We do not introduce basic sports skills here we just perfect sports skills and prepare girls to play elite Netball in clubs and teams that are established.*

During the second interview, CH2 explained that:

*Hmmm... no child is allowed to play Netball game at Hub site without proof from school that they belong to a given class. This is the direction that we have taken as Community Schools and Netball Hub sites in this zone. This direction compels the girls to enrol in education for them to come and be part of the training team at this Netball Hub site.*

During an interview with CH3, it was revealed that it was easy for girls that involved in school to learn how to play the game as they find organised systems that incorporate Physical education as a subject in the school syllabus.

CH3 expressed that:

*Basic sports skills are developed at a tender age. It becomes easy for children to train and perfect their skills as they engage with Netball Hub sites if they have first involved in school where basic sports skills are taught in Physical Education subject. This is the reason we work closely with schools to make sure that our players attend class before they start training with us.*

From the responses and presentations above, it is clear that girls attended school before they were recruited by Netball Hub sites. School attendance was critical in the development of sports skills in children because basic knowledge about the game were taught by trained teachers at Community schools. The Netball Hub sites also worked closely with the schools in recruiting girls that were attending school already which made sports skills development at Hub site easy. The direction created an environment where girls were mandated to take education and sports at the same time to attain their goals in their lives.

From the above presented findings, it is evident that the young girls in Chibolya Zone attend Community Based Education which is offered in the community at Community schools that are located in Chibolya Zone.

#### **4.2.1 1. 2 Sports skills development in Netball as a career**

The presentation was derived from the first research question addresses developmet of Community Based Education with sports development of Netball game in Chibolya Zone. The findings show that CBE has a development of Netball game in Chibolya Zone. The findings have revealed that CBE has been involved in the development of sports skills in Community schools located in Chibolya Zone. The following explanations were given by the participants. There was a common pattern in the views that emerged from the head teachers at CS. The common feature was that the CBE incorporated life skills development which included sports activities in its syllabus.

HT1 explained that:

*What we have done as a CS is that we engage the young learners from Grade 1-7 in Physical activities through the CTS subject which has a component of PE. We also engage them in co-curricular activities such as sports activities. We also offer Physical Education and Sport as a subject to Grades 8 to 12 as an option*

*subject. But co-curricular activities such as sports are also compulsory to the secondary level. PES at secondary level is also examinable.*

Similarly, HT2 described the relationship of CBE with sports skills development as an important link between academic performance and being physically fit.

HT2 stated that:

*The developmet of CBE with sports skills development is an important link between academic and sports skills development. I have observed that learners who are very active in class are mostly those that are active in sports. They develop a sense of team work, mastery, hard work and discipline which are very important in the development of listening and communication skills in class*

*Through this linkage, learners participate in class and are not left behind when the teacher explains concepts in subjects. The learners are attentive and actively participate in lessons.*

Apart from sports skills development and being a link in education and sport, HT3 indicated that the relationship of CBE with sports skills development could be experienced in those children that fall out of school. It has proved to be the next option for the school drop-outs. As the learners acquire the sports skills while in school, they are able to use them after school and earn a living.

HT3 explained that:

*A sport which is incorporated in the education system helps learners in many ways. I would say ...aaa especially that in this Community we have a lot of children that drop out of school, they can easily find something to do in sports. When these learners practice, they acquire different sports skills. So it is those sports skills that they can apply which can help them to go as far as playing for the National team or get employed in various companies and institutions.*

Team work learnt during sports activities is transferred into class and make the learning process to be activated. Learners that engaged in sports activities at school exhibited high interactive behaviour which enhanced rapport between learners and teachers.

ST1 explained that:

*Learners that engage in school and sports skills development exhibit high academic performance especially at Grade 9 examinations when they write examinations. We find that aaa... most learners do very well in PES as a subject and other related subjects. The reason is that the subject has a practical component that allows learners to perfect their tasks which is also transferred to other subjects.*

The second interview with ST2 revealed that the relationship of CBE with sports skills development played an important role in shaping the minds of the learners both in class and on the Netball court. The learners were able to interact with other learners like in sports activities. They were also able to enhance team work and discipline.

ST2 stated that:

*The CBE relationship with sports skills development has made it easy for the learners to be able to participate in other clubs that are science related. The learners do very well in most practical subjects as they work with others. CBE has helped in sharpening their minds through sports skills development as they spend more time doing productive things which is proving to be impressive.*

For ST3, he pointed out the relationship of CBE with sports skills development as one which needed to be availed to some of the parents who did not accept that education worked well with sports. In his view, he stated that some parents stopped their children from engaging in sports activities as they believed that sports made their children lose concentration in class. They also believed that academic performance for the learners who engaged in sports activities was poor.

ST3 said that:

*The development needs to be availed to some of the Chibolya Community parents to educate them that when education incorporates sports it makes learners active and sharpens their minds. If learners fail to make it through education, they can utilise their sports skills to meet their life standards.*

Nine parents to CS learners were engaged in focus group discussions to gather their views on the relationship of CBE with sports skills development in Chibolya Zone. The first discussion with PA revealed that CBE enhanced the development of sports skills as it engaged the learners from tender age. Primary school learners were engaged in sports activities according to their abilities and older girls as well.

PA1 explained that:

*In my own observation ... aaah learners who take sports from childhood till adulthood perfect their sports skills very well.*

*Primary school learners who engage in sports activities carry out sports tasks that fit them. Older girls also engage in activities that they manage. Sports activities are learnt well when they are developed from early grades at school through subjects such as PE.*

PA2 stated that:

*I have two children at CS who are doing very well in sports and academic area. They started learning about sports skills in Grade 1. This time, they are in their fourth grade and are able to feature in the school Netball B team and play good Netball. Skills in sports were developed from class onto the Netball Court. The girls are also on average in terms of... academic performance.*

PA3 explained that:

*aah... the relationship between CBE and sport commences immediately our children enrol in CSs. There, they start learning how to play different games and rules of the games. They grow with that because young ones like sport very much.*

Similarly, the discussion with Focus group PB revealed that sports activities could not be separated from CBE because the concept was imbedded in the school curriculum followed in the Zambian Education system from Grade 1 to Grade 12. PB1 described the relationship between CBE and sports as one that depended on each other. CBE taught subjects from pre-grades to secondary level that had a component of physical education. Therefore, schools taught sports and physical education both inside and outside the classroom.

PB1 explained that:

*The development between CBE and sport can be viewed from the formulation of the curriculum that these schools follow. From grade one, the young girls start learning about sport and other physical activities in subjects such as Creative and Technology Studies. Aaa... at secondary level it changes to Physical Education and Sport.*

PB2 also stated that:

*Schools are the first place where young ones experience the first contact with sports disciplines. So I can say, CBE plays a very important role in the development of sports in young girls because young ones start playing games at a very tender age.*

During the face-face interview with PB3 it was revealed that the Netball Hub Sites were also collaborating with CS in girls enrolment in schools.

PB3 explained that:

*Aaa... my child was told by the coach at the Netball Hub site to first enrol at any CS to qualify to join the teams at the said Hub site. That is how she enrolled at this community school.*

During the face-to-face interviews with three head teachers, it was revealed that sports skills development in young girls started at tender ages as they enrolled in schools where they learnt Physical education and activities both in class and on the courts at schools and Netball game Hub Sites in the community. HT1 explained that:

*“Young girls that get enrolled in the education system at Community schools are subjected to physical education subject and activities during the learning process. It is from engaging in sports activities that they develop sports skills in games such as Netball. Later, a number of young girls join netball teams that are already established at Netball game Hub sites in the community.”*

Similarly, HT2 expressed that young girls were exposed to playing the game of Netball from Grade 1 by involving them in play using ball number 4 used by girls from 7 to 10 years. HT2 stated that:

*“The learners are made to play the game of Netball as soon as they got enrolled in school. Physical education and activities are introduced to them early in school. It is at this point that gradual sports skills development starts. By the time the girls are in Grade 6 and 9, they are able to be featured in established Netball teams at Netball game Hub Sites in this community.”*

Netball game Hub Sites were also identified as a means through which development of sports skills in young girls happened. According to HT3 the young girls after being introduced to sports disciplines in schools, they went ahead to associate with Netball game Hub sites where they joined teams. HT3 shared that:

*“The girls from the community schools learn Physical Education which is incorporated in Creative and Technology Studies. After being introduced to physical activities at schools, the girls join the Hub sites which have developed teams that play Netball game as a carrier. It is during these interactions at the Hub sites that girls fully develop sports skills in the game of Netball.”*

Three sports teachers were interviewed to get their view on how sports skills development was enhanced in the game of Netball as a carrier. The findings from the face-to-face interviews revealed that sports disciplines were introduced to learners immediately they were enrolled in school. Different activities were taught to learners according to abilities. The schools were working in association with Netball game Hub Sites in sports skills development in the learners.

ST1 expressed that:

*Community schools offer physical education as a subject integrated in CTS from Grade 1 to 7. The learners also are introduced to sports activities that are conducted during co-curricular activities that are done after classes. Girls play*

*netball game both at schools and at Hub sites in this community. The Hub sites specifically embark on sports skills development in Netball game.*

The second interview with ST2 revealed that girls, who were introduced to sports disciplines in schools, equally exhibited some knowledge about the game at Hub sites which made development of Netball skills easy for the trainers at Hub sites. ST2 explained that:

*“School was the first place where our learners got introduced to sports activities. During these activities, they learners learnt how to play games that are in the school syllabus. Later the girls go and register at Hub sites with basic knowledge about Netball game rules. Continuous training at Hub sites results into sports skills development and perfection which lead into them playing elite Netball in established teams of the league.”*

The third interview with ST3 indicated that schools worked hand in hand with Hub sites in sports skills development in the game of Netball. It was mentioned that the basic knowledge acquired from schools were enhanced at Hub sites where young girls played professional Netball with other players under trained trainers from Sports in Action (SIA).

ST3 explained that:

*“Our school and other neighbouring schools work with Hub sites in developing sports skills especially in Netball game. SIA has recruited trainers who train the girls in the game of Netball. The trainers assess the girls that join teams at Hub sites to establish whether they have basic knowledge about the game or not. After this exercise, it is mostly established that learners from schools possess basic knowledge about the game of Netball. This makes it easy for them as it guides them what type of skills they need to work on and where to start from in terms of sports skills development.*

Nine face-to face interviews were conducted with the learners’ parents as a focus group to get their views on how sports skills development was conducted on young girls. The first discussion with CS PA revealed that sports skills development in learners started from schools where the learners acquired basic knowledge. It was also revealed that the young girls were also engaged in playing Netball at Hub sites where trainers took them through the process of Netball skills development. It was also indicated that after the development of necessary Netball skills, the girls were engaged in playing in teams that played in the Zambian Netball league.

PA1 explained that:

*From my observation, sports skills development in young girls starts from school where they carry out sports activities in class and at the grounds. As young as 7 year, girls run, jump and play around. As they do such activities, they develop basic skills in sports disciplines.*

An interview with PA2 revealed that young girls developed sports skills in an unguided way. The daily kind of play they engage in result into physical skills development. PA2 expressed that:

*Our girls who play Netball game are not only taught about the game in schools but by merely engaging in play at Hub sites where there are well trained trainers who take them through the training process in form of play.*

Equally PA3 revealed that sports skills development was important because it resulted into girls being exposed to league teams who played elite Netball. PA3 stated that:

*“Girls who involve themselves in daily exercise and practice acquire sports skills easily. This results into being exposed to advanced teams that play good netball as an employment.”*

During the face-to-face interviews with CS PB, it was revealed that sports skills development started with school and later perfected in Hub sites as a career for the young girls. It was also revealed that sports activities being compulsory to all learners made it even more effective because it enhanced the development of learners physically, socially and economically. PB1 said that:

*Young girls engage in play from school as they learn. During co-curricular activities, the learners start developing different sports skills as they run and jump around. They carry out physical activities that are guided and unguided. Eventually they unknowingly develop sports skills*

PB2 explained that:

*School administration makes sure that the learners get involved in physical activities during learning process at schools. In the process, learners start developing their sports skills as play with others daily.*

An interview with PB3 revealed that Physical Education and activities being compulsory for learners in schools had resulted into effective development of sports skills that had led most players into playing elite Netball game as a profession.

PA3 explained that:

*The schools offer physical education and activities as compulsory to learners. aaa...this education system has resulted into girls developing sports skills and later plays Netball with teams that are already playing professional Netball when they grow up.*

Similarly interviews with CS PC revealed that offering Physical Education and making sports activities compulsory for learners at schools had enhanced the development of sports skills among girls of school going age.

PC1 explained that:

*The school environment is conducive for sports skills development because learners get to know and acquire sports skills from there. Aaa... acquired skills are later developed and applied as the girls play in league teams where the game is... taken as a career.*

PC2 also stated that:

*Physical activities and sports are offered to all learners as they enrol in community schools. Most of the schools mmmh... work with Hub sites where girls go to play the game and perfect their sports skills.*

PC3 equally explained that:

*Aaah...Sport and Physical Education that learners engage in at school help in developing their sports skills. However, some young girls acquire the skills on their own as they engage in play with the improvised balls in the community.*

From the above presented findings, it was evident that young girls who enrolled in CBE acquired and developed sports skills from schools. The skills were later enhanced at Hub sites where they played Netball game as a career.

During face-to-face interviews with three Netball Hub site Coaches from three selected Hub sites in Chibolya Zone; it was revealed that Hub sites had put up strategies such as Door to Door Campaigns to educate community members on the importance of engaging girls in both education and sport. Hub sites also introduced Talk Shows where Netball role models were invited to give motivational talks to both Community members and girls that were taking both education and sport.

In the first interview, CH1 expressed that:

*“Our Hub site has from time to time organised Door-to-Door Campaigns to educate the Community members of the importance of girls engaging in both education and sport. It is made clear to them that circumstances change how things work in life. It is important for the girls to take both in case one fails; they can easily switch to the other skill to meet life needs.*

*Our Hub site has also formed a Community group that spearheads community sensitization on girls’ enrolment in school and Hub sites to develop both skills in reading and writing as well as sports skills in Netball game.”*

In the second interview, CH2 stated that:

*Hub sites has introduced Talk Show with Legends where Netball role models that have excelled in Education and sport come to the Community to address players and members of the community on the benefits of attending school and taking sport as a career at the same time. It is explained to players on their experiences, achievements and their road map after active play.*

During the third interview, CH3 explained that:

*Community schools and Hub sites are working closely to make sure girls of this community attend both education and sport. This starts from School were girls are encouraged to enrol and take subjects that include Physical Education and sport which has proven to be liked by most young girls because it is a practical and social subject. As Hub sites, recruitment of players is focused on School going young girls because they acquire basic knowledge on the development of Netball skills at tender ages which becomes easy for Hub sites to enhance already developed skills in girls.*

From the above revealed findings, it was evident that various working strategies had been established to make sure girls engaged in both education and sports at the same time. The integration of Education and Sport had exhibited the production of world class athletes that were not only good at sport but at education as well. The different forms of strategies included; Community school partnering with Hub sites in encouraging girls to engage in both school and sport at the same. The implementations of Zambia National Strategic plan to address the development of world class athletes that were not only good at sport by attended good educational levels as well. Creation of Netball development pathway that went through ranks from Community level to elite levels and the introduction of Netball Annual Award to deserving girls that exhibited good performance both in education and sport.

#### **4.2 4.3 Participants' perceptions on the influence of Community Based Education on the role of Netball of Netball development**

The participants were asked about their perception about of stakeholders such as players, coaches and educators regarding the role of community-based education in shaping netball careers in Chibolya Zone. Three themes developed.

#### **4.3 4.3.1 Perception to the players**

(Head Teacher at CS):

*"Players from Community Schools perceive community-based education as a pathway to developing their netball careers, as it provides them with opportunities to learn and practice their skills within their local environment."*

HT2 (Head Teacher at CS):

*"Players recognize the role of community-based education in shaping their netball careers by offering them access to coaching, training, and competitive opportunities at Hub Sites, which enhances their performance and confidence."*

#### **4.3.2 Perception to the coaches**

Parent at Community School:

*"As a parent, I've seen firsthand how community-based education has positively impacted my child's netball journey. Coaches play a crucial role in this process by offering guidance, encouragement, and constructive feedback. They go beyond teaching the game; they act as mentors, motivators, and role models for aspiring players. Through their dedication and support, my child has developed not just as a netball player but as a confident, disciplined individual ready to take on challenges both on and off the court."*

Government Education Official:

*"In my role, I've observed the transformative power of community-based education in shaping netball careers. Coaches are instrumental in this transformation, as they leverage educational frameworks, sports science, and innovative training methods to maximize player potential. They create inclusive environments where every player feels valued, respected, and empowered to reach their goals. Through effective coaching strategies and continuous professional development, coaches contribute significantly to the success and sustainability of netball programs within our communities."*

Local Netball Association Representative:

*"Coaches are the backbone of community-based netball programs, driving excellence, inclusivity, and passion for the sport. Their dedication to player development goes beyond technical skills; it encompasses mental toughness, tactical awareness, and character building. By fostering a culture of continuous learning and improvement, coaches ensure that netball remains a vibrant and thriving sport in our community. Their commitment to nurturing talent and fostering a love for the game is invaluable in shaping the future of netball careers."*

Hub Site Coordinator:

*"Working closely with coaches in community-based netball programs has been enlightening. Coaches bring not just expertise but also empathy and understanding to their roles. They recognize the diverse backgrounds, abilities, and aspirations of players and tailor their coaching approaches accordingly. This personalized attention creates a supportive environment where players feel motivated to excel and overcome challenges. Coaches' passion for the game and*

*dedication to player welfare are key factors in the success of our netball initiatives."*

Educational Perspective:

*"I strongly believe that community-based education is incredibly valuable for our students. It goes beyond textbooks and classrooms, providing a rich environment where they can develop not only academically but also in sports. This holistic approach ensures that they are well-rounded individuals, equipped with the skills and knowledge needed to excel in netball and other aspects of life."*

ST3 (Sports Teacher at CS)

*"In my experience, community-based education plays a pivotal role in shaping the character of our students. Through sports activities like netball, they learn the importance of discipline, perseverance, and resilience. These qualities are not just beneficial for their netball careers but also for their personal growth and future endeavors."*

Community

*"As a parent, I appreciate how community-based education supports my child's holistic growth. The combination of academic learning and sports involvement in schools like ours nurtures their talents, builds confidence, and teaches them valuable life lessons that go beyond the classroom. My child's participation in community-based netball programs has had a positive impact on their overall well-being. They have developed a sense of belonging, improved their physical health, and learned important social skills like teamwork and communication."*

HSC stated that:

*"From my perspective as a hub site coordinator, community-based education empowers educators to be catalysts for positive change in students' lives. Through netball and other sports activities, teachers can inspire, motivate, and guide students toward academic success and sporting excellence."*

#### **4.3.2 Perception to the educator**

Parents:

PA1 (Parent at CS):

*"As Parents, we recognize the role of community-based education in providing a supportive environment for their children's netball aspirations, encouraging them to pursue their passion while receiving quality education."*

PB2 (Parent at CS):

*"Parents appreciate community-based education for its emphasis on practical skills development, including sports, which prepares their children for potential netball careers and life beyond academics."*

PC3 (Parent at CS):

*"Parents value community-based education for its role in promoting physical activity, health, and well-being among children, contributing positively to their overall development and potential success in netball careers."*

PC4 (Parent at CS):

*"Parents at Community Schools acknowledge the positive influence of community-based education on their children's interest in sports, particularly netball, as it instills discipline, dedication, and a sense of achievement."*

#### **4.3.3 2.1 Availability of Netball game equipment at Community Schools**

This sub-theme addressed the second research question of the study which looked at the available equipment in Community Schools. The findings show that Community schools had some basic Netball equipment which were used for the development of sports skills in young girls. But most equipment were in bad state and sometimes not available at all. However, the sports teachers most of the times used improvised equipment which did not meet the World standard. The following explanations were given by the participants:

There were also a common pattern in the views that emerged from the Head teachers from Community Schools. The common thought was that feature was that the schools had basic Netball equipment. Some equipment were in good state, others were in bad state and in some instances in most schools and Netball Hub sites, Netball the equipment were not available at all. Due to the absence of some equipment, some teachers embarked on equipment improvisation in sports skills development.

During face-to-face interviews with HT1 it was revealed that Community Schools had different types of sports equipment which ranged from Balls, Jerseys, Goal Posts, Bips and the court. HT1 stated that:

*“Well, as a school we have a lot of Netball sports equipment because we affiliate to Zambia Orphans and Community Schools which fund us. As you know we have large numbers of vulnerable children who come to this school therefore, we have balls of all sizes, Jerseys, Goal posts; Goal nets aaa... and a lot others that pertain to sports skills development.*

During the second face-to-face interview with HT2, it was revealed the school had basic Netball equipment which were not in good state. Hence, the school embarked on improvising Netball equipment that were not available.

HT2 stated that:

*Aaa...well I can say...aaa where Netball is concerned, our school have basic Netball equipment which are worn out balls, the court, bips, cones and Goal posts. For the equipment that we don't have like jerseys, hurdles, Netball Nets and whoops, we just improvise by using available local materials.*

Similarly, HT3 described the available Netball equipment as basic as they were only able to help in carrying out basic Netball skills development. HT3 stated that:

*“Our Netball equipment are very few and not in good state. We recently got some of the balls from Friends of our School who came to visit us through SIA. Unfortunately, we only received balls in all sizes. The equipment that we have are balls, broken goal posts and the court. With these, the girls play the game and develop basic sports skills in Netball game.”*

Three sports teachers from Community Schools in Chibolya Zone were interviewed to get the view on the availability of Netball equipment in Schools. The following were the responses from the participants. The first interview with ST1 revealed that Community schools had basic Netball equipment only that included Netball courts, Goal posts, balls and whistles. It was also revealed that most schools lacked the needed equipment to run the Netball programs properly.

ST1 explained that:

*“This school only have basic Netball equipment that included Netball court, balls, Goal posts and whistles. Sometimes the said equipment are not in good state hence, we just improvise to make sure the program runs smoothly.”*

The second interview with ST2 revealed that the schools had Netball equipment that enabled the learners develop Netball sports skills.

ST2 expressed that:

*Community schools in this Zone have Netball equipment that help in basic sports skills development in young girls. These equipment are found both at schools and Hub sites where our young girls go to play the game.*

The third interview with ST3 revealed that Netball equipment available at both schools and Netball game Hub sites were Courts, Goal posts, Goal Nets, Whistles, Cones, Hurdles, Whoops, skipping ropes and balls of different sizes. ST3 stated that:

*The basic Netball equipment that are available at schools and Netball game Hub sites include, courts, goal posts, goal nets, whistles, cones, hurdles, whoops, skipping ropes and Size 4 and 5 balls. Size 4 balls are used by young girls from the age of 7 to 10 and size 5 balls are used by older girls.*

Three Focus Group Discussions were conducted with the nine parents from selected community schools to get their views on the available Netball equipment found in schools and hub sites that enabled young girls' sports skills development in Chibolya Zone.

The first interview with CS1 PA revealed that schools in the zone had very few Netball equipment against the large numbers found in schools. It was also revealed that the available equipment were able to develop basic skills in Netball. However, lack of equipment resulted into improvisation of the much needed sports equipment. Sports teachers and Hub sites coaches used local materials to improvise Netball equipment such as balls, goal posts and skipping ropes.

PA1 explained that:

*“From my observation, schools have very few Netball equipment that includes balls, courts and goal posts which aaa... they use to develop sports skills. Teachers at schools and coaches at Hub sites use these equipment during training sessions.*

PA2 also explained that:

*To develop sports skills in our children, teachers use the available Netball equipment to train young girls. However, the number of learners is too huge to be catered for during training sessions that is why coaches improvise some equipment such as balls, goal posts and skipping ropes for the girls.*

PA3 said that:

*“Our girls have been exposed to Netball skills development by using the balls, courts, goal posts and whistles at schools and hub sites. These equipment only develop basic skills in sport. Aaah...they are not enough especially that the numbers of girls in school are huge and cannot be supported by the available equipment as they are few in number.*

The second face-to-face interview with CS2 PB revealed that some equipment were available to develop basic sports skills in young girls. However, the said equipment were not enough for the girls in community schools as the numbers were huge. It was also revealed that most play grounds in the community were encroached on by members of the community making it difficult for trainers to find space where to train from. PB1 stated that:

*“The grounds where Netball game was played from has been encroached by members of the community. Houses and shops have been built there resulting into girls having no play ground around this area.*

PB2 also explained that:

*The equipment for Netball that were available managed to develop basic sports skills in young girls. Schools and Hub sites lacked equipment because they got worn out easily due to overuse by players.*

PB3 also stated that:

*The numbers of players in this Zone out-stand the available equipment for Netball. This is the reason the girls find it difficult to engage in sports skills development. Schools and Hub sites have very few equipment and in some instances they have nothing.*

The third Focus Group Discussion with CS3 PC revealed that schools had basic Netball equipment but in small numbers. The available equipment were used to develop sports skills in young girls. Basic skills only needed basic equipment that included balls, goal posts and the court. PC1 explained that:

*The responsibility of trainers in schools and Hub sites is to facilitate the development of sports skills in young girls. The only equipment to be used to accomplish this task are basic equipment such as balls, goal posts and courts.*

PC2 also stated that:

*Aaa... basic equipment were available in schools and Hub sites where young girls play Netball game. There is no need for sophisticated equipment to develop basic skills. Sometimes these equipment can also be improvised in order to develop Netball game skills in girls.*

PC3 said that:

*“I think aaa... what is important is to have basic sports equipment in schools. And to my observation, schools have equipment that they use during sports activities. These are the equipment that young girls use in sports skills development.*

Three sports Hub Site Coordinators from three selected Netball Hub sites were interviewed to get their view on the available Netball equipment that were used in sports skills development in Chibolya Zone. The first interview with CD1 revealed that Netball Hub sites had basic sports equipment that included Courts, balls, Goal posts, cones, whistles, Jerseys, Hurdles, whoops and skipping ropes.

CD1 explained that:

*“Yes we have basic gear at Netball Hub sites. We have balls, basic Goal posts, a bit of cones and bibs. These are the basic gear we have as Hub which we use to run sessions. We find it hard sometimes where we have at the Hub site girls that fall as young as 5 to 7 years. Aaa... you know this age group used size 4 balls but we find that we only have size 5 balls used by girls that are from 10 and above in terms of age. Sometimes we end up using volleyballs so that we have the size of ball that can be handled by younger girls.”*

The second interview with CD2 revealed that most Netball Hub sites had Netball equipment that were affordable and sometimes locally made in the development of sports skills in the game of Netball in girls. CD2 stated that:

*Talking about available Netball equipment, the available equipment are adequate and average. It is not very bad. Hmm... all we need is Netball Court, Netball Goal posts and a ball. Once we have these three basic equipment, then we can do Netball activities at Hub sites because we do not do complicated activities. We just do the basic activities so that the young girls grasp the basic skills in the game.*

CD3 explained that:

*Basically, our Hub site has balls, Jerseys, goal posts, the court and cones. With the balls, we have all the sizes thus size 4 and 5. These equipment were recently donated to our Hub site by Friends from Overseas who came to visit us during winter holidays.*

During interviews with three Netball coaches from three selected Hub sites, it was indicated that Hub sites had basic Netball equipment that Hub sites used in sports skills development in young girls. The first interview with CH1 revealed that Netball courts, Goal posts, Jerseys and balls were the equipment available. CH1 stated that:

*We aaa... are struggling as a Hub site as our numbers of players is huge for the facility and we are overwhelmed with the attendance during training sessions on daily basis. So we try to work with what we have. The Netball equipment we have usually worn out with continuous use. We are made to replace balls, goal posts, jerseys and cones time to time. However, our Netball court is good and standard.*

CH2 equally expressed that:

*The types of Netball equipment we have are Netball Court, Goal posts and balls. We have all the sizes of the balls required in sports skills development in young girls. Netball equipment needed to be used by girls are just basic ones.*

The third interview with CH3 revealed that SIA, EduSport and Friends from Overseas were the Non-governmental Organisations that were donating Netball equipment to Community Netball Hub sites as their aim was to use Netball to disseminate information on the importance of acquisition of life skills to young girls. CH3 expressed that:

*Non-Governmental Organisations such as Sport in Action (SIA), Edusport and Friends from Overseas are the ones that facilitated the establishment of Community Netball Hub sites for the purpose of disseminating information on types of life skills that young girls needed to acquire through playing the game of Netball. Therefore, they also made sure that they provided basic Netball equipment that we have at this Hub site. We have the Netball court, balls, Goal posts and Jerseys for the girls.*

From the findings revealed above, it is evident that, schools and Hub sites that offered Netball game had basic Netball equipment that they used in sports skills development in Netball. The available equipment included Netball courts, balls, goal posts, goal nets, Jerseys, cones, hurdles, whoops and skipping ropes.

#### **4.32.4 1 The status of available sports equipment in community school and hubs as well?**

It was clear from the findings that the Netball equipment found at Community Schools were few in number and some were in deplorable state due to overuse by large numbers of learners. However, it was also indicated that some schools that received support from SIA had basic equipment that were in good condition even if they were not enough to cater for all the learners that engaged in playing Netball game as a career.

The findings from face-to-face interviews with three head teachers indicated that schools had basic Netball equipment that were used in the development of sports skills in young girls. The following were the responses from the participants. During the interview with HT1, it was revealed that the school had basic Netball equipment that were used in sports skills development.

HT1 stated that:

*“We have various basic Netball equipment but 90%of them are in good condition because they were recently donated to us by SIA. However, our goal posts need some maintenance so that they can be in an acceptable standard. You know our*

*numbers in school are huge so the more learners use these equipment, the more they wear out.”*

The second interview with HT2 revealed that the school had no standard equipment as most of them were improvised. It was indicated that the court and goal posts were in a deplorable state which made training of the learners difficult. HT2 explained that:

*“Our school lack equipment for Netball game. aaa...we do not have any equipment such as balls, goal posts and cones. We only have the court and Jerseys which are worn out too. However, we have improvised balls, goal posts and cones using local materials so that our girls can also acquire basic skills in Netball.*

The third interview with HT3 revealed that the school had very few Netball equipment that were not enough for the girls that trained in Netball game. It was stated that only basic equipment were available and were used by girls in developing sports skills in Netball game. HT3 expressed that:

*The Netball equipment that the school has basic ones only aaa... The equipment are few eeh.. in number but they help in sports skills development. The girls are divided in smaller groups and are allocated specific time to come for training so that they can be catered for in terms of Netball equipment.*

The findings from three Sports Teachers from Community schools in Chibolya Zone during face-to-face interviews indicated that schools only had basic Netball equipment that girls used to develop sports skills in Netball game. It was also stated that Netball equipment were in deplorable state at most schools. The netball equipment were also not to the standard of the World Netball Association as the available Netball size was only Size 5 and Goal posts size 3.05m which were not ideal for young players.

ST1 stated that:

*We have Netball equipment that are basic. The available Netballs are size 5 and the goal posts are 3.05metres which can only be used by girls that are 11 years and above making sports skills development difficult for girls aged between 7 and 10.*

The second interview with ST2 revealed that the Netball equipment available were in a deplorable state as they were few in number and used by a large number of learners in school. ST2 explained that:

*Our school has a large number of learners who engage in sports. Their involvements in sports activities eeh...result into rapid wear out of the basic Netball equipment that we have.*

The third interview with ST3 revealed that Netball equipment were few in schools and if they were available, they were worn out. He also stated that the equipment available were basic and mostly were improvised.

ST3 expressed that:

*Aaah... Our school has very few Netball equipment and most of these equipment are not in good state. They aaah.. worn out and most of time we just make improvised equipment made out of local material's to develop young girls' sports skills in Netball game.*

During the three focus group discussions with nine parents to the learners from three selected Community school, it was revealed that most Community schools had basic Netball equipment that included balls, the court, whistle and Goal posts.

It was also indicated that some courts were encroached on by members of the Community and balls worn out due to over-use by learners. The Goal posts were also broken due to movements from one place to another during training sessions. It was also indicated that the bad state of sports equipment had affected the development of sports skills in learners negatively as the available ones could not cater for the number of learners that were interested in playing the game.

However, it was also revealed that some Community schools did receive support from SIA and Friends from Overseas who donations in terms of equipment in different sports including Netball. It was also indicated that the schools faced challenges in securing storage facilities for the same equipment which resulted into dilapidation. PA1 explained that:

*Aaah... from my observation, Community schools do not have much equipment that they use in sports skills development in young girls that play the game of Netball. They have courts and balls that are not usually in good condition. The equipment are worn out and sometimes as a community we come in to supply the schools with balls when the schools make a request.*

PA2 also stated that:

*The members of the community have encroached on the land where the court was erected leaving a very small piece where girls train from. Then aaa...other equipment like balls, cones and jerseys are not in good state.*

PA3 explained that:

*The goal posts were broken due to constant movement from the court to a safer place as the girls cannot leave the posts for fear of theft. Other hmmm... equipment are worn out and sometimes girls use improvised balls.*

The second focus group discussion with CS2 PB revealed that some community schools received sports equipment donations from SIA and Friends from Overseas but the challenges were that the storage space for the said equipment was not adequate resulting into dilapidation.

PB1 stated that:

*SIA and Friends from Overseas did donated balls, foot wear, jerseys and canvas bags to this school. The equipment were in very good state but the school does not have space where to keep these equipment safely. Due to this fact, most equipment easily wear out.*

PB2 also explained that:

*The balls and court are in good condition but the goal posts and cones are worn out. The posts get broken because of movements to and fro where they are kept. The posts cannot be left at the court because they can be stolen and sold as scrap metal.*

PB3 also expressed that:

*It's very unfortunate that members of our community opted to encroach on the piece of land that the girls were using as a playground. This has resulted into girls remaining with very small playground where they train from and as such only bigger girls have enough play time considering the bad state of the available equipment.*

The third focus group discussion with CS3 PC revealed similar sentiments with other two groups. It was revealed that the state of the available equipment was not good and if the equipment were available, they were few in number with led to wearing out easily. It was also indicated that care for the equipment was lacking hence exposure to damage as the number of learners interested in playing the game was too huge.

PC1 explained that:

*Well aaa... the state or rather the condition of the sports equipment is not good and sometimes not enough to be used by our girls. Due to this problem, it has resulted into girls struggling to find chance to use the available equipment despite their state. They end up using worn out balls because that is what is available. Hmmm... girls of this community like playing games so much and so they do everything possible just have play time with what is there.*

PC2 also stated that:

*Our school is lucky. Aaa... we received some balls and jerseys from SIA and Friends from Overseas but the equipment were not enough and because of the use over time, the equipment wear out easily as it takes time for our partners to make next donations. Girls in this community love the game but that problem is the state of the equipment. Most balls wear out easily and the goal posts break due to movements as they cannot leave them or mount them permanently at the court due to fear of them being stolen*

PC3 explained that:

*The available equipment are basic and not in good condition. We have three teams of ages from 7 to 9, 10 to 12 and 13 to 15 years. These teams use two balls on daily basis which has resulted into damage because of overuse. The young girls do not have their size of ball hence they use the size for the bigger girls. When it comes to goal posts from my observation, the young girls still struggle to score the ball because the height of the goal posts is too much for them. This is where the wearing out and damage comes from.*

From the findings, it clearly indicated that sports equipment in Community schools were in a deplorable state and in some instance not available at all. The playgrounds were not secured by the community authorities for continuity of the game of Netball resulting into encroachment by community members. It also indicated that proper care and security of the available equipment was lacking leading to damage of equipment.

#### **4.32.52 Adequacy of Netball equipment in Community Schools and Hub sites**

The theme related to the second research question of the study which was on the availability of Netball equipment in Community schools of Chibolya Zone. The responses from the participants are presented below:

During the face-to-face interviews with three Head teachers on the adequacy of Netball equipment in Community school in relation to sports skills development revealed that schools had very few Netball equipment that resulted into setting up training sessions for each age group. It was revealed that the learners were divided into small groups to allow them have equal play time using the available Netball equipment. The participants also revealed that the training space was also inadequate for the young girls. HT1 expressed that:

*Oh aaa... during training sessions, we have equipment just to cater for a specific number of players. This is reason we divide learners into groups according to their ages so that only a good number attend training session at a particular time. We are just looking forward to receiving more and another hindrance is the space for the court which is the biggest problem and some goal posts are actually broken.*

HT2 explained that:

*“For sports skills to be developed in young learners, we the management should provide the Netball equipment mentioned already. We need to put things in place as our learners go for training to avoid accidents. The equipment we have are not aaa... in good form in the sense that we need to secure some more especially jerseys, balls and cones as our numbers of players are steadily increasing. We generally need to improve in terms of procuring sports equipment to meet the demand.”*

HT3 also stated that:

*As we are a Community Based School, not all the equipment are enough because we lack funding so to say. Aaa... I can say from the community that we serve; sometimes they come through to support the school in purchasing sports equipment. However, we still survive with what is available even if the equipment are not in good condition and not adequate for our learners.*

Three sports teachers were interviewed to get their views on the adequacy of Netball equipment at Community schools. The first interview with ST1 revealed that the Netball equipment were not adequate as the number of learners was huge.

ST1 shared that:

*As a school we have only basic Netball equipment which are balls, goal posts, court and whistles which we use in sports skills development in our learners. Currently we only have one size 5 ball used for training all the age groups. We have divided the learners in smaller groups so that they can fit in the training program due to lack of equipment. I can safely say, we manage by what we have as at now.*

The second face-to-face interview with ST2 revealed that community school enrolled large numbers of vulnerable children of the Chibolya Community and this resulted into failure to meet certain demands especially in sports. The situation rendered sports equipment to be inadequate for the learners in schools.

ST2 explained that:

*“Aaa... the Netball equipment are not enough as the number and rate is too high against the equipment which available as you can see we have a lot of children enrolled at this Community school. The number of learners cannot match the available Netball equipment as they are very few.”*

The third interview with ST3 revealed that the scale in terms of rating was 1 to 10 because the schools only had basic Netball equipment but schools were managing through their means and what they had. HT3 explained that:

*“So in terms of training, the rate of Netball equipment to the number of player is at 1 to 10. I would say that we are just trying to work out as we don't have all the equipment that need for us to run a proper Netball program, but we do try by all means to live within the means that we have.”*

During the three focus group discussions with nine parents to the learners from three selected Community schools on the adequacy of Netball equipment in schools, it was equally revealed that the equipment were not adequate due to large numbers of learners at community schools. It was also revealed that the damage to the available Netball equipment was too much as the equipment were most of the times overused by players.

The first interview was with PA1 who explained that:

*The Netball equipment are available but not enough for the players as the number is big. Mostly teachers divide the learners in groups and they play at different times to make sure that they develop their skills.*

The second interview with PA2 revealed that the Netball equipment were inadequate resulting into increased damage to the available equipment. PA2 stated that:

*“Our equipment get damaged easily because they are few. Our learners struggle to make sure they have time to train using these equipment and this is the reason they get damaged easily.”*

During the third interview, PA3 stated that:

*The schools management tries to engage members to help the school in purchasing more Netball equipment for sports skills development in learners because the available basic Netball equipment were few in number and cannot meet the girls' demand.*

The fourth interview with PB1 revealed that some Community schools received donated Netball equipment but lacked care for the said equipment resulting into damage. PB1 explained that:

*Organisations that deal with grassroots Netball development in Zambia usually come once in a while to donate assorted sports equipment to our school. The only problem I have noticed is that the school management lack care for the equipment. They are not stored in a safe place and when asked they there is no room where to secure sports equipment hence, keeping them anywhere which results to damage.*

During the fifth interview, PB2 stated that:

*The problem we face is that of inadequate Netball equipment in this school. Most young girls want to play the game but the equipment such as courts, balls and whistles are inadequate.*

*The few that are available are used by older girls that are in league teams and compete in school teams during inter-schools and inter-sectors ball and racquet games.*

During the sixth interview, PB3 also expressed that:

*The schools around the Zone teach Netball to eee... young girls using basic Netball equipment which are very few in number as compared to the number of the school enrolment. Therefore, the equipment get overused in training and development of sports skills in girls...*

The seventh face-to-face interview with PC1 revealed that Community schools in the zone had very few Netball equipment that were used in the development of Netball skills in young girls.

PC1 stated that:

*It is a pity that Community schools in Chibolya zone have less Netball equipment that young girls scramble for during training sessions. Schools have huge numbers against less Netball equipment. Even if the girls are divided into smaller groups and allocated time to train, the equipment are still not enough.*

During the eighth interview, PC2 described the situation as difficult in terms of sport development in Chibolya Zone. PC2 said that:

*“It is very difficult to manage sports at Community schools as the children are too many to match the available Netball equipment. In fact, the equipment that are available are basic that include courts, balls and goal posts.*

During the ninth interview, PC3 explained that:

*Sports programs in Community schools are managed with very few Netball equipment against huge numbers of learners. The equipment are easily damaged*

*because of usage by a lot of players that engage in sports skills development in Netball.*

From the findings, it had shown that the Netball equipment that were available were inadequate to meet the increased school enrolment and demand for use by young girls that engaged in development of sports skills in Netball game.

#### **4.4 3 Accessibility of Community Based Education to girls in Chibolya Zone**

This sub-theme related with the third research question on how accessible Community Based Education was in Chibolya Zone of Lusaka District. The findings from participants were presented below:

##### **4.43.1 Distance from homes to schools**

The interviews with three Head Teachers revealed that some Community schools were near to most homes of the learners and some were not. It was also revealed that the rapport between the community members was good and that the school interacted with the members on most school programs.

It was also indicated that the only challenge the education system faced was the economical one. The parents and guardians to the learners were unable to fully support the learners in terms of finances. Most parents struggled in paying the school fees charged by the schools as most of them claimed that they were vulnerable and could not pay the fees in time for the smooth running of school programs.

HT1 explained that:

*Eeeh... in this Zone, aaa... the challenge we have is that younger girls that stay a distance from the school failed to attend school regularly due to distance. They do not attend training sessions as well because the playgrounds are allocated near the school.*

*On social support, the school and the community associate very well and help in encouraging girls to take netball game seriously as a career side by side with education. The school also interact with community members during activities such as sports tournaments.*

*Economically, most learners have challenges in paying for school fees as you know that Community schools depend on fees in running the school programs.*

HT2 also stated that:

*The Community Based Education is quite accessible to young ones because it is located within the community so the distance is manageable to our learners.*

*The schools interacted very well with the community members. The social life of the school with the community makes it easy in terms of management of school programs as partners. Members of the community are free to suggest how certain school issues can be handled which has resulted into good and positive interactions at all times.*

*Economically, some parents are able to pay school fees but others are not able to. This makes the running of this school difficult. However, we still allow the learners to attend classes believing that their parent will pay later.*

Similarly HT3 expressed that:

*“I would say it is accessible because our daily record shows that 75% of the learners attend classes through the registers. This is so because the school is located within the community and it is accessible as young ones manage to walk to school with fewer difficulties.*

*In terms of social aspect, we as a school have developed good rapport with the members of the community. We time to time call ... invite parents to come and interact with the school staff on various issues pertaining to the running of school programs.*

*On economic aspects, you should be aware that our learners here attend Community-Based-Education that depends on school fees paid by learner to run school programs. However, 40% of the learners are sponsored by different Non-Governmental Organisations such as World Vision and Children International who also support the learners in nutritional programs as well meaning 60% of the learners need to pay school fees to make the school program run effectively. The scenario as at now is that most parents fail to pay these fees rendering the school vulnerable which results in loss of the teaching staff that depend on these fees for their livelihood.*

Generally, the responses above did show that the learners in Chibolya Zone managed to attend school because they lived near the Community Schools. It was also revealed that schools were built within the community which made it easy for the young ones to walk to school as the distances were manageable.

It was also indicated that school and community collaborated well in running school programs. However, the school faced challenges in terms of funding as some learners were sponsored and others were not, making it difficult in execution of programs such as sports and academic related activities.

#### **4.43.2 Social interaction between school and the community**

Similarly, the three sports teachers revealed that distance between school and home was manageable. It was also revealed that members of the community had shown commitment in

socialising with school staff. The interaction was noticed during school sports activities, cultural and academic displays where members were invited to watch their children showcase their abilities in various disciplines. In economic aspects, it was revealed that some parents supported their children by paying school fees and others failed completely which made running of school programs difficulties.

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During the first interview, ST1 explained that:

*The school is accessible as the learners walk short distances to come to school. Socially, the school and the community have created a very good relationship where we interact and share ideas on how best we can run the school programs.*

*Economically, we struggle because as you may know, aaa... community schools depend on community members in terms of funding. Some parents cannot manage to pay for their children and this makes the running of the school programs challenging.*

During the second interview, ST2 stated that:

*“Our girls walk to school because it is near to where they live. Aaa... the distance is manageable since most of them attend different class sessions.*

*The school engage in working together with the community members in order to promote skills development in Netball game. The members of the community interact with the school in different activities to make sure that school programs run smoothly.*

*However, the school face challenges in terms of school fees payments from the learners’ parents. This reason has put the school in a difficult economic state. Programs that need money are very difficult to undertake due to lack of funds.*

During the third interview, ST3 expressed that:

*The accessibility of the school is not a problem for us as the school is located right in the community.*

*In social aspects, the school has created a very good working relationship with the community and interacts regularly to share notes on how effective the school should be run.*

*However, the challenge is that most parents find it difficult to pay school fees which the school depend on in running school programs and paying the teaching staff.*

From the above revealed findings, it is evident that Community Based Education was accessible to the girls in Chibolya Community. The schools were located within the community and the distance was manageable. The school and the community members had created good rapport and interacted regularly on issues pertaining to effective operations of

the schools. Economically, much as some learners were sponsored, others were on self- sponsorship which meant that their parents had to pay their school fees. However, it was indicated that some parents failed to pay the fees which resulted into schools facing challenges in their daily operation.

#### **4.43.3 Economic status of Community Schools**

The economic status of the community schools was not able to sustain the smooth running of school programmes such as sports and related academic programs. Schools fees were one of the ways the community schools raised funds to meet the school demands. However, these fees were dependant on the parents' commitment to pay the said fees for effective running of the school programs.

PA1 explained that:

*Well...Community Based Education was offered in Community schools that are within our community. This makes it easy for our children to walk to school without problems. Aaa...The schools also interact easily with us parents and some of us pay schools fees even if life is difficult but we struggle until we manage just to make the school run smoothly.*

PA2 stated that:

*The reason we take our children to Community Based Education is because it is easily accessible, easy to find and distances are minimal.*

*Aaa...as the community members, the school involve us the school programs by inviting us to eeheh...celebrate with them on their achievements. In terms of schools fees, my children are sponsored by World Vision.*

PA3 expressed that:

*Community schools are located within the community and are easy to access. There are very few children that go and attend school that are far from their homes because they are young and their parents wish to protect their children from crossing busy roads. Then as community members, the school is very welcoming we go... aaah... to school anytime to aaa...share anything with them about the school. About school fees aaah... money sometimes we pay sometimes it's difficult but we try.*

During the second focus group discussion, PB1 stated that:

*Community Based Education is available and accessible as schools are located in our community. Our children walk to school no matter how young they maybe. Well, aaah...school is open to all of us. We interact with the management and staff especially during open days when we come to get children's academic reports and during sports activities. On economic aspects, hmmm...I should state that sometimes as parents we fail to pay fees on time. However, the school engage us and discuss on how best we can help in the running of school programs*

PB2 also stated that:

*Schools are near to our homes and so... so our children walk to school. We also work together with the school management in making sure that most parents fail to fulfil their obligation. Most parents have challenges in paying school fees because they are vulnerable in this Community.*

PB3 also said that:

*Well... our children walk to schools which are located near our homes. Community schools are accessible to our children. For the school and the community, aaah... we work closely together in most tasks. The only problem we have as parents to the learners is failure to pay school fees on time and sometimes not paying at all.*

During the third interview, PC1 explained that:

*Schools in this community are located near to homes. Learners walk to school from their home. Aaah... schools also interact with members of the community during sports activities and academic activities. When it comes to finances, schools struggle to get money for school fees from parents because as parents we delay in paying fees for our children.*

PC2 also stated that:

*“Learners walk to school because it is near their homes. Community schools as the name suggests are located within communities for easy accessibility especially to people who are vulnerable. Schools also work hand in hand with members of the community to run school programs. The school fees that learners pay are the only source of income that makes the running of the school programs effective. Therefore, when us the parents don't pay the fees, aaah... the schools program cannot be run effectively.*

PC3 also explained that:

*All Community schools were accessible as they were located within the communities. The schools also collaborated with teaching staff easily and helped in running school programs. Some parents paid schools while others failed and sometimes delayed. This resulted in delayed school programs fulfilment.*

From the above revealed findings, the facts that emerged from the discussions and interviews are that Community Based Education was accessible to learners in Chibolya Zone. The

schools and community members also created a relationship that made them to work hand in hand with each other in the development of sports in the community. However, it was evident that schools struggle in running school programs due to delayed and non-payment of school fees by parents. Some of the school programs that were of both academic and co-curricular form were difficult to run effectively due to lack of funds.

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#### **4.4.41 Benefits of Education and sports**

This theme related to the third research question of the study which was to find out the accessibility of Community Based Education in Chibolya Zone. The findings show a similar pattern in responses provided by the participants during both interviews and focus group discussions. There was a common position that engagement in both CBE and Netball game at the same time provided continuity in a person's career life time. Physical body maintenance and self-employment creation as individuals create their own grassroots sports academies. Girls exposure to world class Netball tournaments to gain elite skills is another notable position. The responses from participants were presented in the following sequence below:

During face-to-face interviews with three Netball coaches from three selected Hub sites, it was established that the benefits of engaging both in education and sport were that individuals became self-reliant, able to create employment, able to create jobs for others and engage in entrepreneurship in related sports services. CH1 expressed that:

*The girls that attained both education and sports were able to keep physically fit and lead healthy life. They are able to use their education and sports skills to create their own employment by establishing Netball academies where they recruit girls train them to acceptable standards and offer them at a cost to other clubs and teams.*

During the second interview with CH2, it was revealed that individuals that attained education and sport at the same time benefited in creating their own working environment where they could earn income after active play time.

CH2 stated that:

*Sport is a very short span for an athlete. When an individual turns 32 years of age, the standard of play goes down and eventually individuals retire from active play. At this time, those that took both education and sport at the same time*

*divert to doing own businesses that are sport related using management skills acquired from education.*

During the third interview with CH3, it was indicated that engaging in both education and sports had benefits that improved the health of families and communities. CH3 indicated that:

*Athletes who acquired knowledge in education and developed sports skills were able to introduce physical activities for families and members of the community in staying health and keeping diseases at bay.*

From these findings, it clearly indicated that benefits of engaging in both education and sport were broad. Some of the benefits were keeping the body physically fit and health. The other benefits were creation of own employment and creation of jobs for others after leaving active play time which was a short span. Other benefits were involvement in entrepreneurship in sports related businesses and creation of grassroots Netball academies as sources of income.

#### **44.4.41 Self-employment and job creation through Education and Sports**

During the face-to-face with three Head teachers from three selected community schools on the benefits of engaging in both Community Based Education and Netball game as a career, the Head teachers from Community schools shared that there was positive results in engaging in both CBE and Netball game as individuals developed a sense of continued in sports skills development. It was also indicated that individuals embarked on physical maintenance and creation of self-employment when out of play. HT1 explained that:

*“Well aaah... benefits are many. Apart from being physically fit and healthy, the girls can use their talents to better their living standards by embarking on promotion of grassroots sports development as ambassadors. Some become professional players and later engage in employment creation.”*

HT2 also indicated that:

*Aaah... the benefits are there and they are many. If I may give an example of three young players that are playing in the Zambia Netball National team currently are from Chibolya and Njovu Hub sites located in this community including the currently National coach who is the youngest coach the whole world is a Chibolya product. Education and Netball have given them an opportunity to reach greater heights in Netball as they were crowned African Champions 2023 in Botswana.*

HT3 also stated that:

*The benefits of engagement in both CBE and Netball game as a career are so many especially aaa... when a girls who has acquired sports skills in Netball and*

*educational knowledge even if she fails out of school, she can still use the sports skills to find what to do and support her life.*

*As we work with Edu Sport and SIA whose focus is on development of sports skills in young girls, they also acquire life skills from the same program which help the girls in their lives. Even if the NGOs do not focus on the provision of education, our community schools work closely with them in shaping the future of the girls in this community.*

During face-to-face interviews with three sports Coordinators from three Netball Hub sites in Chibolya Zone, it was shared that school and sports always went hand in hand in order to produce world class athletes. It was also indicated that sport developed a strong social bond, healthy living and physical fitness and good attitudes among the members of a given community. Therefore, without education, these attributes of sport could not be learnt by members of the Community

CD1 explained that:

*Well, benefits of engaging both in Education and sport at the same time are quite broad. Girls who attend both education and sport are intelligent, self-disciplined and resilient, focused in life and can handle most situations because education teaches different types of attitudes that help girls in their lives.*

*They easily get employed or create jobs and employ others. Most educated athletes manage their own Netball academies as their source of income. Therefore, the combination of education and sport produces an individual who is educated, self-reliant with up-right morals and disciplined.*

The second interview with CD2 revealed that individuals that attended education and sport at the same time grew into good and team leaders. The behaviour attained by individuals who attended school and sport at the same time exhibited management skills in them. CD2 stated that:

*Team and self-leaders are individuals that attended education and sport at the same time. Sport trains athletes to be disciplined and team builders. Education also teaches individuals to be good leaders that are self-motivated. Educated athletes face fewer challenges in employment acquisition.*

CD3 also explained that:

*The benefits of education are broad. For instance, Zambia had just gained success stories recently scored in 2023 where the Junior National team in Netball*

won silver medal at Season 5 games held in Malawi. The squad had Four (4) girls from Chibolya who were part of the team and were born and bred from Chibolya. Another successful story is on the 2023 Africa Netball Champion title which was scooped by a Zambian team in Botswana. The squad had three (3) girls from Chibolya including the Zambia National Netball team Coach who was the youngest coach worldwide. All these achievements were as a result of attaining education and sport at the same time.

#### **4.4.52 Skills acquisition in Education and Sports**

Three sports teachers were interviewed from three selected Community schools on the benefits of engaging in both CBE and Netball game at the same time. The following were the responses: The first interview with ST1 revealed that CBE and Netball game engagement provided life skills that could create job opportunities after active play of an individual.

ST1 stated that:

*“Individuals that engaged in both CBE and Netball game acquire life skills that create job opportunities when they stop playing the game actively. Individuals establish grassroots Netball academies and recruit young players whom they train and later offer them to league teams at a cost. This has become a very profitable type of business for most trained players in Zambia. The academies which are also known as Hub sites are managed by the same former players and are located mostly in Communities such as Chibolya, Kanyama, Chawama, Mtendere, Mandevu, Matero and Kalingalinga.”*

During the second interview, ST2 similarly explained that:

*There are so many benefits such as when the girls grow up, they are physically fit and knowledgeable to run their own academies which becomes self-employment to them and also create employment for others. The employment created includes, physical trainers, coaches and managers who run the sports facility. Exposure to professional Netball and other countries also increase their perception on the game of Netball.*

During the third interview, ST3 also stated that:

*The benefits that girls gain from engaging in both CBE and Netball game at the same time are many. Firstly, young girls refrain from bad vices such as drug abuse and clubbing. They engage in positive things of skills development for their lives. The benefits do not end when they are in school, they still utilise the knowledge acquired from school to manage their career and the skills to develop sports skills in younger players. Most players that combine both education and sport become coaches, umpires, trainers, facilitators and academy managers.*

#### **4.4.53 Aversion of illicit behaviour by girls**

Three focus group discussions with parents from the three selected community schools in the zone were interviewed to get their view on the benefits of engaging in both CBE and Netball game at the same time.

It was revealed that girls involvement in education and sports exhibited benefits of averting themselves from bad behaviours of drinking beer, drug and substance abuse, involvement in premature sex which resulted in unwanted pregnancies and acquisition of sexually transmitted diseases. The findings were presented as follows:

PA1 explained that:

*Girls benefited very much in engaging in both CBE and Netball game as they become so focused in life and physically fit to do different types of physical works. I see girls not engaging in beer and drug abuse. Aaah, education and sports make our girls busy and refrain from premature sex. The benefit is that they also avoid unwanted pregnancies and diseases. They also become good managers in sports related businesses.*

PA2 also stated that:

*Engagement in CBE and Netball game resulted into producing women that are running and managing clubs that are playing elite Netball in the league fixtures. Most former players use their acquired knowledge and sports skills to create their own employment in the sports industry. Some establish Hub sites and others become entrepreneurs in sports equipment.*

PA3 also said that:

*Sports and Education have a lot of benefits on the part of girls as they grow out of active play. Some players have become teachers in schools and are the ones managing sports activities in Schools and teaching the Physical Education and Sports subject because sports go with passion. Most former players are actively involved in grassroots Netball development which encourages the up-coming young girls as they look to them as role models.*

During the second interview, PB1 expressed that:

*Sports skills development relate well with Education. Therefore, girls that engage in both CBE and Sports skills development in Netball game have a lot of benefits namely: - physical fitness, health living, job creation as they establish their own Hub sites and grassroots skills development in young girls that play the game of Netball.*

PB2 also stated that:

*Education provides academic knowledge to learners whereas Netball game provides sports skills to the learners. Therefore, the two collaborate well*

*especially when an individual grows older and out of play time. They mostly engage in grassroots sports skills development by coming together with others by putting up a simple sports facility where girls of a community go to learn how to play the game of Netball. When the girls acquire the standard skills in the game, then they expose them to teams that play league games. In turn the clubs and teams buy the players for their teams.*

PB3 explained that:

*The benefits of engaging in both CBE and Netball game are massive. Currently, senior Netball clubs and teams have embarked on adopting Hub sites and sports academies as their nurseries where they go and get players that attain the professional standard in the game. They support the Hub sites by financing them, provision of equipment and maintenance of the facility and payment of staff at the facility. This is job creation for former educated players and other support staff.*

During the third interview, PC1 explained that:

*Learners that engage in Education and Netball game at the same time easily get chances to go and play elite Netball in other countries like Malawi, Zimbabwe, South African, Kenya, Botswana and Namibia who have good ranking positions at the African Netball ranking. They easily get exposed to such opportunities because of language and skills acquired in both areas which are an advantage over those that acquire only sports skills. Commands in Netball are given in English; therefore, it is very important to engage in both to excel in this career.*

PC2 explained that:

*All the players that are literate and have acquired necessary sport skills in Netball game but are out of play are being engaged by the Netball Association of Zambia (NAZ) to go and take up short courses in different fields within the Netball game circle to train as coaches, managers, facilitators and umpires in order to add to the existing number of officials as the game is taking a different dimension in the country of Zambia.*

PC3 similarly stated that:

*Taking both CBE and sport is very beneficial as the country of Zambia has seen the mushrooming of a lot of Hub sites where even men are now playing elite Netball. This has resulted into shortage of trained and knowledgeable individuals that should manage and control the running of the game of Netball. Therefore, it is very important to engage in both CBE and Netball game in order to be physically fit and health as well as create employment for self and others.*

From the above presented findings, it was evident that engaging in both CBE and Netball game at the same time was very important because it benefited an individual in physical fitness, health living, self-employment, job creation and exposure elite Netball as a career.

#### **4.5 Strategies in accessing CBE and Netball games skills development**

The sub theme addressed the issue of accessibility of Community Based Education and sports skills development in Netball game as a career. The findings show that the Zambian government through the Ministry of Education had introduced policies to promote access to Community Based Education and Netball game skills development as a career. The strategies put in place were re-introduction of Physical Education and Sport (PES) subject and making it examinable, re-entry policy for girls that fall out of school due to pregnancies, lowering the examination cut-off point for girls at both composite and junior secondary examinations and increase in girls' school enrolment to give them equal chance as boy children.

The following responses were given by participants:

During face-to-face interviews with three Hub site Coordinators, it was revealed that strategies to promote girls' engagement in both education and sport were formulated. Some strategies were the enhancement of partnership between Community schools and Netball Hub sites in making sure that Hub sites focused on recruiting girls that were attending schools. The establishment of a clear pathway for Netball development from Hub sites through the community ranks to elite levels was another way of promotion of girls' engagement in both school and sport. It was also enshrined in the Zambia's National Strategic Plan to ensure the development of world class athletes who were not only good at sport by attained good education levels. The Hub sites also embarked on awarding girls that exhibited good performance both in education and sports to encourage others to do the same.

During the first interview, CD1 explained that:

*The strategy has always been to work as partners with Community Schools in the area so that we make sure that girls do not only excel in sports but in education as well. Hub sites focus on recruiting girls that attended school at all times. Hmmm... Netball Zambia has also established a clear pathway for Netball development through community ranks up to elite levels.*

During the second face-to-face interview, CD2 stated that:

*Aaa... promotion of girls engagement in both education and sport worked well... through working together with Community Schools as Netball Zambia and Sports in Action to make sure all girls of school going age got enrolled in school and later at Hub sites to develop sports skills in Netball.*

*The Ministry of Education in Zambia has also lightened the bureaucracy that existed then in allowing Hub sites carry out Netball development in Schools. The Hub sites program has been embarrassed and has resulted into schools working well with Hub sites.*

The third interview with CD3 revealed that Hub sites had introduced Annual Awards for good performance in both education and sport and implemented the National Strategic Plan to develop world class athletes that were literate.

CD3 explained that:

*According to Zambian Sports Strategic Plan, it is outlined that the plan to develop world class athletes that were not only good at sport but good in education is being implemented. Aaa... Hub sites have adopted the Annual sports Award for good performance in both education and sport and this is being awarded to deserving athletes every year to girls' team under 9 and 15 respectively.*

#### **4.5.1 Coordination between schools and Hub sites**

There was also common pattern in the views that emerged from the three Head Teachers from the three selected Community Schools. The common features were that Zambian government introduced policies that governed the education system through Ministry of Education on the access of CBE and Netball game skills development as a career in girls.

During the interviews with three Head teachers from three selected Community schools, it was revealed that the re-introduction of Physical Education and sports as an examinable subject cheered most learners who took it as a co-curricular activity. HT1 explained that:

*The Zambian government re-introduced PES as an examinable subject in 2009 which was announced by then the sitting president of Zambia and this gesture cheered the country's sports department. This department foresaw the promotion of positive and lifelong healthy attitudes in young people, increased attendance in schools and improved academic performance.*

During the second interview with HT2, it was revealed that the Zambia government also introduced the re-entry policy for girls. HT2 stated that:

*The Zambian government launched the Re-entry policy in 1997 which advocated that girls who dropped out of school due to pregnancies be readmitted after giving birth so that it could help prevent the exclusion of young mothers from furthering their education. This means that as the girls furthered their education, they also engage in sports skills development for their livelihood.*

During the third interview with HTs, it was revealed that the strategies implemented by the Zambian government included the lowering of cut-off point for girls and increase in school enrolments.

HT3 said that:

*Zambian government has continued encouraging girls to access CBE and Netball game as a career by lowering the cut-off point for girls both at Grade 7 composite and Junior Secondary School examinations to allow their progression to higher grade in education. The girls' enrolment in schools has also increased to match that of boys in order to create greater chances of them accessing CBE and develop skills in the sport of Netball as a career.*

The research findings of the study on how Community Based Education promoted the development of Netball skills in young girls revealed that girls attended school and training sessions at Hub sites. The findings show similar pattern in the responses provided by participants during interviews. There is a common position that girls' class and training session attendance was average and good respectively. The responses of the participants are presented below:

During interviews with three Hub site sports Coordinators from three Netball Hub sites, it was revealed that the young girls attended classes regularly as well as training sessions.

CD1 expressed that:

*Yeah... the attendance of girls at school and Netball Hub sites is good because we both coordinate as Hub sites and Schools. If a girl absent at school, they are not allowed to attend training sessions. This is so because we want to make sure that they take both class and training sessions seriously. For athletes to perform better, they should have that basic education. Therefore, both school sports teachers and Netball Hub site staff encourage girls to take both sport and education at the same time as sport had a short life span but education takes their life time.*

During the second interview with CD2 it was reviewed that girls were more interested in playing the game of Netball than attending class. CD2 stated that:

*The class attendance of girls here in Chibolya is average because from my own view, the children are more interested in sport than education. However, our role as a Netball Hub site is to encourage girls to enrol in school and that is why we target Community schools when it comes to recruitment of players. We also educate them on the importance of taking both education and sport at the same time.*

During the third interview, CD3 said that:

*"Like ... what I said earlier, we educate the players that without education, no matter how much sports skills they acquired, they will not go anywhere or attain anything because as an individual grows, she interacts with people who are educated. So both academic and sport should be taken and planned on how they can be managed side by side. Most of the times we sit with them and help them realise the importance of education in sports development.*

During the face-to-face interviews with three coaches from the three selected Netball Hub sites, the coaches shared that girls in the Zone were more interested in playing games than engaging in education. It was for this reason that Community schools and Netball Hub sites came up with a strategy of making it a mandate in terms of recruitment of players. Every player needed to be enrolled in school to be allowed to join any Netball Hub site.

CH1 explained that:

*For any girls to be recruited in our Netball Hub site, she needs to be enrolled in a Community school. That is where the development of basic sports skills is introduced to girls. All the players should associate with a school for them to play Netball game at our Hub sites. With us, all we do is to look at the basic skills that mmh... a girl has acquired at school and that is our starting point. We do not introduce basic sports skills here we just perfect sports skills and prepare girls to play elite Netball in clubs and teams that are established.*

During the second interview, CH2 explained that:

*Hmmm... no child is allowed to play Netball game at Hub site without proof from school that they belong to a given class. This is the direction that we have taken as Community Schools and Netball Hub sites in this zone. This direction compels the girls to enrol in education for them to come and be part of the training team at this Netball Hub site.*

During an interview with CH3, it was revealed that it was easy for girls that involved in school to learn how to play the game as they find organised systems that incorporate Physical education as a subject in the school syllabus.

CH3 expressed that:

*Basic sports skills are developed at a tender age. It becomes easy for children to train and perfect their skills as they engage with Netball Hub sites if they have first involved in school where basic sports skills are taught in Physical Education subject. This is the reason we work closely with schools to make sure that our players attend class before they start training with us.*

From the responses and presentations above, it is clear that girls attended school before they were recruited by Netball Hub sites. School attendance was critical in the development of sports skills in children because basic knowledge about the game were taught by trained teachers at Community schools. The Netball Hub sites also worked closely and coordinated with the schools in recruiting girls that were attending school already which made sports skills development at Hub site easy. The direction created an environment where girls were mandated to take education and sports at the same time to attain their goals in their lives.

#### **4.5.2 Girls attendance in schools and Hub sites**

Three sports teachers from three selected Community schools were interviewed to get their views on the strategies put in place in the access of CBE and Netball game as a career. The following were the responses from the participants. The first interview with ST1 revealed that Community schools introduced door-to-door community sensitization on accessibility of CBE and development of Netball game skills in young girls.

ST1 stated that:

*As a school, we have introduced door-to-door Community Campaign to sensitize the members of the community to allow young girls access CBE so that they can equally develop sports skills in Netball game as they engage in school. We invite members to come and watch the learners showcase their skills in academics and sports so that they can approve and help in encourage young girls in CBE and Sports activities.*

The second interview with ST2 revealed that the Zambian government re-introduced Physical Education and Sport as an examinable subject in the education system. ST2 explained that:

*In the Zambian education system, Physical Education and Sport was re-introduced as an examinable subject. This has encouraged learners to take the subject seriously as it is one of the subjects that Learners enjoy because it is practically taught. It also develops different life skills in individuals and promotes health living.*

The third interview with ST3 revealed that schools and Hub sites had created a deliberate strategy where all the players that trained at Hub sites had to be enrolled in schools.

ST3 stated that:

*Community schools are working with Hub sites in making sure learners that access CBE present proof that they are in School registers for them to be recruited at Hub sites. The Hub sites only recruit those players that have their names appearing in school registers as evidence that they are accessing education at the same time. This is to encourage learners and players to access both CBE and Netball game as a career at the same time. Since sports activities are introduced to learners at school, it is very important to enhance skills development by engaging in sports skills development at Hub sites where we have trained personnel and professionals in the field of Netball game who help to impart knowledge and relevant Netball skills in young girls.*

#### **4.5.3 Community and school involvement in girls' affairs**

Three focus group discussions with nine parents of learners from three selected Community Schools were carried out to get their views on strategies set in making sure that young girls

accessed CBE and Netball game as a career at the same time. The responses from participants are presented as follows:

The first interviews with three parents from one of the selected schools revealed that Hub sites and schools were collaborating in making sure girls accessed both Education and Sports at the same time.

PA1 stated that:

*“hmmm...I have worked with this School as they involve Hub sites that aaa... are in this community in educating and training young girls at the same time. Girls that are not in schools are not allowed to play Netball at Hub sites. Aaa...Girls present proof of being enrolled in school for them to be considered as new players at Hub sites. This strategy has enhanced girls’ school enrolment and recruitment as players at Hub sites.*

During the second interview, PA2 also explained that:

*Education policies of girls taking Physical Education and Sport as a compulsory subject and Re-entry policy on girls that fall pregnant has helped girls in this community to take education and sport seriously. Most girls have role models that are playing good Netball and are part of the National team currently. They also want to attain that level and so they try to work extra hard at school and during training sessions at Hub sites.*

During the third interview, PA3 expressed that:

*The introduction of policies such as increase in school enrolment and lowering examinations cut-off point for girls has promoted competition among the girls in terms of accessing CBE. The girls also competing in terms of sports skills development when they see their role models coming back to Hub sites with medals from Africa Netball tournaments. They also want to play at such levels to make their families proud.*

During the interview with the second focus group, it was revealed that re-introduction of PES as a compulsory subject and making it examinable had enhance interests in young girls who engaged in playing the game with passion. PB1 stated that:

*Girls that play Netball game have passion for the game. They are so interested in acquiring standard skills in the sport so that they can play for established clubs and teams in the country and other countries. This can only be possible if the girls take PES as a subject that can help in enhancing acquisition of knowledge and skills development in the sport.*

PB2 equally said that:

*Chibolya Community is a sporting community as you can see. Most good players come from here. Therefore, as a community we are working together with schools and Hub sites to make sure that girls access school and develop sports skills in Netball at the same time.*

PB3 explained that:

*Each aaa... and every strategy made by the education system is good for our girls. For instance the re-introduction of PES as a compulsory subject and making it examinable has offered our girls opportunity to acquire knowledge about most sports disciplines and related sports issues. In case girls fail in make in academic matters, they can still embark on skills development if not they can also engage in entrepreneurship in sport to make a living.*

From the above revealed findings, it was evident that strategies put in place by the Zambian government through Ministry of Education; Community Schools and Hub sites were yielding positive fruits as girls had shown their capabilities by displaying different sports and academic performances. Most girls and members of the communities had realised the importance of accessing both CBE and sports skills development in girls as their sports and academic achievements were showing from grassroots to National levels. Girls were willingly enrolling in both school and Hub sites to enhance academic and sports development.

#### **4.5.4 Increase in school spaces for girls**

During the third focus group discussion, it was revealed that the increase in girls' school enrolment and slash down of cut-off point during examinations had given an opportunity to access education and engagement in Netball game as a career. PC1 expressed that:

*Girls faced challenges in securing school places but with the increase in school enrolment for girls, this is a positive move that has encouraged girls to take education seriously as well as involve themselves in sports skills development for their health living and physical fitness.*

PC2 also explained that:

*Well aaa...Community sensitization program embarked on by Community schools and Hub sites in making sure that girls access education and engage in Netball game skills development at the same time, has seen an increase in school enrolment and recruitment at Hub sites in Chibolya Zone. Girls who have greater passion in Netball are keen to access both education and sport in order to participate in playing elite Netball which is attaining recognition in Zambia.*

PC3 stated that:

*I can safely say aaah... the lowering of cut-off point for girls at examination levels in the education system is a welcome direction as it has encouraged them to work even hard and they are now competing with boys in academic performance.*

*The re-introduction of PES as a compulsory subject has also seen great interest in girls taking up sports as a career. Most girls have exhibited sports talents that are exposing them to elite sport performance and tournaments in various disciplines. We as a community have just witnessed the first ever win of the African Netball title which our girls won in Botswana 2023. Actually, the Zambian National Team that represented the country at the 2023 African tournament had three players that came from Chibolya and Njovu Hub sites including the National coach. Aaa...these mentioned are chibolya products and we are proud of them as a Community for this great achievement in Netball game.*

From the above revealed findings, it was evident that strategies put in place by the Zambian government through Ministry of Education; Community Schools and Hub sites were yielding positive results. Girls were willingly enrolling in both school and Hub sites to enhance academic and sports development. The increase of school spaces for girls had enlightened parents and girls to enrol in school in order to better their living standards.

The research findings of the study on how Community Based Education influenced the development of Netball skills in young girls revealed that girls attended school and training sessions at Hub sites. The findings show similar pattern in the responses provided by participants during interviews. There was a common position that girls' class and training session attendance was average and good respectively. The responses of the participants were presented below:

During interviews with three Hub site sports Coordinators from three Netball Hub sites, it was revealed that the young girls attended classes regularly as well as training sessions.

CD1 expressed that:

*Yeah... the attendance of girls at school and Netball Hub sites is good because we both coordinate as Hub sites and Schools. If a girl absent at school, they are not allowed to attend training sessions. This is so because we want to make sure that they take both class and training sessions seriously. For athletes to perform better, they should have that basic education.*

*Therefore, both school sports teachers and Netball Hub site staff encourage girls to take both sport and education at the same time as sport had a short life span but education takes their life time.*

During the second interview with CD2 it was reviewed that girls were more interested in playing the game of Netball than attending class. CD2 stated that:

*The class attendance of girls here in Chibolya is average because from my own view, the children are more interested in sport than education. However, our role as a Netball Hub site is to encourage girls to enrol in school and that is why we target Community schools when it comes to recruitment of players. We also educate them on the importance of taking both education and sport at the same time.*

During the third interview, CD3 said that:

*“Like ... what I said earlier, we educate the players that without education, no matter how much sports skills they acquired, they will not go anywhere or attain anything because as an individual grows, she interacts with people who are educated. So both academic and sport should be taken and planned on how they can be managed side by side. Most of the times we sit with them and help them realise the importance of education in sports development.*

The Community of Chibolya, the Netball Hub sites and the Community Schools played a pivotal role in the development of sports skills in children. The partnership that existed between the School and the community made this process effective. Parents played a vital role by allowing their children to go and practice which was the greatest support they rendered. The school also carried out its role of introducing sports activities to children immediately they were enrolled in the education system. The Netball Hub sites also contributed positively by offering free services in training the children to attain acceptable standard in Netball skills development. This section addressed the findings on how Community Based Education influenced the development of Netball sports skills in young girls in Chibolya Zone.

During the face-to-face interviews with three Sports Coordinators from three selected Netball Hub sites, it was revealed that parents and community members worked closely with the schools and Netball Hub sites in making sure that girls engaged in playing the game of Netball.

CD1 explained that:

*When it comes to community members and parents to the children that come to practice with us, we have a contrast in responses. There are a good number of parents and members that are supportive and understand the value of both sports and education.*

*We also have the other side of members and parents, those typical types that have negative thought about sport. We find it hard to work with such parents. However, we have made efforts in the past where we visit parents door-to-door and sometimes invite them to come and watch the league games at Netball Hub sites. After the games, we engage them in talks to make them understand that*

*girls do not only play Netball but also learn life skills that we run as Hub sites. We make sure that are not only producing an athlete but responsible citizens for our communities.*

During the second interview with CD2, it was revealed that some parents and members of the community were handy and supportive. However, there were also those that were negative and challenged the School management not to allow their children to get involved in sports activities as they had a belief that involvement in sport resulted in poor academic performance. CD2 explained that:

*“Some parents are very supportive and are happy that their children take part in sports activities. Aaa... while some are not interested and they even go to an extent of visiting particular schools to question Management why schools involve their children in playing the game of Netball. However, we try to educate them on the importance of allowing children engage in playing games. We inform them about the abilities of their children and we would not be aware of which would work for the girls in future. Girls would use education for their living or they may use Netball game for their living as a career depending on situations. It was evident that we have girls who started playing Netball game at this Hub site and this time, they are employed as soldiers, police officers and in many other organisations that associate with Netball game development.”*

During the third interview, CD3 stated that:

*Community members and parents are stakeholders in the development of sports skills in athletes. Their input is very vital in the continuous process of sports skills development.*

*That is why parents, members of the Community and school involvement in this process is very important. Girls need support from both stakeholders who play different roles that are significant in sports development.*

*Aaa.. girls need knowledge about the sport, guide on career pathway, guide on time management and training techniques from schools. They also need moral, financial and social support from members of the community for them to develop sports skills as a career.*

Three Netball Hub site coaches from three selected Netball Hub sites were interviewed to get their view on Community and Schools involvement in sports development. It was revealed that schools were directly involved at the point of children’s entry into the education system while the community’s involvement was at the point of support rendered to the young girls at community level.

During the first interview, CH1 explained that:

*Parents come together with the community to watch their children play the game of Netball at Hub site. This is the first support the community offer to the girls and that is how they get involved. Girls' needs in terms of moral, financial and social support are provided by the Community whereas ... aaa... Schools provide the technical part of imparting knowledge about the sport, training, educating girls on how the sport is played and time management between School and training sessions. In the end, girls benefit from both School and Community involvement in their sports skills development.*

During the second interview with CH2, it was revealed that members of the community financially supported girls during tournaments. They got involved in financing logistics for the players when they travelled to go and fulfil fixtures. The schools got involved by teaching girls about the sport and its rules, sports skills development, introduction to Netball equipment and the importance of physical activities. CH2 stated that:

*Aaa... girls get supported by the Community when they are going for tournaments. The Community members fund the logistics and players up-keep. They also support us coaches that accompany the players to such tournament. Like it was explained, we recruit players from schools after they have acquired basic skills in Netball game.*

During the third interview, CH3 stated that:

*Both School and Community members got directly involved in sports skills development in young girls. Schools play a pivotal role in teaching girls on how the game of Netball is played and how important the physical activities are to the human body. The community also support the girls in aspects of social, financial and moral as they engage in playing the game.*

From the presented findings above, it was evident that schools and communities played an important role by getting involved in teaching girls about the game of Netball and supporting the girls as they took the game of Netball as a career. Sport would always go hand in hand with education in producing world class athletes.

#### **4.5.5 Appropriacy of available Netball Equipment**

The sub-theme addressed how appropriate the available Netball equipment were in the development of sports skills in girls of Chibolya Zone. The responses from the participants were presented below:

During the interviews with three Netball Hub site Coordinators from three selected Netball Hub sites from Chibolya Zone, it was revealed that the available Netball equipment at Netball Hub sites were appropriate in some way as they were able to help in the development of

sports skills in young girls that engaged in the game of Netball. During the first interview, CD1 explained that:

*Aaa...I think the Netball equipment are appropriate in development of sports skills in young girls. In rating I can safely say I rate that on a scale of 6 to 10. The Netball courts that Netball Hub sites are of international standards with measurements of 15.8m in width and 30.5m in length.*

During the second interview with CD2, it was revealed that the Netball equipment available at Hub sites were good and appropriate in sports skills development in young girls.

CD2 stated that:

*The Netball equipment available are in good condition and are appropriate to the development of sports skills in young girls. There are two categories of girls thus the ones aged between 7 and 9 that used ball size 4 and those aged between 10 and 15 who use ball size 5. If ball size 4 is not available, the ball for volley ball game is used instead.*

During the third interview, CD3 stated that:

*“Most Netball equipment are appropriate in the development of sports skills in Netball game. The Hub sites use basic equipment such as Netball court, Goal posts and ball. The only equipment that poses a challenge are Goal posts because the available ones are those standard posts with 3.05m height. These heights of posts are appropriate for girls that are above 11years. The posts that measure 2,7m and 2.44m which are appropriate to younger girls are rare to find. This makes ball scoring for younger girls very difficult.*

Three Netball Coaches from Hub sites were interviewed to get the views on the appropriacy of available Netball equipment at Netball Hub Sites. The following were the responses from the participants. The first interview with CH1 revealed that Netball equipment were appropriate for skills development. CH1 explained that:

*The equipment were quite appropriate as they enhanced sports skills development in young girls. The only challenge was to find right sizes of the balls for girls aged below 9 years and also Goal posts for the same age group.*

The second interview with CH2 revealed that the Netball equipment which were available were appropriate because they catered for specific sports skills development. CH1 stated that:

*Hmm... during our training sessions, we have Netball equipment to cater for specific skills development. Younger girls sometimes fail to train adequately due to lack of appropriate sizes of balls and Goal posts. However, these equipment that are not available are sometimes improvised so that girls can have time to train as well.*

CH3 equally stated that:

*Currently our Hub site has only one Size 5 ball the entire site which proves to be difficult to carry out physical trainings at the Hub site. The average number of girls that attend training sessions on daily basis is between 30 and 40.*

From the presentations above, it was evident that the Netball equipment available for sports skills development was appropriate as young girls were not engaged in complicated skills development but just basic ones. The girls only needed basic equipment such as Netball courts, balls and Goal posts to develop their skills. Foundation sports skills for young girls only included jumping, running, catching, throwing the ball, dogging and scoring the ball. Therefore, the girls only needed basic equipment in sports skills development.

## **CHAPTER FIVE: DISCUSSIONS AND ANALYSIS OF FINDINGS**

## **5.0 Introduction**

This chapter presents the discussions and analysis of the findings in line with the study objectives. Netball hub sites of Lusaka district were as follows: study's total sample comprised 21 participants from Chibolya Zone. For the qualitative phase, 03 Coordinators and 03 Netball Coaches were selected from three different Hub Sites resulting in total of 06 participants. The other phase included 03 Head teachers, 03 Sports Teachers and 09 parents for learners were selected from three Community schools in Chibolya Zone of Lusaka District.

### **5.1 The current status of community-based education and sport programs.**

The interviews with Head teachers from Community schools emphasized the importance of these schools in accommodating young girls, often vulnerable ones, who may face challenges in securing places in the limited-capacity Government school in the area. Parents, too, echoed this sentiment, noting the convenience and practicality of enrolling their children in Community schools due to proximity, availability of practical subjects, and exposure to life skills development alongside academics.

Moreover, the study highlighted the symbiotic relationship between Community schools and Netball Hub sites in promoting netball as a career path for young girls. Hub site coordinators emphasized the recruitment of players from Community schools, ensuring that education and sports go hand in hand. This strategy not only encourages regular school attendance but also fosters the development of basic sports skills at an early age, creating a pathway for potential elite athletes. The involvement of coaches and educators further reinforced the significance of education alongside sports, with clear guidelines and mandates requiring players to be enrolled in school to participate in Hub site training. This approach not only nurtures talent but also instills a sense of discipline and balance between academics and athletics among the young players.

However, as noted by Nsiah-Asamoah and Osei-Bonsu (2020), challenges such as limited funding and resources can hinder the full potential of community-based education and sport programs. This aligns with the findings in Chibolya Zone, where sustainability and resource constraints were identified as potential challenges. UNESCO (2019) emphasizes the need for innovative approaches to address these challenges and ensure the continued success of such programs.

## **5.2 Community-based education influence on the skill development**

The influence of community-based education on skill development for netball careers is a critical aspect, as highlighted by Robertson, Murphy, and Jones (2017). Understanding how these programs influenced individual skill enhancement was essential for assessing their effectiveness and identifying areas for improvement. In Chibolya Zone, the study findings revealed a positive correlation between community-based education and skill development, particularly in netball, which supported the literature's emphasis on skill enhancement through such programs.

Moreover, stakeholders' perceptions, including coordinators, coaches, parents and educators, regarding the role of community-based education in shaping netball careers, aligned with the literature. Mncube and Harmsen (2016) that stressed the importance of engaging stakeholders' perspectives to evaluate program strengths, weaknesses, and areas needing attention. The findings in Chibolya Zone, where stakeholders acknowledged the significance of education alongside sports in shaping careers, resonate with this perspective.

In other regions, successful community-based netball programs have demonstrated positive outcomes in promoting physical activity, social interaction, and personal development, as noted by Smith (2019) and Rajendran, Raja, and Kumar (2017). These programs emphasized inclusivity, participation, and talent development, aligning with the goals of community-based education and sport programs in Chibolya Zone.

However, challenges such as sustainable funding, qualified coaching staff, and support from local authorities remained consistent across regions, as highlighted by Mwaanga (2018). Despite these challenges, community-based netball programs contributed significantly to mental health and well-being, promoting diversity, inclusion, and talent development, as emphasized by Nsiah-Asamoah and Osei-Bonsu (2020).

Furthermore, community-based netball programs had been successful in promoting physical activity, social interaction, and personal development (Smith, 2019). These programs, such as the Netball Development Trust in the UK, emphasized inclusivity and participation (Rajendran, Raja, & Kumar, 2017). However, challenges related to funding, coaching staff, and support from local authorities remained obstacles that needed addressing (Mwaanga, 2018).

The findings also indicated the importance of early exposure to sports disciplines in schools, leading to the development of sports skills in young girls. Both head teachers (HT1, HT2, HT3) and sports teachers (ST1, ST2, ST3) highlighted how CBE and sports activities were integrated into the education system, allowing learners to develop skills both inside and outside the classroom. This holistic approach to education and sports contributed to better academic performance and the potential for professional sports careers (Robertson, Murphy, & Jones, 2017).

The involvement of parents (PA1, PA2, PA3) and community members (PB1, PB2, PB3) in supporting sports skills development was also crucial. Parents' observations and experiences reflect the positive impact of CBE on their children's physical and social development, leading to opportunities in sports as a career path. Additionally, community engagement strategies such as door-to-door campaigns and talk shows with role models (CH1, CH2, CH3) played a significant role in promoting the integration of education and sports, encouraging girls to pursue both pathways.

### **5.3 Participants' perceptions on the role of Community-Based -Based Education in Netball development**

Players in community-based netball programs perceived these initiatives as essential pathways for developing their netball careers. They appreciated the access to coaching, training, and competitive opportunities offered by hub sites, which not only enhance their skills but also boosted their confidence (Head Teacher at CS; HT2). This perception resonated with Brown's (2020) emphasis on the importance of providing adequate equipment and guidance for players in such programs, highlighting the practical benefits players derived from community-based education.

Coaches played a pivotal role in shaping netball careers through community-based education, as highlighted by parents and government education officials. They acted not only as instructors but also as mentors and motivators, guiding players through skill development and fostering a supportive environment for their growth (Parent at Community School; Government Education Official; Local Netball Association Representative; Hub Site Coordinator). This aligned with Davis, Wilson, & Johnson (2016), who emphasized coaches' role in talent identification and training, essential for the success of netball programs.

Educators view community-based education as an opportunity to instilled important life skills in students beyond the court, echoing Codd's (2015) perspective on the broader goals of education. They recognized the value of physical activity, teamwork, and responsibility promoted through these programs, contributing to students' overall development (Educational Perspective; ST3). This holistic approach aligned with literature emphasizing the multifaceted benefits of sports education in schools.

Parents also played a crucial role in supporting community-based netball programs, acknowledging the positive influence on their children's holistic growth. They appreciated the emphasis on practical skills development, physical activity, and social interaction, recognizing the value of such initiatives in preparing their children for potential netball careers (Parent Perspectives). These perceptions aligned with existing literature on the benefits of sports involvement in youth development (Brown, 2020; Chansa, Chansa, & Tembo, 2013).

#### **5.34.1 Benefits of Education and sports**

The theme explored the accessibility of Community Based Education (CBE) in Chibolya Zone, with participants consistently highlighting the mutual benefits of engaging in both CBE and Netball. They stressed the idea that simultaneous involvement in these activities ensured lifelong career continuity, served as physical body maintenance, and facilitated self-employment through the creation of grassroots sports academies. Additionally, this was a shared perspective on the exposure of girls to elite skills through participation in world-class Netball tournaments.

##### **5.34.21 Self-employment and job creation through Education and Sports**

The findings from the face-to-face interviews with three Head teachers from community schools in Chibolya Zone underscored the numerous benefits of engaging in both Community Based Education (CBE) and Netball game as part of an individual's career. HT1 emphasized that beyond physical fitness, girls leveraged their talents to improve living standards by promoting grassroots sports development and even becoming professional players, contributing to employment creation. HT2 provided concrete examples of individuals from Chibolya who had excelled in the Zambia Netball National team, showcasing how education and Netball had propelled them to significant heights, including winning the African Champions title in 2023.

HT3 highlighted the multifaceted benefits, emphasizing that girls used sports skills for livelihood even if they faced challenges in formal education. Additionally, partnerships with NGOs focused on sports skill development, such as Edu Sport and SIA, contributed to shaping the future of girls in the community by providing life skills.

Aligning these findings with scholarly perspectives, Bjorklund's work on fundamental motor skills and sport-specific skill development supported the notion that engagement in activities like Netball contributed to the acquisition of foundational motor skills crucial for broader skill development. Bloom's emphasis on personal communication resonated with the first-hand accounts of the Head teachers, providing a qualitative understanding of the tangible outcomes observed in the community.

Booth's exploration of sport and politics in South Africa aligned with the idea that sports, like Netball, was a powerful vehicle for social and economic empowerment. Lastly, Brian's examination of sports, cultural imperialism, and colonial response highlighted the transformative potential of sports in challenging societal norms and empowering individuals, as evident in the case of girls in Chibolya Zone.

The findings from face-to-face interviews with Head teachers in community schools in Chibolya Zone aligned with and provided depth to existing literature on the benefits of engaging in both Community-Based Education (CBE) and sports, particularly Netball, in shaping individuals' careers. HT1's emphasis on leveraging talents for grassroots sports development and professional play aligned with scholarly perspectives on fundamental motor skills and sport-specific skill development. Bjorklund's work emphasized the importance of engaging in activities like Netball to acquire foundational motor skills, essential for broader skill development (Bjorklund, 2011).

HT2's concrete examples of individuals excelling in the Zambia Netball National team supported the idea that sports, when combined with education, could propel individuals to significant heights and achievements. This aligned with the broader literature on the social issues of sport, where success in sports could lead to empowerment and positive outcomes (Massoa & Fasting, 2002).

HT3's emphasis on using sports skills for livelihood, even in the face of challenges in formal education, resonated with Booth's exploration of sport and politics in South Africa. Booth's work highlighted sports as a powerful vehicle for social and economic empowerment (Booth, 1998). The partnerships with NGOs, such as Edu Sport and SIA, contributed to shaping the

future of girls by providing life skills. This thought was aligned with the transformative potential of sports discussed in Brian's examination of sports, cultural imperialism, and colonial response (Brian, 1988).

In contrast, while existing literature such as Melih's work on city competitiveness and improving urban sub-systems touched on urban development and technology, the direct connection to grassroots sports development and individual career outcomes, as highlighted by the Head teachers, was not explicitly addressed (Melih, 2011).

The Ministry of Education's National Physical Education Policy Implementation Framework and the Ministry of Finance and National Planning's National Budget Speech provided the policy context. These documents, although essential for guiding education and sports development, the qualitative insights into the tangible outcomes and benefits observed by the Head teachers in Chibolya Zone (Ministry of Education, 2018; Ministry of Finance and National Planning, 2021) lacked evidence on how Community-Based Education would promote the development of Netball game as a career in girls.

#### **5.34.32 Skills acquisition in Education and Sports**

The sports teachers in the interviews emphasized the multifaceted benefits of simultaneously engaging in both Community Based Education (CBE) and Netball game. ST1 highlighted that this dual engagement not only imparted life skills but also opened up job opportunities after active play. Former players established grassroots Netball academies, particularly in communities like Chibolya, creating a profitable business model by training and offering young players to league teams.

ST2 expanded on the self-employment aspect, emphasizing that girls growing up through CBE and Netball became physically fit and knowledgeable enough to run their own academies. This led to the creation of employment opportunities for physical trainers, coaches, and managers, fostering a positive impact on both personal and community levels. Exposure to professional Netball and international experiences broadened their perception of the sport.

ST3 delved into the holistic benefits, pointing out that engagement in CBE and Netball helped girls refrain from negative behaviours like drug abuse and clubbing. Beyond school, the acquired knowledge and skills were utilized for career management, and many players transition into roles such as coaches, umpires, trainers, facilitators, and academy managers.

Comparing these findings with existing literature, particularly the study by Bjorklund (2011), aligned with the emphasis on fundamental motor skills in sport-specific skill development. The engagement in Netball from a young age through CBE contributed to the development of these fundamental skills, which proved essential in later stages of sports involvement.

Additionally, the scholars Bloom (1997), Booth (1998), and Brian (1988) provided a broader context for understanding the societal influence of sports. The creation of grassroots Netball academies aligned with the role of sports in societal development and empowerment, as emphasized by these scholars. The integration of sports and education not only fostered personal growth but also had the potential to bring about positive social change.

#### **5.34.43 Aversion of illicit behaviour by girls**

The findings from the three focus group discussions with parents underscore the significant benefits of engaging in both Community Based Education (CBE) and Netball game simultaneously.

The parents, representing diverse perspectives, consistently highlighted positive outcomes for girls participating in both domains. PA1 emphasized that the engagement led to focused and physically fit individuals who abstained from negative behaviours like beer and drug abuse. Education and sports involvement kept girls busy, reducing the likelihood of premature sexual activities, unwanted pregnancies, and sexually transmitted diseases. Additionally, these girls developed managerial skills, particularly in sports-related businesses.

PA2 shared success stories of women running and managing elite Netball clubs, using their acquired knowledge to create employment opportunities in the sports industry. The establishment of Hub sites and entrepreneurship in sports equipment further demonstrated the tangible outcomes of such engagement. PA3 pointed out the long-term benefits, with former players becoming teachers managing sports activities in schools. They actively contributed to grassroots Netball development, serving as role models for younger girls. PB1 and PB2 emphasized the symbiotic relationship between sports skills development and education. They highlighted benefits such as physical fitness, healthy living, and the creation of job opportunities through the establishment of Hub sites and grassroots skills development.

PB3 illuminated the involvement of senior Netball clubs and teams in supporting Hub sites and sports academies as nurseries for professional players. This collaboration involved financing, provision of equipment, facility maintenance, and job creation for educated players

and support staff. PC1 highlighted the international exposure opportunities for learners engaged in both education and Netball.

The combination of language proficiency and sports skills opened doors for elite Netball play in countries with strong rankings, creating career advancement opportunities. PC2 pointed out the engagement of literate players in short courses offered by the Netball Association of Zambia (NAZ) to train as coaches, managers, facilitators, and umpires.

This demonstrated a holistic approach to skill development beyond active play. PC3 echoed the shortage of trained individuals to manage and control Netball as the sport gained popularity, emphasizing the importance of engaging in both CBE and Netball for physical fitness, health, and employment creation.

The findings from both the Netball Hub sites Coordinators and the focus group discussions with parents converged on the positive outcomes of engaging in both Community Based Education (CBE) and Netball simultaneously. These outcomes were multifaceted and highlighted the holistic development of individuals, particularly young girls, in the Chibolya Zone.

There was a consensus on the interdependence of education and sports in producing well-rounded individuals. The Netball Hub sites Coordinators (CD1, CD2, and CD3) emphasized that education instilled qualities such as intelligence, self-discipline, resilience, and a focus on life. These attributes, when combined with sports, created individuals who were not only physically fit but also possessed the skills and attitudes necessary for success in various aspects of life. The Coordinators further stressed that educated athletes were more likely to secure employment, create jobs, and even manage their own sports academies, contributing to economic self-reliance.

The Netball coaches (CH1, CH2, and CH3) echoed similar sentiments, underscoring the benefits of engaging in both education and sports. They highlighted the creation of grassroots Netball academies as a means for educated athletes to generate income and provide opportunities for training others. Additionally, they noted that individuals who combined education and sports become adept at team leadership and management, which became crucial after the short span of active play.

The parents in the focus group discussions reinforced these ideas. PA1, PA2, and PA3 emphasized the positive impact on girls' behaviour, health, and avoidance of negative

activities. The parents linked education and sports engagement to reduced risks of premature sexual activities and substance abuse. They shared success stories of women managing elite Netball clubs and creating employment opportunities in the sports industry, aligning with the Coordinators' and coaches' observations.

Furthermore, the parents (PB1, PB2, and PB3) drew attention to the symbiotic relationship between sports skills development and education. They stressed physical fitness, healthy living, and the creation of job opportunities through Hub sites and grassroots skills development. The international exposure opportunities mentioned by PC1 also resonated with the idea that combining education and Netball that opened doors for elite play and career advancement.

Importantly, the strategies employed to promote girls' engagement in both education and sports are aligned in both sets of findings. The Hub sites Coordinators emphasized partnerships with community schools, the establishment of clear pathways for Netball development, and the recognition of academic achievements through awards. These strategies were reiterated by the coaches who conduct Door-to-Door Campaigns and Talk Shows to educate community members on the importance of this dual engagement. The parents also acknowledged the positive impact of these strategies, emphasizing the practical benefits of their implementation.

The findings from the focus group discussions with parents in Chibolya Zone aligned with and contributed to existing literature on community sports development, nation-building through sports, the overview of formal education, qualitative research methods, women's engagement in sports, and city competitiveness.

The comprehensive approach, triangulation of data, and practical strategies employed supported the argument that combining Community-Based Education and Netball engagement positively impacted individual development, community well-being, and societal progress.

According to Mansfield, Kay, and Rowley (2018), Community sports development played a vital role in fostering social integration and overall community well-being. The findings from the focus group discussions with parents in Chibolya Zone aligned with this perspective by highlighting the positive outcomes of combining Community-Based Education (CBE) and Netball engagement. The parents consistently emphasized the reduction of negative

behaviours such as substance abuse and early sexual activities, showcasing the social integration benefits associated with dual engagement in education and sports.

Marion's work on nation-building through sports in post-apartheid South Africa (2003) resonated with the success stories shared by parents (PA2) about women in Chibolya managing elite Netball clubs. The creation of employment opportunities in the sports industry aligned with the broader notion of sports as a tool for economic empowerment and nation-building. This finding supported the argument that engagement in Netball, coupled with education, contributed not only to individual development but also to community and societal advancement (Marion, 2003). The work of Masaiti and Chita (2014) on the overview of formal education in Zambia provided a broader context for understanding the impact of education on individual lives. The findings from the Netball Hub sites Coordinators and coaches echoed the importance of education in instilling qualities such as intelligence, self-discipline, and resilience. These attributes, when combined with sports, created well-rounded individuals capable of success in various aspects of life, aligning with the principles of formal education.

Mason's exploration of qualitative research methods (2006) aligned with the comprehensive approach taken in this study, combining face-to-face interviews, focus group discussions, and insights from various stakeholders. The triangulation of data sources strengthened the validity of the findings and provided a nuanced understanding of the interdependence of education and sports in Chibolya Zone (Mason, 2006).

Prisca Massoa and Kari Fasting's work on women and sport in Tanzania (2002) emphasized the social issues surrounding women's engagement in sports. The findings from the focus group discussions with parents (PB3) underscored the importance of engaging in both CBE and Netball for physical fitness, health, and employment creation. The collaborative efforts between senior Netball clubs, teams, and Hub sites contributed to job creation and support staff employment, aligning with the broader theme of sports as a catalyst for positive social change.

Melih's work on city competitiveness and improving urban sub-systems (2011) introduced the concept of technology and urban development. While the Chibolya Zone context might not explicitly involve advanced technology, the strategies employed by Hub site Coordinators and coaches, such as Door-to-Door Campaigns and Talk Shows, aligned with the principles

of community engagement and awareness, contributed to the overall development of the urban sub-systems in the context of education and sports (Melih, 2011).

#### **5.45 Strategies in accessing CBE and Netball games skills development**

The sub theme addressed the issue of accessibility of Community Based Education and sports skills development in Netball game as a career.

##### **5.45.1 Coordination between schools and Hub sites**

The findings revealed that the Zambian government, through the Ministry of Education, had implemented strategies to promote access to Community Based Education (CBE) and sports skills development, particularly in Netball. These strategies were aimed at providing equal opportunities for girls and include the re-introduction of Physical Education and Sport (PES) as an examinable subject, the implementation of a re-entry policy for girls who drop out due to pregnancies, the lowering of examination cut-off points for girls, and an increase in girls' school enrolment.

The re-introduction of PES as an examinable subject, as highlighted by the Head Teachers (HT1), was seen as a positive step. This move not only promoted positive and lifelong healthy attitudes in young people but also contributed to increased school attendance and improved academic performance. The examinability of PES emphasized its significance in the education system and encourages learners to view it as a valuable co-curricular activity. The re-entry policy for girls who dropped out due to pregnancies, as mentioned by HT2, was another crucial strategy. This policy allowed young mothers to be readmitted after giving birth, preventing their exclusion from further education. Importantly, it enabled these girls to simultaneously engage in sports skills development, emphasizing the dual importance of education and sports in their lives.

The lowering of cut-off points for girls and the increase in school enrolments, as stated by HT3, were measures aimed at creating greater opportunities for girls in both education and sports. Lowering the cut-off points ensured that girls had the chance to progress to higher grades in education, while increased enrolment aligned with the goal of providing equal access to Community Based Education and fostering skills development in Netball as a viable career option.

The strategies implemented by the Zambian government aligned with the broader goals of promoting education and sports as seen in the literature. The re-introduction of PES as an

examinable subject reflected a commitment to integrating sports into the education system. The re-entry policy for girls echoed efforts to address gender-related barriers to education. Lowering cut-off points and increasing school enrolments for girls resonated with the literature's emphasis on creating equal opportunities.

The findings underscored the Zambian government's commitment to promoting access to Community-Based Education (CBE) and sports skills development, especially in Netball, through various strategic measures. The re-introduction of Physical Education and Sport (PES) as an examinable subject, as highlighted by Head Teacher 1 (HT1), aligned with Tony Jeffs' perspective on informal education (2005). Jeffs emphasized the importance of diverse learning experiences, and the inclusion of PES as an examinable subject reflected a recognition of the educational value of sports in fostering holistic development.

The re-entry policy for girls who dropped out due to pregnancies, as mentioned by Head Teacher 2 (HT2), resonated with the UNESCO's emphasis on addressing gender-related barriers to education (UNESCO, 2016). The policy reflected a commitment to providing equal educational opportunities for young mothers, preventing their exclusion from the educational system and allowing them to simultaneously engage in sports skills development. This aligned with the broader goal of promoting inclusivity in education, as highlighted by UNESCO (2020) in the context of Sustainable Development Goal (SDG) Resources for Educators on Quality Education.

The lowering of examination cut-off points for girls and the increase in school enrollments, as stated by Head Teacher 3 (HT3), aligned with Uwezo's focus on the importance of education in societal development (Uwezo, 2010). Lowering cut-off points ensured that girls had expanded opportunities for academic progression, and increased school enrollments reflected a commitment to creating equal access to Community-Based Education and fostering sports skills development in Netball. The findings suggested that the Zambian government's strategies were well-aligned with global educational goals. The emphasis on integrating sports into the education system, addressing gender-related barriers, and creating equal opportunities aligned with the principles outlined by the World Health Organization (WHO) in its Community-Based Education of Health Personnel report (1987). The interconnectedness of education and sports in fostering holistic development was evident in the government's commitment to these strategic measures.

### **5.45.2 Girls attendance in schools and Hub sites**

The strategies outlined by the sports teachers (ST1, ST2, ST3) highlighted a concerted effort to promote the accessibility of Community Based Education (CBE) and Netball game skills development for girls in Zambia. These strategies involved community engagement, policy changes, and collaboration between schools and Sports Hubs Sites:

Door-to-Door Community Sensitization (ST1): Community schools have initiated door-to-door community campaigns to sensitize community members about the accessibility of CBE and the development of Netball game skills in young girls. This approach emphasized community involvement and awareness, encouraging support for girls to engage in both education and sports.

Re-Introduction of PES as an Examinable Subject (ST2): The re-introduction of Physical Education and Sport (PES) as an examinable subject in the Zambian education system served as an incentive for learners. This policy change acknowledged the importance of sports education, encouraging learners to take the subject seriously and promoting the development of various life skills and healthy living. Enrolment Verification for Hub Site Recruitment (ST3): A deliberate strategy had been established to ensure that players training at Hub sites were enrolled in schools. Hub sites collaborated with Community Schools to verify that learners accessing CBE were also enrolled in school registers. This ensured that recruitment into Hub sites was tied to active school attendance, reinforcing the integration of education and sports.

These strategies collectively addressed the multifaceted nature of promoting simultaneous engagement in education and sports. They involved community sensitization, policy adjustments, and close collaboration between educational institutions and sports Hubs. The focus on practical education, community engagement, and aligning sports development with educational participation underscored a comprehensive approach to empower girls in Zambia to pursue both education and sports in Netball.

The strategies outlined by sports teachers (ST1, ST2, ST3) in Zambia aligned with the broader goals of education and community development as discussed in the literature. According to Tony Jeffs (2005), informal education involved conversations, democracy, and learning, and the door-to-door community sensitization strategy (ST1) reflected a

commitment to informal educational practices. Jeffs' emphasis on learning through dialogue and community involvement resonated with the approach of sensitizing community members about the accessibility of Community Based Education (CBE) and Netball game skills development for young girls. This strategy went beyond formal classroom settings, emphasizing the importance of engaging with communities to promote education and sports simultaneously (Choto & Ncube, 2024).

UNESCO's Education Policy Review for Zambia (2016) highlighted the significance of policy changes in shaping education systems. The re-introduction of Physical Education and Sport (PES) as an examinable subject (ST2) aligned with UNESCO's emphasis on policy adjustments to enhance the quality of education. This strategy recognized the importance of sports education by making it an examinable subject, providing learners with incentives to take the subject seriously.

The focus on life skills development and healthy living, as advocated by UNESCO, was evident in the alignment of policy changes with the broader educational goals.

The University of the People's insight into the societal and personal benefits of education (2021) supported the enrolment verification strategy for Hub site recruitment (ST3). By ensuring that players training at Hub sites were enrolled in schools, this strategy reinforces the idea that education was not only a personal benefit but also a societal one. The collaboration between Hub sites and community schools reflected an understanding of the interconnectedness of education and community development, aligning with the broader perspective on the societal impact of education (Mason, 2006).

UNESCO's resources for educators on quality education and the Sustainable Development Goals (SDGs) (2020) emphasized the importance of education in achieving sustainable development. The strategies employed by sports teachers in Zambia, particularly the focus on practical education and collaboration between educational institutions and sports hubs, aligned with the SDG goal of quality education. This comprehensive approach recognized education as a tool for empowerment, contributing to the overall development of individuals and communities.

Uwezo's National Learning Assessment Report for Kenya (2010) emphasizes the need for effective education strategies to enhance learning outcomes. The door-to-door community sensitization and enrolment verification for Hub site recruitment strategies address the challenges of access and participation in education, aligning with Uwezo's focus on

improving learning opportunities. These strategies contribute to creating an enabling environment for girls to pursue both education and sports in Netball.

The World Health Organization's Technical Report on community-based education of health personnel (1987) emphasized the role of community-based education in health. While not directly related to sports, the community engagement aspect of the strategies aligned with the principles of community-based education. The involvement of communities in promoting education and sports reflected a holistic approach to development, considering the broader well-being of individuals.

### **5.45.3 Community and school involvement in girls' affairs**

The findings from the focus group discussions with parents highlighted the collaborative efforts between Hub sites, schools, and the community to ensure that young girls in Chibolya have access to both Community Based Education (CBE) and Netball game as a career. The strategies discussed by the parents shed light on the positive impact of education policies, community involvement, and the integration of sports into the educational system:

Collaboration between Hub Sites and Schools (PA1): The collaboration between Hub sites and schools is emphasized as a crucial factor in ensuring that girls access both education and sports simultaneously. Girls were required to present proof of school enrolment to be considered as new players at Hub sites. This strategy had contributed to increased school enrolment and recruitment of players at Hub sites, reinforcing the interconnectedness of education and sports.

Role Models and Policy Impact (PA2, PA3): Parents acknowledged the influence of role models, including girls playing Netball at the national level. Education policies, such as making Physical Education and Sport (PES) compulsory and the re-entry policy for girls, who had fallen pregnant, had encouraged girls to take education and sports seriously. The competitive environment, both academically and in sports skills development, was fueled by the desire to emulate successful role models.

Passion and Interest (PB1, PB2): The reintroduction of PES as a compulsory and examinable subject had ignited passion and interest among girls in Chibolya. Girls expressed keen interest in acquiring standard skills in Netball, driven by the prospect of playing for established clubs and teams nationally and internationally. The community, recognizing its

sporting potential, actively collaborated with schools and Hub sites to facilitate the simultaneous pursuit of education and sports.

Diversification of Opportunities (PB3): Parents appreciated the diversification of opportunities provided by the education system. The re-introduction of PES not only offered girls the chance to acquire knowledge about various sports disciplines but also provided avenues for skills development. In case of academic challenges, girls could still engage in sports-related entrepreneurship as a means of making a living.

The collaborative approach involving Hub sites, schools, and the community, coupled with supportive education policies, had created an environment conducive to the dual pursuit of education and sports for girls in Chibolya. The role of role models, competitive dynamics, and the passion demonstrated by the girls underscored the effectiveness of these strategies in promoting holistic development. The findings suggested that integrating sports into the education system and fostering community engagement contributed to the success of these initiatives (UNESCO, 2016).

The collaborative efforts between Hub sites, schools, and the community to promote the simultaneous pursuit of Community-Based Education (CBE) and Netball aligned with existing literature on the role of physical education, community learning, and educational development. These findings contributed to a comprehensive understanding of the interconnectedness of education and sports in the context of holistic development for girls in Chibolya. Ogundare's exploration of the role of physical education in the total development of the child (2000) aligned with the strategies discussed by parents (PA1, PB1, PB2) regarding the collaboration between Hub sites and schools. The requirement for girls to present proof of school enrolment to participate in Netball at Hub sites emphasized the integration of education and sports, reflecting a holistic approach to child development.

Carol Packham's work on active citizenship and community learning (2008) resonated with the collaborative approach involving Hub sites, schools, and the community. The findings suggested that community involvement is crucial in creating an environment conducive to the dual pursuit of education and sports. This aligned with the principles of active citizenship, where communities actively participated in shaping the educational and sports landscape for the benefit of individuals.

Peter's historical perspective on educational development in Northern Rhodesia (1990) provided context for understanding the evolution of educational policies. The

acknowledgment of the positive impact of education policies, such as the reintroduction of Physical Education and Sport (PES) as a compulsory and examinable subject, aligned with the historical trajectory of educational development in Zambia. The findings suggested that policy interventions played a vital role in encouraging girls to take education and sports seriously.

Nyirenda's dissertation on the state of Netball in selected primary schools in Chipata District, Zambia (2020), aligned with the importance placed on role models and policy impact in promoting education and sports. The acknowledgment of successful role models, including girls playing Netball at the national level, supports Nyirenda's findings that positive influence contributed to the development and promotion of Netball at the grassroots level.

The participation of Malawi U-21 Netball in international competitions (Nyasa Times Reporter, 2008) highlighted the competitive dynamics discussed by parents (PA2, PA3). The findings suggested that a competitive environment, both academically and in sports skills development, fuelled the desire among girls in Chibolya to emulate successful role models and excel in both education and sports.

#### **5.45.4 Increase in school spaces for girls**

The findings from the study highlighted the positive impact of Community Based Education (CBE) on the development of Netball skills in young girls in the Chibolya Zone. Several key themes emerged, including the increase in school spaces for girls, coordination between Community schools and Netball Hub sites, the role of parents and community members, and the availability of Netball equipment. In comparing and contrasting these findings with existing literature, we could draw insights from various scholars in the field.

The study revealed that the increase in school enrolment for girls, coupled with a lowered cut-off point in examinations, had positively influenced girls' participation in education and Netball. This aligned with the literature on the importance of physical education in schools. Fogelholm (2010) emphasized the role of physical activity in overall health, and Kabungo (2017) highlighted the implementation of physical education in secondary schools in Zambia as a contributing factor to academic and physical performance.

The coordination between Community schools and Netball Hub sites was identified as a crucial factor in developing Netball skills. This collaborative approach was in line with the guidelines for policymakers on quality physical education provided by Hayer (2015). The

involvement of trained sports teachers and the integration of sports into the education system are emphasized in the study, aligning with best practices recommended by educational and sports development organizations.

The study highlighted the varied support from parents and community members. Some are supportive, understanding the value of both sports and education, while others held negative views. Johnson (2019) discussed the role of community partnerships in sport for development and peace, emphasizing the need for community involvement and support in sports programs. The basic Netball equipment available at Hub sites was discussed, with challenges mentioned regarding the suitability of equipment for younger girls. Knechtle et al. (2021) discussed the role of technology in sports training, but the study in Chibolya focused on the basic equipment needed for grassroots Netball development. The role of NGOs in providing equipment aligned with Levine's (2016) view on sport for development, emphasizing the importance of external support in sports programs.

#### **5.45.5 Appropriacy of available Netball Equipment**

The findings from the interviews with Netball Hub site Coordinators and Coaches in Chibolya Zone revealed a generally positive perspective on the appropriateness of the available Netball equipment for the development of sports skills in young girls. The participants emphasized the importance of basic equipment such as Netball courts, balls, and Goal posts in facilitating skill development (Choto & Ncube, 2024). While there were some challenges mentioned, such as the scarcity of appropriate Goal posts for younger girls and difficulty in finding the right sizes of balls, the overall consensus was that the equipment played a significant role in enhancing sports skills.

The Coordinators and Coaches acknowledged the international standards of the Netball courts, which measured 15.8m in width and 30.5m in length. This indicated a commitment to providing quality infrastructure for the development of Netball skills. However, the challenge with Goal posts, particularly those suitable for younger girls, highlighted a potential area for improvement in equipment accessibility. Comparing these findings with the literature, specifically with Hayer's (2015) "Guidelines for Policy-Makers: Quality Physical Education," it was evident that the availability of appropriate equipment aligned with the principles of quality physical education. Hayer emphasizes the importance of suitable equipment to facilitate skill development in sports. The challenges mentioned in the interviews, such as the

scarcity of smaller Goal posts and suitable ball sizes for younger girls, resonated with Hayer's emphasis on the need for comprehensive and quality physical education.

Additionally, Kabungo's (2017) study on the implementation of physical education in secondary schools in Zambia shed light on the importance of having adequate equipment for effective physical education programs. The challenges reported in the interviews, such as the scarcity of appropriate Goal posts and ball sizes, aligned with Kabungo's findings on the practical issues faced in implementing physical education. On the other hand, Johnson's (2019) case study on community partnerships in sport for development and peace emphasized the importance of inclusive and accessible sports programs. The challenges mentioned in the interviews, particularly the difficulty in finding appropriate equipment for younger girls, echoed the need for addressing barriers to participation to ensure inclusive sports development.

## **CHAPTER SIX: CONCLUSION AND RECOMENDATIONS**

### **6. 0 Introduction**

This chapter presents the conclusion of the study recommendations drawn from the findings of the study. The research was undertaken to investigate how Community-Based Education influenced the development of Netball game as a career. This chapter ended with recommendations and suggestions for further study.

### **6.1 Conclusion**

The primary research inquiry aimed to elucidate the influence of Community-Based Education on fostering the growth of Netball as a viable career within the Chibolya Zone of Lusaka District. The first research question addressed the current status of community-based education and sport programs related to netball in Chibolya Zone. The findings further presented community-based education influence the skill development of individuals interested in pursuing netball as a career in Chibolya Zone. The third research question sought to address the perceptions of stakeholders, (Coordinator, Parents, coaches, educators, etc.) regarding the role of community-based education in shaping netball careers in Chibolya Zone. The discussions and analysis of findings in the previous chapter shed light on the current status and influence of community-based education (CBE) on netball development in the Chibolya Zone of Lusaka District. The study revealed a symbiotic relationship between community schools, netball hub sites, and stakeholders, emphasizing the importance of education alongside sports, particularly in shaping netball careers for young girls.

Despite challenges such as limited funding and resource constraints, the study highlighted the positive correlation between CBE and skill development, showcasing the potential of these programs in promoting holistic growth and self-employment opportunities. Further, the findings from the study underscored the positive influence of Community-Based Education (CBE) on the development of Netball skills among young girls in the Chibolya Zone. Through various strategies such as door-to-door community sensitization, policy adjustments, and collaboration between schools and Netball Hub sites, girls had been empowered to simultaneously pursue education and sports, particularly in Netball. The collaborative efforts of stakeholders, including parents, educators, community members, and sports enthusiasts,

had contributed to creating an enabling environment that fosters holistic development and empowered girls to excel academically and athletically.

This research held significant potential to improve Netball not only in Zambia but also globally. By elucidating the positive influence of Community-Based Education (CBE) on fostering Netball as a viable career in the Chibolya Zone, it provided valuable insights for policymakers, educators, and sports organizations. Understanding the symbiotic relationship between education and sports, particularly Netball, could inform the development of targeted interventions and programs aimed at promoting holistic growth and skill development among young girls.

These insights could lead to enhanced funding and resource allocation for CBE and sports programs, ultimately improving access to quality training, facilities, and coaching. Additionally, the collaborative efforts showcased in the research can serve as a model for other communities and countries, highlighting the importance of community engagement, policy adjustments, and stakeholder collaboration in shaping successful sports careers.

The findings underscored the active involvement of young girls in Netball games through their participation in both Community and Government schools, highlighting the pivotal role educational institutions played in molding early sports engagement. In examining how Community-Based Education influenced Netball career development in Netball Hub Sites, the study highlighted the integral role played by educational institutions in fostering active participation and skill development among young girls. Addressing the availability of Netball equipment in Netball Hub Sites, the findings underscored challenges such as inadequacy and economic constraints, emphasizing the need for interventions to overcome shortages and enhance the quality of equipment.

Investigating access to Community-Based Education among learners in Netball Hub Sites, the study emphasized the manageable distance and active community engagement but brought attention to economic barriers, calling for targeted interventions to ensure equal opportunities for education and sports.

The study highlighted the significance of free education initiatives in the context of Chibolya Zone, shedding light on economic barriers related to school fees. The findings underscored the necessity for targeted interventions to not only ensure equal access to education and sports opportunities for all girls but also to address economic constraints that might hinder their participation in Community-Based Education and Netball activities. This emphasized

the need for comprehensive support mechanisms to make education and sports accessible to all, irrespective of economic challenges.

## **6.2 Recommendations**

Based on the current study, it was recommended that:

**6.2.1 Enhanced Collaboration:** Strengthen collaboration between schools, Netball Hub sites, and community organizations to ensure sustained support and resources for girls' engagement in both education and sports.

**6.2.2 Enhanced Funding and Resources:** There was need for increased funding and resources to sustain and expand community-based education and sports programs, including netball initiatives. Collaboration with government agencies, NGOs, and private sponsors can help address resource challenges and ensure program sustainability.

**6.2.3 Professional Development for Coaches and Educators:** Training programs and capacity-building initiatives should be prioritized for coaches and educators involved in community-based netball programs. This includes providing certifications, workshops, and mentorship opportunities to enhance coaching skills and promote best practices in talent development.

**6.2.4 Community Engagement and Awareness:** Continuous community engagement and awareness campaigns are essential to promote the benefits of community-based education and sports, particularly netball, among parents, students, and local authorities. This could include workshops, seminars, and outreach programs to highlight the value of sports in education and career development.

**6.2.5 Long-term Monitoring and Evaluation:** Establishing a robust monitoring and evaluation framework was crucial for assessing the long-term impact of community-based education and netball programs on skill development, career pathways, and societal outcomes. Regular evaluations, feedback mechanisms, and data collection efforts could inform program improvements and policy decisions.

## **6.3 Recommendation for Future Research**

**Longitudinal Studies:** Conduct longitudinal studies to track the long-term influence of simultaneous engagement in education and sports on girls' academic performance, career

outcomes, and overall well-being. This would provide insights into the sustainability and effectiveness of current strategies over-time.

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Arrent strategies over time.

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## APPENDICES

### Appendix 1: Interview Guide Forfor Headteachers

1. How does Community Based Education incorporate sports skills development in its system?
2. How does this type of education relate with Sports development of Netball game to the learners?
3. How do young girls manage time between sports and school?
4. How does Community Based Education promote the development of Netball game as a career?
5. How does Community Based Education offer Physical Education as a subject at this school?
6. What type of sports equipment do you have in this school?
7. What is the state of the sports equipment available in this school?
8. How adequate are the sports equipment for the players during training sessions?
9. How accessible is Community Based Education in this Zone in physical, social and economic terms?
10. What are the benefits of engaging young girls in both Community Based Education and Netball game as a career?
11. What strategies are in place to ensure young girls access both Community Based Education and development of sports skills in Netball game as a career?

## **Appendix 2:**

### **Interview Guide Forfor Sports Teachers**

1. How Physical Education is subject offered at this school?
2. How is the response from young girls towards Community Based Education and Netball game as a career in Chibolya zone?
3. How is the academic performance of the young girls that engage in both school and sports at the same time?
4. How does the school work with the Netball Hub Sites in Chibolya Zone?
5. How does Community Based Education promote the development of Netball game as a career in Chibolya Zone?
6. How do young girls manage time between school and training sessions at Hub Sites?
7. What role do the parents play in young girls playing the game at Hub sites and attend to school at the same time?

8. What types of sports equipment are available in enhancing sports skills development in Netball?
9. What is the state of the available Netball sports equipment?
10. How adequate are sports equipment for the young girls during training sessions?
11. How accessible is Community Based Education to young girls that play the game of Netball in Hub sites of Chibolya Zone?
12. What benefits do young girls gain in engaging in both education and sports skills development?

### **Appendix 3: Interview Guide for Netball Hub Site Co-Ordinators**

1. What type of education do these young girls who play Netball game at this Hub Site attend?
2. How do you recruit young girls that play Netball at this Hub Site?
3. How is the attendance by young girls in terms of both School and training sessions at the same time?
4. How do the young girls manage time between School attendance and Netball training sessions?
5. How does Community Based Education promote the development of the game of Netball as a career in Chibolya Zone?

6. How do the parents of these young girls get involved in the education and sports skills development of their children?
7. What kind of support do the young girls receive from their parents and members of the Chibolya Community as they play the game of Netball and attend Community Based Education at the same time?
8. What type of Netball game sports equipment do you have at this Hub Site?
9. How is the condition of the available sports equipment at this Netball Hub Site?
10. How adequate are the sports equipment for the young players during daily training sessions?
11. How appropriate are the Netball game sports equipment available to the development of the Netball game sports skills?
12. How do you engage Community Based Education in the development of Netball game as a career in this Netball Hub Sites of Chibolya Zone?
13. What are the benefits of young girls engaging in both Community Based Education and Netball game as a career?
14. What strategies have been put in place to ensure that the young Netball players engage in both Netball game skills development and Community Based Education at the same time?

#### **Appendix 4: Interview Guide for Netball Hub Site Coaches**

1. How do young girls that play Netball game at this Netball Hub Site attend school in Chibolya Zone?
2. How is the performance of young girls both academically and sports skills development in Chibolya Zone?
3. How is the attendance during training sessions by young girls that attend school at the same time?
4. How do young players manage time between schools and training sessions in Chibolya zone?

5. How involved are the parents in young girls' sports skills development and academic engagement?
  1. What type of Netball game sports equipment do you use during training sessions at this Hub Sites?
  2. How is the condition of the available Netball sports equipment in the Netball Hub Site?
  3. How appropriate are the Netball sports equipment available to the development of Netball game as a career in Chibolya Zone?
  4. How adequate are the sports equipment for the young girls during training session?
  5. How accessible is Community Based Education in Chibolya Zone to young girls who play Netball game as a career?
  6. What benefits do young girls gain in engaging in both education and sports skills development in Netball game in Chibolya Zone?
  7. What strategies have been put in place to attract young girls to engage in both education and sports at the same time?

## **Appendix 5:**

## **FOCUS Group Focus Discussion Andand Guide Forfor Parents**

1. How do you engage your children in Community Based Education?
2. How is the academic performance of the young girls in Community Based Education?
3. How is the young girls' performance in terms of sports skills development in this Zone?
4. How does Community Based Education promote Netball game skills development in this Zone?
5. How do the young girls manage time between Education and training sessions at Netball Hub Sites?
6. What role do you play in making sure that young girls engage in both education and sports at the same time?
7. Why is it important to encourage young girls in taking up both education and Netball game as a career at the same time?
8. What types of sports equipment do school and Netball Hub Sites have in Chibolya Zone?
9. How is the condition of the sports equipment in school and Netball Hub sites?
10. How adequate are the Sports equipment for the young girls during training sessions at Netball Hub Sites?
11. What role does sports equipment play in the development of sports skills in Netball game as a career?
12. How accessible is Community Based Education in terms of physical, social and economic to young girls in Chibolya Community?
13. What benefits do girls gain by engaging in both Education and sports skills development in Chibolya Zone?
14. What strategies have been put in place to enhance girls access both education and development of netball skills at the same time?

## **Interview Guide For Netball Hub Site Co-Ordinators**

1. What type of education do these young girls who play Netball game at this Hub Site attend?
1. How do you recruit young girls that play Netball at this Hub Site?
2. How is the attendance by young girls in terms of both School and training sessions at the same time?
3. How do the young girls manage time between School attendance and Netball training sessions?
4. How does Community Based Education promote the development of the game of Netball as a career in Chibolya Zone?
5. How do the parents of these young girls get involved in the education and sports skills development of their children?
6. What kind of support do the young girls receive from their parents and members of the Chibolya Community as they play the game of Netball and attend Community Based Education at the same time?
7. What type of Netball game sports equipment do you have at this Hub Site?
8. How is the condition of the available sports equipment at this Netball Hub Site?
9. How adequate are the sports equipment for the young players during daily training sessions?
10. How appropriate are the Netball game sports equipment available to the development of the Netball game sports skills?
11. How do you engage Community Based Education in the development of Netball game as a career in this Netball Hub Sites of Chibolya Zone?
12. What are the benefits of young girls engaging in both Community Based Education and Netball game as a career?
13. What strategies have been put in place to ensure that the young Netball players engage in both Netball game skills development and Community Based Education at the same time?

## **Interview Guide For Netball Hub Site Coaches**

1. How do young girls that play Netball game at this Netball Hub Site attend school in Chibolya Zone?
1. How is the performance of young girls both academically and sports skills development in Chibolya Zone?
2. How is the attendance during training sessions by young girls that attend school at the same time?
3. How do young players manage time between schools and training sessions in Chibolya zone?
4. How involved are the parents in young girls' sports skills development and academic engagement?
5. What type of Netball game sports equipment do you use during training sessions at this Hub Sites?
6. How is the condition of the available Netball sports equipment in the Netball Hub Site?
7. How appropriate are the Netball sports equipment available to the development of Netball game as a career in Chibolya Zone?
8. How adequate are the sports equipment for the young girls during training session?
9. How accessible is Community Based Education in Chibolya Zone to young girls who play Netball game as a career?
10. What benefits do young girls gain in engaging in both education and sports skills development in Netball game in Chibolya Zone?
11. What strategies have been put in place to attract young girls to engage in both education and sports at the same time?

**Appendix 6: Netball Game Sports Equipment Checklist Forfor CS1**

S/NO	DESCRIPTION	NO. OF EQUIPMENT	CONDITION/STATE OF EQUIPMENT
1.	Court	01	Rough surface
2.	Goal Post	02	Broken
3.	ball	02	Worn out
4.	Cone	10	Good
5.	whistle	01	Good
6.	jersey	02 PAIRS	Worn out
7.	hurdle	06	Broken
8.	Skipping rope	04	Good
9.	Goal net	01	Worn out

**Appendix 7:****Netball Game Sports Equipment Forfor CS2**

S/NO	DESCRIPTION	NO. OF EQUIPMENT	CONDITION/STATE OF EQUIPMENT
1.	Court	01	Gravel and dusty
2.	Goal Post	02	Broken
3.	Ball	02	Worn out
4.	Cone	10	Good
5.	Whistle	01	Good
6.	Jersey	02 Pairs	Worn out
7	Hurdle	06	Broken
8.	Skipping Rope	04	Good
9.	Goal Net	02	Worn out

**Appendix 8: Netball Game Sports Equipment Forfor CS3**

S/NO	DESCRIPTION	NO. OF	CONDITION/STATE OF
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		<b>EQUIPMENT</b>	<b>EQUIPMENT</b>
1.	Court	01	Average
2.	Goal Post	02	01 Broken 01 Good
3.	Ball	01	Worn out
4.	Cone	10	Good
5.	Whistle	02	Good
6.	Jersey	03 Pairs	Good condition
7.	Hurdle	Nil	
8.	Skipping Rope	06	Worn out
9.	Goal Net	04	Worn out

**Appendix 9: Netball Game Sports Equipment Checklist Forfor HBS1**

S/NO	DESCRIPTION	NO. OF EQUIPMENT	CONDITION/STATE OF EQUIPMENT
1.	Court	01	Standard
2.	Goal Post	02	Good
3.	ball	02	Good
4.	Cone	10	Broken
5.	whistle	01	Good
6.	jersey	02 PAIRS	Worn out
7.	hurdle	06	Broken
8.	Skipping rope	04	Good
9.	Goal net	01	Worn out

**Appendix 10: Netball Game Sports Equipment Forfor HBS2**

S/NO	DESCRIPTION	NO. OF EQUIPMENT	CONDITION/STATE OF EQUIPMENT
1.	Court	01	Gravel
2.	Goal Post	02	Broken
3.	Ball	02	Good
4.	Cone	06	Good

5.	Whistle	01	Good
6.	Jersey	02 Pairs	Worn out
7.	Hurdle	06	Broken
8.	Skipping Rope	04	Good
9.	Goal Net	02	Good

### Appendix 11: Netball Game Sports Equipment Forfor HBS3

S/NO	DESCRIPTION	NO. OF EQUIPMENT	CONDITION/STATE OF EQUIPMENT
1.	Court	01	Potholed
2.	Goal Post	02	01 Broken 01 Good
3.	Ball	01	Worn out
4.	Cone	10	Good
5.	Whistle	02	Good
6.	Jersey	03 Pairs	Good
7.	Hurdle	Nil	
8.	Skipping Rope	Nil	
9.	Goal Net	Nil	

### Appendix 12: Permission Letter



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

06/07/22  
 Maliana  
 Introduce the  
 student to our  
 school in the  
 zone (clubhouse)

**Appendix 13: Ethical Approval Letter (DRGS)**



**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

**Conditions of Approval**

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.



- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa

**ACTING CHAIRPERSON**

**THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB -**

cc: Director, Directorate of Research and Graduate Studies  
Assistant Director (Research), Directorate of Research and Graduate Studies  
Assistant Registrar (Research), Directorate of Research and Graduate Studies  
Acting Senior Administrative Officer (Research), Directorate of Research and Graduate Studies