

**CONSTRAINTS TO IMPLEMENTATION OF PHYSICAL EDUCATION AND
SPORT AS A COMPULSORY SUBJECT AMONG SELECTED PRIMARY
SCHOOLS IN MANSA DISTRICT OF LUAPULA PROVINCE**

BY

MONICA SITIMA

UNIVERSITY OF ZAMBIA

2015

**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirement for the award of Master of Education in Primary Education**

DECLARATION

I, Monica Sitima (512801232), do hereby declare that this dissertation represents my own work. It has not been previously submitted for a degree or any award at the University of Zambia or any other institution. I also declare that all published work or materials from other sources incorporated in this dissertation have been acknowledged and references thereby given.

Signed.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation prepared by Monica Sitima (512801232) is approved as fulfilling part of the requirements for the award of the degree of Master of Education (M.Ed.) in Primary Education by the University of Zambia.

Examiners' Signatures:

Signed.....

Date.....

Signed.....

Date.....

Signed.....

Date.....

DEDICATION

To my family, this dissertation is dedicated to my dear children, Changwe Franklins Musakula and Juuba Angellicah Musakula for enduring both the father's absence when he was pursuing his studies in Norway and mine during my studies at the University of Zambia. I further dedicate this work to my young sister Dariah Mipolo Sitima who helped bring up my daughter who was only two years old when I went to school, drove my children to and from school and also took care of their spiritual, emotional, social and physical needs. May Jehovah bless your future my sister. I will be unfair if I do not mention here that my sister also took care of my sick mother in-law who had stroke during the time I was in school. My dedicated maid Ruth was just like a relative to me and maintained both my house and my children. Finally and most importantly, I salute my dearest love, my husband Mr Franklins Mwansa Musakula who has always supported my further studies. Had it not been for his selflessness in as far as further studies are concerned, I would not be where I am today in my professional growth. Thanks dear and may Jehovah God bless you in all your endeavours.

ACKNOWLEDGEMENTS

Special appreciation is extended to my able supervisor Dr. Joseph Ng'andu who provided shrewd support and direction during the compilation of this dissertation. My extraordinary tribute also goes to all my respondents from the two schools and the officials from the decision making institutions who spared their time to answer the questions. I also thank Forum for African Women Educationalists for sponsoring my studies, Mrs Lisimba Ireen Ilutombi and my classmates, such as Vacster Katende, Patricia Mwashingwele, Saidi Mwanamonga and lastly but not the least Susan Sitwala for their encouragements, moral and intellectual pieces of advice they rendered to me during my fieldwork. I also thank Jehovah for rendering me life, courage and strength.

TABLE OF CONTENT

| | |
|---|-----------|
| DECLARATION | i |
| CERTIFICATE OF APPROVAL..... | ii |
| DEDICATION | iii |
| ACKNOWLEDGEMENTS | iv |
| TABLE OF CONTENT | v |
| LIST OF APPENDICES | viii |
| LIST OF FIGURES | ix |
| LIST OF TABLES..... | x |
| LIST OF ACRONYMS | xi |
| ABSTRACT..... | xii |
| | |
| CHAPTER ONE: INTRODUCTION | 1 |
| 1.1 Background..... | 1 |
| 1.2 Problem Statement | 4 |
| 1.3 Purpose of the study..... | 5 |
| 1.3.1 Specific Research Objectives..... | 5 |
| 1.4.1 Specific Research Questions..... | 5 |
| 1.5. Significance of the Study..... | 6 |
| 1.6 Theoretical Framework..... | 7 |
| 1.7 Operational Definitions of Terms | 8 |
| 1.8Structure of the Dissertation | 9 |
| | |
| CHAPTER TWO: LITERATURE REVIEW | 10 |
| 2.1 Introduction..... | 10 |
| 2.2 Literature Review at Global Level..... | 10 |
| 2.3 Physical Education in Africa..... | 17 |
| 2.4 Physical Education in Zambia..... | 22 |

| | |
|---|-----------|
| 2.5 Summary of Reviewed Literature | 25 |
| CHAPTER THREE: METHODOLOGY | 26 |
| 3.1 Introduction..... | 26 |
| 3.2 Philosophical Underpinnings of Adopted Research Tradition..... | 26 |
| 3.3 Research Design..... | 26 |
| 3.4 Target Population..... | 27 |
| 3.5 Sampling Design..... | 27 |
| 3.6. Sample Size, Techniques and Sampling Processes..... | 28 |
| 3.7. Description of Study Sites..... | 29 |
| 3.8. Reasons for Selecting the Study Area..... | 29 |
| 3.9. Tools and Process of Primary Data Collection | 29 |
| 3.10. Ethical Considerations during Primary Data Collection..... | 30 |
| 3.11 Analysis and Processing of Collected Primary Data..... | 32 |
| 3.12 Process of Secondary Data Collection..... | 33 |
| 3.13 Methods of Data Validation..... | 33 |
| 3.14 Limitations of the Study..... | 33 |
| 3.15 Delimitation of the Study..... | 33 |
| | |
| CHAPTER FOUR: PRESENTATION OF RESULTS | 33 |
| 4.1 Introduction..... | 34 |
| 4.2 Demographic Background of Respondents..... | 34 |
| 4.3. Meanings of Physical Education..... | 35 |
| 4.4 Existing Physical Education activities | 39 |
| 4.5 Attitudes towards Compulsory Implementation of Physical Education | 40 |
| 4.6 Factors constraining compulsory implementation of Physical Education..... | 46 |
| 4.7 Measures to address the Constraints and ensure Compulsory Implementation of PE..... | 47 |

| | |
|---|-----------|
| CHAPTER FIVE: DISCUSSION OF RESULTS | 49 |
| 5.1 Introduction..... | 49 |
| 5.2 Demographic Background of Respondents..... | 49 |
| 5.3 Meanings Attached to Physical Education..... | 49 |
| 5.4 Existing Physical Education Practises | 53 |
| 5.5 Attitude towards Compulsory Implementation of Physical Education..... | 54 |
| 5.6 Constraints to Compulsory Implementation of PE and Measures to address them | 57 |
| 5.7 Summary of Discussed Results..... | 66 |
| | |
| CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS | 68 |
| 6.1 Conclusions..... | 68 |
| 6.2 Recommendations..... | 69 |
| REFERENCES..... | 71 |
| APPENDICES..... | 78 |

LIST OF APPENDICES

| | |
|--|----|
| Appendix 1: Semi-structured interview schedule | 78 |
| Appendix 2: A Discussion Guide on the Constraints to Implementation of PE as a compulsory subject. | 79 |
| Appendix 3: Letter of Introduction and Consent | 80 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1: Analytical Framework of the Research..... | 32 |
| Figure 2: Distribution of Respondents by Gender..... | 34 |

LIST OF TABLES

| | |
|---|----|
| Table 1: Distribution of the Sample size..... | 28 |
| Table 2: Respondents' distribution by area of specialisation..... | 35 |
| Table 3.1: Meanings of Physical Education..... | 36 |
| Table 3.2: Meanings of Physical Education..... | 37 |
| Table 3.3: Meanings of Physical Education..... | 38 |
| Table 4: Existing Physical Education activities..... | 39 |
| Table 5: Reactions towards compulsory implementation of PE..... | 40 |
| Table 6.1: Emerging reasons from respondents who generally disagreed with a compulsory implementation of PE..... | 41 |
| Table 6.2: Emerging reasons from respondents who generally agreed with a compulsory implementation of PE..... | 44 |
| Table 7: Perspectives that emerged from the Focused Group Discussion with PE teachers and Decision makers concerning main constraints to compulsory implementation of PE..... | 46 |

LIST OF ACRONYMS

| | |
|----------------|---|
| AD | Anno Domini |
| BC | Before Christ |
| CAHPERD | Canadian Association of Health, Physical Education, Recreation, and Dance |
| CDC | Curriculum Development Centre |
| CDUSR | Curriculum Development Unit Survey Report |
| ECCDE | Ministry of Education Childhood Care and Development Education |
| GRZ | Government of the Republic of Zambia 2015 |
| ICPES | International Charter of Physical Education and Sport |
| MESVTEE | Ministry of Education, Science, Vocational Training and Early Education |
| NCIET | Nziramasanga Commission of Inquiry into Education and Training |
| PE | Physical Education |
| PES | Physical Education and Sport |
| TPB | Theory of Planned Behaviour |
| TRB | Theory of Reasoned Behaviour |
| UNESCO | United Nations Education Scientific and Cultural Organization |
| UNICPES | United Nations International Charter of Physical Education and Sport |
| USA | United States of America |
| WHO | World Health Organisation |
| ZAMISE | Zambia Institute of Special Education |
| ZECF | Zambia Education Curriculum Framework |

ABSTRACT

Physical Education (PE) is as old as humankind itself. Man had to be fit to survive. During the Colonial Era, PE was practised in school; however, with more emphasis being placed on improvement of academic skills, PE slowly lost its place in school.

This study sought purposed to explore and determine constraints to implementation of Physical Education and Sport (PES) as a compulsory subject among selected primary schools in Mansa District of Luapula Province. To achieve this, the study specifically endeavoured to: find out the benefits of PES from the respondents' point of view who included teachers and officers from decision making institutions; examine how PES is viewed and handled in primary schools; analyse factors hindering the successful implementation of teaching PES as a compulsory subject in primary schools and explore the strategies that are likely to overcome the hindrances.

The study employed both qualitative approaches in context of survey design. Non-probability sampling approaches were used. Data was collected using semi-structured interviews, simple unstructured observations and discussions.

The results of the study showed that the factors that constrained compulsory implementation of PE were diverse in nature. The misinterpretations and misconceptions about PES revealed that the respondents, especially non-PES teachers were more familiar with the meanings than the benefits. This was due to poor awareness and literacy. PES practises were limited in nature and only biased towards outdoor psychomotor skills. Majority of the respondents, predominantly those from non-PES background disagreed with the idea of compulsory implementation even though the revised curriculum clearly spells out the teaching of PES as a compulsory subject. They argued that, PES was not a matter of urgency and that there were other examinable subjects such as science that deserved more time than it. However, from the findings, the constraints that seemed prominent were lack of adequate resources, trained PES teachers, and poor leadership.

The main recommendations of the study included an urgent need for the government through the Ministry of Education, Vocational Training and Early Education (MESVTEE) to implement annual examinations, procure materials and train more PES teachers. The government through the Curriculum Development Centre needs to institute a monitoring and evaluation team to check the extent to which PES is being implemented in primary schools.

The study therefore, concluded that adequate investment in procuring teaching and learning materials, infrastructural development and capacity building were likely to reduce on the constraints that hinder compulsory implementation of PES in primary schools. The study recommended the need to invest in procurement of teaching materials, infrastructural development and capacity building because they were deemed to be catalysts towards compulsory implementation of PES.

A large scale survey to explore the factors constraining the implementation of PES as a compulsory subject is needed. This one was small in terms of spatial extent.

CHAPTER ONE: INTRODUCTION

1.1 Background

According to Adam (2012), PE is that part of the process of education, which uses physical activity and the whole human being as a medium of learning or instruction in the development and care of the body; ranging from simple psychomotor skills to a course of study providing training in hygiene, gymnastics and the performance and management of athletic games. According to UNESCO (2005), PE is that phase of the total process of education that is concerned with the development and utilization of the individual's voluntary and purposeful movement capabilities and with the directly related mental, emotional and social responses. The Berlin Physical Education World Summit in November 1999 confirmed a decline and/or marginalization of PE in schools in many countries of the world with perceived deficiencies in curriculum time allocation, subject status, material, human and financial resources, gender and disability issues and the quality of programme delivery (Hardman, 2000).

This has not spared Africa where diverse and contrasting variations prevail. In some countries like Nigeria, PE is taught and is examinable at Ordinary ('O') and Advanced ('A') levels; in Kenya it is taught but is not examinable; in Uganda it is timetabled but not seriously taught (Hardman, 2000). Whereas in South Africa, P E as a school subject no longer exists but it is taught indirectly as a small component of the learning area "Life Orientation" along with health promotion, personal and social development, and orientation to the world of work foci in grades 8-9 (Hardman, 2000). Shortage of facilities and adequately trained personnel are widely reported throughout the continent as are the peripheral value in the curriculum (regarded as non-educational, non-productive use of time and as recreation/play time especially in primary schools) and inadequate monitory inspections in secondary schools (e.g. in Benin, Botswana and Uganda). Generally, priority is accorded to Language and Mathematics with even meagre PE resources often diverted to other subjects.

Although the United Nations International Charter of Physical Education and Sport (UNICPES, 1978) declared PE as a basic human right, PE often suffers from optional status with many preferring not to take part, this situation is exacerbated by a dearth of amenities such as changing rooms. According to Golsanamlou and Ghofrani (2012), PE is an integral component of total education and it creates an environment that stimulates selected

movement experiences resulting in desirable responses that contribute to the optimal development of the individual's potentialities in life in general and in sport in particular through the medium of human movement. Bucher, (1983), states that the basic objectives of PE are to develop physical skills, physical fitness, participation, knowledge, attitudes, social values and emotional stability. In spite of the availability of evidence which justifies the significance of teaching PE in schools as well as the existence of policy pronouncements which make the teaching of PE mandatory, the subject in Africa and particularly in Zambia still faces numerous challenges and is not being taught effectively.

In secondary schools in Zimbabwe, PE is not included on the time table and there is no attempt to teach the subject in the majority of the schools. The teaching of PE is associated with many barriers. Golsanamlou and Ghofrani (2012) classify the barriers that restrict teachers from teaching PE under institutional (outside the teacher's control) and teacher related conditions (arising from the teacher's behaviour). Many institutional barriers including budget constraints, scarce resources, reduction in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and lack of facilities and equipment are among the external barriers to implementation of PE as a compulsory subject. The teacher related barriers which have been identified by earlier researches (Xiang, *Wo, Meng and Cheng* (2002) include possessing low levels of confidence or interest in teaching PE, being unable to provide safely planned and structured lessons, having had negative personal experiences in PE and lacking training, knowledge, expertise and qualifications.

Based on Bucher's (1983) study, some of the above mentioned constraints to the implementation of PE in schools can be traced back historically into the dark ages (538 BC to 1798 A.D) where PE activities were affected by Scholasticism. Scholasticism is a philosophical movement that upheld and still upholds a belief that facts are the most essential items in one's education. The belief discourages the physical dimension of learning as being unimportant and unnecessary. It is apparent that Scholasticism as a concept seems to have been passed down from antiquity to the present, its influence is seen in today's' PE activities. The apparent low status of PE as a teaching subject in the school curricular in the eyes of heads of schools, parents, pupils and other relevant authorities seem to partly stem from scholasticism. Scholasticism also seems to partly explain why PE is non-examinable in both primary and secondary school curricula in many schools in Africa and particularly in Zambia

because its whole education system seems to de-emphasize physical activity and regard it as inferior to academic activity.

Nevertheless, by the mid-1800s, “medical practitioners in Germany, began to support the value of PE, and as a result, it was introduced to schools” (Rink, 1998). The introduction of PE in school was meant to replace the physical activities that children did at home, and which they missed when they started going to boarding schools during the Industrial Revolution (Ibid, 1999). There was a shift from PE for military training to PE for health. This was in line with Pangrazi (2002) who advocated PE for students to maintain healthy activities, lifestyles and engagement in enjoyable, meaningful leisure time pursuits. For the child in primary school, PE is meant to provide play and also promote gross motor skills of coordination, balance and speed and develop their emotional, social, physical, aesthetic and mental responsibility vital in many cross cutting themes.

The study of the history of PE shows that PE is as old as humankind itself. During the Stone Age, Health and PE was in one form or another, an important part of people’s lives. Eshuys, Guest and Lawrence, (1992), show that during the Stone Age, people had to be fit to survive. An important physical activity was dance which was practised at religious ceremonies and used for entertainment while Egypt and China popularised wrestling, exercise and meditation for fitness and health respectively. In Greece, physical activities such as jumping, running, boxing, wrestling and throwing the javelin and discus were used for fitness and health and viewed as useful for basic military training. The notion of physical fitness for military prowess was also adopted in Sparta where PE was developed because of a combination of political and military factors. In Zambia, and most of the African countries, the lives of our ancestors were characterised by jumping, chasing, throwing, climbing, swimming canoeing and many more for survival and these activities according to Kakuwa (2005) kept them fit and healthy and symbolised primitive PE. The presence of PE in Zambia is acknowledged by Mwanakatwe (1965) who observed that when missionaries came to Zambia, they found our ancestors playing traditional games as part of their PE and introduced drills which children practised in the ground after school like miniature soldiers. Like in other African countries, time allocated for PE in Zambian schools is regarded as free and play time for children. In most cases where an attempt to teach the subject is made, it is supervised by ill prepared and unwilling classroom teachers. In some cases teachers use PE time to teach examinable subjects (Sipalo, 2010).

In line with the evolution of PE on the world scene, the Curriculum Development Centre (CDC) of Zambia in its document, the Zambia Education Curriculum Framework (ZECF) (CDC, 2013) has recently reformed the curriculum at all levels of education from Early Childhood Care and Development Education (ECCDE) to Tertiary Education. In this framework, PE is now called Physical Education and Sport (PES). The two terms will be used interchangeably in this dissertation and is compulsory to all learners at primary school. This is in line with the 2005 Presidential Directive by the then President of the Republic of Zambia, late Patrick Mwanawasa, that PES should be compulsory in all public and private institutions.

This was followed by a Circular Minute No. 1 of 2006 directing all education providers to implement the Presidential Directive. However, up to now, the teaching of PES is still wallowing in scholasticism where it is treated as a subject of less importance and, thereby, denying learners their rights to engage in PE as stated in the UN Charter on PE. This observation is strongly supported by Hardman (2000) who contends that “it is clear that in too many schools, in too many countries children are being denied the physical education opportunities that will transform their lives.” Such denial of opportunities is inconsistent with the Zambian PES legal and policy documents presented above. Hence, there is need to study factors that are constraining implementation of PES as a compulsory subject. The main argument of this paper is that compulsory implementation of PES as a subject across all levels of education would lead to clear understanding of the broad nature of the subject, improve health and intellectual development of the teachers and learners. However, compulsory implementation of PES seems to be a difficult dream to realise. The purpose of this study is therefore, to find out constraints to implementation of PES as a compulsory subject.

1.2 Problem Statement

As earlier stated, MESVTEE through the (ZECF) recently reformed the curriculum at all levels of education from Early Childhood to Tertiary Education. In 2005, a presidential directive was made that PES should be compulsory in all public and private institutions. This was followed by a Circular Minute No. 1 of 2006. In spite of such efforts to fully implement PES at all levels of education, realisation of this still seems a farfetched dream and the factors behind such an unfortunate state of affairs were not too certain by the time this research was

proposed. This uncertainty constitutes a problem for various reasons. First, if the factors constraining implementation of PES are not clearly understood, the problem will persist and the purpose of training PES teachers would be completely defeated. Secondly, there would be a loss of financial and misplacement of human resources among those who pursue PES, but could not be deployed, or are asked to teach a different subject given lack of compulsory implementation of PES and lastly, misconceptions of PES among members of the community and learners will persist thereby rendering the subject irrelevant. There is therefore, need for adequate information about this problem and, hence, this study.

1.3 Purpose of the study

The purpose of this study was to determine the factors that constrained implementation of PES as a compulsory subject among selected primary schools in Mansa District of Luapula Province.

1.3.1 Specific Research Objectives

1. To determine the meanings of PES from the respondents' point of view.
2. To examine how PES is practised from the rural school context.
3. To establish teachers' attitude towards implementation of PES as a compulsory subject.
4. To analyse factors hindering the implementation of PES as a compulsory subject in primary schools.
5. To explore the strategies that could be put in place to address the constraints and ensure successful implementation of teaching PES as a compulsory subject.

1.4 General Research Question

What was constraining the implementation of PES as a compulsory subject among selected primary schools in Mansa District?

1.4.1 Specific Research Questions

1. How did respondents understand the meaning of PES?
2. How was PES practised from the rural school context?
3. What was the attitude of teachers towards implementation of PES as a compulsory subject?

4. What factors hindered the implementation of PES as a compulsory subject in primary schools?
5. Which strategic measures could be put in place to address the constraints and ensure successful implementation of teaching PES as a compulsory subject?

1.5 Significance of the Study

The significance of the study is in threefold namely; institutional significance, intellectual significance and spatial significance.

CDC (2013:46) clearly states that “Physical Education and Sport should be a compulsory subject.” This needs to be implemented, but without identifying potential and actual constraints to its implementation, it would be difficult to achieve it. Therefore, the findings of this study may assist CDC officials, standards officers, head teachers and teachers to effectively implement the teaching of PES in primary schools. Once main constraints are revealed, it would be a lot easier to remove them to pave way for effective implementation of PES as a compulsory subject. Moreover, MOE (1996) emphasizes cherishing individual liberty and human rights which resonates well with the UN Charter that PE is a human right. So the study findings could help propel realisation of this human right among learners.

From an intellectual point of view, the study findings could be a source of value addition to the wider context of PE. The study revealed the challenges which the subject has suffered over the years some of which could be used as opportunities for a reflexive restructuring of the content and the pedagogical approaches at various levels of education.

Spatially, the study could be useful to the general improvement of delivery of PES in Mansa District and particularly the schools where it was conducted. This was premised on the understanding that solutions could easily be found given the findings that there was poor funding, inadequate human and material resources, among others.

1.6 Theoretical Framework

This study was guided by the Theory of Planned Behaviour (TPB). TPB is a theory that links beliefs and behaviour. This theory was adopted because meta-analytic reviews have been conducted and have consistently found TPB to be superior in the prediction of behaviour over other theories such as Theory of Reasoned Behaviour (TRB) (Burg, 2006).

The concept was proposed by Icek Ajzen in 1988 to improve on the predictive power of the theory of reasoned action by including perceived behavioural control (Ajzen, 1988). The theory proposes a model which can measure how human actions are guided. A person's behaviour is determined by his/her intention to perform the behaviour and that this intention is, in turn, a function of his/her attitude towards the behaviour of his/her subjective norm.

TPB holds that only specific attitudes toward the behaviour in question can be expected to predict that behaviour. The best predictor of behaviour is intention. Intention is the cognitive representation of a person's readiness to perform a given behaviour, and it is considered to be the immediate antecedent of behaviour (Burg, 2006). Intention is determined by three things: attitude toward the specific behaviour, subjective norms and perceived behavioural control. In this context, it was deemed to be a will power to engage in PES both cognitively and through the psychomotor approaches. Since the intention of most respondents was negative given their negative beliefs about implementation of PES as a compulsory subject, the behaviour towards it was generally negative. This situation has partly contributed to lack of implementation of PES as a compulsory subject despite the recommendation to do so by CDC (2013).

In addition to measuring attitudes toward the behaviour, we also need to measure people's subjective norms - their beliefs about how people they care about will view the behaviour in question. TPB assumes that individuals will engage in a behaviour when they evaluate it positively (attitude), believe that significant others want them to engage in it (subjective norm), and perceive it to be under their control (perceived behavioural control).

Subjective norm is defined as an individual's perception of whether people important to the individual think the behaviour should be performed. The contribution of the opinion of any given referent is weighted by the motivation that an individual has to comply with the wishes of that referent (Hager, Chatzisarantis, and Biddle, 2002). Accordingly, some respondents

tended towards a notion that PES was unpopular and thus needed some image builders and a lot of incentives such as infrastructure in order to make it a viable subject. A general rule is, the more favourable the attitude and the subjective norm, and the greater the perceived control, the stronger should the person's intention to perform the behaviour in question be. Positive thinking about PES in general could arguably be a good recipe for implementation of PES as a compulsory subject.

Attitude toward the behaviour is defined as the individual's positive or negative feelings about performing the behaviour. It is determined through an assessment of one's beliefs regarding the consequences arising from behaviour and an evaluation of the desirability of these consequences. All perceived beliefs and negative behaviour towards PES need to be controlled or checked so as to foster a positive paradigm towards its compulsory implementation across various levels of education as well as improving PES teachers' status, prevailing challenges and constraints. If properly implemented, PES would contribute to academic, physical and cognitive development of learners.

1.7 Operational Definitions of Terms

This section presents the operational definitions of terms as applied in the context of the study.

| | |
|---------------------------|---|
| Aesthetics | The beauty displayed by a display of physical activity such as gymnastics, aerobics and many others. |
| Compulsory | To make PES a mandatory subject at all levels of education. |
| Intention | The will power either negative or positive towards PES. |
| Behaviour Control | Putting all negative attitudes about PES to check so as to bring about its real meaning and relevance. |
| Physical Education | The study of Exercise Science and health maintenance. Interchangeably used with Physical Education and Sport. |
| Scholasticism | Feeling that technical and scientific subjects are more superior to PES. |
| Normative Belief | How PES teachers feel about how others look at them as well as their subject specialisation. |

| | |
|------------------------|---|
| Subjective Norm | External pressure that PES teachers may have to engage or not to engage in a particular behaviour |
| Belief | In this study it implies wrong notions or misconceptions that are generally upheld about PES. |
| Spatial | Refers to a place or area |

1.8 Structure of the Dissertation

This dissertation is made up of six chapters. Chapter 1 shows the Introduction in the context of a brief background about PES and factors that hinder its effective implementation at diverse spatial and temporal scales, problem statement, research objectives and questions as well as the significance of the study. It also contains the theoretical framework as well as operational definitions of terms.

Chapter 2 shows the review of literature from the global, African and Zambian perspectives with a focus on major emerging thematic trends, critiques where necessary and spatial variations in terms of findings. The main emerging gaps in already existing researches are shown and thereafter show how the findings from the study complemented them.

Chapter 3 presents the description of methodology with focus on research design, target population, sampling procedure, tools and method of data collection, ethical considerations, analytic approaches as well as methods of data validation. The final section of the chapter shows a brief description of the study sites and reasons for selecting them.

Chapter 4 presents results from the field in the context of the research objectives using tables, charts and descriptive method.

Chapter 5 discusses the results presented under chapter four just prior to chapter six which presents the conclusions and recommendations based on the key findings.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review from the global, Africa and national contexts. The countries whose case studies were used were selected based on availability and sufficiency of information. Literature review helped in understanding of other researches conducted on the same topic by other researchers so as to have a broader understanding of the subject matter. Literature review also identifies gaps in former researches and also acquaints a researcher with the methodologies and conclusions that other researchers employed in carrying out their researches. A number of researches around the globe have been conducted in relation to factors inhibiting the implementation of PE as a compulsory subject.

2.2 Literature Review at Global Level

Factors deterring the implementation of PE as a compulsory subject have proven to be a global challenge. The provision of quality PE curriculum has been affected by many factors such as PE teachers experiencing challenges with the subject matter, too much content to cover, not having the required resources and facilities, among others.

2.2.1 Pakistan

A number of factors have been known to impede the implementation of PE in Pakistan schools. Doll-Tepper and Scoretz (2001) argued that many schools in Pakistan lacked qualified teachers and facilities, inadequate inspection, and PE was perceived as a non-educational fun activity and inferior to academic subjects. These factors collectively contributed to either minimal provision of PE or to not even being a feature of the curriculum. Moreover, girls are discouraged from participating in PE activities in many rural areas exclusively because it would render them unfeminine. The World Health Organization (WHO) (1998) contended that there exist cultural and religious constraints in Pakistan and that these limit the scope of PE for girls, who are not allowed to take part in sports and physical activities except within the walls of the schools. Similarly, it was apparent that time apportionment did not reach requirements for learning PE, and as a consequence, PE lessons were more likely to be cancelled than other subjects. This was a commended research but it did not venture into the background factors such as how people perceived the meaning of PE, and measures to ensure compulsory implementation of PE, which the current study ventured into.

2.2.2 United Kingdom

Symons (1997) argued that there were a number of barriers to implementing comprehensive PE in the United Kingdom. Like in the case of Pakistan, these barriers were among other factors linked to resource constraints, political issues, environmental contexts and lack of administrative support. Symons further argued that gaining administrative and government support for health programmes was difficult considering the pressure that local leaders faced to improve academic skills. Also, PE programmes were not often seen as a primary concern to these administrators since many believed that student health was not of concern to schools but that of parents to address. Hardman (2000) observed that in some schools, there appeared to be an over-emphasis on elite level sport at the expense of basic PE programmes. The attention, mainly upon health and fitness, was quite obvious in many countries, where PE emphasized on physical fitness activities such as free play as essential for a healthy body. For example, PE specialists in many countries were involved in training athletes only outside the main school programme. Consequently, the absence or shortage of trained and skilled teachers coupled with lack of understanding of the value of school PE strongly inhibited the implementation of PE as a compulsory subject in school. Most of the factors discussed here related closely to those noted in the current study. This shows that spatial homogeneity is common as far as PE issues are concerned and that the factors deterring implementation are almost always universal.

2.2.3 Canada

Graham (1995) and Stroot (1994) revealed that in the past two decades, PE programmes in Canada lacked clear sequential objectives, which led to poor assessment and evaluation methods and kept mastery from being a focus in PE classes. Siedentop (1991) noted that the subject matter of most programmes included a variety of traditional competitive sports, and that these programmes led to large skill differences within classes. On the other hand, Vertinsky (1992) found that, programmes led boys and girls to interact in stereotypical ways (Ross *et al.* 1985). During the recent wave of reform, ministries of education, recognizing the inadequacies of PE programmes, took initiatives to address some of the issues outlined above. The Canadian Association of Health, Physical Education, Recreation, and Dance (CAHPERD) started the Quality Daily Physical Education Programmes (QDPEP) in 1988. This recognized and awarded schools across the country that consistently provided students with daily physical activity (CAHPERD, 1998). Despite the initiative's success in raising

awareness and support for quality daily PE, the programme encountered numerous obstacles, including limited PE staff and specialists as well as lack of funding (Chad *et al.*, 1999). In 1997, only 440 out of more than 15,000 schools in Canada earned the award (Clements, 1997). In addition, Government cutbacks over the two decades had provided many challenges for PE programmes for example, larger class sizes, minimal PE class time, and minimal teacher planning time (Stroot, 1994).

It should also be noted that in any area of instructions, learning and teaching aids are of paramount importance. They make learning easy and effective. According to Dwyer (2003), cutbacks had also affected PE resources in that, equipment were not replaced or maintained and in-service opportunities had been reduced. Most boards across Canada had also eliminated PE consultants leaving a leadership void. Consultants played several important roles such as supporting principals in monitoring the quality of PE programmes, providing a link between schools and communities, conducting in-services, distributing resources, and serving as a united voice for often isolated PE teachers. This support was missing hence inhibiting the implementation of PE as a compulsory subject (Bucher, 1979). In the current study, lack of monitoring and evaluation of PES implementation was cited as one of the setbacks to compulsory implementation of PES as a subject.

From the Canadian case study we can learn that researchers and practitioners should propose other models such as the fitness and sport education models that will serve as a foundation for new curricula. These models should place emphasis on fitness and extended opportunities for skill development through a more comprehensive and less traditional approach to sport.

2.2.4 Australia

Factors that deter the implementation of PE as a compulsory subject in Australia pertain to institutional and teacher-related barriers. Barriers within schools that restrict teachers in providing PE include budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and lack of facilities and equipment (Hardman, 2008). Similarly, Dwyer, (2003) reported that the lower priority given to PE, the absence of performance measures for PE and fitness activities, and insufficient infrastructure were the three major institutional barriers identified by

generalist elementary teachers in Australia to the provision of a curriculum that was capable of meeting the Health and Physical Education Guidelines.

Kedder and Murray (2005) stated that most teacher-related barriers had been reported in primary school studies. The barriers described included possessing low levels of confidence or interest in teaching PE, being unable to provide safely planned and structured lessons, having personal negative experiences in PE and lacking training, knowledge, expertise and qualifications to provide PE. The comprehensive primary school-based findings reflected not only lack of research across the secondary levels in schools, but could also possibly be attributed to both secondary and specialist primary school teachers not having dedicated PE units as part of their training. Therefore, this specialisation should equip teachers with the skills to overcome barriers more easily and enable them to plan and implement programmes accordingly (Morgan and Hansen, 2008).

In contrast to the barriers experienced by generalist teachers, a recent study from Australia investigated heads of PE and heads of schools' perceptions of barriers to providing PE and physical activity in secondary school. Despite reporting some institutional and teacher-related barriers similar to those found in the primary school studies, Bailey (2006) also found that teachers perceived some institutional and teacher-related barriers similar to those found in the primary school studies, and that, teachers perceived students to be lured by the greater availability of sedentary opportunities and consequently suggested that lower levels of fitness and physical activity in students could be impacting on both delivery and participation in PE and physical activity. Further consideration of other barriers in secondary schools that inhibit the delivery of and students' participation in PE is warranted; student-related barriers are further obstacles that teachers must be able to plan for and overcome when providing educational opportunities for students.

Previous research on children's and adolescents' self-reported barriers to participation in PE and physical activity reported changing attitudes to activity and PE, decision making favouring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of students, student unwillingness to participate, a dislike of activity, a lack of understanding of the benefits of physical activity and a decline in student interest (Shehu, 2001).

The barriers to student learning and participation may in part be explained by Social Cognitive Theory (Bandura, 1986), which highlights the relationship between cognitive, behavioural and environmental factors that influence an individual's choices, including those relating to physical activity behaviour. These three factors are not independent, but are mutually dependent and all influence learning and activity choices within a host of contexts. Due to the large amount of time dedicated to schooling, students are also influenced greatly within the school environment by many elements, including their teachers, their peers, the programmes provided, their participation in classes and their engagement in curriculum and extra or co-curricular activities. The interaction and influence of all three factors on preferred behaviour is certainly most evident at the secondary school level, where adolescents begin to cement their own attitudes and beliefs regarding physical activity.

Despite recognition of the positive impact sport and PE had on education and child development, PE is increasingly being challenged within education systems across the world and in Australia in particular (Dwyer, 2003). Perhaps more than anything, parents would wish good health for their children and their loved ones. This was no doubt one reason why support for PE should be strong. However, this support was not always reflected when critical decisions about children's education were made. PE programmes, like many other programmes (e.g., music, art), faced increased scrutiny and the potential for elimination when budgets were tight (Ibid, 2003). There has been a decrease in the number of schools requiring PE programmes. Groenewald, (2004) pointed out that many public school educators struggled with large class sizes, insufficient equipment, and limited facilities. Physical educators endured the additional stress of continually defending the importance of their subject.

Whilst PE systems were vastly different across the world, studies in Australia indicated that the marginalization of PE was nearly universal. This study picked key areas of concern in school PE provision around the world, regardless of geographical or socioeconomic status. The following issues that plainly defined the challenge faced by PE were legal requirements for PE, subject status of PE, curriculum time allocation, teacher training and resources (Grunbaum, Cathy, Kellinger Johnson and Felps, 2002).

A study conducted by Keys and Allison (1995) indicated that daily physical activity and education improved student performance and academic achievement. Active students

demonstrated better memory, observation, problem-solving and decision-making skills, and creativity. Students who participated in daily running programmes achieved higher levels in reading, language and mathematics. Consistently, high grades and performance on cognitive measures were associated with high physical performance. Children who perform well on motor tasks have been shown to do well on academic tasks. Conversely, those lacking early motor experiences have difficulty in learning as measured by achievement and intelligence tests. Research by Trudeau (1998) had shown that student academic performance did not suffer in schools that devoted more time towards PE. Other three studies within Australia consistently indicated that more time in PE and other school-based physical activity programmes did not adversely affect academic performance. In some cases, more time in PE led to improved grades and standardized test scores (Fisher, 1996; Jarrett, 1998; and Mahar, 2006).

The benefits of participation in PE are numerous and have been highlighted by Bailey (2009), who categorises them as being physical, lifestyle, affective, social, and cognitive. However, it becomes increasingly difficult to provide quality PE and physical activity opportunities in schools when constrained by many institutional, teacher-and student-related barriers.

It is evident that the majority of earlier research focused on primary schools; therefore, it is important to understand the barriers to PE and physical activity provision in secondary schools more clearly. The limitations identified by teachers responsible for providing school-based opportunities need to be examined, as an understanding of these barriers is essential to making improvements and developing quality PE programmes in secondary schools, both now and into the future. These case studies from Australia clearly highlight the health, physical and cognitive benefits that can be accrued from compulsory implementation of PE. It served as a blue print of what Zambia would be if PE was to be implemented on compulsory basis. The only shortfall was that solutions to selected barriers were not provided. It would have been also good to determine students' interpretations of PE.

2.2.5 Japan

Zambia has many lessons to learn from the Japanese System of PE. It is part and parcel of their academic system to engage in some form of PE. Their PE practise is not only reduced to football, jogging, and tug of war but extend further to include music and traditional dancing by students. It also includes in its PE curriculum, folk dance, creative dance and dance with

modern rhythm. Moreover, the cognitive domain is as emphatic as the psychomotor domain, the latter of which is the most emphasized in Zambia and particularly in the area where the current study was conducted. The “Theory of Education Component” for which kids actually have to do paper tests, is rarely found in other countries’ schools in which the child is tested on the “Cognitive content of the social and cultural aspects of sport, motor learning and the affective outcome of learning physical activity for personal meaning”. The Japanese government has ensured that the tradition of Physical Exercise and Education locally called bushido (“the way of the warrior”) are integrated into daily life (*budo*) (Misturo, 2012:12).

While the goals and objectives of PE appear to be similar in US and Japan, the goals in the latter do not specify performance-related outcomes, instead they are viewed from a cultural perspective, “In Japanese culture, body and mind are viewed from a holistic perspective and this relationship must be maintained in order to keep Physical Education in the schools” and “the ultimate objective is to cultivate an attitude that will cause students to live a happy and cheerful life that is well integrated with physical activity” and “through experiences in PE, youths should develop a love of sport and attain a level of personal fitness needed for a healthy life (Mitsuro, 2012).

The only problem noted of Japanese Physical Educators was the tendency for the PE educators to become overstretched in their coaching roles and responsibilities for their school sport programmes, often at the expense of their class teaching duties and responsibilities. Like in the US, PE is often part of the school educational plan, and Japanese school Physical Educators implement it (Katagiri, 2012). The exact opposite of the Japanese scenario is actually the case in Africa, Zambia and even the current study also showed that, teachers spent more time on other subjects than PE

Despite such stories of success, Japan also faces its own challenges, for instance, centralized government regulation hinders the PE teacher's acquisition of expertise, impedes the formation of original curricula in schools as well as the types of instructional approaches that might be used by teachers. Due to this centralization, Japanese PE teachers are said to be familiar with “teaching skills”, but to be less familiar with “*teaching style*” (or *instructional method*), although they may teach in ways that resemble sport educational styles or models.

The Japanese study not only ventured into the constraints to PE, but also revealed some possible strategic measures to address the challenge. To improve PE, it was suggested that the

Teacher Education System in Japanese universities needs revamping to improve instruction, and to improve awareness among PE teachers of the possibilities offered by a new curriculum and how to develop expertise in planning and implementing a new curriculum. Moreover, it was suggested that teachers' responsibilities need to be balanced to include both clear teaching methodology and practise (as opposed to the teacher-coach role) (Mitsuru, 2011).

2.3 Physical Education in Africa

Shortage of facilities and adequately trained personnel are widely reported throughout the continent. The peripheral value given to PE in the curriculum and inadequate monitoring inspections in schools are among the factors that affect PE. Generally, priority is accorded to Science, Language and Mathematics, and that even inadequately allocated resources for PES are often diverted to other subjects. In some countries such as Malawi and Ghana, PE for girls often suffers from optional status with many preferring not to take part, a situation, which is exacerbated by scarcity of amenities such as attire changing rooms.

2.3.1 Tanzania

PE as a field of inquiry in Tanzania was characterized more by neglect than by attention (Kilimbai, 1991). Similar to the revelations of the current study, PE was for so long perceived by many societies as restricted to sports, and that its importance was to satisfy the play and recreational drives of humanity hence, deterring the implementation of PE as a compulsory subject (Shehu, 2001). Furthermore, it appeared that the popular opinion about PE in Tanzania evolved from this context and it was regularly referred to as 'michezo' which means 'plays or sports', and often reduced to 'mchaka-mchaka' (meaning jogging) (Ogundare, 2002). This one point perspective is derogatory to PE, but unfortunately the most common conception of PE among not only the Tanzanians, but also Zambians.

2.3.2 Nigeria

PE, as a teaching subject, has suffered neglect in Nigerian educational institutions in the past, as its scope was limited to exercises, physical drills and muscle building (almost same as what was found in the current study). PE like any other disciplines in the school curriculum had many challenges in participation towards achieving its set goals and objectives in schools. Generally, certain problems cut across all educational institutions. Ojeme (1999) postulated that the abolition of Teachers Grade II Colleges in Nigeria,

where foundation of PE, as a discipline and course of study was laid, is identified as a deterring factor in the implementation of PE as a compulsory subject in schools in Nigeria. On the other hand, PE facilities and equipment were expensive, thus requiring large sums of money to procure. Unfortunately, PE facilities and equipment were grossly inadequate for teaching the subject in most Nigeria educational institutions. Most institutions did not have minimum standards of facilities and equipment. Even what was available in the universities was grossly inadequate.

Eboh (2003) revealed that cultural and religious taboos in some communities, restricted children from exposing some parts of their bodies (their hand, legs and thighs) during PE practical lessons. Such restrictions normally had detrimental effects on the effective participation in PE. PE as a subject was an institutionalized educational activity through the physical activities which required people with specific human resources.

In Nigeria, it is rather unfortunate to note that people who possessed or controlled those resources were not found in the administrative posts, not only in the PE, but also in running the government of the nation. Economic and social class, gender and tribe were interconnected, because they limited PE participation among students from low-income backgrounds, thereby, deterring the implementation of PE as a compulsory subject. In addition, opportunities to be accepted into the academic discipline were very limited for PE. According to Adedeji (1994 and 2001), few PE specialists in the past achieved fame and fortune in sports, but because of perceived obstacles to achievement like other careers, many young specialists in contemporary society saw PE participation as an occupation in its glorious height only.

In relation to social class, employment, economy and income, the changes that had occurred in recent years, seemed to be most visible in relation to employment. Unfortunately, students' enrolment for PE in the tertiary institutions in Nigeria had declined dramatically (Henderson, 1996). The few textbooks available on PE written by Nigerian authors emphasised mainly games and sports skills, neglecting other aspects of the programme such as those focusing on classroom experiences. Research on occupational perspective was built on an understanding that occupation was a socio-economic construct which differed within and between economics (Ibid, 1996). This was important in relation to PE participation, because

historically, PE were looked upon as important areas in which high economic values were placed. Power became important because the economic value order was constituted by power relations between economy and occupation.

A study by Kein (1999) indicated that in Nigeria, another factor that deterred the implementation of PE as a compulsory subject was the teaching method employed by teachers. The common method of teaching PE was the regimental or command type, especially in the teaching of skills courses with dictation and note taking for teaching theoretical courses. The method contradicted the provision of the new education policy, because students were not able to discover facts for themselves, and they were not creative and self-reliant.

Furthermore, an evaluation carried out by Ajisafe (1997) on the PE curriculum development and syllabus contents in Nigeria in Africa compared with that of Europe and America were defective in that inadequate allocation of time, modern sports facilities, lack of application of educationally sound curriculum construction methods are major constraints in the teaching and learning of PE in Nigerian schools. They also expressed concern about the insufficiently qualified and committed PE teachers, political instability, ethnicity, religious inclination and corruption as challenges to the status of PE in Africa. The Inspectors of Education (PE section), who were supposed to monitor the implementation of PE curriculum in the primary and secondary schools did not perform their functions effectively. In many schools, PE practical was not enforced, while some teachers did not teach it at all, and nobody seemed to bother, in spite of the interest usually exhibited by students in the programme. The issue of who was responsible for liabilities during PE practical lesson was another factor. For instance, the safety of both the PE teachers, coaches and students was very paramount to the participants and other education stakeholders. The negative attitudes of both parents and even the PE teachers in terms of methodology, appearance, physical fitness, other behavioural dispositions affected students' participation in PE Programmes. The negative perception of non-PE Teachers usually affected the destiny of talented PE students (Eniola, 1997).

2.3.3 Egypt

The scenario in Egypt is not so different from other countries. The factors inhibiting the implementation of PE as a compulsory subject include influence of history. For example, PE

was regarded merely as training in certain physical skills, such as swimming for recreational purposes and dancing for religious purposes among people of higher social classes, and as training in motor skills required by their jobs among people of lower social classes (UNESCO, 1998).

PE is regarded as non-educational, non-productive use of time, treated as recreation or play time especially in primary schools. Likewise, inadequate monitoring inspections in secondary schools also constrained successful implementation of PE as an obligatory subject. In the same line, Vertinsky (1992) argued that priority is generally bestowed to language and mathematics with even scanty time and resources allocated to PE or sport often diverted to other subjects. In some cases, PE for girls often suffered from optional status with many preferring not to take part, a situation, which was exacerbated by dearth of PE amenities.

Hardman (1999) notes factors limiting the operation of PE to include among other factors shortage of facilities. PE is commonly faced with the challenges of inadequate facilities and poor maintenance of teaching places. For example, many schools are less well endowed with facilities and kit and there are signs of fading provision due to low maintenance levels. Another common factor as noted by (Bucher, 1983) is inadequate qualified PE teachers at elementary level. In some schools, teachers are often incompetently or unsuitably prepared to teach PE and preliminary teacher training presents a problem with minimal hours allocated for PE teacher training. Moreover, cultural beliefs and attitudes do not allow the handicapped to be exposed to free physical activities and sports, for fear of their being injured or being ridiculed by their regular peers.

2.3.4 Zimbabwe

Zimbabwe also faces challenges in implementing PE as a compulsory subject in its primary and secondary schools. Notable factors include historical influences, lack of facilities and equipment, lack of teachers' training curriculum, attitude towards PE, inadequate knowledge on its importance and misconceptions about PE.

According to Musangeya, Kupara, Tanyongana and Mumvuri (2000), the teaching of PE in Zimbabwe suffers from historical sways. For example, PE was viewed as less essential in the lives of many ancient people. Through the history of Zimbabwe, the disciplines of PE, Sport

and Culture were heavily characterised by ills of injustice, racial discrimination and prejudice arising from the colonial

legacy (Nziramasanga Commission of Inquiry into Education and Training (NCET, 1999). During the colonial period PE was mainly encouraged as an indirect instrument of human survival (such as hunting purposes) thus was not valued by the majority of blacks since it was viewed as play, controlled by whites, elitist and was based on Western activities, values and beliefs (Curriculum Development Unit Survey Report, 1989). Even today, its implementation as a compulsory discipline is still being haunted by the historical effects enunciated above.

Consequently, a research conducted by NCET (1999) in Zimbabwe revealed that the successful implementation of the PE syllabus has been adversely affected by inadequate facilities, equipment, instructional materials and financial resources. Evidence was also availed to the commission to suggest that the equipment required for teaching PE is expensive and not easily available. The evidence provided by the commission shows that there is no financial provision for the development of PE and that the general-purpose funds in Zimbabwean schools are too little to support any meaningful PE programmes.

Bucher (1979) observed lack of special entry for enrolling student teachers in PE training. This is so because there is still no public examination in PE in primary and secondary schools in Zimbabwe therefore, it is not mandatory for one to have done PE at primary or secondary school to be enrolled for PE training at teachers' colleges. Equally, the Curriculum Development Unit Survey Report (1989) has widely reported negative attitudes of senior administrators, education officers, heads of schools, some teachers, parents and other key stakeholders towards the subject. The reasons given for such negative attitudes include absence of knowledge of what PE is as well as its drive and benefits (Siedentop, 1991). The absence of public examinations in the subject and lack of defined career conduits in PE was also regarded as a reason for the negative attitudes towards the subject.

The snowballing low use of the opportunities offered by schools to provide sufficient PE and physical activity is caused by a number of factors (WHO, 1998). The basic reason given being ignorance of the importance of physical activity for young people. This in turn is considered to be essentially due to the fact that policy and decision makers, teachers and

other professionals, parents and various other concerned stakeholders and organizations have no adequate knowledge of the need for PE, physical activities and its benefits for the present and future health and wellbeing of young people.

2.4 Physical Education in Zambia

Zambia like many other developing countries faces a number of challenges in its endeavour to implement PES as a compulsory discipline in schools. Although the policy on PES was well spelt out in the Education Reforms of 1978, the current education system leaves much to be desired as far as the teaching of PES is concerned. However, policies in Zambia, described as official circulars and directives as issued by the Ministry of Education Science Vocational Training and Early Education (MESVTEE, 2000) may be used as supportive of the teaching of PES in schools. The overall impression was that the declaration by the late President Mwanawasa in 2004 and 2006 was what could be considered as a policy. Through this declaration, PES gained legislative and regulatory status.

The challenges constraining the implementation of PES as a compulsory subject can be traced from several decades. Mufalali (1974) observed that during the 1970s, PE carried low status in majority of the schools and that due to the pressure that community put on the academic performance of pupils, PE was excluded as a subject from the curriculum in some schools. Moreover, throughout the 1970s PE was perceived as a subject which lacked measurement since it was not examined and standards could not be easily set to determine the results. In the same line, lack of technical knowledge, skills and lack of understanding of the importance of PE contributed to its low status. Sipalo, (2010) pointed out that a number of teachers enter the profession incompetently prepared, lacking technical knowhow of the skills involved, knowledge to handle certain skills or to organize any physical activity in their area of specialization. In the same line, Musangeya *et al* (2000) noted that teachers' training colleges that train PE teachers mainly produce non specialist teachers and a few PE specialist teachers for secondary schools.

Furthermore, Ibid, (2010) howled about lack of teaching aids, equipment and facilities for PE in schools. She further argued that budgetary problems had caused some schools to cut back on educational services, particularly in PE. The content of the syllabus has huge resource implications in terms of facilities, equipment and personnel to teach it. As explained earlier, this is a drawback in that the physical resources essential for PE programme are very

expensive, rarely accessible and therefore, beyond the reach of many Zambian government schools.

Despite the Next Step II conference held in Zambia, in 2006, where the late Republican President Levy Mwanawasa re-echoed the introduction of PES into the mandatory school curriculum as a pillar to foster education, health and personal development, PES has not been recognised as a core subject. It was neglected, misunderstood, seen as of little importance and regarded as inferior when compared to other subjects in the school curriculum. The forgoing has also contributed to many fallacies about PES which exacerbates the low status and subsequent non-teaching of the subject. For example, some people believe that PES is for dull students. Nhamo and Muswazi (2013) argue that this stems from the ill-advised perception that PE is concerned with the physical and not the intellectual, social and emotional objectives of education. Moreover, its teachers are often also labelled as dull partly because it is not academic work, does not have written exercises, homework, tests or internal or public examinations (Bucher, 1983). As argued by Coakley (1990) this belief is not true because PE has been proved to meet the cognitive, affective and psychomotor needs of the learner. In fact, the current study also proved that PES cannot only improve the physical wellbeing, but also the cognitive skills needed in any other academic subject.

Further review of literature shows that very few researchers have ventured into finding out why the implementation of PES in schools has always failed in spite of its all-important value to the physical fitness of the learner. Related literature from Mufalali, (1974) and Kakuwa, (2005) focused their research on Zambian Traditional Games thereby providing a rich resource of teaching/learning materials. However, they both stereotyped the participation of girls in PES when they said that in primitive traditional games, girls withdrew from public participation much earlier than eighteen (18) years. This was likely to have a negative influence on girls' participation in PES later; and is an appropriate explanation to why male students showed more interest in PES being compulsory at Zambia Institute of Special Education (ZAMISE) than their female folk (Namukale, 2011). The review did not exclude the female children. The two researchers, Mufalali and Kakuwa did not at all relate their studies to the reasons that contributed to the low status of PE in Zambian primary schools.

Namukale (2011) focuses on the perceptions of Special Education students at (ZAMISE) on taking PES as a compulsory course which at that moment was being offered as an elective

course. In her recommendations she implored management on the need to make play fields conducive. In another study, Sipalo (2010) set out to investigate the factors inhibiting the teaching of PE in basic schools. However, the study did not show which perspective, whether compulsory or optional. Although she mentioned that PE was taught in all the schools she sampled, she did not mention whether all the learners from Grade One (1) to Nine (9) took the subject compulsorily or optionally. Sipalo attributed the low status of PE to non-availability of equipment, yet the teaching of this subject is not entirely practical and dependent on expensive equipment. An education system in which mental training is excessive and bodily training neglected is injurious to the health, strength, usefulness and happiness of the people and dangerous to the welfare and safety of the nation.

Sipalo also found that there was under-staffing of PE teachers, and that, PE equipment and materials were non-existent in schools except for balls hence the number of pupils who got involved in PE activities was relatively small while the majority merely watched without getting the benefit. Whilst the current study revealed resentments towards PE, Sipalo's work revealed that the perception of both teachers and pupils towards the teaching of PE was positive and that school managers and Standards Officers had taken a proactive role in supporting the teaching of PE. Sipalo's work quite clearly indicated that poor status of PE was evident in the teachers' perceptions. In general, teachers had more negative than positive perceptions on PE. The perception that PE contributed to the overall physical development of the child only had deceived most educational stakeholders in believing that PE was not one of the academic subjects but yet, it contributed to improving learning, memory and dealt with stress and anxieties. Such attitudes marginalized PE to the extent that the opinions about the status of PE in schools were negative. The lack of priority given to PE within the school system was a hindrance to its implementation. Whilst this study focused mainly on perceptions of PE, the current one ventured into understanding of the general constraints to compulsory implementation of PES. It upholds the argument that compulsory implementation of PE as a subject across all levels of education would lead to clear understanding of the broad nature of the subject, improve health and intellectual development of the teachers and learners.

2.5 Summary of Reviewed Literature

According to the general impression from the reviewed literature, PE implementation as a compulsory subject is to some extent a success in some developed countries such as Japan, USA, Australia, among others. However, in developing countries, especially those from Africa and particularly Zambia, the subject has suffered diverse constraints. These stumbling blocks range from cultural, feminism, resources, historical, administrative, policy, environmental, methodological, family, psychological, political, social and religious factors. Whilst it has been perceived from diverse contexts, the general impression had been negative especially in underdeveloped countries. It was observed that PES, if properly implemented, would contribute to the academic, physical and cognitive development of learners. The head-on approach had been adopted by many countries to address the setbacks which the subject has suffered.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter explains the research methodology used to collect the data. It will start by first explaining the philosophical assumptions and main research design used in this study and reasons for adopting it. Thereafter, particular emphasis will be placed on population, sample and sampling method. It will also show the processes of primary and secondary data collection used just before the subsection that will show the method of data analysis as well as some limitations and delimitations of the study.

3.2 Philosophical Underpinnings of Adopted Research Tradition

This research was located within hermeneutics, a post-positivist paradigm, and whose ontological assumption is that reality is conditional upon human experiences and interpretations. Reality is not independent but socially constructed and can have varied meanings as demonstrated in this research (Connole, 1993). For example, in this study, teachers who were interviewed interpreted the meaning and practise of PES based on their lived experiences. Even some of the constraints they mentioned were influenced by their experiences with PES. Epistemologically, the knowledge that was obtained and discussed in this research was subjective because it was socially constructed based on how teachers interacted with PES and how their mental processes interpreted it. Knowledge was constructed through the interaction between the researcher and different teachers in two schools of Mansa District of Luapula Province as well as the object (topic) of research (Ibid). In hermeneutics, it is believed that there are multiple realities which require multiple methods in order to understand them. In this research, triangulation of methods of data collection helped in understanding the complexity of PES as comprehended by the teachers and also to validate different experiences shared by the participants.

3.3 Research Design

This research employed hermeneutic survey research approach. Hermeneutic survey approach was used in order to facilitate succinct interpretations of on-the-ground responses from various respondents premised on their vast experiences. According to Sidhu (2009:109) “survey may be qualitative or quantitative” depending on the nature of data to be collected and how they are intended to be collected. This study used qualitative approach because of

the subjective nature of the data that it captured. Through the use of qualitative side of survey design, the researcher came into direct contact with selected teachers of the two schools in Mansa District from whom new data on constraints to implementation of PES were obtained. A survey design was appropriate because it enabled capturing just a representative fraction of a whole, much as a camera takes a single frame photograph to represent larger landscapes (Ormrod and Leedy, 2001).

3.4 Target Population

According to Cox (2015), the target population for a survey is the entire set of units for which the survey data are to be used to make inferences. It is also defined as a large collection of individuals or objects that is the main focus of a scientific query. The target population for this study composed of both PES and non-PES teachers in the selected two schools whose names were withheld for ethical reasons. Both PES and non-PES teachers were included in the population in order to capture diverse ideas that could be compared and contrasted. From decision making institutions, two key informants were identified and included in the population so as to capture information from the decision making authorities. All individuals or objects within a certain population usually have a common, binding characteristic or trait. In this study, the key characteristic for the target population was 'being a teacher at a primary school'. Due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming (Sidhu, 2009). The following section therefore shows the sampling design, techniques and procedure that were used to arrive at a manageable sample size.

3.5 Sampling Design

This research used a non-probability sampling design. According to Chaturvedi (2015), non-probability sampling is any sampling approach where some elements of population have no chance of selection (these are sometimes referred to as 'out of coverage'/'under-covered'), or where the probability of selection can't be accurately determined. It involves the selection of elements based on assumptions regarding the population of interest, which forms the criteria for selection. Hence, because the selection of elements is non-random, non-probability sampling does not allow the estimation of sampling errors (Leedy and Ormrod, 2001).

There are diverse types of non-probability sampling techniques; this study specifically used a Homogenous Purposive Sampling Technique (HPST) to select PES teachers and informants

from decision making institutions. The target population of non-PES teachers was not easy to gather so the researcher only sampled from those who were readily available during time of visitation to the school. Some non-PES teachers who were supposed to be included in the target population for possible sampling were frequently away from school, therefore, from a cost effective point of view, AST was more appropriate for non-PES teachers (Leedy and Ormrod, 2001). Non-PES teachers were included in the study because by nature, PE may cut across all specialisations and disciplines.

3.6. Sample Size, Techniques and Sampling Processes

The sample was made up of 70 teachers, 35 from each primary school chosen based on accessibility. Seventy was the best size because it was the one that could easily be accessed by time of data collection. The head teachers of each school as well as four key informants from the district decision making institutions were also included in the sample. This brought the total sample size to 76 as tabulated in table 1 below.

Table 1: Distribution of the Sample size

| Institution | Targets | Sample Size | Sampling Techniques | Selection Criteria |
|---------------------------------------|------------------|--------------------|----------------------------|---|
| School A | PES Teachers | 6 | HPST | Based on ones engagement in teaching PES |
| | Non-PES Teachers | 30 | AST | Availability for interviews |
| School B | PES Teachers | 6 | HPST | Based on ones engagement in teaching PES |
| | Non-PES Teachers | 30 | AST | Availability for interviews |
| District Decision making institutions | D | 4 | HPST | Engagement in decision making around primary education curriculum |
| Total | | 76 | | |

Source: Filed data (2015).

To arrive at the sample size for PES teachers, HPST was used, that is, teachers were selected based on their specialization in PES. The same technique was also used to select informants from decision making institution D taking into consideration their engagement in decision making around primary education curriculum. AST was used to select those teachers who were not specialized in PES. This was done by soliciting teachers who were readily available for interviews.

3.7. Description of Study Sites

Mansa is the provincial capital of the Luapula Province of Zambia. Mansa District is 790 kilometres from the capital Lusaka, and is 240 kilometres from Ndola the Provincial headquarters of the Copperbelt Province. Mansa District has a total of one hundred and twenty eight, learning institutions. Sixty nine Primary Schools, thirty nine Community Schools, five Secondary Schools, nine Private Schools and six high institutions/colleges. Primary schools were the main focus in this research. Two primary schools labelled A and B were selected. Their names were withheld for the sake of adhering to research ethics. School A is located about two kilometres north-west of the Mansa Central Business District (CBD) whereas school B is located about one kilometre south-east of the CBD Zambia Environmental Management Agency (ZEMA), 2015).

3.8. Reasons for Selecting the Study Area

It was also one of the areas that experienced challenges in terms implementation of PE as a compulsory subject especially that, it was a rural-urban area. Mansa District was and is still one of the inadequately researched areas, so it was fitting conducting research in this geographical area.

3.9. Tools and Process of Primary Data Collection

To achieve the objectives of this study the researcher mainly used semi-structured interviews schedule and Focused Group Discussion Schedule shown in appendices one and two respectively. A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further (Bryman, 2008). A semi-structured interview does not limit respondents to a set of pre-determined answers (unlike a structured questionnaire). Semi-structured interviews allowed respondents to discuss and

raise issues that the researcher never considered thereby allowing capturing in-depth data. Semi-structured interviews were often preceded by observation, informal and unstructured discussion in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. A Focused Group Discussion (FGD) was conducted only for PES teachers and four informants from the decision making institution D so as to get more detailed insights into the theme of research because these were considered to be more enlightened about PES than other teachers who were involved in the study. FGD is a form of qualitative research methodology in which a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards a product, service, concept or topical issue.

As the respondents expressed their views, the researcher was alert to capture subtle, meaningful cues and phrases in respondents' expressions and articulations of issues of PES and related constraints. As respondents did a lot of talking, the researcher did a lot of listening, note taking, simple unstructured observations, and some follow-up questions for discussion where necessary. Each respondent was interviewed for about 40 to 60 minutes. The use of semi-structured interview (Appendix 1) facilitated follow-up questions to obtain deeper insight on certain issues that were raised by the respondents during the direct interviews. Moreover, semi-structured rather than fully structured interview schedule offered sufficient flexibility to approach different respondents differently while still covering the same areas of data collection. The researcher also used simple observations of respondents' non verbal cues during interviews and surroundings so as to confirm whether some of the issues they claimed to have been happening were existent or not.

3.10. Ethical Considerations during Primary Data Collection

Ethics has become a cornerstone for conducting effective and meaningful research. As such, the ethical behaviour of individual researchers is under unprecedented scrutiny (Leedy and Ormrod, 2001). In today's society, any concerns regarding ethical practises will negatively influence attitudes about science, and the abuses committed by a few are often the ones that receive widespread publicity (Bryman, 2008). Davies (2004) noted that awareness of ethical issues protects the integrity of the people involved in the research, some of whom may not be able to represent themselves in the event of being misrepresented, and also protects the integrity of the researcher and data. Hennink, Hutter and Bailey (2011) point out that,

researchers need to be aware of the research ethical challenges that are likely to arise in the research process. They argue that, attending to ethical issues does not end simply because one has been granted permission by the gatekeepers but that observing ethical issues should go even beyond to the participants. Hennink *et al* (2011) identify three core principles that should guide ethical conduct of research. These are: respect for persons, beneficence, and lastly, justice. The following were the ethical considerations during primary data collection:

- a. The researcher sought permission from relevant authorities of each visited school and office by producing researcher's letter of introduction together with consent letter (shown in appendix 3). Respondents were allowed to read through the letter for approval prior to being interviewed. The respondents were not allowed to disclose their names and none of their surroundings were photographed unless permitted.
- b. As earlier indicated, the specific names of the schools involved in the study were also deliberately withheld in order to protect their interests and images.
- c. Respect for the respondents was upheld during data collection.

3.11. Analysis and Processing of Collected Primary Data

Hermeneutic Constant comparative method was used to analyse primary data. This involved classification of words and phrases that related to the same content into major themes. The idea was to allow the actual prevailing pattern, themes and phrases of the research results to emerge from the data rather than be controlled by factors predetermined prior to their collection and analysis. After the summary of the results from the interview questions, main emerging themes and ideas were presented mainly in text form so as to preserve much of their originality. After obtaining the final overall portraits of the crude data from different areas, the data were qualitatively interpreted and discussed in chapter four. The FGD data were analysed using discourse analysis. Discourse analysis is based on the understanding that there is much more going on when people communicate than simply the transfer of information. This involved an effort to capture inherent meanings from what the target audience was explaining (Ransburg, 2001). The emerging meanings from the FGD were collated and thereafter interpreted and discussed prior to conclusions. Figure 1 below summarizes the analytical framework adopted in this study.

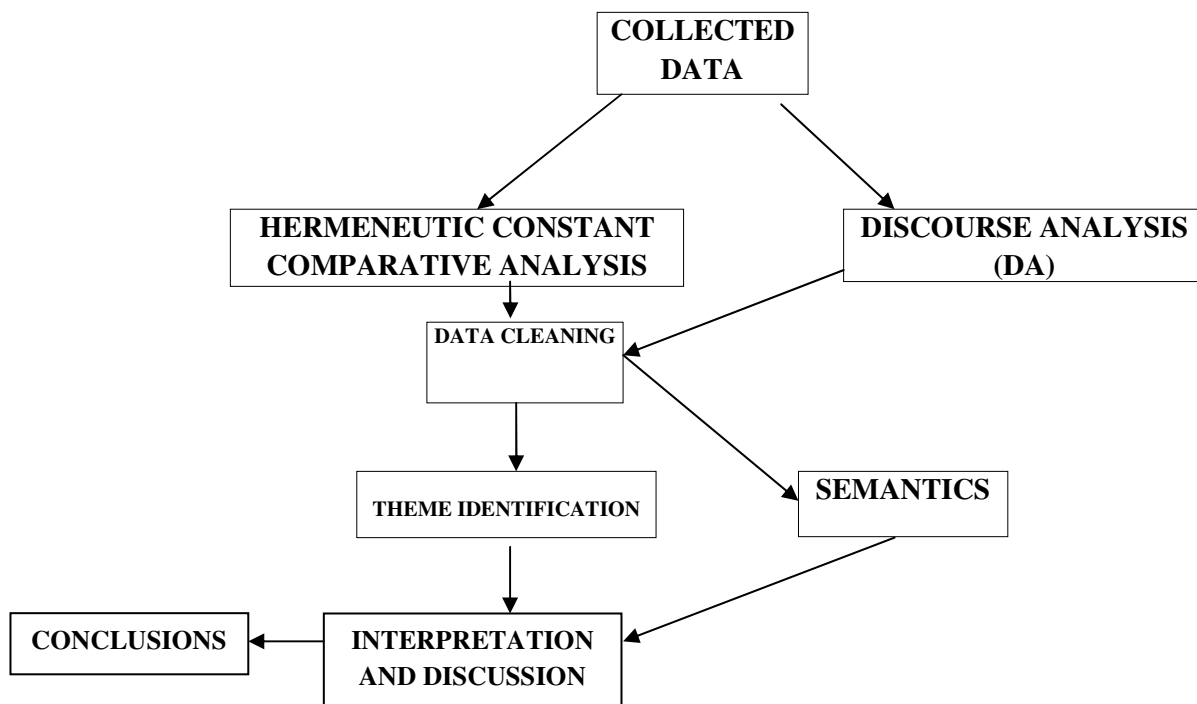


Figure 1 Analytical framework of the research. Developed by the Researcher (2015).

3.12. Process of Secondary Data Collection

In a general academic understanding Secondary data is a second-hand reference that supports the notion of the actual research topic or framework (Ryan, 2013). In this research, some secondary data were obtained from documentary sources, reports, print and electronic media and some dissertations, books, among others from the University of Zambia Library and other sources. The process involved reading, reviewing, critiquing where necessary and comparing of different findings already done by different scholars in the context of the research theme. The case studies for literature review at diverse spatial scales were selected based on availability of sufficient data for a particular country.

3.13 Methods of Data Validation

The data captured from the respondents was validated using methodological triangulation and particularly between method triangulation which involved using multiple methods of data collection such as semi-structured interviews, follow up unstructured questions and some observation in an investigation to produce understanding. Generally this technique ensured that an account was rich, robust, comprehensive and well-developed (Leedy and Ormrod, 2001). It also helped check consistence of responses.

3.14 Limitations of the Study

Purposive samples, irrespective of the type of purposive sampling used, can be highly prone to researcher bias. The idea that a purposive sample had been created based on the *judgement* of the researcher is not a good defence when it comes to alleviating possible researcher biases, especially when compared with probability sampling techniques that are designed to reduce such biases. However, the researcher ensured that judgements about the sample composition were properly-conceived or carefully considered by choosing teachers only. Limited literature in the Zambian context limited comprehensiveness of reviews in the Zambian context.

3.15 Delimitations of the Study

A large scale survey would have been better, but due to limited financial resources and time, the researcher undertook a small scale survey of only 76 respondents mainly from two schools. However, substantial information was still gathered because respondents provided a lot of answers for each of the main questions.

The researcher made sure that the methodology used was within the prescribed parameters of academic research.

CHAPTER FOUR: PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents results in the context of the demographic background of respondents, how they understood the meaning of PES and the PES activities engaged in from the rural school context. It also shows the attitude of teachers towards implementation of PES as a compulsory subject as well as factors that hindered the implementation of PES as a compulsory subject. In its final segment, the chapter will show strategic measures that could be put in place for the successful implementation of teaching PES as a compulsory subject. Thereafter, the results will be discussed under chapter five.

4.2 Demographic Background of Respondents

This section presents the demographic background of the respondents in the context of gender and area of specialisation. Although these parameters were not among the objectives of the study, they were deemed relevant to include them because of the underlying influence they had on the research process and the stereotypical aspect that came out in Kakuwa's (2005) study which stated that females withdrew from physical activities much earlier than males.

Figure 2 shows distribution of respondents by gender.

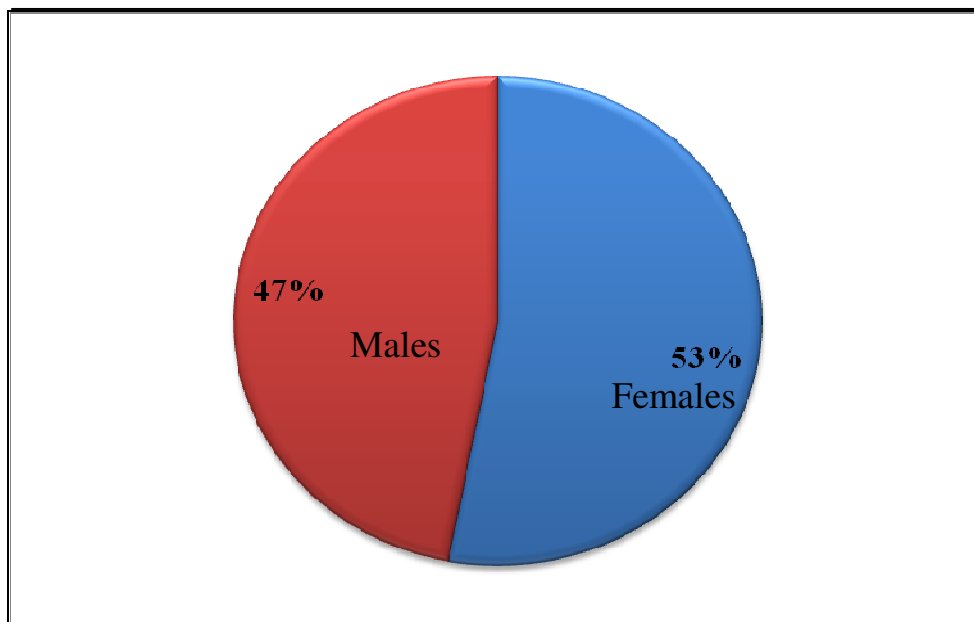


Figure 2: Distribution of respondents by gender. Source: Field Data (2015).

Table 2 below shows that subject specialisations of the respondents that were involved in the study.

Table 2: Respondents' distribution by area of specialisation

| Areas of Specialisation | F | Percentage (%) |
|--------------------------------|-----------|-----------------------|
| English Language | 13 | 17 |
| Mathematics | 5 | 7 |
| Physical Education and Sport | 12 | 15 |
| Science | 3 | 4 |
| Social Studies | 2 | 3 |
| Religious Education | 5 | 7 |
| Administration | 4 | 5 |
| No specialisation | 32 | 42 |
| Total | 76 | 100 |

Source: Field Data (2015).

4.3. Meanings of Physical Education and Sport

The meanings which respondents attributed to PES were diverse and yet related in one way or the other. The following Tables: 3.1, 3.2 and 3.3 present the texts depicting the understandings of PES by different respondents involved in the study.

Table 3.1: Meanings of Physical Education and Sport

| Area of specialization | Gender | Emerging responses about meaning of PES | |
|------------------------|---------|---|---|
| English Language | Males | Respondent 1 | I think PES is about physical fitness and sporting games as well as recreation. |
| | | Respondent 2 | PES for me means physical engagement in sports and extra-curricular activities. It is a form of recreation for learners and teachers. |
| | | Respondent 3 | It is about outdoor enjoyment and recreation. |
| | | Respondent 4 | It is a subject that involves sporting games, recreation as well as athletics. |
| | | Respondent 5 | In my on understanding I can say PES is a subject that promotes physical development of the body through active participation in sporting activities. |
| | Females | Respondent 6 | PES is simply the main carrier of school extra-curricular activities |
| | | Respondent 7 | It is an active physical engagement of the body into activities that promote physical fitness |
| | | Respondent 8 | It is a subject that focuses on physical fitness of its participants |
| | | Respondent 9 | PES is a pro-recreation subject involving sporting games, and physical fitness |
| | | Respondent 10 | PES is a subject that involves promoting health and one's own physical fitness whilst at school |
| | | Respondent 11 | It is a subject where learners acquire knowledge on how to maintain physical fitness |
| | | Respondent 12 | This is a subject where learners are involved in physical activities that promote physical well being and fitness |
| | | Respondent 13 | I think it is a subject that deals with sporting activities, personal hygiene and physical fitness |
| Physical Education | Males | Respondent 14 | This is a subject that promotes complete physical development, life skills, body management and fitness |
| | | Respondent 15 | PES is a subject that imparts knowledge and skills for a lifetime of physical activities |
| | | Respondent 16 | It means total development of the body through physical and cognitive engagement of the body |
| | | Respondent 17 | It is a subject that seeks to completely develop a being physically, mentally, morally and socially |
| | | Respondent 18 | It is an action based subject that promotes care of the body and hygiene and how to live healthfully |
| | | Respondent 19 | PES is an enjoyable subject that involves outdoor recreation through sporting games that promote health |
| | | Respondent 20 | This is a subject that involves performance and management of athletic games, sports, and hygienic living |
| | | Respondent 21 | It is a subject that promote intellectual, physical and moral development in an exciting way |
| | Females | Respondent 22 | I think it is a subject that imparts knowledge and skill in body care, hygiene as well as physical fitness |
| | | Respondent 23 | PES means learning about life skills in a recreational way that promote interaction, physiques and cognitive development |
| | | Respondent 24 | Acquisition of knowledge on how to maintain physical fitness, hygiene and mental development |
| | | Respondent 25 | PES is a subject where one learns about total development of the body, mentally, physically and spiritually |

Source: Field data (2015)

Table 3.2: Meanings of Physical Education and Sport

| Area of specialization | Gender | | Emerging responses about meaning of PES |
|------------------------|---------|---------------|---|
| Mathematics | Males | Respondent 26 | It is the subject that promotes one's physical fitness and recreation |
| | | Respondent 27 | For me PE means extra-curricular activities that promote health of the learners and teachers |
| | | Respondent 28 | PE is a subject that involve care for the body and physical fitness |
| | Females | Respondent 29 | It means sporting games, recreation and athletics. |
| | | Respondent 30 | I think PE is an extra-curricular activity outside normal classes. It is about sports and school games |
| Social Studies | Females | Respondent 31 | PE is simply the main carrier of school extra-curricular activities |
| | | Respondent 32 | It is an active physical engagement of the body into activities that promote physical fitness |
| Integrated Science | Male | Respondent 33 | It is a subject that promotes learners health |
| | Females | Respondent 32 | PE is a subject that involves sporting games and physical fitness |
| | | Respondent 33 | It is a sports based subject that promotes physical fitness |
| Administration | Males | Respondent 34 | PE is a subject where one learns about total development of the body, mentally, physically and spiritually. It aims at giving knowledge and skills for a lifetime of one's engagement in physical activities. |
| | | Respondent 35 | This is a subject that imputes life skill and how to maintain physical fitness of the body. |
| | Females | Respondent 36 | It is a subject that deals with sporting activities, personal hygiene and physical fitness |
| | | Respondent 37 | PE is a comprehensive subject that offers learners opportunities to learn about physical fitness, how to care about the body and complete development of the body. |
| Religious Studies | Males | Respondent 38 | It is a subject that promotes physical fitness through sports. |
| | | Respondent 39 | I think it means extra-curricular activities such as jogging, gymnastics, and personal hygiene |
| | | Respondent 40 | PE is a subject that seeks to promote total development of the Body in terms of morality, physique and cognitive development |
| | Females | Respondent 41 | It is a subject that promotes sporting games and recreation |
| | | Respondent 42 | This is a subject where learners engagement in outdoor enjoyment through sports |

Source: Field data (2015)

Table 3.3: Meanings of Physical Education and Sport

| Area of specialization | Gender | Emerging responses about meaning of PES | |
|------------------------------|-----------------|---|--|
| Yet to acquire certification | Males | Respondents 43 | It is the subject that promotes one's physical fitness and recreation. |
| | | Respondent 44 | I think PES means extra-curricular activities that promote health of the learners. |
| | | Respondent 45 | PES is a subject that involves care for the body and physical fitness. |
| | | Respondent 46 | From my point of view PES means extra-curricular activities such as athletics and jogging |
| | Females | Respondent 47 | It is a subject that involves care for the body and physical fitness. |
| | | Respondent 48 | It is a subject that promotes thorough physical fitness and mental development through sports. |
| | | Respondent 49 | PES is an outdoor learning subject that promotes recreation. |
| | | Respondent 50 | It is a sports-based subject that enhances learners' physical fitness. |
| | | Respondent 51 | This is a subject that involves management and practice of athletics and sports. |
| | Males & Females | Respondent 52 | I think it is an outdoor subject that promotes sporting activities. |
| | | Respondents 53-76 | Not sure of its meaning. |

4.4 Existing Physical Education and Sport Activities

Although some responses (14% from School A and 13% from School B) had showed that PES activities were non-existent, it was noted that there were still some existing PES practises more especially football which scored the highest frequency both in School A (34%) and School B (34%) as shown in Table 4. From a general perspective, it could be argued that football was the most frequently practised activity within the wide context of PES.

Table 4: Existing Physical Education and Sport activities

| Ways in which PES was practised | Frequencies and Percentages of Responses | | | |
|---------------------------------|--|------------|-----------|------------|
| | School A | | School B | |
| | F | % | F | % |
| Football | 36 | 34 | 30 | 34 |
| Tag of war | 20 | 19 | 10 | 11 |
| Gymnastics | 5 | 6 | 11 | 12 |
| Outdoor free play | 12 | 11 | 16 | 18 |
| Outdoor cleaning | 17 | 16 | 11 | 12 |
| Nothing exists | 15 | 14 | 12 | 13 |
| Total | 105 | 100 | 90 | 100 |

Source: Field data (2015).

4.5 Attitudes towards Compulsory Implementation of Physical Education and Sport

When asked the extent to which they agreed or disagreed with compulsory implementation of PES as a teaching subject, the following were the views in Table 5 that emerged from the respondents.

5: Table 5: Reactions towards compulsory implementation of Physical Education and Sport

| Responses | Frequencies and Percentages of Respondents | | | | | |
|-------------------|--|------------|-----------|------------|-----------------------------|------------|
| | School A | | School B | | Decision making institution | |
| | F | % | F | % | F | % |
| Strongly disagree | 10 | 28 | 15 | 41 | 0 | 0 |
| Disagree | 3 | 8 | 10 | 28 | 2 | 50 |
| Agree | 10 | 28 | 5 | 14 | 1 | 25 |
| Not sure | 9 | 25 | 4 | 11 | 0 | 0 |
| Strongly agree | 4 | 11 | 2 | 6 | 1 | 25 |
| Total | 36 | 100 | 36 | 100 | 4 | 100 |

Source: Field data (2015).

Based on Table 5, it could be said that compulsory implementation of PES as a teaching subject was received with mixed feelings because a large number of respondents either strongly disagreed or simply disagreed with the idea. Meanwhile others felt that the subject should be compulsory.

In line with the results presented in Table 5, the respondents provided various justifications for their stances towards compulsory implementation of PES as descriptively shown below in Tables 6.1 and 6.2.

Table 6.1: Emerging reasons from respondents who generally disagreed with a compulsory implementation of PES

| | |
|----|--|
| 1 | I strongly disagreed with the compulsory implementation of PE because it is not a matter of urgency for now as you might be aware there are many other issues to look at. |
| 2 | The time tables are full so PES should just be infused into other subjects. |
| 3 | There are no proper facilities if you go around our school you will see that even the football grounds are not in good shape, there are no class rooms specially meant for PES, perhaps the only facility we have is the football ground. There will be nowhere to accommodate learners. |
| 4 | Compulsory implementation of PES is not possible because there are few trained teachers, who will be teaching the learners? It is okay the way it is. |
| 5 | It is not interesting learning PES in class, controlling a large number of young learners would be very challenging. |
| 6 | I don't think compulsory approach is possible, as you might be aware there are other subjects that deserve more time because at the end of the day pupils need to write exams, but PES does not have final examinations. |
| 7 | I feel PES is already allocated enough time. There is no need to make it a compulsory subject. |
| 8 | Isn't PES an extra-curricular activity? I don't think it deserves a compulsory status, I think every pupil already does PES in one way or the others. |
| 9 | The curriculum is already full madam; the best would be leaving it the way it is where every learner is free to participate in outdoor activities. |
| 10 | Teaching materials are not readily available, it would be very costly, and it requires long term planning may be it can work out. As for now, I don't think so. |

| | |
|----|---|
| 11 | I disagreed with the compulsory implementation of PES because it is too costly, we don't have resources to have it as a compulsory subject. |
| 12 | You cannot make compulsory a subject that is not examinable, it is not attractive. |
| 13 | There are no proper resources for compulsory implementation of PES. |
| 14 | There is no favourable environment for compulsory implementation of PES. |
| 15 | There are no examinations at the end of the subject. |
| 16 | I don't support the idea of compulsory approach because other important subjects will suffer. |
| 17 | I don't think that is a matter of urgency, we already have limited time. |
| 18 | There are too many pupils in the school, they cannot all do PES, it is impossible. |
| 19 | Pupils do not take the subject seriously; I don't think it deserves a compulsory status. |
| 20 | There is no proper planning for the subject. Moreover, we don't have money to add PES to compulsory subjects like Mathematics and integrated science. |
| 21 | There is lack of resources. |
| 22 | It is not a priority among learners. Even at home parents usually ask about Mathematics, science and English, not PES. |
| 23 | The time is too limited to make it compulsory. |
| 24 | PES should just remain as an extra-curricular activity, it okay the way it is. |
| 25 | I think it is not relevant because pupils do not need to write examination. |
| 26 | For me it seems PES is already compulsory because almost every pupil participates in the activity" |

| | |
|----|--|
| 27 | The environment is not yet fertile for compulsory implementation of PES, we do not have proper resources base yet. |
| 28 | Resources are too limited, we cannot afford, there are no teachers, books, facilities that can sustain compulsory teaching of PES |
| 29 | I don't see the reason why it should be compulsory. |
| 30 | Priority has to be given to subjects that are examinable. |
| 31 | I disagree because pupils do not take PES seriously, sometimes even teachers themselves just sit watching pupils playing that's all. |
| 32 | I feel PES is something which every pupil already practises. |
| 33 | Right now there are too many subjects that are compulsory. |
| 34 | Currently the teacher to pupil ratio is not good when it comes to PES as a subject, so it is not appropriate for it to be compulsory. |
| 35 | It is going to be very costly on the part of the government; it should just remain the way it is. |
| 36 | It is not very urgent to implement PES as a compulsory subject because learners already know what PES is all about, we see them jog, jump, play football, some even walk from their home. I think that should be enough. |
| 37 | This subject is not much appreciated even among teachers themselves so there is no need to make it compulsory. |
| 38 | Since PES is not examinable, I think the time it is allocated is good enough; there is no need to make it compulsory. |

Table 6.1 continued. Sourced from semi-structured interview (2015)

From Table 6.1 above, it can safely be said that respondents upheld various reasoning for disagreeing with compulsory implementation of PES. Whilst others disagreed from an economic point of view, others disagreed from temporal and academic status points of view.

Table 6.2: Emerging reasons from respondents who generally agreed with a compulsory implementation of PES

| | |
|----|---|
| 1. | Compulsory implementation of PES would build Pupils' intelligence and alertness. |
| 2 | If PES was fully implemented as a compulsory subject, it could be a lifesaving subject as it would build learners' immune system. |
| 3 | It is important to compulsorily implement PES because it could promote good health and physical fitness not only among pupils, but also among the teachers. |
| 4 | This subject is supposed to be compulsory because the revised Curriculum Framework already states so. |
| 5 | Compulsory implementation of PES would help maintain clean environment because that is one of the purposes of the subject. |
| 6 | PES imparts responsibility and discipline in learners and teachers as well. |
| 7 | As learners engage in physical activities, their mental vigour is energised. |
| 8 | If pupils do well in PES, they can do well in other subjects because PES revitalises mental capability. |

| | |
|----|---|
| 9 | PES would boost pupils' mental capabilities. |
| 10 | It promotes physical fitness and mental vigour. |
| 11 | It is important to compulsorily implement PES because it can promote social interaction and good health. |
| 12 | PES is a good recipe for learners' performance. |
| 13 | The new curriculum recommends a compulsory approach to delivery of PES. |
| 14 | Through PES, we can realise a disciplined collection of future citizens because PES is a disciplined subject. |
| 15 | PES would promote good health among learners and even their teachers. |
| 16 | I strongly agree with compulsory implementation of PES because it acts as a path way to learners academic success |
| 17 | For me PES is a solution to all social vices which pupils engage themselves in. I say so because exercise balances their judgement and keeps them away from bad things. |
| 18 | PES must be implemented on compulsory basis because it can help maintain good health and physical fitness which are among the requirements for academic success. |
| 19 | It is a long overdue thing, this should have been done a long time ago but there has not been proper follow up. |
| 20 | There are a lot of health benefits in engaging pupils in PE; one of them is improvement of heart performance and memory improvement. |
| 21 | The new curriculum framework clearly state that PES should be taught as a compulsory subject and be allocated enough time. I just wonder why this has not been implemented. |

Sourced from semi-structured interview (2015)

4.6 Factors Constraining Compulsory Implementation of Physical Education and Sport

During FGD, diverse factors such as lack of financial, human and material as well as poor policy implementation where isolated to be constraints to compulsory implementation of PES as shown in Table 7.

Table 7: Perspectives that emerged from the Focused Group Discussion with PES teachers and Decision makers concerning main constraints to compulsory implementation of PES

| | |
|---------------|---|
| Discussant 1 | Teachers are very demotivated because they lack resources that can help them deliver PES lessons to the learners. |
| Discussant 2 | I think stereotype and negative attitude from non-PE teachers has constrained compulsory implementation of the subject. You may be surprised that some teachers even replace PES period on the table with other subject such as mathematics which they consider to be superior to PES. |
| Discussant 3 | Poor implementation of the curriculum. You see this new curriculum framework is also not helpful because is not being implemented. |
| Discussant 4 | Lack of sensitization of teachers and learners on importance of PES. |
| Discussant 5 | Inadequate PES materials have been a major setback to the compulsory implementation of the subject. For example there are no books, resource centres and demonstration labs. |
| Discussant 6 | Decision makers have not given PES a priority it deserves that's why the moves to make it compulsory have failed |
| Discussant 7 | Misconceptions of PES have deterred its successful implementation as a compulsory subject. There is a general feeling that PES is simply an extra-curricular activity. |
| Discussant 8 | Lack of monitoring and evaluation of the extent to which the content of the curriculum is being implementation. What is written in the new curriculum framework about PES is not what is prevailing on the ground. There is need to make follow-ups. |
| Discussant 9 | I think compulsory implementation of PES is being constrained by poor or lack of infrastructure. When you don't have such you can really do nothing. |
| Discussant 10 | Teaching methods are not appealing to the learners because we have limited resources. This has been a hindrance factor because we almost always use same type of resources and methods. |
| Discussant 11 | Highly trained teachers in PES are lacking. This challenge I think need very highly motivated teachers in order to push things where they should be. The current status leaves much to be desired. |
| Discussant 12 | Negative attitude from learners themselves. Some Teachers are committed but the response from learner, ends up discouraging them. This is a constraining factor because it defeats the enthusiasm required for compulsory implementation of PES. |
| Discussant 13 | There has been poor policy direction, that is why you can plan today and no one would follow up to monitor what has been done. |
| Discussant 14 | Policy makers also have their own contradictory spirits that hinder smooth progression of implementation of PES as a compulsory subject. |
| Discussant 15 | Negative attitude from policy makers has also hindered the progress of the moves to make PES a compulsory subject. Among themselves, policy makers often contradict each other sometimes missing priorities. So with such a state of affairs, what would one expect to happen to the subject? |
| Discussant 16 | We cannot implement PES as a compulsory without adequate funding. This has been a long standing challenge among decision makers and it has since affected effective implementation of PES as a compulsory subject. |

4.7 Measures to Address the Constraints and Ensure Compulsory Implementation of PES.

This section presents results on some strategic measures that could be put in place in order to expedite compulsory implementation of PES. From the FGD, one would conclude that if adequate resources were supplied, PES would earn a compulsory status because this was the commonest feeling among PES teachers and those in decision making positions. However, this should also be complemented by effective policy implementation without which compulsory implementation of PES would be challenging even in the presence of required resources.

Discussant 1 *In order to overcome the constraints and ensure effective implementation of this subject PES, I think there is need to change the method of teaching PES at all levels of education. What I mean by this is that, we are usually confined to outdoor activities; there is little or nothing that is happening within the classroom setup. You see, learners are conditioned to thinking that learning must first start in class then spill over to outdoor activities. So I think teaching PES in the classroom would add value and change its wrong perception as an extra-curricular activity.*

Discussant 2 *They say money answers all things, so there is need for adequate funding of the subject from both local and international sources. If you did a research you would learn that those countries that have recorded a break through, first invested substantive funds in the initiative.*

Discussant 3 *Firstly, I would want to urge building of modern PES infrastructure, there should be modern PES classrooms, laboratories, sporting spaces and all such things which can befit PES as a compulsory subject. I am also suggesting establishment of systems to monitor the extent to which what is outlined in the curriculum framework is being implemented. There seem to be a vacuum and silence since the new curriculum framework was initiated.*

Discussant 4 *We need motivated and trained teachers; this motivation should not be viewed from fiscal point of view, but from the context of availability of almost all resources that PES teachers need to effectively teach PES.*

Discussant 5 *This issue of compulsory implementation of PES should not just be a theoretical talk, before we even talk about compulsory status of the subject, good books and learning tools and materials must be provided.*

Discussant 6 *You see, there are so many misconceptions and stereotype about this subject especially from teachers and pupils who lack a PES background. As earlier mentioned, this is a source of discouragement and ridicule for the subject. It is not taken seriously so all pupils and teachers need sensitization about PES.*

- Discussant 7 *I think changing the method of teaching would help address the obstacles. This could be done by instituting full time classroom learning of PES, giving routine classroom exercises and tests beside outdoor activities, and also implement final examinations. This, I think will help to implement PES as a compulsory subject.*
- Discussant 8 *Interaction on effective ways of implementing PES as a compulsory subject vital. If we can learn from other successful countries such as Korea, Japan and others that have had a breakthrough, we can also record a success.*
- Discussant 9 *There is need to institute strict Monitoring and Evaluation on how PES is being implemented. Lack of it is a major stumbling block. That is why people plan without implementation because there is no critical tracing of what happens thereafter.*
- Discussant 10 *We shouldn't beat about the bush; the main underlying solution is availability of money. Even people who are quiet about this subject and even ridicule it would love to be in the forefront talking about it.*
- Discussant 11 *As my other colleague mentioned, PES teachers need to be motivated by giving them psychological and material support they need. How would one advocate for compulsory teaching of PES when there is barely any meaningful space for the practise of PES?*
- Discussant 12 *Training a lot of PES teachers would also significantly help build a stronger voice for compulsory teaching than the current state of the voice, it is too dim if not passive.*
- Discussant 13 *Introduce annual examinations; you will definitely win pupils support. As you might be aware, pupils take examinable subjects seriously than those which are not examinable.*
- Discussant 14 *Place leadership-skilled people in strategic positions, that's what is needed.*
- Discussant 15 *I think exchange programmes would also help boost interest. If teachers and pupils were to frequently visit other successful countries to see what and how they do PES, interest in the subject would be revived.*
- Discussant 16 *It is so obvious that if money, PES facilities, books, and all such things were provided, compulsory implementation of PES would be a simple and quick thing.*

From the texts presented in this chapter, we can quickly conclude that PES is understood in diverse ways depending on one's own background and that factors such as lack of financial, human and material as well as poor policy implementation where isolated to be constraints to compulsory implementation of PES.

CHAPTER FIVE: DISCUSSION OF RESULTS

5.1 Introduction

This chapter presents a discussion of results that were presented in chapter four. The discussion will follow the trajectory in which the results were presented with special focus on the objectives of the study. Demographic background of respondents will be discussed first followed by the discussion of the meanings they attached to PES. Thereafter, existing PES practises and teachers' attitudes towards compulsory implementation of PES will be discussed prior to factors hindering compulsory implementation of PES as well as strategic measures that could be put in place to implement PES as a compulsory subject. Preceding the main discussion, will be a synopsis of key emerging ideas.

5.2 Demographic Background of Respondents

According to figure two, the majority of respondents were females (53%) whilst the rest were males (47%) which could be a contributing factor to poor implementation as observed by Kakuwa, (2005) mentioned above. According to Table 2, 17% of the teachers interviewed were specialised in English Language, (7%) in Mathematics and PES (15%). Five per cent of them were specialised in administration related field. Four per cent were specialised in Integrated Science, 3% were Social Studies teachers and 7% were teachers of Religious Education. Other respondents had not yet obtained certificates of specialisation because they were still pursuing their studies. The background of respondents inherently influenced the pattern of some ideas and responses that emerged during research and, this is the reason why it was worth taking stock of their background in context of gender and area of specialisation (Groenewald, 2004).

5.3 Meanings attached to Physical Education and Sport

Based on Tables 3.1, 3.2 and 3.3, PES was predominantly associated with sporting games especially among respondents without PES background. Whilst this was partly true, the fact remains that sporting games are just a smaller component of PES. However, this was perhaps the most lived experience in as far as PES is concerned. Groenewald (2004) argues that, the most frequently seen and interacted with object, tends to influence the way people would understand some phenomena, so if respondents had always been seeing people engaged in sporting activities such as football, jogging and others, the chances of associating PES with such activities would be very high. It is therefore, not strange to note that even teachers were

influenced by what they constantly saw happening during PES periods. It inwardly urges us that, PES should be made compulsory so as to make people understand its broad nature unlike being reduced to sports games.

Similarly, the other respondents associated the meaning of PES with physical fitness. By definition, physical fitness is one's ability to carry out tasks without undue fatigue (Gillaspy, 2014). In the most general terms, a fit person is able to perform tasks with more sustainable energy and for longer periods than an unfit person. But, fitness is more than just the ability to work longer; in fact, it includes a number of components, one of which is cardio respiratory endurance, a measure of circulatory and respiratory systems' ability to deliver oxygen and nutrients to and eliminate waste products from cells. How efficiently one's body does these tasks is a measure of your cardio-respiratory endurance. You can build your cardio respiratory endurance through aerobic exercises, which is a type of exercise that uses oxygen to meet energy demands (Gillaspy, 2014). Another component of physical fitness is muscle strength, which is the ability of a muscle or group of muscles to exert force against resistance. Muscle endurance is yet another component of physical fitness. It is defined as the ability of a muscle or group of muscles to exert force for extended periods, whereas muscle strength is the ability to give it all. So from the facts presented about physical fitness, it is demeaning to reduce the deep meaning of PES with physical fitness. In fact what the respondents thought was the meaning of PES was actually just one of the positive benefits of PES unlike its meaning. This already point to existing misconceptions upheld about the meaning of PES and the need to raise awareness about the meaning of the subject.

Physical Education and Sport was also thought to be a recreational activity that focuses on outdoor enjoyment. Whilst education in general and PES in particular should be as enjoyable as possible, the key target should be about behavioural and social change for the better. Moreover, such ideas as enjoyment are merely the peripheral benefits of PES, and could not really be used to denote the meaning of PES. Indeed, PES teachers and administrators should give due support and credence to the fitness and happiness of the learners in PES, but it is important for curricular programmes to have a foundation that includes fitness-related activities whilst at the same time mainstreaming cognitive learning about fitness and wellness education, PE teaching-learning approaches that promote fitness, knowledge, concepts, participation in a variety of classroom activities, and support health-related fitness for

everyone (Baldwin, 2002). Some thoughts already suggested that PES could mean care of one's body and hygiene an idea which relate to one's health.

Association of the meaning of PES to recreation or extra-curricular activity is notoriously deprecating because these do not depict its true nature. Recreation is defined by Merriam (2015) as some refreshment of strength and spirits after work or a means of refreshment or diversion after one's fulfilment of main activities. Could this be the reason why learners such as those in Benin and many schools in Zambia looked down on PES? Partly yes, because PES had been and is still being deemed to be a source of refreshment after learners have studied subjects like Chemistry, Physics, and Mathematics (Hardman, 2000). However, this is just a colloquial belief which has corrupted the intentions of many teachers and decision makers towards PES and it requires deconstruction so as to promote a better understanding of PES.

Another point that deserves a critical look is mistaking PES and its meaning for an Extra-Curricular Activity (ECA) or Extra Academic Activity (EAA). For lack of a better term, this is a ridiculous conception given that ECA refers to all school activities those that fall outside the precincts of the normal or formal curriculum of school or educational system. Such activities are generally voluntary (as opposed to mandatory), non-examinable and social rather than scholastic (Baldwin, 2002). This was arguably the highest order of misunderstanding of PES given that the subject is already in the Zambia Curriculum Framework and is poised to be a mandatory subject across all levels of education. Nevertheless, it is no surprise given that majority of those who thought it to be an extra-curricular activity were not specialized in the subject, this also points us to the need for a massive sensitization on the true meaning of PES unlike what obtained on the ground during the study. Physical Education and Sport was also conceived to be a subject that promotes the total development of the body. Although this response was one of the least frequent, it clearly contained the deepest meaning of PES. It was whole encompassing such that it could shallow in all other given meanings such as PES being a performance and management of athletic games or acquisition of knowledge and skills for a life time of physical activities.

The objective of education and particularly PES is making way for a better and fuller development of the individual, not only in relation to society and mankind, but in relation to cognitive growth and manifestation of morality (Prashala, 2015). Physical Education and Sport could awaken, in the minds of the pupils, a consciousness concerning the society and

nation in which one lives and consciousness concerning the whole of humanity. It also leads to a better understanding of our national problems in relation to problems of the world through learning social tolerance and co-existence. This could be achieved through teaching different themes both in the classroom and outdoors and not only in the latter. The study of Physics, Chemistry, Mathematics, Languages and Social Sciences, among others is not important in and by itself; such study is to be the instrument of a change leading to the greater development of the national group and then of mankind which could be promoted through the interactive spirit inherent in PES (Prashala, 2015). Looking at, and teaching PES from a heuristic angle would produce teachers and learners who are accompanied by emotional overtone which would impel them to proceed in the direction of the right solution to the problems (Prashala, 2015). Meanwhile some respondents were not yet aware of what PES really means. This certainly provides an opportunity for sensitization and compulsory implementation of PES at all levels of education so that learners and teachers equally grow up with a clear understanding of the subject.

In a nutshell and similar to earlier reviewed literature from Tanzania (Kilimbai, 1991); Nigeria (Ojeme (1999), Zimbabwe (NCET, 1999), among others, respondents understood the meaning of PES from a health, educational, recreational and extracurricular points of views. The study also revealed that teachers and administrators equally only understood PES in parts which when put together could lead to a clearer understanding of the concept. It was also evident that the PES activities and practises they had experienced in their school environments influenced and narrowed down their understanding of PES especially those not specialized in the subject. This was the reason why the current study upheld the argument that a compulsory implementation of PES would improve understanding and practise of PES. It was also evident that some respondents conflated the benefits of PES with its meanings, a situation which should not have been. As earlier mentioned under the theoretical framework, narrow understanding of PES would lead to wrong intentions and feelings about the subject and some behaviour that would completely deter successful implementation of PES as a compulsory subject; that is why they should be controlled. However, this is not to say that respondents were not at liberty to express their own constructed meanings of PES, this could be an opportunity for change.

5.4 Existing Physical Education and Sport Practises

With reference to Table 4 under Chapter 4, there was a limited variety of PES practise given that it was predominated by football (34% at School A and 34% at School B). Moreover, 19% of responses from School A and 11% from School B showed that Tag of war was one of the PES practises. Sometimes pupils were engaged in outdoor free play, outdoor cleaning as well as some gymnastics. Some respondents thought that there was actually nothing in existence in as far as PES was concerned most likely due to limitedness of PES practises. Based on what is presented above, PES practise was generally narrowed down to psychomotor skills development unlike the intellectual development. However, in real sense PES does not only need to focus on various psychomotor skills, but also on the development of cognitive skill within the classroom environment Baldwin (2002). Respondents' misconceptions of PES could be ascribed to lack of *scholarly* focus of the subject. They supposed outdoor physical activities to be the 'end' to PES. According to Baldwin (2002), classroom learning experiences of PE can provide outstanding learning environments while improving children's health through physical activities. Baldwin (2002) further adds that outdoor physical activities may be exhilarating, but there is an underlying virtual interaction between learners and the teacher, which could be compensated through real interaction in the classroom. Classroom sessions provide this in the form of a real person who can deliver information in an interesting way. A trainer is also a subject expert who can answer concerns and questions right away and, as a specialist, can share the benefit of their years of experience. The focus on cognitive content combined with diverse training methods could make a huge contribution to the improvement of the appreciation of PES and would foster its deeper understanding among not only teachers, but also the learners and administrators.

Despite the government's effort to promote the teaching and learning of PES as an academic subject as outlined in the new curriculum framework, it has been extremely difficult to implement and promote the teaching and learning of PES as a subject due to parochial understanding that PES is a subject that involves playing ball games, running, and gymnastics, outdoor cleaning and some free play. If teachers' (whether specialized or not) thinking about the subject is parochial, learners' thinking about PES would be no where beyond negativity. It is therefore, significant to have trained and motivated teachers who can motivate the learners to take PES not as a mere outdoor recess to have fun, but as a classroom subject that needs to be taken seriously. This is the reason why the current study upholds the

argument that PES must be compulsorily implemented so as to foster an appreciation of the intensity of its meaning and to challenge the historical stereotypical behaviour towards it and its practitioners.

Synoptically, the practise of PES is not only about outdoor psychomotor skills, but it enshrines diverse themes. Some lessons could be derived from the Philippines (Knopps, 2015), where PE is not only narrowed to physical activities such as field tracking, football, dancing, among others. There is a general consensus that everyone should be concerned about PE because access and regular participation is a fundamental human right. It is a fundamental human right because regular participation in physical activity is an essential component of a healthy lifestyle (UNESCO, 2008). PES would provide opportunities to develop the values, knowledge and skills they need to lead physically active lives, build self-esteem, and to promote and facilitate physical activity in the lives of others as well as propelling intellectual growth. In addition to their role in contributing to public health, and in line with Articles 2 and 3 of the UNESCO International Charter of Physical Education and Sport (ICPES) (UNESCO, 1998), PES, if well implemented on compulsory basis would also provide a universal language to bridge social, racial, gender and religious disparities. The conclusion of the matter under the theme of existing PES practises is that, PES is only reduced to outdoor psychomotor development of skills unlike the health, cognitive or intellectual domain.

5.5 Attitudes towards Compulsory Implementation of Physical Education and Sport

When asked the extent to which they agreed or disagreed with compulsory implementation of PES as a teaching subject, majority of the respondents (28% in School A and 41% in School B) strongly disagreed with the idea. However, (11% from School A and 6% from School B), all of which were PES Teachers strongly agreed that PES should be implemented as a compulsory subject. Those who simply agreed with the idea accounted for 28%, 14% and 25% from Schools A and B as well as decision making institutions respectively. Table five also show that respondents were not sure on whether PES should be compulsory or not. Some officials from decision making institution also disagreed with the idea of making PES a compulsory subject. *“It is not a matter of urgency”* added one of the interviewed officials during the FGD. Moreover, 8% and 28% from Schools A and B respectively disagreed with the idea. Adding all the statistics together indicates that 53% were generally disagreeing with the idea of compulsory implementation of PES as a subject at various levels of education. Since a total of 17% of respondents were not sure as to whether PES should be compulsory or

not, it could safely be concluded that only about 30% of the respondents, most of whom were PES teachers or specialists agreed that PES should be implemented as a compulsory subject across various educational levels. This inherently tells us that there had been poor sensitisation of teachers about the revised curriculum which presents PES among compulsory subjects (CDC, 2013). Moreover, it also shows a prescriptive and non-consultative process of curriculum reforms in Zambia. If all interested stakeholders such as teachers and administrators were thoroughly consulted on curriculum reformation, there would not have arisen such ideological contradictions where the majority (70%) of the respondents disagreed and expressed illiteracy about compulsory implementation of PES as a subject. This is however, not to say that respondents were wrong to manifest such a reaction towards PES, after all they were simply expressing their views based on their lived experiences and intra-subjective feelings thereby fulfilling the spirit of hermeneutics and TPB where intention influences actions and behaviour about something. Their feelings were simply an epitome of the existing problem in the higher decision making institutions.

Premised on the foregoing, the 53% of respondents who disagreed and strongly disagreed with the ideas of compulsory implementation of PES presented diverse justifications for their stance. For example, some respondents from decision making institution argued that *compulsory implementation of PES “was not a matter of urgency”*, giving subsequent reasons that the time tables were already full. Others thought that there were no PES facilities to sustain a compulsory implementation of PES. Moreover, it was also noted that there were few PES trained teachers in primary schools and that, it was not interesting learning PES in classrooms. Other responses showed that PES had already been allocated enough time and as such, there was no need to implement it as a compulsory subject, *“There are other subjects such as Integrated Science, Mathematics, English Language that deserved more time than PES, it is not examinable”* added one of the respondents. Although the Reviewed Curriculum plainly recommends PES to be a compulsory and examinable subject, some respondents from the two schools indicated that the curriculum was already full to make PES a compulsory subject. This was a very unfortunate indication that some teachers barely understood the content of the just reviewed curriculum. However, a flashback to the respondents’ area of specialisation partly explains why such views were upheld. Lack of teaching and learning materials was also cited to be one of the reasons why PES should not be implemented as a compulsory subject. These justifications for disagreeing with compulsory implementation

were found to be similar to those noted in Nigeria (Ojeme, 1999 and Kein, 1999) and also from evaluation research conducted by Ajisafe (1997) on the Physical Education Curriculum Development and Syllabus Contents in Africa compared with that of Europe and America where defective and inadequate allocation of time, lack of modern sports facilities, lack of application of educationally sound curriculum construction methods were found to be major constraints in the teaching and learning of PE. This inherently tells us of almost universal factors that influence peoples' feelings about compulsory implementation of PES.

Meanwhile, the 30% of respondents who generally agreed that PES should be compulsory justified their position in diverse ways. "Physical Education is a lifesaving subject" said one of the respondents who agreed with compulsory implementation of PES. This was further supported by the argument that once the subject is fully implemented as compulsory, it would promote good health and physical fitness and, also build pupils' intelligence and alertness. Other responses indicated that compulsory implementation of PES would promote clean environment. All these justifications revolved around academic achievements and good health benefits that are accrued by engaging learners with PES similar to Symons (1997) who found that PE significantly promoted physical fitness and health of its practitioners in the UK. Similar line of thinking also emerged in Misturo's (2012) research from Japan where PE government is integrated into daily life (*budo*) because of its health and mental benefits.

It was also fascinating to note that PES, once implemented on compulsory basis would teach social responsibilities in both teachers and learners because it is a subject that requires a high level of discipline, team leadership and tolerance (Baldwin, 2002). Social responsibility would indeed be acquired if PES was to be a compulsory subject. Physical educators have long held the belief that participation in sport and physical activity programmes play an important role in developing leadership (Gould and Voelker, 2010). Zambia and the world at large are facing major issues like global warming, ethnic clashes, and increasing demands on diminishing resources that require shrewd leadership in order to address them. Therefore, PES, being a highly interactive subject provide numerous leadership opportunities or "moments" for teachers and learners to gain leadership experience for example, enforcing rules for teammates, it also provide an opportunity for youth to learn leadership in an enjoyable, motivating way. Gould and Voelker argued that of all the venues that may be used to develop leadership in young people, competitive PES and related sports appear to be one of the most potent but underutilized especially in Zambia. As the curriculum states, PES

should be used as a platform for instilling the required discipline in the present teachers and learners and future leaders in Zambia. But it should be noted that not all such skills would be acquired if the intellectual domain of PES continues to be ignored. On a very hopeful note some respondents indicated that PE should be a compulsory subject because the recently reviewed curriculum says so. *“It would be a fulfilment of the provisions of the revised Zambian Curriculum Framework, in fact it is long overdue”* said one of the officials from decision making institution.

From the point of view of respondents’ feelings about compulsory implementation of PES, it could be argued that both psychomotor and intellectual skills need to be taught in PES otherwise the full benefits of PES would not be appreciated thereby leading to divided positions when it comes to whether it should be compulsory or not.

Conclusively, compulsory implementation of PES as a subject was understood from diverse dimensions, some of them being behavioural in nature, intellectual, health-related, resource oriented, and policy oriented. A repulsive feeling about implementation of the PES as a compulsory subject predominantly characterised the responses. Lack of proper sensitisation could be the main reason for this state of affairs. In fact, 17% of respondents who were not sure of whether PES should be compulsory or not, justified themselves that they had not received clear reasons as to why PES should be a compulsory subject and that, they were not informed about it if at all such information about PES existed. If PES was compulsorily implemented, there would probably be no such uncertainty in terms of whether or not PES should be compulsory because everyone would have a clear understanding of the broad nature of the subject and why it should be compulsory.

5.6 Constraints to Compulsory Implementation of PES and Measures to address them

The results discussed under this section are based on objectives 4 and 5 and with reference to results presented under table 7 and section 4.7. Like in many other countries such as those in the literature review Pakistan (Doll-Tepper and Scoretz, 2001), UK (Hardman, 2000), Canada (Graham, 1995; Stroot 1994), Egypt Vertinsky (1992), Zimbabwe NCET (1999), and others, implementation of PES as a compulsory subject was thought to have been constrained by diverse factors. Some of these factors included inadequate PES learning materials, inadequate number of trained PES teachers poor and lack of PES infrastructure as well as lack of motivation among PES teachers. These are very critical recipes in the unsuccessful delivery

of PES content both in the classroom setup and outdoors. Therefore, their absence implies that effective learning would not take place. To address this challenge and thereby ensuring compulsory implementation of PES, the most suggested measure was to purchase more learning materials than what was available. Teaching materials is a generic term used to describe the resources teachers use to deliver instruction (Right, 2014). Physical Education and Sport teaching materials can support student learning and increase student success. Additionally learning materials are important because they can significantly increase student achievement by supporting student learning. For example, PES tool kit may provide a student with important opportunities to practise a new skill gained in class. The availability of materials such as books would aid in the learning process by allowing the student to explore the knowledge independently as well as providing repetition.

Learning materials, regardless of what kind, all have some function in student learning and, in order for PES teaching and learning to adequately take place; materials must be available both for the instructor and the learners. Moreover, learning materials can assist teachers in the differentiation of instruction. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within the classroom (Right, 2014). Learning materials also provide learners with important vocabulary, starting from simple basic words all the way to making sentences and expanding their 'word bank' within the PES context. Availability of diverse learning materials would also stimulate teachers' and learners' imagination and better understanding of the society they live in and also offer a more wide knowledge and experience. This can help teachers and learners alike to be better prepared for teaching and learning processes and enhance their curiosity for deeper subjects or abstract ideas. Used wisely as a strategy, this could definitely promote a compulsory implementation of PE (Right, 2014).

It was also learnt that demotivated teachers were a sources of failure to compulsorily implement PES in schools. According to Brown (2001), motivation is something that supports someone to do something. Brown (2001) defines motivation based on behaviouristic and cognitive paradigm. Based on behaviouristic paradigm, brown defines motivation as anticipation of reinforcement which is a powerful concept for the PES class room. From a cognitive perspective Brown (2001) classified motivation definition into three categories. First based on drive theory, motivation stems from basic innate drives, so motivation have been in existence since we were born. This implies that PES teachers should be natural

teachers not easily veered by external factors from executing their PES duties. The second cognitive definition is based on hierarchy and states that, motivation is something that comes from individual needs. These individual needs may range from psychological (encouragement from other Non-PES teachers), physical (teaching materials), social and spiritual needs (social support without a stereotype). In the absence of these motivating needs, not only PES teacher would be demotivated, but also any other teacher.

In the current unfavourable environment where a PES teacher is myopically ridiculed and stereotyped, every PES teacher must be self-motivated and well trained in order to confront the stereotypical beliefs which people have upheld about PE (Right, 2014). Due to inequitable distribution of well-trained teachers in many countries, qualified teachers prefer to teach in schools in urban areas where they can have electricity and medical facilities. The impact of this preference is that urban areas have the best qualified teachers for PES, and often have over-staffed schools, while the least desirable areas such as rural (such as those in Mansa District) and urban slums, have more unqualified, younger, inexperienced and less trained teachers, unable to meet the unique PES learning needs of the learners (Cothran, 2001). These challenges of lack of resources, shortage of trained PE teachers and issue of motivation were prominent during FGD. For example, some discussants said:

Teachers are very demotivated because they lack resources that can help them deliver PES lessons to the learners. Highly trained teachers in PES are lacking. This challenge I think need very highly motivated teachers in order to push things where they should be. The current status leaves much to be desired.

Physical Education and Sport teachers therefore, need to be motivated with all things they need to teach learners because they are influential factors in learning PES that drives learners to struggle to reach their goals. A motivated teacher would actually influence his or her learner to appreciate the subject and to eventually win unanimous support where compulsory implementation of PES is required. Lack of motivated and trained teachers could probably be the reason why some respondents showed that “*a negative attitude from pupils has contributed to failure to implement PE as a compulsory subject*”. If the teacher is demotivated, it should not be a strange thing to see his or her pupils even more demotivated. Motivation and proper acquisition of teaching skills are therefore, critical if PES is to be implemented on a compulsory basis, in fact, the current study revealed that some teachers

were not properly trained to be teaching in primary school. A well trained teacher of PES would conclusively be a decisive element in a PES classroom. It is his or her personal approach that creates the climate for PES learning. It is his or her daily mood that makes the weather for learning. Therefore, a teacher possesses tremendous power to make pupil's lives miserable or joyous. Thus he or she can be a tool of torture or an instrument of inspiration, can humiliate or humourise learners, hurt or heal them (Son, 2002). In all situations, a teachers' response decides whether a crisis will be escalated or de-escalated, and a pupil humanized or de-humanized (Kim, 2003). To this effect, PES really need teachers who are trained and motivated because their influence on the learners is great and would foster a compulsory spirit of learning PES as a subject equivalent to other subjects.

Some respondents also bemoaned non-availability of PES infrastructure, such as PES library, sports hall, dilapidated or encroached on football grounds, inadequate sporting equipment, and others as having significantly contributed to failure to implement PES as a compulsory subject. This is no mere exaggeration because the main task of school is to provide PES which involves a series of programmes and activities. The successful conduct of these programmes and activities depends mainly upon the availability of proper infrastructure in the school. The term 'Physical Infrastructure' stands for the physical facilities of the school. It is referred to buildings, grounds, furniture and apparatus along with equipment essential for imparting PE (Nirav, 2012).

Physical Education and Sport infrastructure provides places for people to be physically active in formal or structured activities, or in informal activities. Teachers and learners who have access to parks, playgrounds, trails and recreation programmes tend to be more physically active than those living in neighbourhoods with fewer PES facilities. Since teachers and learners spend most of their time in school, there is need for the provision of well-established PES infrastructure and opportunities for the purpose of encouraging those found in school to engage in physical activities. There is need also to increase access to PES facilities, plan and develop outdoor and indoor physical activity infrastructure and facilities by undertaking an open space inventory (public and private) and preparing a physical activity action plan to address deficiencies and needs, upgrading facilities of existing parks and open space to encourage their use, including the provision of PES libraries, signage, shelter, shade, play and exercise equipment, drinking fountains, security and public art (Nirav, 2012).

Negative attitude and stereotype from none PES teachers was isolated to be one of the constraints to the compulsory implementation of PES as a subject.

I think stereotype and negative attitude from non-PES teachers has constrained compulsory implementation of the subject. You may be surprised that some teachers even replace PES period on the table with other subject such as mathematics which they consider to be superior to PES.

Stereotype is currently one of the main challenges modern society faces (Brown, 2000). People around us and in this context workmates (teachers) tend to create a negative and short-sighted concept of PES teachers and the subject based on what they outwardly see, but not on realistic state of things. These negative behaviours manifested in form of stereotype and labels have left long standing scars on the subject. This could affect individuals be they teachers or learners who perhaps like PES, but feel ashamed of doing so because of stereotypes. Stereotypes such as; PES is too simple, it is not an examinable subject, and others, are among the most common in our society. These negative feelings have created wrong intentions about PES and have eventually created a distortion of how PES and its practitioners should be. It is therefore, expedient that the whole society and particularly the school system learn not to judge and prejudge about teachers who are involved in PES. If fellow teachers upheld the ethics of respecting and understanding the significance of other teachers' specializations such as in PES, many problems such as discrimination could be avoided. And more importantly newer generations should be taught to respect each other regardless of their differences in professional qualifications and specialisations. With all of this we can change our perception of the stereotypes that are deeply rooted in our society, particularly in schools, and make a better society.

The other outcry was that the teaching methodologies being used by teachers were not appealing and were too predictive to the learners. This had wiped the learners' enthusiasm for learning PES and eventually deemed the process of compulsory implementation of the subject. In order to address this challenge and thereby paving way for compulsory implementation of PES, it was deemed important for PES teachers to learn to use a variety of teaching methodologies in order to cater for the range of learning needs and requirements that are present within most class environments. Teachers need to consider that not all learners learn in the same way. Diversification of teaching methodology in PES would enable the

teacher to adapt to diverse abilities and needs of the learners (Hoss, 2005). By adapting to the talents, strengths and needs of individual pupils, the teacher of PES can facilitate their progression within a PES programme and would eventually accelerate appreciation of the subject and a possible compulsory implementation. Hoss (2005) says that when planning for teaching and learning in the area of PES a variety of teaching strategies need to be considered as these will respond to potential areas of difficulty for learners. Therefore, a suggestion to change methods of teaching so as to suit the changing learning needs of pupils would play a crucial role in promoting PES among various learners and to eventually implement it on compulsory basis. It is therefore important that all teachers within all PE learning environments are aware of the positive and negative effects of all methodologies currently being utilised within their classroom (Nhamo and Muswazi, 2013).

Lack of wide sensitisation and awareness about the importance of PES and its compulsory nature as enshrined in the curriculum was one of the factors believed to have constrained compulsory implementation of PES as a subject. In Benin (Hardman, 2000) this was cited as one of the constraints too. Being a widely neglected subject, PES requires massive sensitisation if it is to gain the status it deserves both in schools and communities. Organising PES activities offers schools opportunities to collaborate with, and market the subject to parents, representatives of sport and other volunteer organisations, community officials, government, health care providers and the private sector. They also provide schools an opportunity to enhance their integration into community life gaining not only social but also financial benefits (Brown, 2001). Collaboration is a way for schools to increase the availability and variety of physical activities for young people and maintain their accessibility and educational qualities on a high level, which also markets the subject to the broader community. Such activities once properly used promote engagement in PES and its popularity to both in-school and out-of-school environments (Brown, 2001). Physical Education practitioners could perhaps go beyond sensitisation and awareness to include advocacy. Advocacy as a proactive measure or as a way of promoting PES is a daily essential and would play a critical role to ensure compulsory learning in PES. Thus, promotional and advocacy efforts remain critical to the compulsory growth of our Physical Education and physical activity (Hoss, 2005). Therefore, advocacy and sensitization would do to help raise deeper understanding of the broad meaning of PES and possibly promote its compulsory implementation.

It was also noted that poor implementation of the curriculum and lack of serious prioritisation on the part of decision makers had also played as constraints to the successful implementation of PES as a compulsory subject. Curriculum is a systematic and intended packaging of competencies (i.e. knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organized learning experiences both in formal and non-formal settings (Sidhu, 2005).

A good curriculum plays an important role in forging life-long learning competencies, as well as social attitudes and skills, such as tolerance and respect, constructive management of diversity, peaceful conflict management, promotion and respect of human rights, gender equality, justice and inclusiveness (Sidhu, 2005). At the same time, a good curriculum contributes to the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers. Curriculum is also increasingly called upon to support the learner's personal development by contributing to enhancing their self-respect and confidence, motivation and aspirations (Bicknell, 2009). Given such intentions of the curriculum, the question that remains is, has our curriculum really been effectively implemented to support learners' development in the context of PES? The answer lies in what has already been discussed.

Curriculum cannot be well implemented in an environment where there are no resources and enabling environment to do so. CDC (2013) through its Curriculum Framework on page iii makes some claims which purport that the Zambian curriculum was prepared with thorough consultation from relevant stakeholders. However, if this was indeed done to the required standards, why does PES which was poised to be a mandatory subject wallow in the stereotypical quadrant? It shows poor consultation process and eventually poor implementation where some parts of the curriculum are implemented whereas the others are ignored. It indeed confirms that the decision makers have not really given PES a priority as also indicated by some respondents. This could be the reason why some of the responses indicated that PES had failed to take off as a mandatory subject due to lack of monitoring and evaluation of the initial objectives of the curriculum.

Monitoring and evaluation of the implementation of the curricula and its responsiveness to new challenges and requirements is a critical element which needs to be taken into consideration especially where implementation of PES as a compulsory subject is concerned.

It is one of the common practises of curriculum makers to determine the strength and the weaknesses of a written or planned curriculum (Abdussalim, 2008). It assures the teachers and the schools that the curriculum materials are ready to use, determine if the curriculum is still relevant and effective (not effective in our Zambian context), measure if the curriculum is working or not and provide decisions on what aspects have to be retained, improved or modified. Curriculum evaluation refers to a systematic process of judging the value, effectiveness and adequacy of a curriculum: its process, product and setting which will lead to informed decisions (Ibid, 2008). If we are to monitor and evaluate the curriculum in the context of the extent to which PES has compulsorily been implemented, we would instantly conclude that, nothing had been done. This state of affairs is likely to continue so long as monitoring and evaluation is not embraced to check the extent to which the curriculum is being implemented.

If PES is to be implemented on a compulsory basis, Zambia in general needs to learn from other countries that have recorded a success in implementation of PES. Such example would include South Korea, the Philippines, Japan and others. “*We need to visit other successful countries to see what they did in order to succeed*”, added one of the respondents during FGD. This in principle pointed to professional exchange programmes, both foreign and domestic, which would provide teachers, learners and decision makers with opportunities that they simply could not get elsewhere (Knopps, 2015).

One of the primary reasons why some respondents chose to participate in student exchange programmes is for the learning opportunities they provide. Aside from simply earning credits in their professional subject, teachers would also become acceptant of alternative ways to learn by learning to analyse the things around them in a constructive manner and learn how to solve problems on their own. Moreover, they would learn skills, new decision making process, new outlook of PES in a practical manner and experience the way learning institutions in other countries work and even have access to certain courses that are not available in Zambia (Knopps, 2015). By having the opportunity to discover them in a place that is unfamiliar to them, PES practitioners develop self-awareness and self-esteem in a manner that cannot be duplicated. PES practitioners and decision makers would learn the ability to confront social challenges outside of their comfort zones and deal with problems head-on as earlier discussed above.

Exchange programmes with other successful countries would also increase the value they place on PES once they see how it's done and appreciated by other countries. They will also learn how to form their own opinions about the things that matter most to them. Moreover, the behavioural and social changes that take place in exchange programmes are remarkable; they are often more flexible in any 'foreign' situation', whether this means taking a new PES subject or course of study or speaking publicly in front of their peers as they market the need to compulsorily implement PE (Knopps, 2015). Once well planned and executed, there is no doubt that professional exchange programmes can certainly have an impact on the lives of the participants, both in the short-term and for the rest of their lives. These programmes would be an excellent opportunity for teachers, decision makers and even learners to gain new interests, get an education and gain an appreciation for diversity all at the same time. They must therefore, be embraced because they may help propel implementation of PES as a compulsory subject.

One of the respondents proposed placement of leadership-skilled people in strategic positions as a way of expediting compulsory implementation of PES, it was actually one of the greatest ideas. According to Eno-Ibanga (2008), excellent and skilled leadership would be an integral part of successful implementation of PES as a compulsory subject. Since the Curriculum Development Centre (CDC) is the highest authority, it needs to be endowed with visionary leaders who would be seen as role models of innovation and change and who would be expected to assist in betterment of the status of PES in Zambia as a whole. Although a teacher is the final implementer of the curriculum, she or he cannot achieve anything if there is no moral, intellectual, material and financial support from the higher authority. The advancement of the process of compulsory implementation of PES depends on the quality of its leaders and the decisions they make to meet the goals. Hence, the need for good leadership and quality decision making in the implementation of PES as a subject cannot be over-emphasized (Eno-Ibanga, 2008). Leadership is an act with influence that stimulates and motivates subordinates to accomplish assigned tasks. Similarly, we anticipate top leaders to supervise the subordinates in the implementation, monitoring and evaluation of the content of the curriculum. All in all it can be concluded that without good and skilled leadership and quality decisions, PES cannot be implemented effectively no matter what the grassroots' efforts might be.

Lack of annual examinations in PES was also cited to have been a stumbling block to implementation of PES as a compulsory subject.

PE is not taken seriously by teachers, policy makers and more especially by learners because it has no annual examinations, so how do you expect its compulsory implementation to be appreciated?

asked one of the PES teachers during FGD. There are many fields within PES, especially in pure cognitive science of PES, which cannot be understood by mere outdoor activities. Theoretical knowledge in this regard becomes a must and for this, one has to turn to books. This implies that one who learns from books can only be tested by an oral or written test or examination in order to ascertain how much one knows about the complex subjects (Bahadkar, 2010). In Zambia, the entire career and future of a learner depends on his or her performance in the traditional examination. During field interaction with respondents, one thing was quite clear that, if there were PES examinations, learners would bother to study it and take it very seriously like any other subject and their interest for PES would almost always be at the same level with other examinable subjects. Since examination has been designed to be an 'end' to any subject and a pathway to recognition of a subject, examination system should be introduced, the sooner this was done, the sooner the implementation of PES as a compulsory subject would be realised. Luckily, the Revised Curriculum has taken care of this, (CDC, 2013).

Generally, this section has shown that diverse constraints ranging from psychological, social, intellectual, institutional, political, economics and others had deterred compulsory implementation of PES as a subject. In order to address these challenges and ensure that PES is successfully implemented as a compulsory subject, there is need to invest in materials, infrastructural development, capacity building, advocacy and sensitisation, international consultations, visionary leadership and annual examinations.

5.7 Summary of Discussed Results

The meaning of PES was associated with diverse ideas. But what came out prominently were benefits rather than the meanings of PES. The misinterpretations and misconceptions especially among non-PES teachers were an indication of poor awareness and literacy about PES. Moreover, PES practises were limited in nature and only biased towards outdoor psychomotor skills. Respondents, predominantly those from non-PES background disagreed

with the idea of compulsory implementation of PES even though the revised Curriculum Framework states that PES should be a compulsory subject. They argued that, PES was not a matter of urgency and that there were other subjects such as Science that deserved more time than PES. The factors that constrained compulsory implementation of PES were also diverse in nature; among the prominent ones were lack of adequate resources, trained teachers, and poor leadership. It was suggested that adequate materials be procured, train more teachers and introduce examinations in order to set fertile ground for compulsory implementation of PES.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

From the discussion of results it could be concluded that PES is quite a complex concept to define because it was understood in diverse ways and predominantly narrowed to physical fitness. Moreover, it could be argued that the practise of PES from rural context was still narrow in nature because it was predominantly reduced to football which is just one of the many sporting activities within the broad frames of PES. Compulsory implementation of PES as a teaching subject was received with mixed feelings because a large number of respondents either strongly disagreed or simply disagreed with the idea. Meanwhile others felt that the subject should be compulsory. Different pieces of reasoning for disagreeing or agreeing with the idea were noted. Whilst others disagreed from an economic point of view, others disagreed from temporal and academic status points of view. From what has been discussed above, one would conclude that if adequate resources were supplied, PES would earn a compulsory status because this was the commonest feeling among PES teachers and those in decision making positions. However, this should also be complemented by effective policy implementation without which compulsory implementation of PES would be challenging even in presence of required resources.

Compulsory implementation of PES as a subject across all levels of education would lead to clear understanding of the broad nature of the subject, improve health and intellectual development of the teachers and learners. The meaning of PES was comprehended from diverse perspectives such as health and fitness, educational context, administrative context, recreational and extracurricular context among others. Moreover, teachers and administrators only understood PES in parts which when pieced together would lead to a complete understanding of the concept. The existing PES activities and practises observed by respondents in their school environments influenced and narrowed down their understanding of PES especially those not specialized in the subject. It was also evident that some respondents mistook the benefits of PES for its meaning; a situation which was least anticipated especially that the target group was literate enough. It was noted that narrow understanding of PES would lead to wrong intentions and behaviour that would completely deter successful implementation of PES as a compulsory subject.

Physical Education and Sport would provide opportunities to develop the values, knowledge and skills needed to lead physically active lives, self-esteem, and to promote and facilitate physical activity in the lives of others as well as propelling intellectual growth and health.

A repulsive feeling about implementation of PES as a compulsory subject predominantly characterised most respondents. Lack of proper and wide sensitisation could be the main reason for this state of affairs. Moreover, implementation of PES as a compulsory subject has been deterred by challenges ranging from psychological, social, intellectual, institutional, political, and others. Massive investment in teaching/learning materials, infrastructural development, capacity building, advocacy and sensitisation, international consultations, visionary leadership and introduction of annual examinations were deemed to be the best measures to ensure compulsory implementation of PES.

Generally, if PES was implemented as a compulsory subject, there would arguably be no conflicting misconceptions about it because everyone would have a clear understanding of the broad nature of the subject. It is hoped that with the introduction of PES examinations as in the revised curriculum, the subject would slowly gain its compulsory status.

6.2 Recommendations

1. It was found that the practises of PES were only predominated by psychomotor skills development outside the classroom. It is therefore recommended that the intellectual skills be emphasised in a classroom setup.
2. There is need to raise awareness about the importance of making PES as a compulsory subject because majority (53%) respondents upheld strong resentments about the idea of compulsory implementation of PES even though the revised curriculum clearly states that it should be compulsory.
3. The government through the CDC need to institute a monitoring and evaluation team to check the extent to which PES is being implemented. This is based on the finding that lack of established monitoring and evaluation system for PES has been a constraint to compulsory implementation of the subject.

4. There is need to invest in procurement of teaching materials, infrastructural development and capacity building because they were deemed to be catalysts towards compulsory implementation of PES. It was found that lack of such essential resources has been a deterrent to compulsory implementation of PES.

5. Based on the finding that lack of annual examination in PES was a constraint to its compulsory implementation, it is recommended that annual examinations be introduced so that learners and teachers can appreciate the subject.

REFERENCES

- Adam, M. (2012). *Physical Education and Fitness*. Ohio: Geared Press.
- Abdussalim, A. (2008). *The Importance of Motivation in Teaching Learning Process to Reach Learning Goals*. New Castle: New Prints.
- Adedeji, J. A. (2001). *Equality of Opportunity: The Evolution of Democracy in Physical Education and Sports Ibadan*. University of Ibadan. Eden Prints.
- Adedej, G. (2004). *The State of Physical Education in West Africa*. Abuja: Eke Press.
- Ajisafe, M. (1997). *Some Hints on the Status of Physical Education and Sports in Africa*. IGSSPE/GEPSS Bulletin, 23, 24-26.
- Ajzen, I. (1998). *Attitudes, Personality and Behaviour*. Chicago: The Dorsey Press.
- Bahadkar, M. (2010). Examination: A Necessary Evil. www.bahadkar.com (26/5/15).
- Bailey, O. (2006). *Health and Fitness in Learning Environments*. London: Routledge.
- Baldwin, K. (2002). *Perceptions of Physical Education*. Copenicus: Golden Beams.
- Bandura, A. (1986). *Social Foundations of Thought and Action: A social cognitive theory*. Englewood Cliffs: Prentice-Hall.
- Bicknell, P. (2009). *Physical Education and Self-Motivation*. Hunsville: Blackwell.
- Bailey, O. (2006). *Health and Fitness in Learning Environments*. London: Routledge.
- Brown, H. D. (2001). *Teaching by Principles an Integrative Approach to Language Pedagogy*. New York: Longman
- Brown, O. (2000). *Perception, Stereotype, Society and Physical Education*. Washington D.C.: WHG Prints.
- Burg, J. (2006). "Order is needed to promote linear or quantum changes in nutrition and physical activity behaviors: a reaction to a chaotic view of behavior change" *International Journal of Behavioral Nutrition and Physical Activity*, 3 (29).
- Bryman, A. (2008). *Social Research Method*. New York: Oxford University.
- Bryman, A. (2012). *Social Research Method*. 4th edition. China: C&C offset Printing Co. Ltd.
- Bucher, C.A. (1979) *Administration of Physical Education and Athletic Programme: 7th Edition*. St Louis: The Mosby Company.

- Bucher CA. (1983). *Foundations of Physical Education and Sport: 8th edition*. St Louis: The Mosby Company.
- Canadian Association of Health and Physical Education. <http://www.cah.perd.ca/>(12/3/15).
- Chad, N. Kelnic, Y., Oswald, F., Rob, O. & Collins, W. (1999). Factors determining the Status of Physical Education: A Global Survey. Oxford: Oxford Press.
- Chaturvedi, K. (2015). *Sampling Methods*. New Delhi: Sterling.
- Clements, S. (1997). *Physical Education in the Classroom*. Bangkok: Lou and Sons Ltd.
- Coakley, J.J. (1990). *Sport in Society: Issues and controversies 4th Edition*. Toronto: Mosby College Publishing.
- Cohen, L., Manion L and Morrison K. (2011). *Research Methods in Education*. Great Britain, Ashford Colour presses Ltd.
- Connole, H. (1993). The Research Enterprise in H. Connole, B. Smith & R. Wiseman. *Study Guide: Issues and Methods in Research*. Underdale: University of South Australia. P 17-42.
- Cothran, D. J. (2001). Curricular change in physical education: Success stories from the front line. *Sport, Education, and Society*, 6(1), 67-79.
- Curriculum Development Centre, (2012). *Zambia Education Curriculum Framework*. Lusaka: CDC.
- Curriculum Development Unit Survey Report, (1989). *The Status of Physical Education in Zimbabwe*. Harare: CDU.
- Cox, N. (2015). *Destereotyping Physical Education: Challenges and Opportunities*. New York: Lambrad Press.
- Davies, H. (2004). *Doing Research in the Real World*. London: Amazon.
- Daughtery, W. (1969). *Redefining Physical Education in the Changing Learning Environment*. Georgia: Kelbrina Book Ltd.
- Doll-Tepper, G & Scoretz, D. (2001). *Proceedings, "World Summit on Physical Education"*. Schorndorf: Verlag Karl Hofmann.
- Dwyer, J. (2003). *Teachers' Perspective on Barriers to Implementing Physical Activity curriculum guidelines for school children in Toronto*. Canadian Journal of Public Health; 94(6):448-52.
- Eboh, L. O. (2003). *Application and strategies for Advancing the Level of Physical Education and Sports for the African Child*. Paper presented in 1st ICHPER in African Regional Conference, Lagos: University of Lagos Conference Centre

- Eniola, L. (1997). *Evolution of Physical and Health Education Research in Nigeria*. (Proceedings of the 10th Annual and Anniversary Conference of Nigeria Association of Sports Science and Medicine (NASSM) XXIII).
- Eno-Ibanga, G. (2008). *Leadership for Quality Decision Making In the University System: The Perspective of an Administrative Secretary*. Nasarawa: Nasarawa State University.
- Eshuys, J., Guest V., & Lawrence J, (2004). *Fundamentals of Health and Physical Education*. Heinmann: Pergamont
- Fisher, H. (1996). *What has Gone Wrong with Physical Education?* New Castle: Feliz Publishers.
- Gillaspy, B. (2014). *Physical Fitness*. www.pe.com-learn/gb (4/6/15).
- Golsanamlou, M. & Ghofrani, M. (2012). *Students' Perception of Physical Education Courses and its Relationship with their Participation in Sport Activities*. *European Journal of Experimental Biology*, 2 (3), 760-768.
- Gould, O. and Voelker, H. (2010). *Physical Education at School*. Kuala Lumpa: Knowledge Base.
- Graham, P. (1995). *Innovations in Physical Education*. Petermaritberg: KZN Press.
- Graunbaum, K. Cathy, D. Kellinger, N. Johns, O. and Felps, K. (2002). *A Global Survey of the State of Physical Education*. London: Rutledge.
- Groenewald, T. (2004). A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods*, 3(1). Article 4. Retrieved from http://www.ualberta.ca/~iiqm/backissues/3_1/html/groenewald.html 28/12/09.
- Hager, M. S. Chatzisarantis, N. L. & Biddle, S. J. (2002). "A meta-analytic review of the theories of reasoned action and planned behavior in physical activity: predictive validity and the contribution of additional variables," *Journal of Sport and Exercise Psychology*. 24, 3-32.
- Hager, M. S. & Chatzisarantis, N. (2005). *Social Psychology of Exercise and Sport*. Maidenhead: Open University Press.
- Hardman, K. (1999). *The World Summit on Physical Education: Challenges for the next Millennium*. Pre-All African Games Congress, Johannesburg, South Africa, 6-9 September.
- Hardman, K. (2000). *Physical Education in Schools: a Global Perspective*. *Kinesiology*. 40.
- Henderson, S. B. (1996). *Physical Education and Sports: An Occupational Perspective (9th Ed.)*. London: Mosby Company.

- Hennink, M., Hutter I & Bailey A. (2011) *Qualitative Research Methods*. Great Britain,
- Hoss, E. (2005). *Physical Education and Pedagogy*. New York: Prentice Hall.
- Jarret, E. (1998). Factors Influencing Teachers Motivation for Physical Education. Armstardam: Harpper Publisher.
- Kakuwa, M. (2005). *Zambia Traditional Games and Activities*. Lusaka: Kopinor
- Katagiri, Y. (2012). *Modern History and the Problems of Physical Education in Japan*. Yoshio. Ling Pe Press.
- Kein, M. (1999). *From and In-Service Training Project to a further Diploma in Physical and Health Education a progress report*. Paper presented at the Pre- All-African Games Congress. Johannesburg, 6 - 9 September.
- Keys, F. & Harrisin, D. (1995). Administrators' Perceptions of Physical Education. London: Knowledge Cube.
- Keddler, H. & Murray, R. (2005). *Whither Physical Education?* New York: David Publishers.
- Kilimbai, R. (1991). *The place of Physical Education*. Dar-es-Salaam: University of Dar-es - Salaam.
- Kim, J. H. (2003). Preference on the Physical Education Teaching Styles of the Korean Primary Teachers. *Journal of Korean Society for the Study of Physical Education*, 7(4), 82-96.
- Kimmet, T.m Davis, D., & Auty, M., (1999). *Physical Education: Theory and Practise*. Hong Kong: Chee Leong Press.
- Knopps, G. (2015). *Exchange Learning Programmes in Physical Education*. Deutch: Hellon Print and Co. Ltd.
- Kvale, S. (2011) *Doing Interviews: The SAGE Qualitative Research Kit*. London: SAGE Publications Ltd.
- Leedy, P. & Ormrod. J. (2001). *Practical Research Planning*. New York: Prentice Hall.
- Mahar, A. (2006). *Exploring the Role of Physical Education in Human Health*. New Delhi: Sterlings.
- Merriam, W. (2105). *Online Dictionary*. www.merriamwebster.com (4/6/15).
- Miles, P. & Huberman, K. (1994). *Conceptual Framework*. London: Oxford Press.
- Mitsuru, K. (2012). "A Re-examination of Physical Education and Sports in Japan (IV): Physical Education, Sports, and the Ideology of "Winning Is Everything". *Hiroshima: Kenshu Printers*.

- MOE (1996). *Educating Our Future: Policy on Education*. Lusaka: Government Printers
- MOE (2000). Education Bulletin. Lusaka: MOE.
- Morgan, K & and Hanssen, A. (2003). *Outdoor Learning for Physical Health*. Toronto: York Press.
- Mufalali, M. (1974). *Physical Education in Primary Schools*. Lusaka: Government Printers
- Musangeya, E, Kupara, C.T, Tanyongana, C and Mumvuri, D. E. (2000). *Historical Perspectives in Physical Education and Sport*. Harare, Zimbabwe Open University.
- Mwanakatwe, J. (1965). *The Growth of Education in Zambia since Independence*. Lusaka: Oxford University Press.
- Namukale, C. (2011). *Zambia Institute of Special Education: students' Perception of Physical Education as a Compulsory Course/Subject*. Research Report. Lusaka: University of Zambia.
- National Association for Sport and Physical Education, (2001). *Physical Education is Critical to a Complete Education*.
- Nhamo, E. & Muswazi, T.M. (2013). *The Contribution of Sport and Physical activity towards the achievement of community health objectives*. IOSR Journal of Sports and Physical Education (IOSR-JSPE) Volume 1, Issue 1 (Sep. - Oct. 2013) PP14-19 available from www.iosrjournals.org.
- Nirav, J. (2012). *Physical Education*. Gothenberg: Free Press.
- Nziramasanga, T.C. (1999). *Report of the Presidential Commission of Inquiry into Education and Training*. Harare: Government printers.
- Ogundare, H. (2002). *Unanswered Questions on Physical Education*. Wellington: Long Ridge Press.
- Ojeme, E. O. (1999). The Meaning and Nature of Physical Education. *American Journal of Physical Education and Sports* 56-64.
- Ormrod, S. & Leedy, P. (2001). *Practical Research Planning*. New York: McGraw Hill.
- Pangrazi, R. P. (2002). *Dynamic Physical Education for Secondary School Students*. 4th Ed San Francisco: Benjamin Cummings.
- Prashala, J. P. (2015). *Educational Philosophy*. prashala.html (4/6/15).

- Ransburg, J. V. (2001). *Criteria for Judging Research Validity*. Grahamstown: University of Rhodes.
- Right, J. (2014). Physical Education and Learning Materials. http://www.ehow.com/about_6628852_importance-learning-materials-teaching.html (2/6/15).
- Rink, J. E. (1998). *Teaching Physical Education for Learning*. 3rd Ed New York: McGraw-Hill.
- Ryan, J. (2013). *Secondary Data in Research*. New York: Harper and Row.
- Shehu, J. (2001). *Indigenous Game as Counterparts to Modern Sports*. Papers in Education and Development, 22.
- Sidhu, K. S. (2005). *School Organisation and Administration*. New Delhi: Sterlings.
- Sidhu, K. S. (2009). *Methodology of Research in Education*. Sterlings Publisher, New Delhi.
- Siedentop, D. (1991). *Developing Teaching Skills in Physical Education*. London: Mayfield publishing company.
- Sipalo, J. M., (2010). *Factors Inhibiting Effective Teaching of Physical Education*. M.Ed. Dissertation. Lusaka: University of Zambia.
- Son, C. T. (2002). Present situations and improving plans for physical education teacher education. *Korean Journal of Sport Pedagogy*, 9(2), 26-42.
- Stroot, A. (1994). Assistance to Beginning Teachers: Illusion or Reality? In Williams, J and Williamson K. (Ed) *Beginning to teach physical education*. Kendall: Hunt Print.
- Symons, C. (1997). *Physical Education in the Contemporary Society*. London: Terrece Book Press.
- The North American Review (1991). *Journal on Compulsory Physical Education*. Vol. 152 No.415.Pp682-690.<http://www.jstor.org/stable/25102193>.accessed: 8th August, 2013.TJ International Ltd, Padstow, Cornwall.
- Trudeau, F. (1998). *Mainstreaming Physical Education in the Curriculum*. London: United Book Publishers. UNESCO (1998). *Human Rights and Education in Developing Countries*. Paris: UN.
- UNESCO (1998). *Human Rights and Education in Developing Countries*. Paris: UN.
- UNESCO (1998). *UN-Charter on Physical Education*. Paris: UNESCO.
- UNESCO (2005). *Global Educational Framework*. Paris: UN.
- UNESCO (2005). *Global Survey of the Status of Physical Education*. Paris: UNESCO.

UNESCO (2008). *Physical Education and Human Rights*. Paris: UNESCO.

UNICEF (1978). *United Nations International charter of PES*. Paris: UN.

Vertinsky, E. (1992). *Exploring Physical Education in the Eastern Block*. Ukraine: Gobins Press.

White, C. J., (2003). *Research Methods and Techniques*. Pretoria: Pierre Van Ryneveld. Ontario Physical Education and health Association online: <http://www.tdsb.on.ca/site/View/item.asp?sited=10606&menuid=34952&pageid=29598>. accessed on 11th August, 2013.

World Health Organization (1998). *Promoting Active Living in and through Schools: A World Health Organization Statement*. Denmark, Esbjerg.

Xiang, H., Wo, P. Meng, E, Chenng, O. (2002). Kinesiology for Elementary School. *Journal of Physical Education*. 1(3): 290-307.

APPENDICES

Appendix 1: Semi-Structured Interview Schedule on Constraints to Compulsory Implementation of Physical Education

A. Demographic characteristics of respondents

Gender..... Work Experience..... Area of Specialisation.....

Level of Education.....

B. Meanings of PE

1. In your own words what does Physical Education mean?.....

C. Existing PE practises

2. What are the existing Physical Education practises at this school?

D. Teachers' attitude towards compulsory implementation of PE

3. Physical Education should be implemented as a compulsory subject.

Strongly Disagree.....Disagree.....Strongly Agree.....Agree.....Not Sure.....

4. Give reasons for your response in 3 above.....

Appendix 2: A discussion guide on the Constraints to Implementation of Physical Education as a Compulsory Subject.

A. Factors Constraining Compulsory Implementation of PE.

Researcher to ask an open-ended question on the above theme for discussion.

B. Measures to address the Constraints and ensure Compulsory Implementation of PE.

Researcher to ask an open-ended question on the above theme for discussion.

Researcher to make follow up questions where necessary.

Appendix 3: Letter of Introduction and Consent

Dear Respondent,

I am (Monica Sitima- Computer No: 512801232) a post graduate student of Primary Education at the University of Zambia. I am conducting a research on *Constraints to Compulsory Implementation of Physical Education and Sport*. The study seeks to gather information, which could be used to find out the ways of enhancing compulsory participation in PE. The findings may also help reduce the existing constraints and may guide decision and policy makers to guide the process of compulsory implementation of PE. This research is also meant for my academic fulfilment. The information you are going to provide in this interview will be treated with a high degree of confidentiality thus; you are not supposed to indicate your name anywhere except your signature to show your consent. You are kindly requested to answer the questions honestly.

Respondent's signature.....