

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

Department of Educational Administration and Policy Studies

**STAKEHOLDERS' PERCEPTIONS IN THE TEACHING OF
PHYSICAL EDUCATION IN SELECTED PRIMARY
SCHOOLS OF MANSA DISTRICT**

By

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**A dissertation submitted to the University of Zambia in partial fulfilment for the
requirements for the award of the degree of Master of Education in Educational
Administration and Management**

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DECLARATION

I **JAMES KUNDA KAPANSA**, declare that the dissertation hereby submitted to the University of Zambia is my own work and it has not previously been submitted for any degree, Diploma or other qualification at the University of Zambia or any other university.

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CERTIFICATE OF APPROVAL

This dissertation by James Kunda Kapansa is approved as a partial fulfilment for the requirements for the award of the degree of Master of Education in Educational Administration of the University of Zambia.

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DEDICATION

To my daddy, mum, my wife Ireen Mulenga, my late brothers John and Daniel, also my late sister Maggie plus my four brothers Emmanuel, Isaiah, Samuel, Peter, and my two sisters Justina and Bertha. In addition, the work is dedicated to my children Hector, Ivy, James Junior, Justine Chama and Chimwemwe, not forgetting my grand children Kunda, Mable, Ireen and Adasa for their encouragement and moral support during my period of study.

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ABSTRACT

The Zambian education system tends to emphasise more on examinable subjects like Science, Maths and English, which have immediate result at the expense of healthy minds and healthy bodies.

Physical education aims at preparing individuals physically, socially, mentally, culturally, intellectually and emotionally so that they contribute effectively to national development. The study looked at the stakeholders' perception in the teaching of physical education in primary schools. The results revealed that lack of teaching/learning materials, equipment, poor sport infrastructure, poor facilities, inadequate qualified physical education teachers and lack of interest by some teachers due to religious and cultural background and belief were some of the major factors. It was also noted that apathy and non-examinable of the subject at all levels was a barrier. Government's low participation in the promotion of physical education was also of great concern. The study discovered that some teachers had no interest in the subject and the majority were not specialized to teach the subject despite the training that they did at Primary Colleges of Education.

The study recommended that the government and schools should provide teaching/learning materials and equipment, and the subject be examined. The study explores that school administrators were required to understand the positive role physical education played in academic achievement and healthy styles. Sensitization of members of the community on the importance of physical education was also cardinal. The study also revealed that pupils who were engaged in physical activities as part of their curriculum were better in their academic work than those who spent most of their time on books but without doing any physical exercises

The study employed both qualitative and quantitative methods in obtaining information. Primary data from institutions involved in physical education was collected and secondary data was also collected and consulted from various literature.

In conclusion, Solutions such as government making the subject examinable at all levels, good funding to schools, procurement of more equipment as well as improving and constructing of new facilities for sports could bring about effective teaching of the subject. The findings will help the stakeholders play a pivotal role in the development and promotion of Physical Education with a view that the curriculum specialists may also take some of these views expressed into consideration.

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