

CHAPTER ONE

INTRODUCTION

This chapter presents a background to the study. The chapter also presents the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study and operational terms used in this study.

1.1 Background

Education is the key to the future. It is an important tool in the development of any country. The right to education is enshrined in the Article 26 of the Universal Declaration of Human Rights to which Zambia as a signatory accented to after attaining her independence in 1964.

Education has an intrinsic value and serves as a means of accessing other human rights such as good health, liberty, security, economic well-being, and participation in social and political activities. The skills provided by education are a fundamental outcome of development in their own right. Education can help to alleviate the negative aspects of people's lives and empowers those who suffered from disadvantages, for example, girls, women, and people with disabilities. Education contributes to the achievement of other developmental goals, such as improved employment opportunities and economy. It also has an impact on the quality of health; awareness of and accessibility to nutritious diets; fertility rates; earlier and more effective diagnosis of illnesses; and life-expectancy. Education and development are in fact, identical.

The Zambian education system originates from the colonial's government education system. Professor Goma the then Minister of Education in the foreword in the Education Reforms of 1977 stated the need to create an education system that was to meet the needs and aspirations of the nation (GRZ-MoE, 1977). The new policies to reform Zambia education system, included the expansion of education provision and achieving a rapid output of high-level manpower. The new structure embarked on building new schools, opened doors to more children to access education.

The areas of learning in the curriculum included the following: communication skills, mathematics skills, creative arts, physical and health education, political education social studies, spiritual and moral studies, and production units.

Although the government built more schools in almost all the districts as recommended by the education reforms, the rapid population growth and high demand for education, led to competition for fewer school places in form one. This meant that pupils were subjected to public examinations. The examinations became a measure of whether the school was doing its job. Schools that did not send their pupils for further schooling became unpopular. This forced some teachers to concentrate on examinable subjects at the expense of non examinable subjects such as physical education and art. This is how non examinable subjects such as physical education were elbowed to the margins.

Physical education was marginalized to the extent that the perception about the status of PE in schools was negative. The perception of physical education within the school system contributed to the low status of physical education

1.2 Statement of the Problem

Although physical education is an integral part of the curriculum, it does not receive the attention it deserves in terms of period allocation in schools compared to other academic subjects. The workload involved in academic subjects has resulted in class teachers shifting their main focus to that of completing and laying emphasis on the classroom-based and academic based syllabi. Added to this is the fact that Physical Education has lost its subject status. This situation created uncondusive environment, for a specialised and practical entity like physical education to take place. As a result, physical education has become marginalised and at times, ignored. In certain instances the subject matter is deemed as being time consuming and irrelevant for the teacher who has to conclude a syllabus. In this study it is argued that the full potential of physical education is not being realised in Zambia. Therefore, the study intended to establish factors that contributed to the poor status of physical education in selected schools in Chongwe District.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors that have contributed to the poor status of physical education in selected Basic schools in Chongwe District.

1.4 Objectives of the study

The objectives of this study were to;

(a) establish the factors that influence the effectiveness of government's support towards physical education as a school curriculum subject;

(b) determine the factors that influence teachers' perception of physical education; and;

(c) establish the factors that influence the teaching of physical education in schools,

1.5 Research Questions.

Based on the objectives of this study the research questions were:

(a) How adequate is Government's support and policy towards physical education?

(b) How do teachers perceive physical education? and;

(c) What factors influence the teaching of physical education in schools?

1.6 Significance of the Study

The findings of this study may be important for the Ministry of Education policy makers and implementers. The findings may assist them in evaluating the role of PE in the school curriculum.

The nation might also benefit in that the study will lay a good foundation for present and future physical education teachers. The accumulated evidence presented in this study would also serve as a resource for helping physical educators make a stronger case for the importance of quality physical education.

1.7 Limitation of the Study

The researcher was not able to go to all schools due to limited time frame and financial constraints. The research was restricted to a small sample.

Therefore, the results should be treated with some caution and should not be generalized to other regions, though they may be referred to other comparative studies of a similar nature.

1.8 Operational Definitions

For the purpose of this study the following terms have been used and defined as follows:

- **Basic School** - a school that runs from grade one to nine.
- **Free Play** - a physical activity not guided by a teacher.
- **Generalist Teachers** - teachers trained to teach all subjects at lower and middle Basic Schools.
- **Physical Educators Status** - relates to the way the physical education teachers are looked at in relation to other subject teachers.
- **School Based** - School experience approved by government for one year attachment of trainee teachers.
- **Specialist Teachers** - teachers trained to teach PE only or PE and another subject.
- **Study Area** - a combination of subjects that stand as a course based on the integration of subjects.
- **Subject Status** - relates to the way the subject is compared to others.

CHAPTER TWO

LITERATURE REVIEW

This chapter is concerned with the review of related literature. The chapter discusses the status, challenges, policies and benefits of physical education and sport in schools world wide.

2.1 Development of Physical Education and Sports in Schools

Schools remain the most comprehensive means available to ensure that all children receive education for their physical, social, moral and intellectual development and skills. Physical education and sport in school is the main societal institution for the development of physical skills and the provision of physical activity in children and young people. For many children, school is the main environment for being physically active, whether through school sport or physical education programmes, or after-school activities. Physical education is a school subject designed to help children and youth develop the skills, knowledge, and attitudes necessary for participating in active, healthy living. As such, physical education programmes are an integral component of the total school experience for students (MoE, 1977).

There is evidence that, for a growing number of children, school provides the main opportunity for regular, structured sport and physical activity. Quality physical education programmes encompass a wide variety of carefully planned learning experiences from sport skills to outdoor skills, to dance and gymnastics. Attention to developmentally appropriate curricular goals and learning outcomes will ensure that children of all abilities and interests are able to build a foundation of movement experiences and knowledge – that is, a language of physical movement or physical literacy

that leads to life-long active and healthy living (Trudeau, Laurencelle, and Shephard, 2004; Trudeau 1998).

Physical activity is widely accepted as being beneficial to health. However, only a minority of the population achieves recommended levels of physical activity and levels have declined in recent years. It seems that the general factors driving the current developments in education has affected physical education as well.

Physical education (PE) as a science of human movement dates far back to the origin of mankind. Such physical activities from time immemorial, and until today, form an element of life (McHenry, 1993). Movement of part, or a whole body, is apparently part and parcel of a living being, it is a characteristic of living things (Chan, 1998). In Zambia, PE included activities such as hunting, gathering food, and dancing. However, there was evidence that the level of development of physical education and sports in schools (PESS) varied from country to country (Hardman and Marshal, 2000). In this literature we review how PE was conducted in various countries.

2.2 Physical Education in UK

England witnessed unprecedented central government policy commitment to investment in physical education and sport. The rationale for investment variously lied with the state of the health of the nation, rising levels of obesity amongst the population in general and young people of school age in particular with health care costs predicted at £2 billion annually, increased sedentary lifestyles and in high dropout rates from sport, estimated at around 70% of young people giving up almost all physical activities as soon as they left school (Kelso, 2002).

Symons (1997) argued that there were abundant barriers to implementing comprehensive physical education. These barriers were related to resources, political issues, environmental contexts, administrative support, trained and skilled teachers, lack of understanding of the value of school physical education and the concept of the health-promoting school.

Symons (1997) further argued that gaining administrative and government support for health programmes was difficult considering the pressure that local leaders faced to improve academic skills. Physical education 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. In some schools, there appeared to be an over-emphasis on elite level sport at the expense of basic physical education programmes. The focus, mainly upon health and fitness, was quite evident in many countries, where physical education emphasized on physical fitness and 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 (Hardman and Marshall 2000).

2.2.1 Physical Education in Teacher Training Colleges in UK.

Carmina (2001) observed a loss in the professional significance of the initial training of physical education teachers in the United Kingdom. Professionals failed to establish the objectives of physical education. The Office of Standards in Education (OFSTED) inspection of secondary post graduate Certificate in Education (PGCE) physical education courses in England between 1996 and 1998 (OFSTED, 1999) was critical of student teachers' subject knowledge.

Margaret Talbot (2007), the Association for Physical Education (AFPE's) chief executive, also pointed out that,

Physical education teacher preparation was often inadequate and sadly, government agencies appeared to be reluctant even to admit that there was a problem. (Retrieved from www.telegraph.co.uk)

Too many initial training providers paid lip service to physical education and, through no fault of their own, thousands of new teachers began their careers without the training they deserved.

Pre-service teachers did not enter professional education programmes as empty buckets waiting to be filled by the influence of teacher educators. Instead, pre-service teachers had preconceived beliefs about many issues in physical education (Doolittle, Dodds and Placek 1993), and these beliefs were often based on what they had observed while in the role of a student.

As Doolittle (1993) suggested:

Understanding teaching recruits' beliefs is essential because beliefs filter what recruits learn during formal training, most adopting ideas that fit their beliefs and ignoring those that do not. (p. 335).

These beliefs do not necessarily mirror those of teacher educators (Woods, 1998). Comparing the curricular beliefs of pre-service teachers and teacher educators is important because strongly held beliefs upon entry to a professional preparation programme appeared to persist. One set of beliefs focused on the activities or tasks used to educate students in physical education programme. As Rink (1993) indicated, the movement tasks presented to students lay "at the heart of the instructional process in physical education". It is important to remember that the tasks created for

students in daily lessons had their origins in what educators believed about appropriate or inappropriate activities. As each succeeding group of teachers was prepared in teacher education programmes, it is important to address the appropriateness of traditional activities in order to encourage effective teacher practices.

McGaha and Lynn, (2000), argued that not all graduates of PETE programmes were well prepared to teach after graduating. Specifically, some were not adept at classroom management, assessment of student performance, and adapting curriculum to limited facilities and equipment or differing student needs. Others simply were unprepared for the physical demands of teaching the whole day (i.e. fatigue). As a result, many who had completed a PETE programmes had not had a smooth transition from the university to student teaching and had either not entered the teaching profession or have experienced significant difficulties during their early years of teaching (Williams & Williamson, 1998).

2.2.2 Physical Education Resources in UK

In any area of instructions, learning and teaching aids are of paramount importance. They make learning easy and effective. According to British Columbia Teacher's Federation (2004), it was discovered that, globally, only very few countries had adequate facilities for PE. In less developed countries, there were greater challenges in providing a full range of facilities. When such programmes were cancelled in an attempt to save money, students were the losers because they were denied a valuable component in their intellectual development. The cancellation of physical education programmes by certain school jurisdictions was not only misguided and ill-advised, but it was also detrimental to the normal cognitive development of students

Crichton (2004) report indicated that, in Scotland, from primary schools to secondary, physical education was included in the Expressive Arts (art, drama, music and physical education) that made up 15% of the curriculum, but exactly how this was organized was left up to head-teachers with the consequence that the quality of PE in primary schools varied drastically from school to school: Depending on the schools' priority in a crowded curriculum and provision of materials PE or something else suffered.

Hardman and Marshall (2000) findings revealed reductions in time allocation in most parts of the world in favour of increased classroom time under pressure to improve student achievement areas such as reading, English, math, and science. They further suggested that the greatest time allocation occurred when the children were aged 9-14, and declined as the children got older, or when it either became an optional subject or not an option at all.

Although there was a realization that physical education was required every day, schools did not believe the kids needed to take Physical Education (Hatten, 2001). Because of the low value that schools attached to PE funding was being disproportionately cut. The result was a loss in both the quantity and quality of PE programmes. Both the provision of facilities and their maintenance were inadequate in many schools world-wide. In the majority of countries funding cuts led to reductions in PE programmes. In some countries, PE was already facing declining financial support, which had a significant impact on the allocation of curriculum, time, resources and qualified teaching personnel. Decreased funding resulted in the reduction number of hours for physical education, while, many developing countries were suffering from practically non-existent or grossly inadequate facilities.

Hardman and Marshall (2000) survey on the state and status of physical education across Europe indicated that in Ireland the subject was in crisis, unable to move forward. The survey indicated that, physical education facilities, time allocation and staffing, were contributing factors to the crisis in the teaching of physical education.

2.3 Physical Education in United States

In schools across the United States, physical education was substantially reduced and in some cases completely eliminated in response to budget concerns and pressures to improve academic performance. Yet the research showed that children who were physically active and fit tended to perform better in the classroom, and that daily physical education did not adversely affect academic performance (Grissom, 2005).

Figley (1985) was interested in determining what specific aspects of previous physical education experiences led to positive and negative attitudes toward physical education. Utilizing the critical incident technique Flanagan (1954) asked 100 college students to reflect upon their physical education experience and list all the aspects which led to positive and negative attitudes toward physical education. Results indicated teacher behaviour, curriculum content, and class atmosphere were the top three determinants associated with both positive and negative attitudes. According to Krouscas (1999), these factors led to physical education decrease as students advanced in grade level in USA. The study also indicated that the majority of schools in the United States and Canada continued to present PE as a low priority in the school curriculum.

2.3.1 Physical Education Policy in USA

The educational environment in the USA stressed accountability and achievement in so-called, 'academic subjects'. The education policy declared by President Bush which emphasised on 'No Child Left behind Elementary and Secondary Education (NCLB) Act (2002)', neglected some subjects such as physical education which resulted in substantially reducing the allocation of time and in some cases completely eliminated in response to budget concerns and pressures to improve academic test scores (Keyes, 2004). The Act created unintended negative consequences by contributing to increased marginalisation of physical education in many states (Keyes, 2004) with mandated time not being met (e.g. Illinois, Maryland, New Jersey, Washington and Wisconsin) and waiver programmes allowing exemption from mandates. This was also observed by Uwe in USA (2005) who said that;

Less than two-thirds of high school students attend physical education classes. Nearly a third of all high schools exempt youngsters from taking gym if they were cheerleaders, members of the marching band, choir, or an athletic team (p.17).

2.3.2 Physical Education in Teacher Training Colleges in USA.

Carter's (1996) study described teaching of physical education in schools as a very challenging subject. They argued that, colleges and universities did not provide instruction and experiences that adequately prepared teachers to make a successful transition into full time teaching. In this study, a sample of physical educators within the state of Washington were surveyed to determine their undergraduate coursework in physical education, the value of each course in preparing them to teach, and

specific areas in which they experienced difficulty during their first year of teaching. Results indicated that most (physical education teacher education) PETE programmes consisted of similar course requirements. In addition, the respondents' perceptions of the value of the components that were included in these classes generally validated current college and university PETE curricula. The findings also indicate that dealing with inadequate facilities and equipment, classroom management and discipline, meeting the needs of students in special populations, schedule interruptions, personal fatigue, parental contact, and student assessment were the most significant challenges experienced by first year teachers. The frequency of this occurrence has led to a search for ways to improve the process of preparing teachers.

The Physical Education Subject Matter Advisory Panel (2003-2004) in California pointed out that one of the purposes of education was to enable students learn the important subjects of the school curriculum to further their professional goals and to function effectively in work, society and family life. However, for this purpose to be achieved there was need to establish quality PE. The quality of pupils' learning in physical education was dependant, to a large extent, on the quality of teaching. Similarly, the impact of any physical education curriculum on pupils' learning was determined by teachers and the ways in which they used, translated and adapt curricula to meet the learning needs of their pupils. Physical education 'futures' were in the hands of physical education teachers.

Dwyer (2003) observations indicated that when budget constraints became problematic in USA schools, physical education programmes (and physical education teachers) were often among the first to go. This was understandable as budgets must be used to their full advantage, and no public education system could be expected to provide programmes in every conceivable area, no matter how desirable they may be. Budgets

demanded that essential programmes be serviced first, and then those that were desirable, but not essential, could be considered later. However, difficulties arose when governments, schools, and educators began to consider what was essential and what was merely desirable. Politicians and others who had not studied theories of learning all fell too easily into the trap of believing that art, physical education and music, for example, were simply desirable frills. They were not aware of the mental processes involved in studying the arts and they did not understand the benefits to learning in general that the arts offered.

Some have argued that PETE programmes have been recently weakened because of the development of the disciplinary movement and an expanding exercise, sport, and health-enhancement industry have broadened the required curriculum in order to prepare students for careers other than teaching (Lawson, 1990; O'Sullivan, 1990). Specifically, with the increase of other fields within physical education, including sport management, athletic training, and exercise science and fitness, departmental resources for PETE have been reduced. For example, a study of the physical education programmes in 240 universities in USA documented a 50% decrease in courses that addressed performance skills and teaching methods and a corresponding 50% increase in scientific courses over the 29-year period from 1960 to 1989 (Lawson, 1990). In addition, some states, such as Washington, merged health and physical education in an attempt to elevate fitness and wellness as essential outcomes for students. The result was that physical education programmes became more wellness courses, first aid and safety, and health issues within the major, leaving less curricular time to focus on how to teach physical education.

2.3.3 Physical Education Challenges in USA

Despite recognition of the positive impact sport and physical education had on education and child development, physical education is being increasingly challenged within education systems across the world. Perhaps more than anything, parents would wish for good health for their children and their loved ones. This was no doubt one reason why support for physical education should be strong. However, this support was not always reflected when critical decisions about children's education were made. Physical education programmes, like many other programmes (e.g., music, art), faced increased scrutiny and the potential for elimination when budgets were tight (Dwyer, 2003).

There has been a decrease in the number of schools requiring physical education programmes. Grunbaum et al (2002 , 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 physical education systems were vastly different across the world, studies indicated that the marginalization of physical education was near universal. This study picked key areas of concern in school physical education provision around the world, regardless of geography or socio-economic status. The following issues that plainly defined the challenge faced by Physical Education were Legal requirements for physical education, subject status of physical education, curriculum time allocation, teacher training and resources (Grunbaum 2002).

A study conducted by Keys, J.J. and Allison, K.R., in 1995 at the University of Toronto indicated that daily physical activity 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 programs achieved higher levels in reading, language and mathematics. Consistently, high grades and performance on cognitive measures are associated with high physical performance. Children who perform well on motor tasks have been shown to do well on academic tasks. Conversely, those lacking in 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 devote more time towards physical education. Other five studies within USA consistently indicated that more time in physical education and other school-based physical activity programmes did not adversely affect academic performance. In some cases, more time in physical education led to improved grades and standardized test scores (McNaughten 1993; Fisher 1996, Jarrett 1998, Tremblay 2000 and Mahar 2006).

2.4 Physical Education in India and Pakistan

In many Indian and Pakistani schools, lack of qualified teachers and facilities, inadequate inspection, perception of physical education as a non-educational fun activity and inferiority to academic subjects, collectively contributed to either minimal provision or absence from the curriculum. Saidhu's (1997) presentation on the position of physical education in India could be summed up as insufficient trained personnel, dearth of play ground, equipment, limited activities and games, and conflict with the academic work.

In many Indian schools, PE and yoga were combined as one subject. Although the number of studies concerned with yoga and physical education are very few, the available studies threw some light on the status of this area. As far as physical education was concerned, the

available studies indicated that this area did not get the importance that it deserved. This got translated into a negative attitude on the part of the teachers and head masters of schools. An evaluation of the physical education curriculum at the lower primary stage in Mysore district showed that eighty percent of headmasters, sixty percent of general teachers and ninety percent of physical education teachers had a positive attitude towards physical education. A significant percentage of general teachers had a negative attitude towards physical education. As far as the curriculum and syllabus was concerned, the aims and objectives of this area was not clearly stated and the existing syllabus for this area did not contain minimum levels of learning and the activities prescribed under yogic exercises were found to be inappropriate. The infrastructure for physical education was found appropriate but fifty percent of the lower primary schools of Mysore city did not have physical education teachers (Sudarshan and Balakrishnaiah: 2003).

2.5 Physical education in Korea

A study by Kim (2003) indicated that in Korea, teachers experienced what he termed as the 'loss of the class' which was evident in physical education in primary schools where teachers of physical education typically gave their students little or no instruction while allowing them to have free play or other non-physical activities during the time allocated to physical education. Although teachers of other subjects did not experience the 'loss of the class' to the same extent, primary teachers of physical education faced the 'loss' on a frequent basis. They struggled to engage students with developmentally appropriate activities, and as a result students failed to achieve key physical education outcomes. The lack of engagement of students with physical education reflected a subject with marginal status.

Researches by Kim (2003) and You (2002) also confirmed that in Korean primary schools, physical education was replaced by break time, school event preparation, and by other subjects seen as more important. Physical education was thus rarely taught in primary schools because teachers did not appear to take physical education seriously; they did not value its potential contribution to a child's development, and they expressed limited instructional focus and did not teach classes based on the content presented by the prescribed textbook. Some teachers regarded physical education as time for free play, others did not even come to the classroom (or playground).

2.5.1 Physical Education Implementation in Korea

Kim and Taggart (2004) study revealed that, the national curriculum in Korea mandated three lessons per week for a total of 51 hours per 17 week semester. Kim's (2001) findings indicated that teachers in Korea taught physical education less than half the mandated time. While most teachers taught little physical education, some still ignored the importance of the subject. They also had a view that physical education could only be performed in the playground in the traditional form of games or fitness activities. This reflected a perception that physical education was simply education of the physical. Physical education was not seen as an important part of holistic growth and so teachers frequently replaced physical education with other subjects. Because of the little importance attached to the subject, administrators from time to time coerced teachers to replace physical education with other subjects.

2.6 Physical Education in New Zealand

Hollard's (2005) findings indicated that in New Zealand, the concern was more on deficiencies in quality of teaching and learning than on image and curriculum time. Skinner's (2005) findings were that in the Pacific islands, countries variously adhered to the 'mixed messages' which ranged from no physical education programme in schools to a growing stature of physical education in other Pacific Island countries.

2.7 Physical Education in Africa

Throughout Africa, diversity and contrasting variations prevailed: in Nigeria, PE was taught and examinable at ordinary level and advanced levels; in Kenya it was taught but not examinable; in Uganda it was timetabled but not seriously taught (Toroil, 2005); in South Africa, physical education as a subject did not exist but was taught indirectly as a small component of the learning area (Van Deventer 20006); and in Bostwana it was timetabled but inadequately resourced and there were very few physical education teachers.

2.7.1 Physical Education in Egypt

Too often unqualified teachers constituted a major problem especially in primary education for the subject. In some cases classroom teachers who usually had little or no training in physical education conducted physical education lessons as supervised play. There were more trained physical education teachers at secondary level, but many physical education classes were still given to untrained teachers (Mina, Fayez M. 1981).

2.7.2 Physical Education in South Africa

Describing the situation regarding PE in South African schools, Katzenellenbogen (1994) stated that provision for PE in private and public schools were widely varied in terms of staffing, facilities, programme and time tabling. Many of the teachers were not qualified to teach the subject where it was included on the time table, it was poorly resourced. In many schools, this was mainly attributed to the negative impact of television and computer games. Principals, parents and even department of education saw provision for PE and sport in schools as a waste of resources (Walter, 1994; Katzenellenbogen, 1995; Jenne, 1997).

2.7.2.1 Physical Education Policy in South Africa

Describing the situation regarding PE in South African schools, Katzenellenbogen (1994) stated that its provision in both private and public schools varied in terms of staffing, facilities, programmes and timetabling. Many of the teachers were not qualified to teach the subject. However, the South African Physical Education Policy, whose theme was “getting the nation to play “Emphasized the need to promote sports (Department of Sports and Recreation 1995).The policy provided abroad framework for sports promotion and development in the country. However, the government sports development plan, paid lip-service to the issue of PE in schools.

2.7.3 Physical Education in Nigeria

In the early 1970s, physical education programs in Nigeria became very popular. This was a period of glory for physical education, and qualified teachers were highly sought after. A continuing high level of interest among students in this area of study spurred most Nigerian universities

and colleges of education to offer physical education programs. Nigerian universities offered physical education programs, and many of them offered postgraduate degrees.

2.7.3.1 Physical Education Policy in Nigeria

The National Policy on Education (Federal Republic of Nigeria 1977, 1981) adopted by Nigeria's federal government emphasized on providing PE at all levels of the educational system. These policy provisions tremendously helped NAPER to grow and develop, and made physical education a core subject in Nigeria's primary and secondary educational systems (Michael, 2006).

However, the initial interest that followed the passage of this governmental regulation faded away. Michael (2006) argued that physical education did not have the same prominence it once had and, in fact, the course was not taught in most Nigerian primary and secondary schools. Facilities and equipment weren't available, time was not allocated in the instructional day, and teachers were either unavailable or unsupervised. This situation explained why Hardman and Marshall (2000) claimed that in terms of implementing physical education policies, there was great concern about this region's shortfalls (Education Forum 2006).

2.7.4 Physical Education in Tanzania

Physical Education and Sports as a field of inquiry in Tanzania was characterized more by neglect than by attention (Kilimbi, 1991). Physical Education was for so long perceived by many societies as restricted in sports, and that its importance was to satisfy the play and recreational drives of man (Shehu, 2001). It appeared that the popular opinion about PE in Tanzania evolved from this context and it was regularly referred to

as '*michezo*' which means '*sports*', and often reduced to '*mchaka-mchaka*' meaning '*jogging*' (Ogundare, 2002).

2.7.5 Physical Education in Zambia

In Zambia, PE included activities such as hunting, gathering food, and dancing. However, there was evidence that the level of development of PE varied from school to school. Physical education in the 1970's carried low status in majority of the schools. In most schools it was popularly known as '*ifyakutoloka toloka*' which meant '*jumping about with children on dusty grounds behind class buildings*', and often reduced to '*vo taba taba*' meaning '*jogging*'.

In some schools, due to the pressure that community put on the academic performance of pupils, they had excluded the subject from their curriculum. During this period 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. Lack of technical knowledge, skills and lack of understanding of the importance of PE contributed to its low status (Mweene, 1971). However, at the time of this study, physical education in Zambia was a case of extremes. Nyawali (2003) unpublished report indicated that the contrast was crystal clear in our education system. Well established private schools were relatively problem free, whereas government owned schools were adversely affected. Some schools had well-developed facilities, while majority had next to nothing. PE teachers were qualified in some cases and completely unqualified in many cases. PE programmes in private schools offered content with a wide and balanced variety of activities while others were limited to a few kinds of free play.

Despite the “Next Step II” Conference in Zambia, where the President of the Republic of Zambia (the late Mr Mwanawasa) (IYSPE, 2005) announced the re-introduction of physical education into the mandatory school curriculum as a pillar to foster education, health and personal development. PE as a school subject has not been recognized as one of the core subjects. It was neglected, misunderstood, seen as of little importance and regarded as inferior when compared to other subjects in the school curriculum. This was also affirmed by the District Commissioner Rebecca Mukuka’s speech (<http://ww.lusakatimes.com>) in which she urged schools to incorporate physical education in the school curriculum like any other subjects because it played an important role in the physical and mental development of’ pupils.

In an effort to promote PE, the University of Zambia (UNZA) and University of Toronto (UofT), led by the Faculty of Physical Education and Health, signed a memorandum of understanding in 2006 to mark the first major development in the partnership of the enhancement of the physical education unit at UNZA, research collaboration and student exchanges (<http://www.ccghr>).

2.7.5.1 Teacher Training Preparation Programme for Physical Educators in Zambia

It is argued that teachers who receive adequate instructions during training had no problems in their executions of duties. Daughtery (1969) pointed out that a number of teachers entered the profession inadequately prepared, meaning that they had less or no technical knowledge to handle certain skills in their area of specialization. For example, if the area involved was physical education, it was difficult for the teacher to organize any physical activity because he/she lacked the technical know how of the skills involved. This actually forced many teachers to divorce themselves

from physical education teaching. It was common knowledge that a teacher was normally judged by the masterly skills that he/she displayed in the field of specialization. The competence level a teacher reached was the determinant of the quality and effectiveness of teaching. The competence, commitment and resourcefulness anchored all programmes offered in the school (MoE 1996). It was therefore, concluded that teacher education was important in the education system.

The teacher training programmes in Zambia were categorized under two groups. There was training for lower and middle basic school. This programme which had duration of two (2) years was segmented into two parts. The first part was a college based year which was residential course and lasted a year. The course was divided into six (6) areas of learning experiences. One of these experiences was Expressive Arts, which included art, music, and physical education. The allocated number of lecture hours per week was two (2) for expressive arts. The second part of the course was referred to as 'School based'. During this time student-teachers were required to practice what they learnt in colleges. They taught all subjects found in the lower and middle Basic Curriculum. This period lasted for a year (MoE, 2000).

The second category of teacher training was training teachers for the Upper Basic and High Schools. In this category trainees had different duration of courses. However, those being trained at diploma level stayed in college for two (to be increased to three (3) years later) and those at the University were trained for three (3) years and four (4) years respectively. The most common striking feature about these two groups was that, both specialized in one or two teaching subjects. Those studying for diplomas were exposed to a teaching practice for three months while those studying for a degree had eight weeks for teaching practice. Regardless of the duration all teachers were expected to teach their subject confidently and competently.

2.7.5.2 Physical Education Challenges in Zambia

Mwansa and Katambala (2002) and Nyawali (2003) lamented about the lack of teaching aids, equipment and facilities for physical education in schools. Budgetary problems had caused some schools to cut back on educational services, particularly in physical education and sport.

2.7.5.3 Physical Education Policy in Zambia

The Zambian government recognizes the basic right of every Zambian to good quality (MoE, 1996). The policy on physical education was well spelt out in the Education Reforms of 1978. The latest Education Policy does not state anything on PE. However, policies in Zambia may be described as official circulars and directives as issued by the Ministry of education (MoE, 2000). The overall impression was that the declaration by the late President Mwanawasa was what could be considered as a policy.

Through this declaration, physical education and sports gained legislative and regulatory status.

2.8 Physical Education Benefits

Sage (1993) had shown that physical education was the most effective and inclusive means of providing all children whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for life long participation in physical activity and sport. He further argued that physical education helped to ensure integrated and rounded development of mind, body and spirit and was the only school subject whose primary focus was on the body, physical activity, physical development and health. It helped children to develop the patterns of, and interest in physical activity, which were essential for healthy development

and which laid the foundations for healthy adult lifestyles. It helped children to develop respect for their bodies and that of others, and developed understanding of the role of physical activity in promoting health. Ball and McCargar (2003); Dietz (1998); Molnar (2004); Pohl, Greer and Hasan (1998), pointed out that regular exercise helped in preventing or managing high blood pressure and other diseases. Evidence had shown that some diseases previously thought to be diseases of adulthood were becoming more prevalent among youths. For example, brushing your teeth early in life to prevent cavities later in life, is like engaging in regular physical activity early in life leading to healthy activity habits later in life, thus reducing the risk of disease and improving the quality of life. Sallis and McKenzie (1991) argued that quality physical education had the opportunity to provide nearly all children with regular physical activity added that apart from providing regular physical activity PE provided skills and knowledge that led to physically active lives. In addition, Morris and Froelicher (1991) and Trudeau and Shephard (2005) studies confirmed that quality physical education programmes developed positive attitudes towards physical activity among children and facilitated the participation in regular physical activity later in life.

Katz (1998) also indicated that physical activity not only built muscles, but also built stronger bones. He described the type of exercises that built bones as weight-bearing or strength-bearing, such as playing baseball, soccer, tennis, walking, or weight-lifting. The bones that would be strengthened were those that were directly affected by the activity being done. He pointed out that engaging in a variety of muscle-strengthening activities on a regular basis was important as these activities helped in having thicker, healthier bones which assisted in combating arthritis, a disease that involves the chronic inflammation of the joints, and osteoporosis later in life. Osteoporosis is a disease that gradually weakens bones, making them so fragile that they can fracture easily.

Many studies over the past half century have shown time and time again that physical activity provided a powerful stimulus to the brain. This was not surprising as brain cells required an adequate flow of blood to ensure correct functioning and healthy development, especially in children. Beashel (1997) pointed out that regular aerobic exercise produced an increased number of capillaries servicing the brain which allowed for a greater exchange of nutrients and waste products. This optimized oxygen and glucose delivery to the brain which helped to improve brain performance and enhanced academic learning. Not only did it improve circulation, increased blood flow to the brain, but also raised endorphin levels, which all helped to reduce stress, improved mood and attitude, and calm in children (Gruber, 1996 and Strong, 2005). In a large-scale study looking at the relationship between physical fitness and academic achievement (i.e., performance on standardized academic tests) in California, it was found that higher achievement on standardized tests was associated with higher levels of physical education. Results indicated a consistent positive relationship between overall fitness and academic achievement (Grissom, 2005). The relationship between fitness and achievement appeared to be stronger for females than males and stronger for higher socioeconomic status (SES) than lower SES students. Sallis, (1999) and Shephard, Lavalley, Volle, LaBarre, (1994) studies also indicated that increased time spent in physical education enhanced academic performance. Essentially, all studies examining physical education, physical activity, and cognitive performance have shown either a positive or neutral effect (Dwyer, Sallis, Blizzard, Lazarus and Dean 2001; Field, Diego and Sanders 2001; Pate, Baranowski, Dowda and Trost 1996). However, the result could not be inferred from these data that physical fitness caused academic achievement to improve.

Although children grow up in extremely varied conditions all over the world there were a number of common features all over the world. All children have an innate need to move, to develop physically and to grow (Hardman, 2005). Children love physical activity and need to experience childhood as a distinctive stage of their life, before taking on social responsibilities and becoming adults. Trudeau et al (1998) demonstrated that quality physical education produced important physical education benefits while having no ill effect on “academic”. They further argued that physical activity offered a broad range of benefits and that Physical education programmes within the school setting could set the stage for how children view physical fitness, activity levels, and future health. It also provides opportunities for students to learn how to cooperate with one another in a team setting.

2.9 Subject Status of Physical Education

In many regions of the world, physical education was perceived as being a non-productive educational activity, less important to a successful future than academic subjects. Physical education was not seen as a priority. It was under severe attack and faced competition for time within the school curriculum. Physical Education occupied a low position at the bottom of the 'curriculum barrel'. Grunbaum (2002).argued that physical education was often not perceived as an academic subject like mathematics or science.

The literature above shows that, despite the educational significance of Physical Education and Sports in the human development, it is neglected. Physical education is perceived by many societies as restricted in sports, and that its importance was to satisfy the play and recreational drives of man (Hardman and Marshall 2000).

Physical education in schools had a limited impact on the educational system. Society tended to place great pressure on students to achieve academically, leading to an emphasis on what was regarded as the "more important" subjects. Focus on university entrance examination, with private tutoring being engaged, had a negative influence on the performance of physical education from several perspectives. Several subjects considered important for the university entrance examination were intensively taught in the schools. Subjects that were not related to the university entrance examination secured less attention from administrators, students, and parents (Anderson 1994).

Physical education being a legally required subject in the education system was not implemented to statutory requirements. The implementation of PE in schools had gone into political chorus, a sound without meaning (Connell 1985). Some national governments had either removed physical education from the curriculum, or reduced curriculum time allocation. It was from this point that Stroot, (1995) observed that the legitimacy of physical education as a subject area was questionable in many countries.

From the literature review it can be concluded that physical education was still considered as a subject of poor and low status. As a result of this, the study was conducted to establish what prevailed in teaching of PE in Zambian schools.

CHAPTER THREE

METHODOLOGY

This chapter outlines the research methods used in this study. It describes the design, population, and sample size, sampling procedures, research instruments, data collection and data analysis.

3.1 Research Design

An interpretive research approach in combination with observation was used in order to gain a deeper understanding of the status of PE in schools. Behets and Vergauwen (2006) noted that using qualitative methods is essential when studying field experiences in order to better establish the position of PE in schools. The descriptive nature of such studies allows readers to learn about specific events and make judgments regarding the ability to generalize the findings to their own settings.

The term *interpretive* is used because it is an inclusive term which includes the central features of the various qualitative approaches (Erickson, 1986). When collecting data using this approach it is important to include concrete details rather than abstract ideas. Only with concrete details can the researcher construct meaning from the observed events.

The study was based on an assessment model, which suggested that there are five assessment categories, namely, position of physical education in schools variables, physical education curriculum variables, physical education resources variables, physical education environment variables and examples of best practices in physical education variables that interact to facilitate implementation of any educational discipline, in this case, physical education (Siedentop, 1991). The study adopted a qualitative and quantitative approach where data was collected by

questionnaire, observation and informal discussions. After subjecting data into content analysis, enumerative information was summarized in tables into frequencies and percentages for easy treatment.

Using multiple techniques for data collection avoids the problems associated with inadequate variety in kinds of evidence (Erickson, 1986). Having evidence from a variety of different sources allows the researcher to make more informed findings.

3.2 Target Population

A population is a group of elements or causes, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the result of research (McMillan and Schumacher, 2001)

The individuals involved in this inquiry consisted of specialist teachers who were teaching PE and any other subject in the Upper Basic. The other group included generalist teachers teaching all subjects in the Lower and Middle Basic. Heads or Deputy formed the third group. The respondents were selected from schools within Chongwe District. All individuals were PETAZ members with an exception of Heads and Deputies.

3.3 Sample Size

The sample consisted of six (6) specialist teachers; ten (10) heads and eighty four (84) generalist teachers who were involved in the teaching of physical education.

In this study all the teachers who responded to the questionnaire had done some form of training in PE at certificate or diploma level.

3.4 Sampling Procedures

Purposive sampling was used to pick teachers of PE at Upper Basic. The researcher purposively selected the teachers who were fully involved in the delivery of PE.

Purposive sampling is a non-probability sampling procedure in which the respondents or units are selected purposely. This method has an advantage in that the purpose of the study can be fulfilled even if a small sample is picked purposely and carefully.

3.5 Research Instruments

Prior to the study the researcher had been working as a committee member of PETAZ and as a sports advisory committee chairperson at district level and had formed positive professional relationships with physical education teachers in Chongwe District. Since the researcher was seen as a Chongwe resident, it was possible to approach colleagues, to collect and discuss data so as to maximize the quality of field observations.

To understand the status of physical education in schools, this study used multiple techniques for data collection to avoid problems. Observation, events, activities, and conversations were used,

To obtain primary data from physical education teachers, questionnaires with open and closed ended items were used as this was seen to have the advantage of enabling data collection as well as an inexpensive way to gather data from a potentially large number of respondents (White, 2005) and also to allow statistical analysis of the results and helping to form closer working relationships with the participants.

3.5.1 Questionnaires

The questionnaires requested background information and comprised previously developed select-response and open-ended questions. Many of the select-response items offered two or three alternative responses. This scale with no neutral position was used more frequently in an attempt to elicit some allegiance to a statement from respondents and assist scale reliability.

3.5.2 Observation.

The researcher observed the school-based physical activities sessions throughout the term (three months). Detailed field notes were taken during each of the observation that included as much information describing what was being observed as possible. Concrete examples and direct quotes were used when describing the events that occurred during the observation period.

3.6 Data Collection Procedure

To enable the researcher collect the needed data from the sample participants, the researcher obtained an introductory letter from the Assistant Dean Post graduate Studies at the University of Zambia, School of Education. The letter was further used to obtain permission to collect data from schools.

The researcher personally went to schools where the questionnaires were administered to physical education teachers and their administrators in the second term in July. This was considered to be an appropriate time as most of the sporting activities took place during this term. The respondents were informed of the nature of the research and its importance. The type of instrument to be used was also described before they got started in

order to remove apprehension. This helped to remove victimization and promoted honest responses from participants. They were also informed of the right to remain anonymous by leaving out their names on the questionnaire. The respondents were also encouraged to fill in the questionnaire independently.

3.7 Data Analysis.

The data collected from the range of sources were analyzed qualitatively and quantitatively and revealed themes that emerged across the collected data. Assertions were made based on interpretations of data and resulted in the generation of major themes identified as: curriculum time allocation, subject status, and material, human and financial resources. Descriptive statistics presented in simple tables, graphs, charts and frequencies converted into percentages were used. Assertions were made based on interpretations of data

CHAPTER FOUR

PRESENTATION OF FINDINGS

This chapter of the study presents the results of questionnaire, observations and discussions conducted to establish factors that contribute to the low status of physical education in the school curriculum in Zambia

4.1 Status of physical education in the school curriculum

To examine the status of physical education held in school curriculum, respondents were asked questions related to the status of PE. This was done by indicating “yes “or “no”. Responses were recorded to get scores in Table 4. 1

Table 4.1: Status of physical education in the school curriculum

N=100

S/No	Question	Yes Frequency	Percent	No Frequency	Percent
1	PE as a compulsory subject	79	79	21	21
2	PE as a compulsory subject to all grades	100	100		
3	Presence of PE syllabus in school	60	60	40	40
4	Implementation	40	40	60	60

Results in Table 4.1 revealed that 79% of the respondents indicated that physical education was compulsory in their schools while 21% felt that it

was not compulsory. All respondents stated that PE was compulsory to all grades.

On the other hand results in Table 4.1 indicated that 60% of the participants had the knowledge of the existence of syllabus in the subject while 40% indicated that this teaching syllabus was missing in their schools.

The respondents were asked to state whether PE was delivered in accordance with regulations. The results indicate that 40% thought that PE was delivered following the laid down procedures while 60% thought that it was not delivered in line with required regulations. As a follow up those who indicated NO were asked to describe how PE was implemented. 40% of those who said NO indicated that PE implementation largely depended on the resourcefulness of the teacher. The rest did not answer this part.

4.2 Methods of Teaching Physical Education in Zambian Schools

When asked on how PE was being taught in schools, the results revealed that 30% of teaching was in a form of free play, 60% felt that PE was never taught and hence being replaced by other subjects and 10% indicated that PE was taught through teachers' own resourcefulness and therefore not implemented according to regulations.

Table 4.2: Methods of Teaching Physical Education in Zambian Schools
N=100

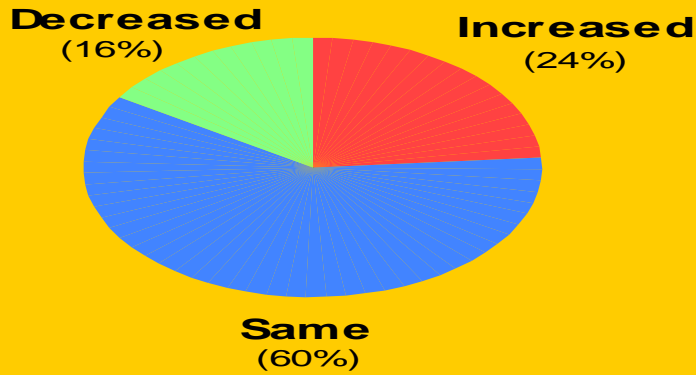
Methods of Teaching	Percentage
Free play	30%
Never taught	60%
Replaced	10%
Total	100%

At Chainda Basic School, a school about five kilometres West of Chongwe, a PE Teacher noted: “Children participated in physical education only for fun but the main emphasis was on academic subjects, which carried more weight than PE.”

4.3 Physical Education Curriculum Time Allocation Changes 2000-2005

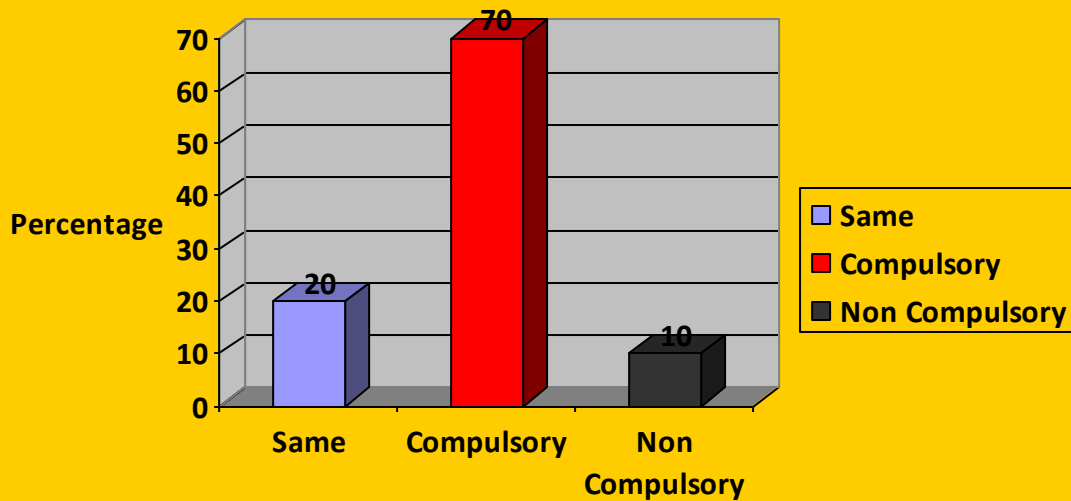
Responses from the questionnaire on the development of PE since 2005 is summarized in figure 4.1. About 16% of the teachers asked about physical education development indicated that it had decreased, 24% felt that it had increased while 60% stated that it had remained the same.

Figure 4.1 Physical Education Curriculum Time Allocation Changes 2000-2005



When asked about the status of PE, the result revealed that 70 % of the respondents believed that PE was now compulsory, 20 % felt that PE was the same and 10% thought that PE was no longer compulsory.

Figure 4.2 Physical Education Status



In all schools surveyed the allocated time for PE was 30 minutes for lower Basic and 40 minutes for middle and upper Basic. Each grade was

allocated 2 periods per week. When asked whether PE was examined at any level the respondents indicated that it was not examined at all.

4.3.1 Physical Education Curriculum Main themes

Table 4 3: The knowledge of aims and themes in PE based on respondents Opinions (N=100)

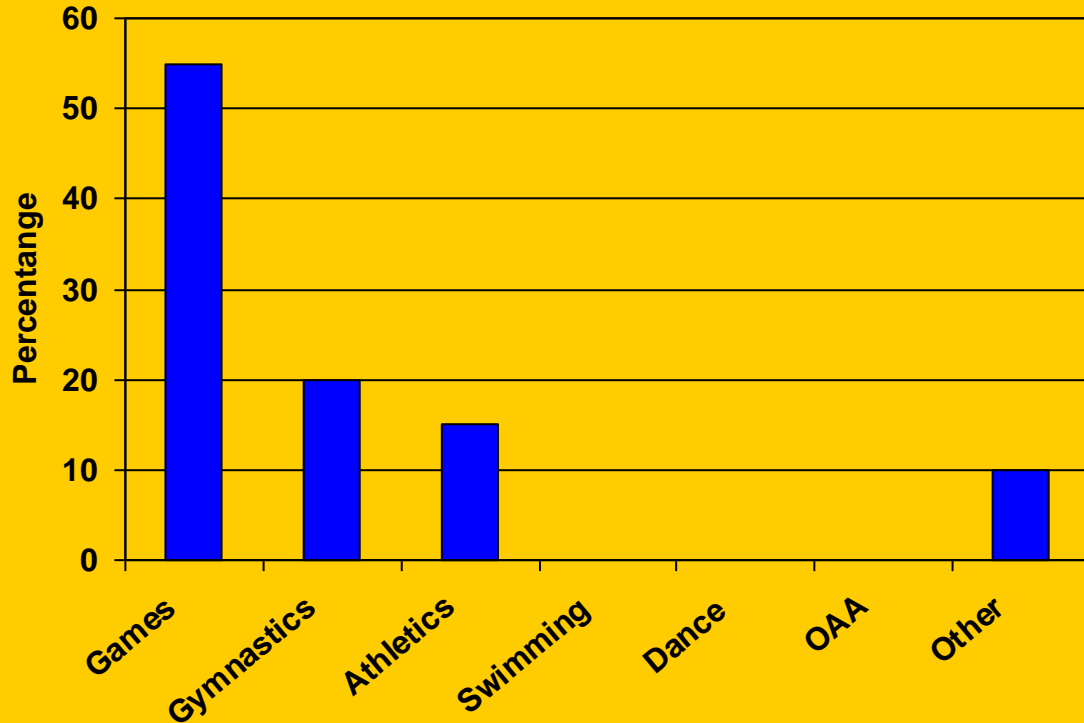
To examine their knowledge in physical education curriculum, the respondents were asked to list the main aims and the main themes of PE. Responses were recorded to get scores in Table 4. 3

S/No.	Question	Knowledge Frequency	Percent	No knowledge Frequency	Percent
1	Knowledge of curriculum aims	35	35	65	65
2	Knowledge of curriculum themes	35	35	65	65

The findings in Table 4. 3 showed that 35% of the respondents were able to list the aims and themes although not in order while 65% lacked understanding about these physical education concepts and therefore left most of the questions un answered.

Figure 4.3 PE curriculum content

To determine the physical education curriculum content taught in PE classes the respondents were asked to list team and individual games.



4.3.2 PE curriculum content

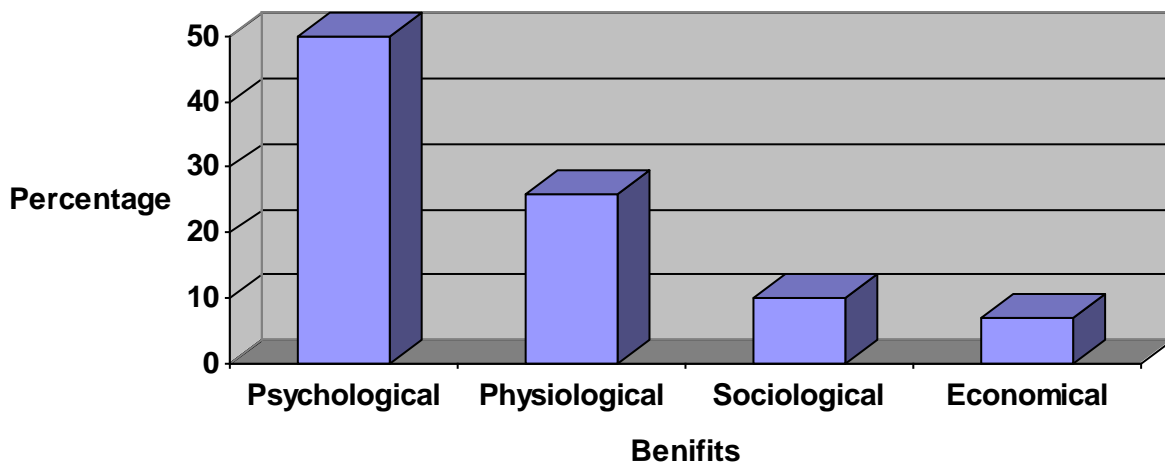
In almost all of the surveyed schools, PE was reduced to sports, and given time on that basis as observed in figure 4.3. This was similar to Penney (1999) study in USA which stated that time was always scarce in physical education. Fifty five percent of the respondents acknowledged that they put more emphasis on games, 20% on gymnastics, 15% on athletics and 10% on other physical activities.

4.3.3 Physical Education Curriculum Evaluation

The results suggested that there was no monitoring of any kind to hold schools accountable for curriculum evaluation and student performance. The emphasis was more on sports rather than physical education.

Figure 4.4 Examples of benefits of PE

To find out the benefits that human beings accrued from physical activities, respondents were also asked to record some of the benefits.



4.4 Examples of benefits of PE

Based on teachers' opinions, the most important benefits that were reported included; psychological benefits was the highest with 57% followed by physiological benefits with 26% while social benefits had 10% and economical benefits with 7%. From this study, it was evident that respondents saw the importance for pupils' participation in physical education for their mental and physical health as a necessity.

4.5 Physical education facilities and equipment

The findings in figure 4.5 provided a comprehensive overview over the situation of physical education facilities and equipment in all schools. The findings indicated that 1% thought that the equipment and facilities were in excellent conditions while 16% suggested that equipment and facilities were adequate while 57% said they were below average and 25% indicated that the facilities and equipment were inadequate.

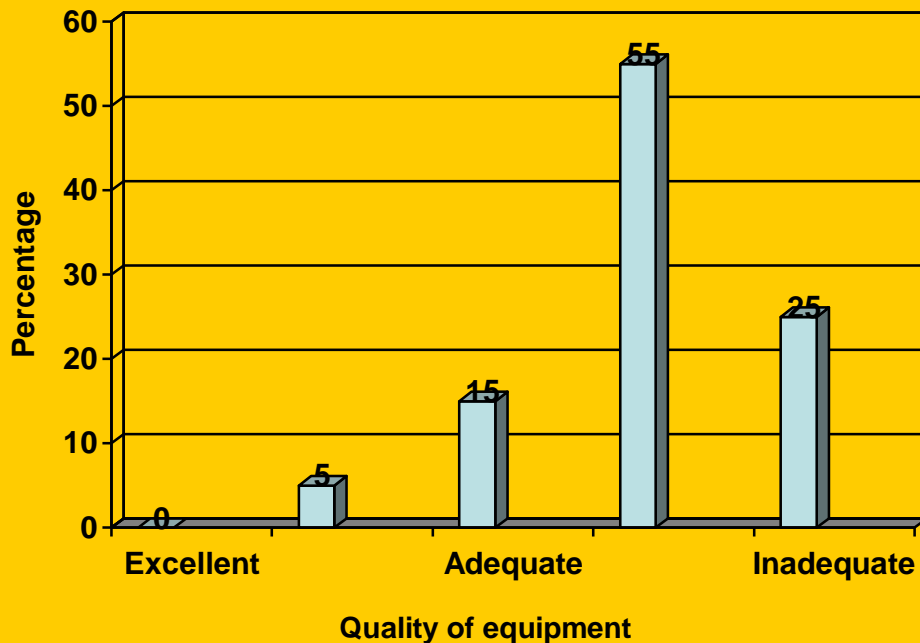


Figure 4.5 Physical education facilities and equipment

Two common sentiments surfaced as the teachers discussed the instructional limitations stemming from their lack of equipment. First, most expressed was frustration, even anger, at the low status accorded to physical education as exemplified by their sparse equipment closets. A teacher at Mpemba Basic School said:

I don't know how much longer I can take this. It makes me so mad. I mean, you won't see a teacher of English language without books, or the Science teacher without beakers. This just shows the kind of respect we get around here.

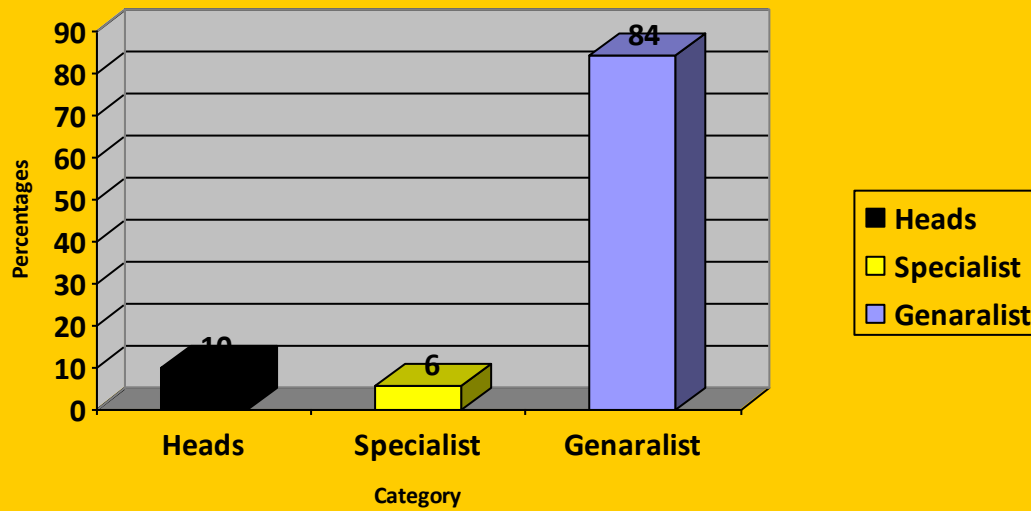
Most teachers experienced regret and guilt to give pupils second-rate instruction. In the majority of schools, funding was an experience constraint, which led to reductions in PE programme, procurement, and repair of equipment and facilities. For example in one of the schools a teacher lamented that:

Decreased funding had resulted in a number of hours for physical education being absolved within school station upkeep, in some schools they were suffering from practically non-existent or grossly inadequate facilities, even though this contravened the government's set policy.

4.6 PE Teaching Personnel

A common scenario was reported to have been the practice of using qualified 'specialist' PE teachers at upper basic and 'generalist' teachers at lower and middle basic . The numbers of specialists in basic schools was not enough as revealed in figure 4.6 below. Both 'generalist' and 'specialist' qualified personnel taught physical education in basic schools: generalist teachers featured in 84% of schools and specialists in 6% of schools.

Figure 4.6 Physical education teaching personnel



Since PE was taught by generalists the results revealed that adequate instructions were not adhered to. Most schools in the district had left the delivery of physical education to the generalist teachers. There were very few specialist physical education teachers at the primary level.

The findings also revealed that there were only six schools among those surveyed with a designated physical education specialist. However, even the specialists tended to teach other subjects. A teacher at Chongwe basic school narrated how the administration had forced her to have more teaching periods in English language at the expense of PE. It was also discovered that there were more schools with athletics and team games teachers than with physical education teachers.

Some of the respondents commented on the low priority given to physical education by their school and their colleagues. A lot of teachers looked at PE as a frill or something that disrupts their classroom work and not a priority. Another teacher complained: “we need louder voices to promote the importance of physical fitness and healthy lifestyle management.

Then maybe PE will be important again.” This was one way of demonstrating the lack of importance given to PE in schools.

4.7 Physical Education Environment

A discussion with some of the PE teachers indicated that teachers were not happy with the teaching environment that surrounded PE. They complained that government’s provision of infrastructure materials, resources, facilities and maintenance had not been enough. They further described the teaching environment as inappropriate. The environment did not provide enough time for teaching - the time assigned in the curriculum was too short to achieve intended objectives.

4.8 Status of Physical Education in Schools

To study the position of physical education as an academic discipline, respondents were asked to give their opinion whether PE had the same legal status with other subjects or not. Their opinions as revealed in figure 4.7 indicated that 20% felt it was of the same legal status while 80% had the opinion that PE was inferior to other subjects.

Figure 4.7 Status of Physical Education in Schools

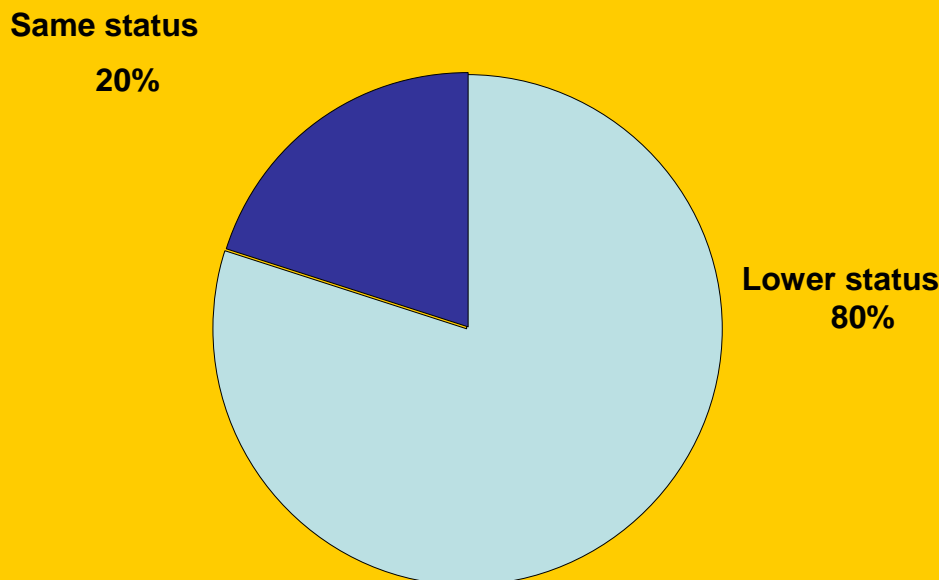
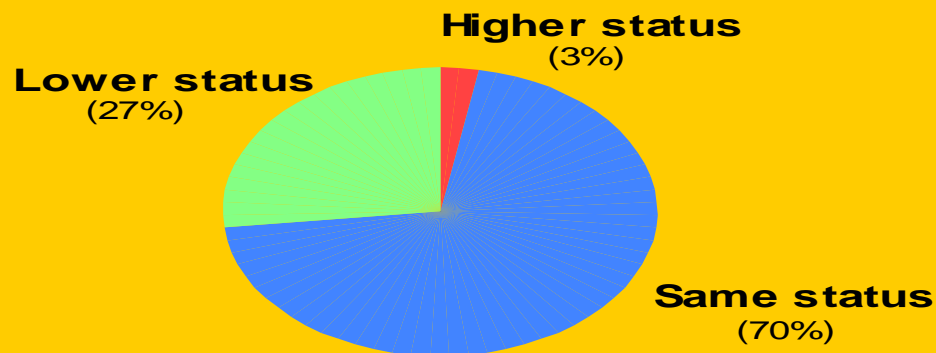


Figure 4.8.2 Status of PE Compared with other Subjects

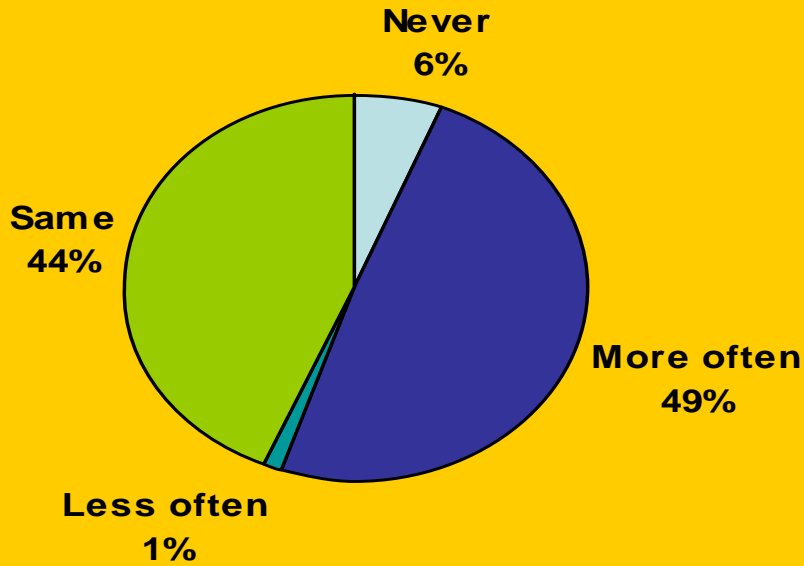


When asked to rate the actual status of PE as compared to other subjects. 3% suggested that PE had higher status, 27% indicated that it had a low status and 70% felt it had the same status as other subjects

4.8.2 Cancellation of PE Lessons

The study suggested that PE lessons were more affected in terms of disturbances' than other subjects as indicated in figure 4.9. Forty four percent believed that PE was not disturbed much, 49% felt that it was more affected, 6% thought that PE was never disturbed in any form and 1% said the disturbance was very minimal.

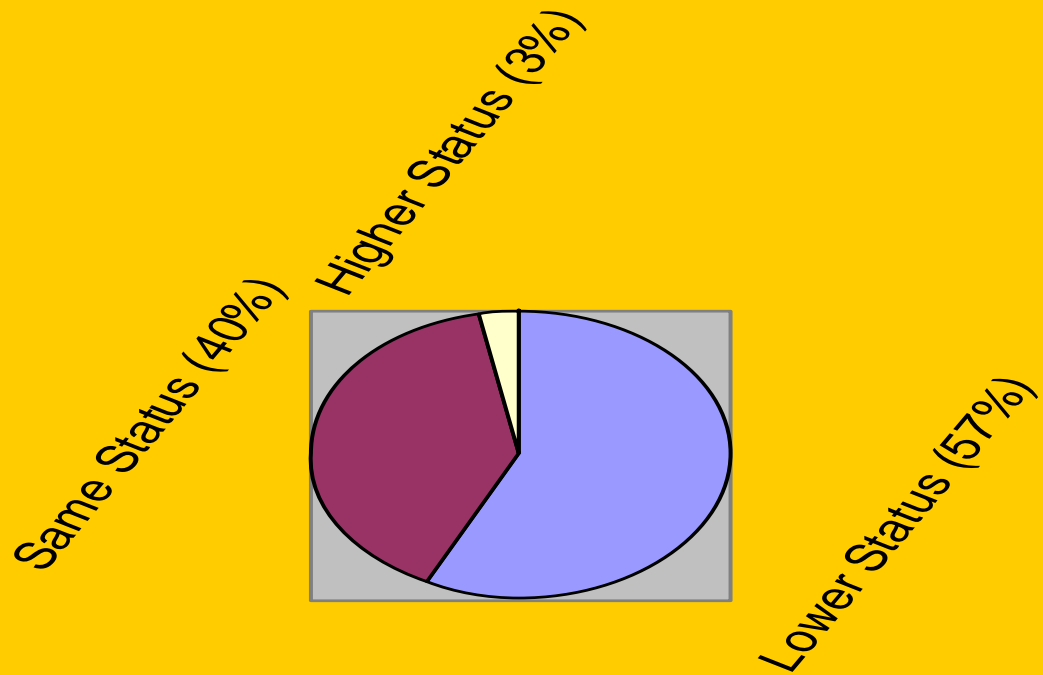
Figure 4.9 Cancellations of PE Lessons



4.8.3 Physical Education Teachers' Status

There were issues surrounding the status of physical education teachers in relation to other subject teachers. Whilst 40% of the respondents in Figure 4.10 indicated that the status of the physical education teachers was equal in status with other subject teachers, 3% of respondents perceived PE teachers to be of higher status and 57% of the respondents said that physical education teachers had inferior status.

Figure 4.10 Physical Education Teachers' Status



In conclusion, the attitudes or perception of teachers toward a physical education programme and the identification of factors which appeared to contribute to those attitudes were uncovered. The position of physical education in the school curriculum and the availability of resources were some of the influencing factors identified in the delivery of PE. These findings are discussed in the next chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter discusses the findings on the factors that contributed to the poor status of PE in selected Basic schools in Chongwe District. In this chapter the discussion is based on the objectives and questions which guided the study.

5.1 Effectiveness of government's support towards physical education as a school curriculum subject

This research has shown that although physical education was regarded as a core subject in the national curriculum, the Ministry of Education has not controlled the teaching of physical education in schools. In schools where physical education was taught, it was often implemented as guided or free play. Moreover, teachers taught the same activities, such as sheep- sheep come home or ball games, to pupils of different academic levels and age. Coupled with this was that many teachers had lost interest in teaching physical education due to a poor work environment and also that, the Standard Officers did not visit schools to check on how PE was being implemented .

At the time of the study, the importance of physical education was constantly being spoken about. Whilst improvements in physical education could be identified in some schools, barriers to equal provision and access for all still existed. The Ministry of Education had played down the importance of physical education and had instead laid a clear and strong emphasis on the subjects considered at senior level entry. In addition, the Ministry of Education offered minimal education awards for learning areas

like physical education as opposed to areas like Science, Technology and Mathematics.

5.1.1 Teacher Training Preparation

The findings indicated that most of the respondents failed to list down the physical education curriculum aims and themes. The physical educators at both middle and upper Basic showed a lack of knowledge and concern for physical education. This is in line with Daughtery (1969) observation that a number of teachers especially generalist teachers entered the profession inadequately prepared and had less or no technical knowledge to handle certain skills in their area of specialization. This was further supported by Chepyor-Thomson research (2003) in the USA which indicated that the pre-service teachers' field teaching experiences were not enough or lacked in their undergraduate programme which resulted in 'reality shock' and inadequacy in transition from possession of declarative knowledge to application of procedural knowledge in the field.

Generalist teacher expertise was a barrier to curriculum implementation. In most schools generalist teachers were given the task of teaching physical education. The study indicated that generalist teachers were not as knowledgeable as specialist teachers at teaching physical education. This was because of the limited preparation time that generalists had in colleges. Generalist teachers were perceived to have lacked training which was a greater barrier to delivering physical education. Given the importance of subject knowledge in teaching effectively, there was still need to advocate for specialist physical education teaching in schools.

5.2 Factors that influence the teaching of physical education in schools

The findings revealed that physical education in schools was not being implemented according to the curriculum requirement; in certain cases only the minimum requirement was being provided and in some areas even dropped for the sake of other subjects.

In Chongwe district basic schools the areas of concern included insufficient time allocation, lack of competent qualified and/or inadequately trained teachers, inadequate provision of facilities and equipment and teaching materials, large class sizes and funding cuts.

In most schools time for physical education was reduced against the national recommendations and it was one of the subjects that was substituted more often for other activities. In certain cases some teachers did not teach at all and the ministry in charge of education did not seem to care whether it was taught or not.

5.2.1 Status of Physical Education in the School Curriculum

From the face value the minority of respondents seemed to have suggested that physical education had attained the same or a similar status as other subjects. This was to show how PE teachers perceived themselves in relation to other subject teachers. However, the actual status of physical education in relation to other school subjects was perceived to be lower than that accorded within the curriculum framework. In short, it had similar status but in reality it did not.

Physical education classes were subjected to replacements more often than other subjects'. A teacher at Kampekete basic school narrated how the administrators coerced him to replace physical education with another subject. This was an indication that the Head and the teacher believed that physical education was a subject that could be skipped without affecting other academic programmes in the curriculum. They overlooked or neglected the fact that physical education was part of the prescribed curriculum and saw physical education performed as physical activity with no benefits at all. This distorted perception of the nature of physical education reflected the perceptions of teachers and administrators.

Generally, the perceived lower status of the subject and that of a teacher could perhaps be one reason why physical education classes were cancelled more often than other subjects. Priority was given to 'academic subjects'; the physical education programme was treated as a non-subject and of non-academic status.

5.2.2 Programme implementation of Physical Education

Although PE appeared on school time table (TT) in most schools, it was not implemented according to regulations. Its appearance on TT was just meant to blindfold the Standards Officers. This was because heads feared that they would be castigated by Standards Officers if they discovered that it did not appear on TT, an indication that the subject was not taught. While some teachers taught little or no physical education, they typically preferred to emulate very traditional methods, similar to ones they had experienced as students. Their view was that physical education could only be performed in the playground through free play. They also believed that giving pupils more free time for free play in between class periods was the best for pupils as it helped to relieve them of the stress so that

they could work better on core subjects. As such, physical education was regarded as a subject that was not important.

5.2.3 School setting

Physical education in schools had a limited impact on the school curriculum. In the schools surveyed, there was great pressure on pupils to excel in academic subjects except PE. This led to an emphasis on what was regarded as the "more important" subjects and thus resulting in focusing on selection subjects to higher grades. This forced the teachers to engage themselves in private tutoring to enhance the results. This had a negative influence on the performance of physical education from several perspectives. However, the problem of physical education could not be attributed to teachers only but also to the educational system. The selection subject to higher grades had a great influence on every aspect of school education. Subjects that were not related to the entrance examination secured less attention from administrators and teachers. With the focus on entrance subjects, the low status attributed to physical education in Chongwe schools was perhaps understandable.

5.2.4 Physical Education Curriculum

Teachers' disorientation with physical education curriculum reflected both the lack of priority it was given by educators and also their subsequent lack of understanding of the curriculum and pedagogies of physical education. A major concern in the delivery of physical education was that of the relevance and quality of the subject matter in many schools. Although physical education curricula was undergoing change in this country with signs that its purpose and function was being redefined to accommodate broader life-long educational outcomes, there still remains

an orientation towards sports-dominated competitive performance-related activity programmes. The findings suggest that there was an inclination towards competitive sport dominated by games.

5.2.5 Physical Education Resources

One of the outstanding features in the provision of physical education was quality and quantity of facilities and equipment. Quality of facilities was rated as below average/inadequate by most respondents and quality of equipment was also found to be inadequate.

The area of implementation associated with teachers' participation in physical activity was of concern for many teachers and had the potential to change the direction of how physical education was conducted.

The results of the study showed that the context in which physical education lessons were conducted in schools across Chongwe varied significantly from teacher to teacher and from school to school. This was particularly true of the facilities and equipment in relation to the different content strands of the subject. The equipment and resources that schools had for physical education corresponded with the areas which teachers emphasized in programmes and the areas in which teachers felt they were proficient such as physical fitness, games and sports, skills and organised sport.

This lack of adequate resources for physical education was common in most schools and had significantly contributed to many teachers' lack of motivation. In securing the place of physical education and sport in the educational system, the emphasis should be on the quality of delivery of physical education and sport.

The inferior facilities and equipment that were evident wherever physical education was being implemented contributed to the teachers' disengagement with PE. Because the learning environment for physical education was very poor, teachers expressed few approaches to engaging with the physical education subject matter. Poor facilities and equipment was the realistic restraint.

In this study, among the felt barriers for PE teachers were lack of equipment, lack of facilities and poor attitude towards PE by the school administrators and as a result less support. In all the schools which formed part of the study, all schools had very good space and playing fields except for one school. Therefore, lack of facilities could not be an excuse for not participating in physical activities by teachers. However, the non availability and bad state of facilities and equipment negatively affected delivery of lessons. Few whoops or skipping ropes for a class of forty or more meant pupils had to perform activity in turns, reducing exercise time in the PE lesson. One confident respondent observed that PE did not mean sport, recess, play, or carnival, but properly taught and supervised PE lessons.

Budgetary constraints and increased pressure to improve on academic performance caused school officials to question the value of PE and other physical activity programmes. This led to a substantial reduction in the allocation of funds to PE and in some cases; school-based physical activity programmes were completely eliminated. Financial considerations had a negative impact on physical education such as failure to refurbish, reconstruct, replace, maintain outdated and/ or provide new facilities

It appeared that time was scarce for PE in many schools that were surveyed. Teachers of different subjects competed for this time. In such competition, as one respondent observed, "PE was replaced in the school

curriculum by more compulsory academic subjects which were considered for senior level entry. The replacement of the subject with other activities was a clear sign of degrading PE back into 'rear sit' of the curriculum. Unless the subject was well monitored it would always be given the least consideration and therefore, marginalized.

There were barriers militating against the implementation of PE in schools. In most Zambian schools, it may be construed that a common constraint affecting the implementation of the PE syllabus was an already overcrowded curriculum, and that a significant number of the schools did not adhere to Ministry of Education of two hours per week of PE per pupil. Obviously, with an already overcrowded curriculum, finding space for daily physical education was a challenge. This led to low priority given to PE in comparison to other subjects and lack of funding impeded implementation of quality PE programs in the school.

5.3 Teachers' Perception of Physical Education

For any teacher to have an impact on the subject that he/she offers, he/she must have a teaching load that is comparable to teachers of other subjects in the curriculum. Generally in most schools physical education was allocated 60 minutes at lower level and 80 minutes at middle and upper basic levels so that the teacher may have a sufficient number of the required periods for PE per week. However, in schools where PE was not taught, physical education teachers were allocated with periods from examinable subject areas to make up for the required number of periods as per school requirement. This is a clear demonstration of the low status that physical education occupied in the school system.

Teachers' perceptions of physical education in schools were negative in the majority of schools indicating that they were providing limited opportunities for students in this area. Since the proclamation of PE being compulsory, teachers were not supported in their preparation and teaching of physical education. This study has shown that teachers received only limited support in implementing physical education. Physical education and sport have a critical role to play in development and education.

Both 'generalist' and 'specialist' qualified personnel teach physical education in basic schools. Teachers' knowledge influences the perception of physical education in schools. Teachers in Chongwe District, most being generalist did not understand the curricular aims and main themes of physical education. There was almost total silence in this regard. It appears that teacher reflection on their teaching of PE was only stimulated by the researcher's questions. Their disengagement with physical education reflected the low priority that educators gave to physical education, and also their subsequent lack of understanding of the curriculum and pedagogies of physical education.

The implementation of physical education in Chongwe district basic school was quite complex due to a range of factors impacting on the curriculum and those charged with its delivery. The teachers' perceptions of physical education in schools were consistently negative, somewhat forlorn. Their attitudes towards physical education reflected a low status programme with major deficiencies, and a lack of content knowledge. They perceived physical education to be unimportant, difficult to teach. One problem deeply entrenched in the Zambian school system in general, is that physical education is viewed as unimportant. The teachers of physical education generally exhibited individualistic and passive traits and in trying to implement physical education, they silently followed the thinking of

other subject teachers. This is so obvious because the Zambian government has not played its role to meet its own intentions on the policy of physical education.

Most schools regarded PE as just a sports time, it's just an avenue where you get students out and they just play sports or games and for some teachers that is just wasting time. Other teachers in the system feel that the concept of physical education is just to go out kick the ball and play. Quality physical education programmes were not just about individual behaviours or effective programming. Inadequate facilities, equipment and other resource requirements made offering quality physical education programmes difficult or impossible for many schools. Physical activities performed in inappropriate or inadequate facilities raised health and safety issues for both students and teachers. Robust physical activity in confined spaces due to a lack of appropriate space increased the potential for injuries and damage to equipment.

Overall, the study revealed discrepancies between the principles and policies of government or other agencies responsible for PE curricula, and the realities of PE in schools. The findings indicated that teachers' perception of physical education was influenced by factors such as curriculum, time allocation, physical education teachers and subject status, implementation, PE teacher training, facilities and equipment. At best, the findings emphasized the fact that PE occupied only a tenuous place in the school curriculum. From the available findings physical education had not secured a strategic position in schools. Therefore, PE educators still had a long way to go to make the subject be appreciated. The value of any subject in a Zambian setting was determined by the possibility of a subject to result into scholars' further education and employment. Physical education which had few careers in society suffered from this notion. In securing the place of physical education in the educational system, recommendations are made in the next chapter.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter covers the summary of the study, conclusion that is drawn from summary and recommendations.

6.1 Summary

This present study was aimed at studying the factors which influenced the teaching of physical education in schools. In this study the objectives that guided the research were:

(a) to establish the effectiveness of government's support and policy on physical education;

(b) to determine the teacher's perception of physical education, and;

(c) to establish the factors that influence the teaching of physical education in schools .

In order to achieve the objectives stated above, respondents were purposely sampled and were drawn from selected schools within Chongwe District in Lusaka Province. In this research, a total of ten (10) schools were selected for the participants' selection. A questionnaire and observations were used.

The study was both qualitative and quantitative in nature as it captured the views and experiences of respondents from which answers of the participants were integrated in relevant themes. Along with this information, relevant literature that explained or supported the claims

given by the respondents were also used. Their perceptions towards physical education and barriers that affected the implementation of PE in schools were identified. There were good reasons to believe that the future of PE was in peril. There was now an urgent need for policy makers and practitioners to take action to ensure that quality PE and the benefits it accrued was made available for all children.

The study highlighted the main aspects that affected the implementation of physical education in schools such as their attitudes towards the teaching of the subject; curriculum, time allocation, subject status, implementation, PE teacher training, facilities and equipment. These have contributed to the low status of PE in selected Basic Schools in Chongwe District.

Following this, the findings suggest that teachers needed to develop positive activities which involved active learning - teaching process and students - participation, and to engage students meaningfully in the subject, so that a fruitful and satisfying result was assured.

6.2 Conclusion

Finally, it was quite clear that from the findings of this study, the poor status of physical education was evident in the teachers' perceptions. In general, teachers had more negatives 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 physical education to the extent that the opinions about the status of PE in schools were negative. The lack of priority given to physical education within the school system was a hindrance to the

implementation of PE and contributed to the low status of physical Education.

6.3 Recommendations

The results of the survey emphasized that both the specialists and non specialist physical education teachers had experienced positive and negative factors at work, which affected their perception toward their job. The perception that physical education was of less value needed to be changed in Zambian schools and that the administrators needed to be educated on the importance of PE in the whole education system. Based on the evidence available, this section recommends ways which could help to change the negative attitude towards PE and enhance its status in the school curriculum.

6.3.1 Recommendations to the Ministry of Education

(a) The Ministry of Education should ensure that only well-qualified physical educators are engaged in the delivery of PE.

(b) The Ministry of Education should promote the distinctive role that physical education plays in health promotion and overall development of the individual.

(c) The Ministry of Education should implement the policy related to physical education as a human right for all children, and as an indispensable component of the right to education.

(d) Physical education teachers and the subject association must understand and value the distinctive role of physical education, and must be able to articulate this effectively when interacting with various constituencies.

(e) Physical education teachers and the subject association must create a demand for physical education by capitalizing upon the principles, approaches and developments that underpin improvements in other subjects and apply them to physical education.

(f) The Ministry of Education should design a physical education curriculum which is relevant to individuals and 21st century life-style patterns. Curriculum must be adapted to the local conditions by encouraging physical education teachers to take up research in traditional games.

6.3.2. Recommendation for Further Research

This study looked at the Status of PE in Chongwe district. A study of similar nature in other districts and regions might yield more helpful information for teachers, policy makers and stake-holders.

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APPENDIX I Basic school timetable details curriculum reforms

Time allocation for compulsory subjects in the lower basic grade one to four.

SUBJECT	HOURS
ZAMBIAN LANGUAGE	4.5
MATHEMATICS	3.0
FIRST MODERN LANGUAGE	3.0
SOCIAL STUDIES	2.5
EXPRESSIVE ARTS (MUSOC, ART AND PHYSICAL EDUCATION)	1.0
TOTAL	14

Time allocation for compulsory subjects in the Middle basic grade five to seven

SUBJECT	HOURS
ZAMBIAN LANGUAGE	1.0
MATHEMATICS	4.0
FIRST MODERN LANGUAGE	3.0
SOCIAL STUDIES	3.0
EXPRESSIVE ARTS (MUSOC, ART AND PHYSICAL EDUCATION)	4.5
TECHNOLOGY	7.0
TOTAL	22.5

Adapted from Curriculum framework 2000

APPENDIX II Questionnaire for physical education teachers

Dear Sir/ Madam,

I am a Post Graduate student at the University of Zambia carrying out a study on the status of physical education in selected schools in Chongwe District. The information will be used purely for academic purposes and treated with the confidentiality it deserves. You have selected to take part in this study. You are kindly asked to give honest answers to all questions .Below is the questionnaire for Administrators, Sports Teachers and Physical Educators. Don't write your name on the questionnaire. Any information given will be treated confidential.

Please cross (x) in the appropriate box where applicable.

SECTION I STATUS OF PHYSICAL EDUCATION IN SCHOOLS

1. (a) In your school is Physical Education a compulsory school curriculum? YES NO

If No, is Physical Education included in the school curriculum as a matter general practice?

YES NO

2. Is Physical Education compulsory for all grades?

YES NO

3. (a) Is there a prescribed national Physical Education Syllabus in your school?

YES NO

If No, how is it taught?

Free play

Replaced by other subject

Depending on what the teacher feels should be taught

4. If school Physical Education is a requirement is it actually implemented/delivered in accordance with regulations?

YES

NO

If NO, then how does this implementation take place?

.....

.....

.....

.....

.....

5. Development since 2005:

How has Physical Education been affected in relation to the following?

(i) Time allocation: Increased Same Decreased

Subject Status:

Now compulsory

Remained compulsory

No longer compulsory

6. (a) Within the framework of the compulsory school programme how much time is allocated to the Physical Education Curriculum each week in your school?

Minutes each week Lessons per week.....

What is the length of each lesson?

Indicate how many periods per week are allocated to Physical Education in each grade.

GRADE	PERIODS
8	
9	

7. Is Physical Education, Sports examined at national level?

YES

NO

If YES, please indicate stages (e.g. at the end of each school year at the end of the primary and/secondary stage.)

(a) Each year

(b) At the end of primary stage

(c) At the end of the secondary stage

SECTION II PHYSICAL EDUCATION CURRICULUM

8. Physical Education Curriculum aims:

Please list up to 6 main aims (goals) of the School Curriculum:

.....
.....
.....
.....
.....
.....

9. PHYSICAL EDUCATION THEMES

List in order of importance the main theme within the physical education/sports curriculum (e.g. health related fitness, motor skills, active life-style, personal and development) in: SCHOOLS:

.....
.....
.....
.....
.....
.....
.....

PHYSICAL EDUCATION CURRICULUM CONTENT

Please indicate which of the following are taught in Physical Education classes in:

Team Games (Sports) please specify which games

.....
.....
.....
.....
.....

Individual Games (Sports)..... Please Specify which Games:

Gymnastic.....
Dance.....
Swimming.....
Outdoor adventure pursuits

TRACK AND FIELD ATHLETICS.....

OTHER.....

Please specify activities

.....
.....
.....
.....

PHYSICAL EDUCATION EVALUATION

Are physical education programmes subjected to monitoring (inspection) for implementation and quality by educational authorities?

YES Please answer remaining questions

NO Please proceed to question 12

(b) Is the monitoring of physical education/sports programmes a legal requirement? YES NO

(c) In practice, how often does the monitoring of physical/sports programmes take place? (e.g. every six months, once every 2 years etc.)

.....
.....
.....
.....
.....

Who carries out the monitoring of physical education? (e.g. school teachers, local/regional/national inspectors).

.....
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.....

What is addressed in the monitoring of physical education/sports programmes? (e.g. curriculum implementation, quality issues in teaching/facilities)

.....
.....
.....
.....
.....

Is the monitoring for Quality Control?

YES

NO

Advisory and Guidance YES

NO

Both YES

NO

Other, please specify

.....
.....
.....
.....

12.(a) BENEFITS: Any benefits that an individual can get from physical education?

Mention some of the benefits.

.....
.....
.....
.....

SECTION III RESOURCES

FACILITIES AND EQUIPMENT

13. (a) Please rate the quality and provision of facilities and equipment for physical education/sports classes:

Excellent Good Adequate

Below average inadequate

(i) Quality: Facilities/ Equipment

Excellent Good Adequate

Below average Inadequate

(ii) Quantity: Facilities/Equipment

Excellent Good Adequate

Below average Inadequate

(b) Is physical education/sport commonly faced with the challenge of poor maintenance of existing teaching sites?

YES

NO

TEACHING PERSONNEL

14. (a) What is the educational background (level of academic and professional training) of physical education/sports teachers in your school?

(b) Is physical education/sports taught by specialist teachers or generalists?

.....

Are specialist physical education/sports teachers qualified to teach another subject?

YES NO

Are teachers of physical education (either specialist class teachers) required to take part in any in-service training or continuing professional development (CPD)?

YES NO

If in-service training or CPD is compulsory; how often is physical education/sports specific in-service training required? (e.g. every year, every two years etc).....

If specialist teachers are qualified to teach other subjects, where do they lay their emphasis?

Physical Education Other subjects

SECTION IV: THE PHYSICAL EDUCATION ENVIRONMENT

15. (a) Does physical education have the same legal as other subjects taught in schools?

YES NO

(b) How does the actual status of physical education/ sports compare with other school curriculum subjects (such as languages, Mathematics)?

Higher status Same status Lower status

16. (a) Are physical education/sports lessons cancelled more than academic subjects?

More often same less often Never

If yes, please indicate why?

.....
.....
.....
.....
.....

What is the status of physical education/sports teachers in relation to other subjects?

Higher status same status lower status

18. (a) Do measures exist to ensure continuity between compulsory physical education/sports in schools and physical activity practiced in outside of school community setting?

YES

NO

If YES, please give example of principal measures.

.....
.....
.....

19. Please indicate any specific issues, concerns or problems relating to school physical education/sports within school:

(i).....
.....
.....
.....
.....
.....

