

IMPLEMENTATION OF PHYSICAL EDUCATION
IN SECONDARY SCHOOLS IN ZAMBIA:
A CASE STUDY OF SELECTED SCHOOLS IN KAPIRI
MPOSHI DISTRICT
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Abstract: *The aim of this study was to investigate the implementation of physical education and sport curriculum in secondary schools in Kapiri mposhi district. Despite Government making PE in Zambian secondary schools examinable, PE has still not been recognized as one of the core subjects by some school administrators. The unanswered question was, how do school managers perceive PE as a teaching subject in secondary schools?*

A case study design adopting a qualitative and quantitative approach was employed. Data was gathered through focus group discussions for learners while semi-structured interviews were conducted for teachers and administrators. The sample comprised 110 participants. Purposive sampling and simple random sampling procedures were used to select respondents. Thematic analysis was used to analyze qualitative and quantitative data. The study found that despite government making PE as an examinable subject, most school managers have ill feelings about it. The subject was neglected, looked down upon, and regarded it as time for learners to play and have fun only. Meanwhile, other school senior stakeholders viewed the subject as play or sport that took away time from academic subjects. They instead could not sanction the teaching of PE in their schools. Other administrators also cited lack of equipment and facilities as major reasons why they do not offer PE. They lamented that PE facilities like basketball court, Hall for indoor games, equipment for field events in athletics and education gymnastics equipment are very expensive for a school to construct and buy. Based on the study findings, it has been concluded that the implementation of PE in secondary schools was far much below than the expected level as can be substantiated by the number of schools offering it in the district. Against this background, the government should go a step ahead in encouraging schools to offer the subject before it dies a natural death. Apart from mere encouragements the government should try to address the issue of shortage of facilities and equipment.

Keywords: *Physical Education, curriculum, Implementation, Secondary schools*

1. INTRODUCTION

1.1 Background

According to Mwanakatwe (1965) PE was introduced in Zambian schools as one of the academic disciplines taught in Schools during the colonial period. The study of the history of education reveals that Physical education has always been present but regarded with varying degrees of importance. Mwanakatwe further observes that PE was an old subject in Zambian traditional education. Hence, traditional education was essentially practical in form of training, which was designed to provide good upbringing of the individual member of a given group to live a useful and happy life in society. The description of P.E. by Mwanakatwe is similar to that of Butcher (1964), Mufalali, (1974) and Curriculum Development Centre (CDC) (1988). These four sources also point out that PE is aimed at the development of the physical, emotional, social and intellectual capabilities of citizens.

Therefore, Physical Education (PE) is a science of human movement which dates back to the origin of mankind. Physical activities from time immemorial and until today form an element of life. PE recognizes the physical, mental, emotional, and social dimensions of human movement and emphasizes the contribution of physical activity to the promotion of individual and group wellbeing. In Physical Education Learning involves acquisition of knowledge, concepts, skills and attitudes central to PE. In addition, PE plays the role of recognizing its potential for integration with other curriculum areas. Physical activities conducted during Physical Education lessons are not only essential for a child's health, but are also critical for the child's ability to learn. Mac Henry further contends that physically active children perform better academically, they have better classroom behavior and attendance, they have better psychological well-being, make

fewer risky choices, and are at a decreased risk for a host of chronic diseases including diabetes and obesity. It is not by accident that the relevance of physical activities to the human body was recognized many centuries ago by the Romans when they said: "Men's SanaInCorpore Sano" which means "a healthy mind in a healthy body". According to Groves, (2010) Physical education has been defined as "an essential subject matter dedicated to learning in the psychomotor domain and committed to developing lifetime physical activity patterns,

Physical education curriculum has a special importance as it prepares the individual from all his physiological, physical and skills sides to live in the future a healthy and suitable life. Physical education is an important aspect of general education aiming to prepare humans physically, socially and emotionally to be productive members in the society (Bucher, 1973).

Education is generally the key to the future. It plays a pivotal role in the development of any country. Additionally education is a basic human right which is even enshrined in Article 26 of the Universal Declaration of Human Rights to which Zambia has been a signatory since her independence in 1964. The Zambian education system originates from the colonial government education system. Professor Goma the then Minister of Education stated the need to create an education system that was to meet the needs and aspirations of the nation (MOE, 1977).

Physical Education in school plays an important role in educating and developing students' attitudes and awareness towards sports, as the student learn and practice sports in school or in pastime will enable him to practice it in his daily life outside school (Al-shinawi, 2006).

School sport offers the school community opportunities to build a strong identity and culture of excellence. Traditional values of

respect, fairness, responsibility and resilience are developed as part of students' participation. School sport is often a partnership between the school and local community as well as Organizations which work together to develop students' abilities and foster student aspirations for interesting and rewarding lives. School sport and physical education improve students' concentration, memory, behavior and academic performance.

Schools can lift the performance and outcomes for their students by offering programs designed to maximize participation, enjoyment and personal reward. High-performing schools utilize school sport and physical education programs to help motivate students and support learners in their academic work. This position is supported by growing evidence that sport and physical education have positive influences on student academic achievement. Physical activity has been demonstrated to have a positive effect on concentration, memory and classroom behavior. Students who have increased time participating in sport and physical education have increased academic performance as a result. In addition, studies of the benefits of school sport and physical education has shown that as a result of investing in these activities the schools themselves become 'happier, healthier and more successful; pupils have greater Confidence and self-esteem.'

According to Adams (2012) P.E. is one of the most important thing teachers can give to their children. PE plays an important role in the physical growth and development of learners. Through PE, learners acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for learners to express themselves through movement and physical activity. The National Policy also mentions that, education provision is aimed at promoting the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all

learners so that each can develop into a complete person for his or her own fulfillment and for the good of society.

Looking at the importance of PE, the Ministry of Youth and Sport policy of (2012:13) advocated for the "teaching of Physical Education in learning institutions to be mandatory" and other stakeholders had advocated for PE to be practically re-implemented in schools in line with MOE's approved National curriculum that recognizes PE to be a full time taught subject in schools. It is against such a background that the Ministry of Education Science Vocational Training and Early Education (2013) developed the Zambia Education Curriculum Framework (ZEFCF) to provide further guidance on the preferred type of education for the nation. Because of the importance attached to practical subjects, the Ministry of Education emphasized that; there should be two path ways in the curriculum of which both should be examinable. However, despite all the efforts the Ministry of Education has put in place of ensuring that PE is taught in schools. Very few secondary schools have taken up a curriculum path way that accommodates the offering of physical education

1.2 Statements of the problem

The recognition of practical subjects as important subjects in the Zambian secondary School Curriculum by the Government has made physical education examinable subject in secondary schools. PE as a subject is important as it offers and fosters pupils with educational, health and personal development of learners, (MOESVTEE, 2013). However, despite Government's directive of ensuring that the teaching of PE in Zambian secondary schools is made examinable, the subject has not been recognized as one of the core subject (Mutiti, 2011), This is evidenced by the number of schools offering PE in Kapiri mposhi district in particular and the nation Zambia in general. To this end, the researcher embarked on a research to ascertain the extent of implementation of PE in secondary schools in Kapiri mposhi district.

1.3 Purpose of the Study

The purpose of the study was to look at the implementation of physical education in Zambian secondary schools.

1.4 Objectives of the project

- (a). To establish the extent to which PE is taught in secondary schools
- (b). To Assess the qualifications of teachers of PE in secondary schools
- (c). To ascertain and assess the availability of PE equipment in secondary schools
- (d). To explore the challenges that teachers face when teaching P.E in secondary schools.

1.4 Significance of the Study

The importance of this study emerges from its subject as it seeks to investigate the implementation of physical education curriculum in Zambian secondary schools. It is hoped that the data collected could generate information that may help ascertain the implementation of physical education in secondary schools. The generated data may help the government particularly the ministry of education to determine the extent at which the subject is been taught in secondary schools.

1.5. Study Site

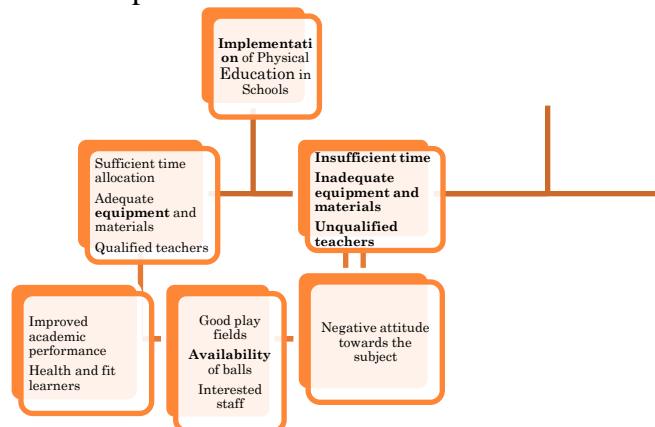
The study was conducted in 14 secondary schools in Kapiri mposhi district. The schools were chosen because they offer physical education. Hence, making it suitable for this study.

1.6 Limitations of the Study

Since it was a case study, the research was limited to secondary schools in one district which is Kapiri mposhi instead of it been carried out countrywide. As a result, this therefore means that its results may not be generalized. To this end, caution must be exercised when using the results in other situations.

1.7 CONCEPTUAL FRAME WORK

Conceptual frame work is the analytical tool with several variations and contexts. It is used to make distinctions and organize ideas. Below is the diagram showing variations and contexts that perform as a tool.



1.8 Literature Review

Literature review is a critical analysis of the existing written work connected to research being done or under discussion.

Against this background, Literature review in this project will be outlined according to the following headings

1. Meaning of Physical Education,
2. Origin of Physical Education,
3. The importance of P.E. to both the learner and teachers
4. Teachers and learner's perception regarding the subject PE
5. Challenges teachers face when teaching the subjects

1.9 The meaning of Physical Education

One of the initial difficulties in describing current practice in PE is defining what is meant by the term 'PE' However, the following are some of the definitions by some scholars, Kirchner and Fishbone (1995) contend that Physical education refers to the institution of physical activities and games specifically. It is used to denote the course in school in which pupils receive instructions and practice in

physical exercise in order to promote good health.

According to Mutiti (2011), Physical education or PE is a standard course for primary and secondary schools all over the world. The activities of the course traditionally consist of aerobics, anaerobic exercises like strength training and sprinting) Flexibility training, gymnastics and a wide range of competitive games. In secondary schools PE is often an alternative to participation in organized sports.

Teachers in schools use the term 'PE' to encompass the range of physical activity opportunities, both planned and unplanned, that occur during class time, regardless of whether these were linked in any way to Health and Physical Education PE curriculum (Ministry of Education, 1999). These include syndicate/class sport, the Perceptual Motor Programme (PMP) sports' afternoons, tabloids, daily fitness, skill-based PE sessions, and incidental physical activity opportunities such as games and 'brain' breaks. Indeed, for some teachers, weekly PE programmes consisted solely of fitness and/or syndicate sports. For others, PE also includes skill-based sessions, along with sport and daily fitness sessions. Regardless of the terminology used to describe PE, teachers in schools understand PE to be primarily about three things: getting children fit; preparing students for games and sport both school and interschool events; and providing students with fun opportunities to play and be active

1.10 Origin of Physical Education

Arnold (1979) highlights that Physical Education started in 1820 when schools in the United States of America focused on gymnastics, hygiene training and care and development of the human body. The Young Men's Christian Association launched its very first chapter in 1851 and focused on physical activities. By the year 1950, over 400 institutes had introduced majors in Physical Education.

Physical Education (PE) as a science of human movement dates back to the origin of mankind. Physical activities from time immemorial and

until today form an element of life. It recognizes the physical, mental, emotional, and social dimensions of human movement and emphasizes the contribution of physical activity to the promotion of individual and group wellbeing,

1.11 The importance of P.E. to both the learner and teachers

Physical Education (PE) plays an important role in the physical growth and development of students. Through PE, students acquire the knowledge, skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for students to express themselves through movement and physical activity.

Physical activity is the cornerstone of the PE programme. The PE programme in schools is enjoyable and provide opportunities for students to develop a positive association with physical activity. Through PE, students are given the opportunity to participate in a variety of physical activities such as sports and games and acquire the concepts and skills that will enable them to participate in these sports and games both for leisure and competition.

In addition, PE provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills, and build character. It serves to complement other educational areas in promoting the desired outcomes of education. In particular, PE helps to cultivate healthy habits, teamwork, resilience and resolve. Physical education according to Pangrazi (2007) is a learning process that focuses on increasing knowledge and affecting attitudes and behaviors related to physical activities including exercise, sports, games, dance, aquatic games and outdoor activities.

Physical Education therefore is very important as it gives children learning opportunities through the movements because it contributes to their overall development by helping them lead a full, active and healthy life. Physical education recognizes the physical, mental, emotional, and

social dimensions of a human movement, and emphasizes the contribution of physical activity to the promotion of individual and group wellbeing. It is a springboard for involvement in sports and physical activities throughout life. Physical Education enables a child to communicate with others and appreciate the natural environment as well as contribute to moral education and development (Department of Education and Science, 2003).

Hardman (2007:30) explains that, “a physically educated person is one who is physically literate and has acquired cultural normative skills that enable him/her engage in a variety of physical activities”. The above quotation entails that the physical literacy acquired may help such learners to maintain their health and well-being throughout their lives.

1.12 Teachers and learner’s perception regarding the

Subject PE

It is important not only to consider what is being taught and realized in PE, but also the perceptions teachers and learners have towards this subject. The reason why it’s important to consider the perceptions teachers and learners have towards the subject is that the perceptions especially learners have for PE may influence their participation in the subject at school and outside school. Teachers play a pivotal role in influencing learners’ perception towards PE.

The characteristic of a teacher determines the learners’ attitudes towards the subject. The way the teacher interprets the curriculum has an impact on learners. Teachers can make learners like or dislike PE and that the perceptions a person has on a topic can influence what they do.

Groves and Welsh (2010) stated that traditionally the opinions learners have about learning have been overlooked. Some learners have the perception that replacing cognitive learning with physical learning can have a detrimental effect on a child’s cognitive development, while Green (2003) observes that, making PE another academic subject creates

problems of another kind, as it must retain its aspect of enjoyment. From the above explanation it can be deduced that PE is perceived as a subject that is for fun and enjoyment only

Evidence shown by Ogundare (2000), indicates that the way Physical Education is timetabled could affect pupil learning. Previous literature has shown that Physical Education is easily overlooked in many schools due to time constraints and the desire for extra teaching time in other subjects. This problem is negated in schools because they adhere to a rigid timetable where the subject is expected to be taught by a specialist teacher. According to Tinning (2009), many learners no longer view PE as a relevant school subject because of its traditional content and that of sports activities. Therefore, a PE curriculum that places a strong emphasis on sport alone may be less relevant to them. Hence, Learners need to be taught issues related to personal development and health as well.

While PE and sports are acclaimed as having immense benefits for young people as well as adults, Kilimbi (1991) shows that, despite the cultural and educational significance of Physical Education and Sports as a field of inquiry in schools, it is characterized more by neglect than by attention and Shehu (2001) adds that Physical Education has for so long been perceived by many societies as restricted in sports, and that its importance is to satisfy the play and recreational drives of man. It appears that the popular opinion about PE according to Kakuwa (2005) evolved from this context and it is regularly referred to as “*ifyakutoloka toloka*” which means „jumping“, and often reduced to “*votaba-taba*” meaning “ jogging or running about.

Hardman, (2008) states that the perceived role of Physical Education has expanded to achieving broader educational objectives such as whole school improvement, community development, personal behavioral and attitudinal change. Apparently as a school subject, with such broad scope and potential, Physical Education is in a relatively unique and

indispensable position in addressing many school related contemporary issues. A contradiction here is the perception of Physical Education by Hardman as a „non-cognitive“ subject, inferior in status to other so-called academic subjects and by association.

Ferguson (2009) states that, early years are important in developing fundamental motor skills and providing opportunities for optimal development of physical capacities during the crucial years of growth and maturation. The significance of school finishing age centers on tracking physical activity engagement from adolescence to adulthood.

When access to physical education programs ends at an earlier age, learners are vulnerable to disengaging from physical activity with a consequence that they do not continue with it in later life and there may be insufficient time to embed either the skills or the habits for regular engagement in physical activity throughout the full lifespan.

The international surveys undertaken by Hardman and Marshal in (2000) infer that, almost 79% of countries in Europe, 89% in Asia and 33% in North America adhere to implementation regulations and delivery of PE. However, there is evidence that the level of development of Physical Education and Sports in Schools (PESS) varied from country to country. In this literature we review how PE was and is conducted in various countries. But Adams (2012) points out that Physical Education became a formal requirement following the civil war when many states opted to pass laws that required schools to incorporate a substantial Physical Education component into their curriculum.

Additionally, Physical education was marginalized to the extent that the perception about its status in schools was negative. PE as a school subject has not been recognized as one of the core subject. It has been neglected, misunderstood, seen as of little importance and regarded as inferior when compared to other subjects in the school curriculum.

1.13 Challenges Teachers face when teaching Physical Education

The principal reasons for the reductions in physical education programs over the past years include scarcity of resources and lack of time. When budget constraints become problematic in schools, physical education programs and physical education teachers are often among the first to go. With recent efforts to improve scores on tests in areas such as reading, English, Maths and science, competition for time during the school day has become intense. Again, time for physical education is often reduced based on the notion that learners will do better on academic tests if time is diverted from physical education recess to other areas, (Hardman, 2008).

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

According to the research conducted by Morgan & Hansen in (2008), physical educators at secondary school level showed a lack of knowledge, skill and concern for physical education and that Poor facilities and equipment is a realistic limit. Thus, it is likely that the potential academic benefit of daily, quality physical education has been underestimated. Siedentop, (1991), observes that problems with PE as a school subject ranged from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers and learners. Although many school administrators and teachers appear to understand the importance of PE, they are also aware of the immense pressure for learners to perform well in National examinations.

Hardman (2008) reports that, PE continues to be a marginalized subject in school curricula worldwide. In an international survey, which investigated other African nations he discovered

that, the status of PE was low and the subject was in grave danger of being sidelined.

Meanwhile, Mutiti (2011), postulates that in many Zambian schools PE class time are used as a time to take a break from serious class work. Therefore, PE teachers feel they have to continually provide justification for the existence of their subject and to plead for actual control of the time they are allocated to.

Though PE has been made examinable in Zambian secondary schools, less effort is seen in its implementation because of numerous challenges teachers' face in schools. Thus, it is likely that the potential academic benefit of PE has been consumed by these challenges.

In addition, Mutiti (2011) reports that the amount of Physical Education taught is dwindling in many Zambian schools as its time is given to other academic subjects. This is due to the fact that PE is regarded as a play subject and less important by both teachers (administrators included) and pupils. This can be seen by the number of secondary schools offering physical education despite it been made examinable by the government.

Perspectives of Physical Education as a Teaching Subject

1.14 Physical Education in UK.

Hardman and Marshall (2000) indicate that, England witnessed unprecedented central government policy commitment to investment in physical education and sport.

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.

Green K (2003) reports that although there was a realization that physical education was

required every day, school administrators did not believe the learners needed to take Physical Education 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. In the majority of schools funding cuts led to reductions in PE programmes, time, resources and qualified teaching personnel. Decreased funding also resulted in the reduction number of hours for physical education and practically non-existent or grossly inadequate facilities.

Crichton (2004) reports that in Scotland, primary school 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 in most cases suffered.

1.15 Physical Education in Korea

A study by Kim (2008) indicated that teachers in Korea experienced what he termed as the loss of class for PE in schools, where teachers of Physical education typically gave their learners 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, PE teachers faced the loss on a frequent basis. They struggled to engage learners with developmentally appropriate activities, and as a result students failed to achieve key Physical Education outcomes. The lack of engagement of learners in Physical Education implied a subject with marginal status.

According to research conducted by Kim (2003) in Korean secondary schools, physical education was replaced by break time, school event

preparation, and by other subjects seen as more important.

Physical Education was therefore rarely taught in 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, when it came to teaching PE and teachers 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.

The study by Kim and Taggart (2004) revealed that, the national curriculum in Korea mandated three lessons per week for a total of 51 hours per 17 week semester. Kim (2001) further notes that teachers in Korea taught Physical Education less than half the mandated time. In many instances most teachers taught little physical education, while some still ignored the importance of the subject completely and did not even teach it at all despite government coming up with a good curriculum for it. 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 of learners; as a result teachers frequently replaced it with other subjects. Because of the little importance attached to the subject, administrators from time to time also coerced teachers to replace Physical Education with other subjects.

1.16 Physical Education in New Zealand.

Hollard (2005) reports that in New Zealand, the concern was more on deficiencies in quality of teaching and learning than on image and curriculum time. Hollard identified both institutional and teacher-related barriers to the delivery of quality Physical Education. While the institutional barriers were outside the teachers' control, the teacher-related barriers

arose from the teachers' behaviour. Teachers ranked the institutional barriers in order of importance from the most important to the least important. These barriers were: access to facilities, access to suitable teaching spaces, access to equipment, timetabling, support from other staff, funding for the subject, support from management and administration, leadership from heads of department, and access to appropriate professional development. Teacher related barriers included colleagues looking down at the subject and elitism of PE department or school as a whole.

1.17 Physical Education in Australia.

According to Tinning (2005) provision of Physical Education is influenced by the existence of the eight Key Learning Areas (KLA), which are: English, Studies of Society and the Environment, the Arts, Mathematics, Science, Technology, Languages other than English, and Health and Physical Education. These eight KLAs are most recently contained in a statement made by all Australian Education Ministers known as the Melbourne Declaration on Educational Goals for Young Australians (MDEGYA) (Ministerial Council on Education, Employment, Training and Youth Affairs, MCEETYA, (2008).

The key learning areas are outlined in the Victorian Education and Training Reform Act called the Department of Education and Early Childhood Development, (DEECD, 2006). Physical Education, being part of the Health and Physical Education KLA, is also supported by the Victorian Physical Education and Sport Education Policy (VPESEP), which was instigated by a review of PE and Sport in schools conducted in 1993. What was found was that at this time there was a decline of physical skills and fitness of learners and recommend appropriate solutions to reverse the trend. The committee produced the Moneghetti Report, which made 19 key recommendations. Included amongst these were that regular PE should be made available from the day a learner entered school to the day they left school. It

recommended PE that would produce physically educated students with the knowledge, skills, understanding and motivation to seek health and an active physical life, it also recommended minimum allocations of time for PE and Sport (combined): 20-30 minutes per day at primary 1 and 2; 3 hours per week at primary 3-6; 100 minutes of PE and 100 minutes of Sport at Years 7-10. These time allocations were taken up by the Victorian government and mandated (Directorate of School Education, DSE, (1993).

1.18 Physical Education in Ghana

In Ghana, while PE is assessed in schools internally, not much academic importance is attached to it. According to Amusa, (1999). PE is an integral part of the school curriculum with about 70% of Ghanaians acknowledging its importance. Unfortunately, school heads are very prejudiced against the subject and most PE periods are instead used for other activities. But professional PE teachers endeavor to build the image of PE through campaigns via mass media,

1.19 Physical Education in Egypt

In another development, Al-shinawi, (2006). found that 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, but many Physical Education classes were still given to untrained teachers because of the low status given to the subject.

1.20 Physical Education in South Africa

According to Groves and Welsh (2010), provision for PE in private and public schools were widely varied in terms of staffing, facilities, programmes and time tabling. Many of the teachers were not qualified to teach the subject where it was included on the time table, the subject was also poorly financed. In many schools, this was mainly attributed to the

negative impact of television and computer games. 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 a broad 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. Principals, parents and even Department of Education saw provision of PE and sport in schools as a waste of resources.

1.21 Physical Education in Tanzania

In Tanzania, Kilimbi conducted a study in 1991 and the findings were that PE and Sports as a field of inquiry were characterized more by neglect than by attention.

For so long Physical Education was perceived by many societies as restricted in sports, and that its importance was to satisfy the play and recreational drives of man. To them it appeared that the popular opinion about PE evolved from this context and it was regularly referred to as 'michezo' which means sports and often reduced to 'mchaka-mchaka' meaning jogging. Thus, the history of Physical Education curriculum in Tanzania shows that PE was not a new subject; rather, it was one of the oldest disciplines of study in Tanzania settings.

Nkongo (1993) reports that during the colonial period in Tanzania, Physical Education was introduced in schools as one of the academic disciplines taught from primary, up to secondary education. It is believed that during this era, various physical activities were employed to train African soldiers and lower rank civil servants, especially at Mpwapwa military school. Physical education was used as a means by which other skills and values would be enforced and as an education package by itself. Later after independence, with the colonial mentality, most of the western sports and games were taken to form a part of Physical Education curriculum for Tanzania schools.

Although the Physical Education curriculum in Tanzania is as old as any other subjects in the curriculum with specific stated aims, it was not fully implemented until the year 2000 which was faced with acute shortage of PE facilities and equipment, PE textbooks as well as reference books. In addition lack of a new PE syllabus was a big challenge, Mfulu (2004).

1.22 Physical Education in Zambia

Mweene (1971) conducted a study to determine the teaching of PE in Zambian Schools; his findings were that in some schools due to the pressure that community put on the academic performance of learners, 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. Another factor that was advanced was Lack of technical knowledge, skills and lack of understanding of the importance of PE, these altogether contributed to its low status.

The research conducted by Nyawali in 2003 though unpublished showed what could be said to be the contrast as it was crystal clear in our Zambian education system that other institutions or schools were doing fine in the same field. It was noted that well established private schools were relatively problem free, whereas government owned and run schools were adversely affected.

Some schools had well developed suitable facilities for PE, while majority had almost nothing. There was a combination of both qualified and unqualified teachers of PE. Meanwhile, 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.

According to Kakuwa (2005), PE in Zambia 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 1970s 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 “votabataba” meaning jogging or running about.

In November 2003, the United Nations (UN) General Assembly declared the year 2005 as the International Year of Sports and Physical Education (IYSPE, 2005) where the then President of the Republic of Zambia (the late Mr. Mwanawasa) announced the re-introduction of physical education as mandatory school curriculum as a pillar to foster education, health and personal development

Physical Education as a school subject has not been recognized as one of the core subjects as it is neglected, misunderstood, and seen as of little importance and regarded as inferior when compared to other subjects in the school curriculum. This is despite it being made examinable. The review about the status of PE in Zambia will necessitate the researcher to conduct a study to establish the level of implementation of PE in secondary schools in Zambia.

METHODOLOGY/RESEARCH DESIGN

2.1 Project Design / Approach

Kombo and Tromp (2013), defines a research design as the structure of research. Research Methodology is cardinal because it enables us to have valid and meaningful results. Therefore, in order to provide an accurate account as regards the implementation of PE in secondary schools in Zambia, the researcher intends to use both the qualitative and quantitative research methods. Research design refers to a plan of a research study. The design of a study defines the study type (descriptive, correlational, semi-experimental, experimental, review, meta-analytic) and if applicable, data collection methods and a statistical analysis plan. Research design is the framework that has been created to seek answers to research questions.

2.2 Sampling procedure

Probability and non-probability sampling procedures were used in this study. All Respondents of the sample had an equal chance of being part of the sample. Hence, the purposive sampling technique was used to pick a school for the study, pupils taking PE, teachers of PE, head of departments of expressive arts and head teachers as well as standard education officers were also picked. The sample was inevitable because its characteristics were needed to provide information for this study. Simple random sampling procedure was used to select learners as it gave them equal chance to be part of the study. Semi structured interviews were used to collect data from teachers and administrators while focus group discussions and observations were used to collect qualitative data from learners.

2.3 Target populations and Sample size

This study consisted of the head teachers, Education standards officers from Kapiri mposhi District Education office, head of departments for expressive arts, PE teachers and selected pupils that take PE in all the schools offering the subject.

The sample was chosen purposefully and consisted of 110 respondents of which 30 were PE teachers, 16 Head teachers, 12 Head of department of expressive arts were the subject PE falls. Others were 50 pupils of which 4 were boys and 6 girls from the debs office was the district education standards officer (DESO) and the education standards officer-general Inspection (ESO-G I) who is also in charge of examinations.

2.4 Instruments of data collection

In this study, three instruments were used to collect data, and these were semi-structured interviews guides, observations and focus group discussion guides. Data on the documents were skillfully analyzed in order to verify the

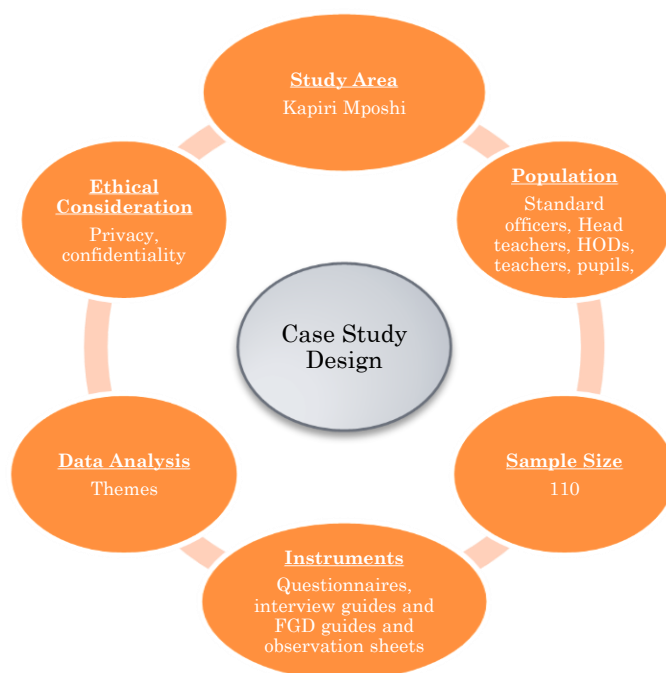
information collected from the in-depth interviews and this proved helpful by the use of observation and document analysis. This triangulation helped to ensure validation of the respondent's responses. Focus group discussions and Interviews were carried out in all schools which offer PE.

2.5 Data analysis techniques

Thematic analysis was used to analyze the data. Thus themes categorization and narrations were made. Major themes were drawn from interviews with respondents. Description of each theme was done, analyses and interpreted critically and objectively.

2.6 Ethical Considerations

Ethical issues were considered by getting permission from the DEBS office, school administrators, teachers and parents of children. In addition, identity of respondents was kept private and confidential. The chart below summarizes the methodology that has been used in this research.



3.0. RESULTS AND DISCUSSION

3.1. Results / Research findings

This chapter presents the findings of the study according to the research questions on the implementation of PE in secondary schools in Kapiri mposhi.

3.2. Research Questions

(a).How many secondary schools are in the district and how many schools offer physical education?

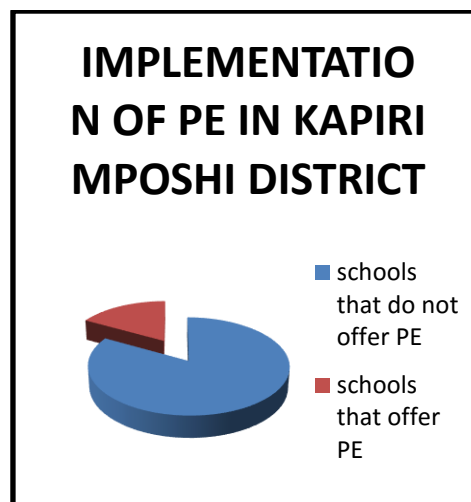
(b).What qualifications do teachers who teach physical qualification in secondary schools possess?

(c).What equipment of PE is available in secondary schools?

(d).What challenges do teachers face when teaching PE in secondary schools?

Findings of the study answered the above questions. Kapiri mposhi district has 93 schools that offer grade 9 or junior secondary education. However it was learnt that out of 93 schools there are only 13 schools that offer PE, representing a 13.9%. Meanwhile, at senior level, out of the 15 secondary and combined schools in the district, only four (4) schools representing (26.6%) have started offering PE while just one (1) school had presented candidates for 2016 grade 12 examinations. The other 3 schools had grades 10 and 11 respectively.

The study further revealed that despite many schools not offering PE, there were many trained and qualified teachers of PE in Kapiri mposhi district. According to the qualification audit conducted by the district education office in Kapiri mposhi, 250 teachers were trained in PE out of a total of 1060 teachers in the district. This represents a percentage of 23.6%.



Below is the table showing the Qualifications of PE teachers (Table 1)

s/n	qualification	male	female	total	percentage
1	Primary diploma	30	65	95	38%
2	Secondary diploma	72	48	120	48%
3	Primary degree	0	0	0	0%
4	Secondary degree	23	12	35	14%
	Total	125	125	250	100%

The study revealed that teachers faced numerous challenges that demanded immediate attention from stakeholders such as school administrators, parents, civic leaders and government. Areas of concern include the poor state of facilities like the playground, lack of teaching and learning materials.

The findings further reveal more challenges that Schools that are offering PE are facing and these range from Lack of teaching and learning aids, Poor state of Infrastructure, and generally Lack of equipment as well as acute shortage of PE facilities and not forgetting insufficient time allocation. The study also indicates that Local communities have also contributed to vandalizing and worsening of the

few PE facilities in most schools. For instance people have made roads in all football playing fields visited by the researcher hence making them uncondusive for games and athletics. Some people pass through playing fields with cars and trucks damaging the playing surfaces and running tracks. Apart from that, theft of sports equipment has equally impacted negatively to the effective implementation of PE in schools. One instance that the researcher discovered was that0 most of the goal posts in football, netball and volleyball grounds were stolen, especially in urban schools. Balls and football boots were targets for stealing in rural schools. Once this equipment is stolen, schools find it very difficult to quickly replace them as they are expensive. This is the more reason why some head teachers decide not to offer PE once they experience such a calamity, narrated one head teacher. One other major hindrance the study revealed was that most administrators still have negative attitudes towards the subject and still regard it as a share waste of time despite the subject been made examinable.

Table 2. Shows facilities found in junior secondary schools offering PE

n /s	Facility	Good	Average	poor	Total	No facility
1	Football pitches	5	4	5	14	1
2	Netball courts	4	3	6	13	2
3	Volleyball courts	2	2	6	10	5
4	Basketball courts	0	0	0	0	15
5	Halls for indoor games	0	1	0	0	14

Table 3: Facilities for senior secondary schools offering PE

s/n	facility	good	average	poor	Total	
1	Football pitches	6	1	0	7	0
2	Netball courts	4	2	1	7	0
3	Volleyball courts	5	1	0	6	0
4	Basketball courts	0	1	0	1	3
5	Hall for indoor games	1		1	2	2

Table 2 and 3 show that there is an acute shortage of PE facilities in schools that offer the subject. According to head teachers interviewed 12 out of 16, they hinted that equipment and facilities were hindering them to sanction the teaching of PE in their schools. Administrators went ahead to state that schools especially those still under primary but offering junior secondary can't afford buying most of those equipment because schools no longer receive reasonable funding from government.

Table 4; Equipment found in schools that offer PE

s/n	equipment	good	average	poor	total
1	Footballs	10	5	8	23
2	Netballs	6	3	5	14
3	Volleyballs	5	3	3	11
4	Basketballs	2	0	0	2
5	Football boots	0	0	0	0
6	Basketball jerseys	1	0	0	1
7	Javelin	4	1	0	5
8	Shot-puts	4	2	0	6
9	discuss	4	1	0	5

Table 4 shows Schools that are offering PE to be facing an acute shortage of equipment both at junior and senior secondary level.

4.0 CONCLUSIONS AND RECOMMENDATION

The aim of this study was to investigate the implementation of physical education and sport curriculum in secondary schools in Kapiri mposhi district. The study concludes that despite Government making PE in Zambian secondary schools examinable it has still not been recognized as one of the core subjects by some school administrators. The subject was neglected, looked down upon, and regarded it as time for learners to play and have fun only.

Meanwhile, other school senior stakeholders viewed the subject as play or sport that took away time from academic subjects. They instead could not sanction the teaching of PE in their schools despite having qualified PE teachers. Other administrators also cited lack of equipment and facilities as major reasons why they do not offer PE. They lamented that PE facilities like basketball court, Hall for indoor games, equipment for field events in athletics and education gymnastics equipment are very expensive for a school to construct and buy. Based on the study findings, the study concluded that the implementation of PE in secondary schools was very low as can be substantiated by the number of schools offering it in the district. Against this background, the government should go a step ahead in encouraging schools to offer the subject before it dies a natural death. There is need for government to create a deliberate move to sensitize all school managers the importance of physical education to a pupil.

Apart from mere encouragements the government should try to address the issue of shortage of facilities and equipment in schools. The government should consider placing physical education subject at par with Biology or as a science as many schools will be attracted

to that and consequently offer it at many schools. Not only that if physical education is offered as a science it will be among the subjects regarded as important in Zambia, like English, mathematics, and sciences. The Zambian community considers those subjects as vital and one struggles to enroll into a tertiary education especially public universities and colleges he or she doesn't have a credit or better in those subjects

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