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Factors Affecting the Teaching of Physical Education in Rural Secondary Schools: A Case of Selected Rural Secondary Schools in Kasama District of Northern Province, Zambia

Conella Musakanya[1], Chanda Chansa Thelma[2]

[1]Rockview University, Kasama College of Education, P.O Box 410195, Kasama

[2]Chreso University, Department of Humanities and Social Sciences Education

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Abstract: **Overview: Physical Education is an integral part of the human experience. Throughout history, it has empowered the transformation of individuals and societies by providing a place for people to revisit, reflect, and respond. A strong arts education is foundational to developing creative, educated citizens.**

Body of Knowledge: The study was guided by the following specific objectives: (i) To establish whether rural Secondary Schools have suitable infrastructure and materials for Physical Education to teach the subject: (ii) To assess the availability of qualified physical education teachers in rural Secondary Schools in Kasama District, and (iii) To establish how best to improve and sustain the quality of Physical Education provided in Secondary Schools in Kasama District.

Methods: Descriptive survey design was used were both qualitative and quantitative research methods were employed with the target population of 500 and a sample of 50 respondents; 10% of the target population. Interviews and questionnaires were used to collect data. Respondents were drawn from four (4) selected secondary schools offering Physical Education subject in Kasama District which included School Managers, Physical Education Teachers, SESOs, Pupils and Parents. Qualitative and quantitative techniques of data analysis was used, and data was presented on the analytical tools such as tables, figures and charts.

Results: The study revealed that the policy on Physical Education is being provided in few secondary schools that have adopted this subject as a vocational subject. The findings further demonstrated that there is lack of adequate teaching and learning materials and equipment for Physical Education Further, the findings showed that there is a critical shortage of conducive infrastructure and lack of qualified Physical Education (P.E) teachers.

Recommendation: There is need to speed up the production and distribution of teaching and learning materials and equipment as well as train and deploy more qualified Physical Education (P.E) teachers in secondary schools.

Keywords: **Education, Infrastructure, Physical Education Curriculum, Teaching Challenges, and Teacher Training.**

1. INTRODUCTION

1.1 INTRODUCTION

The field of Physical Education (P.E) has gone through many cycles over its long history. These cycles range from a strict authoritarianism to the liberal democracy of today. This transformation to the democracy has opened the field of Physical Education up to many new sciences, which are creating many new professional opportunities. If the cycles of Physical Education and Sport continue, these new professions will hopefully pave the way to future discoveries and studies of

Physical Education and Sport. Physical Education in school plays an important role in educating and developing students' attitudes and awareness towards sports (Varja, 2018). As the student learns and practices sports in school or in pastime, he or she will develop an attitude and habit of practicing in daily life outside School.

Physical Education (PE) is a science of human movement which dates back to the origin of mankind. Chanda (2023) says that the education system in Zambia existed as long as the human societies lived. This is so because education is supposed to be seen as a condition for human survival. It is the means whereby one generation transmits the wisdom, knowledge and experience which prepares the next generation for life. Physical activities from time immemorial and hitherto form an important element of life. PE trains 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 (Kabungo, 2017). Additionally, 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. Mwashingwele, (2015), explains that 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.

DiFiore, (2023) postulates that 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. Physical Education is one of the most important thing teachers can give to their children. An effective Physical Education Programme plays an important role in the physical growth and development of learners. UNESCO recognized the importance of physical education and sports, and thus declared already in 1978, in its charter, that every human being has a fundamental right for access to physical education and sport for the development of her or his personality. UNESCO (2015) has been addressing issues related to "education for all" and following that direction, it required all countries on a global level to integrate physical education into their education policies. As a result, several countries including Zambia have been making changes to their general education policies to implement physical education as a part of it.

Through Physical Education, 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 (Adams, 2021). The history of Physical Education (PE) in Zambia follows the pattern of the history of education in Zambia. Thus, the history of PE in Zambia can be divided into the indigenous period, the colonial period and the post-independence period. The legacies of French colonial rule continue to shape politics, economics, culture, and society in different nations (Chitondo et al, 2023). Physical Education was essential and utilitarian in the indigenous education because it was simply part of the lives of the people at that time. People walked, swam, ran, and were involved in many other forms of physical activity. Physical Education was indispensable.

Physical education provides opportunities for students to be directly involved in various learning experiences through physical activity, play, and exercise which are carried out systematically, purposefully, and planned (Lois, 2017). Physical Education 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, the spirit of teamwork, resilience and resolve. Mutiti (2011) as quoted by MoE (2012) reports that the amount of Physical Education provided is dwindling in many Zambian Primary and secondary schools as its time is given to other academic subjects. This is due to the fact that little is known on how the policy of effective provision of Physical Education is being provided in these secondary schools. P.E provides an avenue for learners to express themselves through movement and physical activity. In line with the above, the Curriculum for Primary Education according to the policy document of education, educating our future of the Ministry of Education (MoE) (1996) and the Zambia Educational Curriculum Framework (MOESVTEE, 2013) is concerned with the pupil's complete needs, that is those of the body, those of the mind, affective, social needs, moral as well as spiritual needs. 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) advocated for the "teaching of Physical Education in learning institutions to be mandatory" and other stakeholders had advocated for Physical Education 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 all primary schools. It is against such a background that the Ministry of Education Science Vocational Training and Early Education (2013) has developed the Zambia Education Curriculum Framework (ZECF) to provide further guidance on the preferred type of education for the nation.

At secondary school, the first examinations in Physical Education were written at Grade 9 and Grade 12 levels in the schools where it was introduced in 2015 and 2016, respectively. As has been noted, future major examinations at both primary and secondary levels will now include Physical Education. This is a gigantic step in the history of Physical Education in Zambia. The subject is now examinable at secondary school level, and this is the impetus needed to propel the effective teaching and learning of Physical Education to a greater status. The Government has given directive to ensure effective teaching of Physical Education in schools because Physical Education is at the core of a comprehensive approach to promoting physical activity through schools (Mutiti, 2011). The Zambian Education Curriculum Framework (ZECF) of 2013 stipulates that the effective teaching of Physical Education in many public Secondary schools is critical in ensuring the holistic development of learners.

1.2. Statement of the Problem

Physical Education in Zambia was taught in schools as extra-curricular activity, meaning that the subject was not examinable. It is very common to see pupils in a Secondary school playing in the school grounds with the teacher and in most cases alone. The quality teaching of Physical Education in many Government Secondary schools has been a problem since the subject was approved as an examinable subject. However, while many subjects have enjoyed immense popularity in the country's curriculum, Physical Education has suffered marginalization (Mutambo, 2018). Although the subject was taught in schools supported by the mining companies and in private schools with facilities and infrastructure as well as teacher training institutions, it was not examined. Later, the subject was examined at teacher training colleges and the University of Zambia (UNZA). From 2005, however, major developments have taken place in the area of Physical Education as declared by late President Mwanawasa that PE be taught in all schools. The subject was introduced to the primary school examination as part of Creative and Technology Studies (CTS) and most recently as Expressive Arts (EA). Teacher education institutions have been steadfast in training students in Physical Education. Despite this, the teaching of the subject still leaves much to be desired. It appears that the past as well as the present are vehemently holding the subject down.

1.3. The Purpose of the Study

The purpose of the study was to investigate the factors affecting the teaching of Physical Education in Rural Secondary Schools of Kasama District in Northern Province of Zambia

1.4 Research Objectives

The objectives of the study were to:

- Establish whether rural Secondary Schools have suitable infrastructure and materials for Physical Education to teach the subject.
- Assess the availability of qualified physical education teachers in rural Secondary Schools in Kasama District.
- Establish how best to improve and sustain the quality of Physical Education provided in government Secondary Schools of Kasama District.

1.5. Conceptual Framework

The conceptual framework for examining factors influencing the teaching of physical education in rural secondary schools within the Kasama District of Zambia encompasses a multifaceted analysis. Central considerations include infrastructure limitations, such as inadequate sports facilities and equipment, which can hinder the effective delivery of physical education. Additionally, socio-economic factors, such as poverty and limited access to resources, may impact both student participation and teacher training initiatives. Cultural attitudes towards physical activity and education, including gender norms and traditional beliefs, may also influence program implementation and student

engagement. Cultural attitudes and norms play a pivotal role in shaping perceptions of women's leadership capabilities. (Chanda & Ngulube, 2024) says that culture comes from a Latin word 'cultura' which means to cherish or to practice. Culture therefore in the broadcast sense refers to all human activities, which human beings pass on from one generation to another. Furthermore, the availability of qualified physical education teachers and their level of training in adapting curricula to rural contexts is crucial. Finally, governmental policies and support structures, as well as community involvement and collaboration, play pivotal roles in shaping the overall efficacy of physical education programs in rural settings. Through a comprehensive examination of these interconnected factors, a nuanced understanding can be gained to inform targeted interventions and improvements in physical education delivery within rural secondary schools in the Kasama District.

1.6. Significance of the Study

The study on factors affecting the teaching of physical education in rural secondary schools in Kasama District of Northern Province, Zambia, holds immense significance on several fronts. Firstly, it sheds light on the often overlooked disparities in educational resources and infrastructure between urban and rural areas, highlighting the need for equitable distribution of educational opportunities. By focusing specifically on physical education, it underscores the importance of holistic development and well-being among rural students, who may already face challenges such as limited access to sports facilities and trained instructors. Furthermore, the findings of this study may inform policymakers and educational stakeholders about the specific obstacles faced by rural schools in delivering quality physical education, thereby guiding the formulation of targeted interventions and resource allocation strategies. Ultimately, addressing these factors can contribute not only to improving the quality of education but also to fostering healthier lifestyles and overall well-being among rural youth, thereby promoting long-term societal development and inclusivity.

2. RESEARCH METHODOLOGY

2.1. Study Design

This study used descriptive survey where both qualitative and quantitative was used. Qualitative design was the major design which involved the use of interviews, observations, document analysis. The quantitative design involved the use of questionnaires to come up with frequencies and percentages in order to measure certain aspects of the research. This study required examining and assessing different opinions that respondents had on the factors affecting the teaching of Physical Education in secondary schools in Kasama District of Northern Province.

2.2. Research Site

The study was conducted in the Northern province of Zambia, Kasama district in particular. This area is the provincial capital of Northern province. Kasama district is located in the Northern part of the province. The research was conducted in four (4) different rural government secondary schools namely: Musa, Mwelwa, Chitambi and Kapongolo Day Secondary Schools. Kapongolo, Musa and Mwelwa Day secondary schools are situated along Kasama Mpika road at the distance of five (5), ten (10) and six two (62) km, respectively while Chitambi Day secondary school is on the southern part of Kasama district at a distance of fifteen (15) km.

2.3. Population, Sample and Sampling Procedure

The population comprised District Education Standards Officer and Senior Education Standards Officer for expressive, Parents, pupils, Physical Education Teachers, and Head teachers. The total target population was 500 with a sample size of 50 respondents, which was 10% of the target population. The sample included 4 Head teachers, one coming from each selected school. 1 DESO, 1 SESO, 8 PE teachers, two coming from each selected school. 20 pupils, five coming from each selected school, and 16 parents. The study used both purposive sampling on Head teachers, District Education Standards Officer, Senior Education Standards Officer, and P.E teachers. On the other hand, simple random sampling was used on the parents and pupils.

2.4. Data Analysis

This study used descriptive analysis to analyze the data. Qualitative data for this study was analyzed thematically and this process involved the following steps; transcribing of data, cleaning up the data by identifying important aspects that will be necessary in answering the research questions. On the other hand, the quantitative data was analyzed using the analytical tools such as SPSS, tables, figures and charts.

2.5. Ethical Issues

In this study ethical issues were strictly observed. Before proceeding with data collection, written permission was sought from relevant authorities at district and school levels. Brief aim of the study was thoroughly explained to all respondents and participation in this study was sorely voluntary on part of the respondents. Informed consent was sought from the respondents before collecting information from them and guaranteed them with security of the information they provided. Furthermore, the main objective of gathering such information was made clear to the respondents.

3. FINDINGS AND DISCUSSIONS

The following findings and discussions were presented according to set research objectives:

3.1. How Suitable is the Infrastructure of Physical Education in Rural Government Secondary Schools?

The success of the teaching and learning process of Physical Education is determined by several factors, namely internal factors and external factors (Rokhayati et al., 2016). Internal factors are teachers and physical education facilities and infrastructure as a tool to carry out teaching and learning activities in schools. The study revealed that there are a number of factors that affect the teaching of Physical Education in public secondary schools of Kasama district. External factors include family factors, environmental factors, and community factors. Facilities and infrastructure are some of the elements supporting the success of Physical Education (Wiranto & Slameto, 2021). Moreover, these subjects require a lot of facilities and infrastructure to support the achievement of effective learning. Sports infrastructure is something that supports the implementation of a physical education learning process.

The results indicated that the major challenge facing teaching and learning of PE was inadequate facilities that could facilitate learning process. The findings indicated that majority of teachers and pupils reported that they did not have enough equipment during PE such learning resources as nets, PE course books, syllabus, PE kits, tires, javelin, bars and mats were inadequate in majority of the schools. Hence, it was too difficult for teachers to conduct PE due to lack of such essential PE facilities. It was observed that even though majority of the rural secondary schools had playfields for carrying out PE activities, peer support and PE kits storage were inadequate; as reported by response rates of 77% and 85% respectively. Thus, PE was not fully implemented in majority of rural primary schools in Kasama district.

To counteract the findings on teaching and learning resources in the public secondary schools in Kasama district, Mupa (2015) in his studies of school achievement confirmed that schools which are well equipped with relevant educational facilities which comprise instructional materials and even laboratories do much better in standardized examination than those which do not have resources. Since the major factor that ignites teacher effectiveness towards teaching in schools is the availability of instructional materials and equipment, the implication of the findings in public secondary schools of Kasama district was that most teachers and learners had no access to certain materials and equipment and consequently affect the teaching of PE in public secondary schools. Oliva (2015) on materials states that, teaching resources and materials are vital components that needs to be included in lesson plans. Teaching materials can be employed to stimulate learning, maintain interests, enhance variety in lessons and portray relationships between subjects (Chanda & Siyunda, 2023).

Moving on, the study revealed that almost all secondary schools had no special equipment such as pummel, gymnastic mats, yoga blocks, yoga mat, pull-up/chin-up bar, push-up handles and other equipment and necessary materials which makes it difficult for learners to do practical activities, therefore denying them chance to develop the skills in those areas where they are lacking such materials and equipment. However, Dewi et al (2021) as cited by Mupa (2015) warns that mere availability of materials is therefore not enough, more innovative ways of understanding how schools work and how quality may be improved are the issues. One teacher had this to say when asked about the availability of sports facilities in the school, that materials/equipment are not usually availed to the department. If they do, then it is not enough to cater for all learners to participate effectively more especial that, PE as practical subject requires everyone to be involved. This finding is supported by Varja (2018) who reports that lack of the materials, equipment and facilities together with their mediocre quality is one of the barriers to effective provision of physical education in schools.

Furthermore, the study's finding correlates with that of Kabungo (2017) who conducted a study to determine the implementation of Physical Education in secondary schools in Kapiri Mposhi District. His findings were that teachers faced numerous challenges that demanded immediate attention from stakeholders such as school administrators, parents, civic leaders and government. Areas of concern included the poor state of facilities like the playground, lack of teaching and learning materials. The findings further revealed more challenges that schools that are offering PE are facing and these range from Lack of teaching and learning aids, poor state of equipment, and generally lack of equipment as well as acute shortage of PE facilities. In physical education learning, infrastructure is defined as something that facilitates or speeds up the process. One characteristic of physical infrastructure is that it is relatively permanent or difficult to move (Dupri et al., 20219). The study findings showed that the availability and suitability of school infrastructure was a challenge as indicated in Tables 4: 85% for teachers, head teachers and standards officers, Table 7: for pupils, about (75%) of the respondents disagreed to the fact that infrastructure was there and suitable for teaching Physical Education. It was revealed that by the time the pronouncement that all public secondary schools should start offering Vocational subjects, some public secondary schools had no halls for Physical Education. Therefore, they had no option but resorted to using the available class rooms as Physical Education rooms in some cases. In addition, some teacher stated that in-terms of open-door activities, although schools may have play grounds, most of them were not very safe for practical activities because of trespassing by people around the school which has resulted in the degradation of the land.

In addition, the same rooms were used for both theory and practical lessons. To make matters worse, the rooms had no Physical Education facilities to use during practical lessons. This finding agrees with the study in Tanzania by Ngwaru (2017) which says that the physical infrastructure in secondary schools were poor and would continue to adversely affect the contributions of secondary education to the Millennium Development Goals (MDGs) which are currently referred to as Sustainable Development Goals. A good school infrastructure with good spaces makes it a good place for the children to study and work from. Thus, it is important for schools to have good infrastructure to improve the performance of the students and improving the school's system. A good school infrastructure is important, but at the same time, it should also have emphasis on a child friendly ambience, and activity and value-based learning. On the issue of school getting adequate support in Physical Education from ministry, school administration and other stake holders, as indicated in Figure: 4. the study on this issue showed that the Ministry of education is not supportive enough in terms of teaching and learning materials and equipment as is the case in other areas like English and sciences representing 83%. The study revealed that mostly support comes from the School Administration. Lack of support by stake holders in itself is a draw back in the teaching of Physical education in that the school on its own cannot manage to carter for al necessities in all the departments. Hence the need for support from the government through the ministry of education. Chanda (2024) suggested that government funding for schools plays a crucial role in shaping the quality of education provided to students. Adequate funding ensures that schools can offer a diverse range of educational programs, extracurricular activities, and necessary resources such as textbooks and technology.

The study also reported that there were weak or no linkages between the schools and the community. The linkage between schools and community contributes a lot in the provision of education Chanda, 2024). School and community interaction are the degree of understanding and good will, which exists between the school and the community. School-community relationship is a link in the school that should not be overlooked. A school cannot exist in isolation and in fact the school is a key entity in the organization of the community. Therefore, both the school and the community should always strive to ensure there is no communication gap between them. Palmieri (2017) adds on to say there is need to develop and enhance collaborative practices that are co-responsibly shared among teachers, students, parents, and community. This will imply providing dedicated spaces and times for joint planning, taking into account the needs of all the actors involved, and redefining the educational aims of the school as citizenship-oriented and not just academically-oriented. The result of the findings on this matter showed that there was little or no linkage between the school and the community. The respondents indicated that talented members of the community were not invited to make lesson presentations in some topics. One respondent went on to state that in the communities where learners were coming from, there were retired and active sports men and women who would bring in their experiences in certain physical education activities and teach learners where teachers may not be conversant but this was not the case.

Mutambo (2018) observed that monitoring has a large effect on the performance of learners as well as teachers. In this study, most of the respondents indicated that there is little or no monitoring and evaluation in the provision of PE as indicated in Tables 4: The study revealed that most public secondary schools were not monitored more especially those in rural areas represented by 64%. Policy implementation such as the provision of Education in schools should be supported by clear systems for monitoring and quality assurance, accompanied by support systems that assist teachers and schools in developing strengths and addressing weaknesses. Regular monitoring by appropriate agencies should facilitate impartial reporting to relevant authorities on all aspects of provision.

In addition, parents were often left out in the monitoring of the teaching and learning of PE. The larger percentages indicated that there was no linkage between the community and the schools as can be proved in Tables 4: and table:7 for teachers and parents respectively represented by 100%. If parents were given chance to see how leaners are learning, they could have an input or support of some kind because they would have seen what is on the ground. Monitoring should address strengths and weaknesses; provide examples of good practice and recommendations for improvement plans where necessary; and involve qualified and experienced support personnel in advisory, supervisory and inspection roles (UNESCO, 2015). Osborne and Belmont and Peixoto (2016) state that the researchers agree that supervision of the teaching needs to become better so as to overcome this behavior among teachers of doing whatever one desires, without a commitment to duty. Otherwise, this compromises the standard and quality of teaching.

Furthermore, data collected from the study revealed that Physical education is an integral part of a well-rounded education, fostering physical health, mental well-being, and social development. In rural government secondary schools, the importance of suitable infrastructure for physical education cannot be overstated. Adequate infrastructure lays the foundation for effective physical education programs, benefiting students in various ways. Firstly, suitable infrastructure provides students with the necessary facilities to engage in a wide range of physical activities (Rachel, 2015). This includes spaces such as playgrounds, sports fields, indoor gyms, and swimming pools. Access to these facilities encourages students to participate in physical exercises, sports, and games, promoting their overall fitness and health. Moreover, proper infrastructure enhances the quality of physical education instruction. Dedicated spaces equipped with appropriate equipment enable teachers to conduct structured lessons and activities effectively. This facilitates skill development, technique refinement, and safety supervision, ensuring that students receive comprehensive physical education experiences.

Suitable infrastructure encourages the cultivation of sportsmanship, teamwork, and leadership skills among students (Chanda, 2023). Participating in team sports and group activities fosters camaraderie and collaboration, instilling important values that extend beyond the realm of physical fitness. These experiences contribute to holistic development and prepare students for future challenges in both personal and professional spheres. Additionally, access to suitable infrastructure in rural government secondary schools can help address issues of physical inactivity and sedentary lifestyles prevalent among students. By offering inviting and accessible spaces for physical activity, schools can promote healthier habits and reduce the risk of obesity, chronic diseases, and mental health issues among students. Furthermore, investing in suitable infrastructure demonstrates a commitment to prioritizing the well-being and holistic development of students in rural areas Chanda & Mutepuka, 2023). It sends a message that physical education is valued as an essential component of education, deserving of resources and attention alongside academic subjects. Suitable infrastructure for physical education in rural government secondary schools plays a crucial role in promoting the health, well-being, and overall development of students. It provides opportunities for physical activity, enhances instructional quality, fosters important life skills, addresses sedentary lifestyles, and reflects a commitment to holistic education. Therefore, investing in and maintaining such infrastructure should be a priority for educational authorities and policymakers.

Adequate infrastructure to facilitate the teaching and learning process is an important factor in the effectiveness of the learning process. In support of this, Chanda et al., (2023) stipulates that, the availability of school facilities and infrastructure is an important key to improving educational outcomes. The suitability of Physical Education infrastructure in selected rural government secondary schools of Kasama District were investigated under the sub-themes: number of schools offering PE, infrastructure, materials/ equipment, linkages between schools and communities and levels of support towards Physical Education. Figure 1 below, shows percentages of the number of secondary schools offering and those that do not offer Physical Education in Kasama district out of a total of thirty-eight (38) secondary schools.

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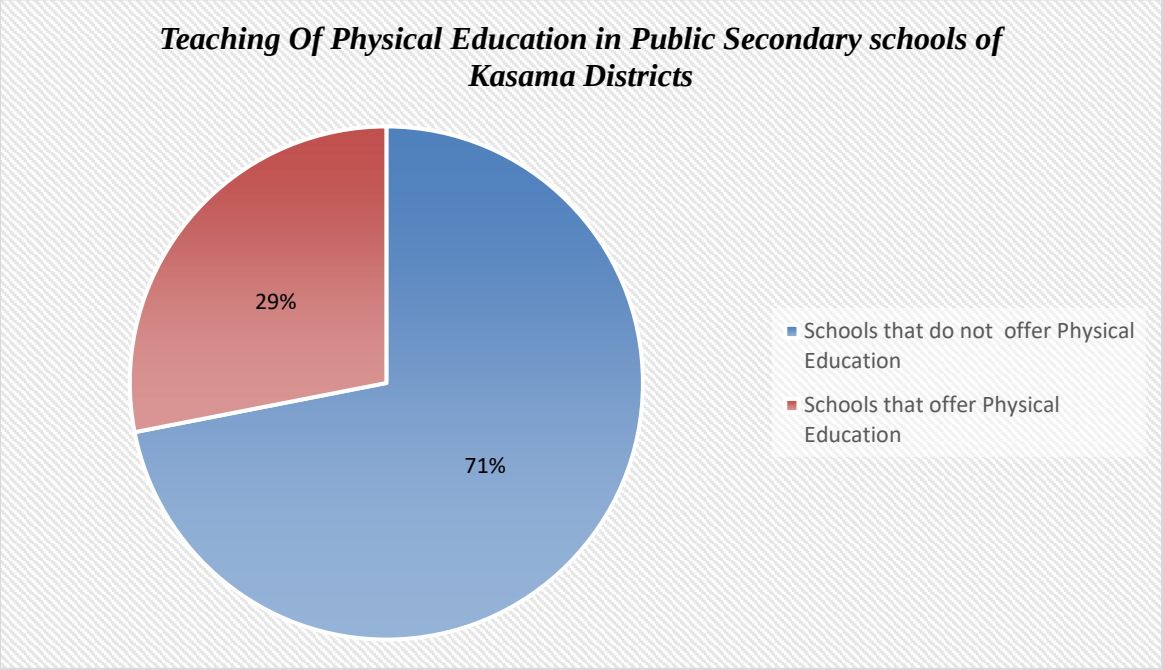

Figure 1: Number of Secondary Schools Offering Physical Education

From the figure above, only eleven (11) public secondary schools representing 29% of the total secondary schools in Kasama district offer Physical Education while twenty-seven (27) public secondary schools representing 71% of the schools do not offer Physical Education. The above results revealed that there are still very few schools that are offering Physical education representing 29%.

The table1 below shows the responses from teachers, head teachers and standards officers on the suitability of Physical Education infrastructure/materials.

Table 1: Suitability of infrastructure/ materials

No	Item	*Percentage & frequency*	*Strongly agree*	*Agree*	*Not sure*	*disagree*	*Strongly disagree*
1	Lack of Teaching and learning resources	f	7	1	1	1	4
		%	50	7	7	7	29
2	Lack of suitable infrastructure	f	10	2	2	0	0
			71	14	15	0	0
3	Lack of School linkages between schools and community	f	14	0	0	0	0
		%	100	0	0	0	0
4	Lack Monitoring and evaluation	f	9	0	0	0	5
		%	64	0	0	0	36
5	Lack of support	f	4	4	0	4	2
		%	29	29	0	29	13

On lack of teaching and learning materials, out of the fourteen (14) total number of respondents, seven (7) strongly agreed representing 50%, one (1) indicated agreed representing 7%, one (1) not sure representing 7%, one (1) indicated disagree representing 7&% and four (4) indicated strongly disagree representing 29%.

Lack of suitable infrastructure: ten (10) ticked strongly agreed representing 71%, two (2) ticked agreed representing 14%, two (2) not sure representing 15%, none (0) went for disagreed and none (0) for strongly disagreed.

On lack of linkages, all the fourteen (14) interviewed strongly agreed representing 100% and the rest scales none.

Teaching and learning materials: seven (7) representing 50%, strongly agreed that there was lack of teaching and learning resources, one (1) agreed representing 7%, one was not sure representing 7%, one (1) disagreed representing 7% and four (4) strongly disagreed which represented 29%.

Lack of Monitoring and evaluation, nine (9) strongly agreed representing 64%, five strongly disagreed representing 36% and none for the other scales.

Lack of support: Four (4) chose strongly agreed representing 29%, four (4) again chose agreed which 29%, none (0) not sure, four (4) and disagreed representing 29% and two (2) strongly disagreed respectively representing 13%.

Pupils were asked whether the school had proper infrastructure and adequate materials and the results were as follows:

Table 2: Pupils' Responses on Infrastructure and Materials

Respondents		Yes		No	
		Frequency	Percent	Frequency	Percent
Pupils		4	35%	16	65%

The table above revealed that 16 pupils out of 20 said that schools do not have proper infrastructure and materials representing (65%), while 4 out of 20 indicated that schools had proper infrastructure and materials representing (35%).

Teachers and head teachers were asked on how Physical Education is Provided in secondary schools under the following themes.

Table 3: Teachers and Head Teachers on Teaching of Physical Education

No	Theme	Percentage & frequency	Strongly agree	Agree	Not sure	disagree	Strongly disagree
1	Staffing levels is adequate	F	2	0	0	0	10
		%	16	0	0	0	84
2	Curriculum is well designed	F	12	0	0	0	0
		%	100	0	0	0	0
3	Teachers plan to teach	F	10	2	0	0	0
		%	84	16	0	0	0
4	Physical Education receives Support.	F	1	0	0	1	10
		%	8	0	0	8	84
5	Teachers Incorporation ICTs in teaching	F	1	0	0	0	11
		%	8	0	0	0	92

Standard and District officers were asked their views about the way Physical Education is taught in public secondary schools and below are the responses:

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Table 4: Standard and District Officers on Teaching PE

No	Theme	Percentage & frequency	Strongly agree	Agree	Not sure	disagree	Strongly disagree
1	Staffing levels	F	0	0	0	2	0
		%	0	0	0	100	0
2	Adequate support	F	0	0	0	2	0
		%	0	0	0	100	0
3	T/L Resources	F	0	2	0	0	0
		%	0	100	0	0	0
4	T/preparation	F	2	0	0	0	0
		%	100	0	0	0	0
5	Infrastructure	F	1	1	0	0	0
		%	50	50	0	0	0
6	Monitoring	F	0	2	0	0	0
		%	0	100	0	0	0
7	Incorporating ICTs	f	0	0	0	0	2
		%	0	0	0	0	100

The two officers indicated disagree on staffing levels representing100%, while none on any other ratings. All the Two (2) indicated disagree representing 100% on the adequate support from the ministry and none on the rest scales.

All the two (2) indicated agreed on T/L Resources representing 100%, and none for the rest of the scales.

On teacher preparation: the two (2) Standard officers strongly agreed representing 100% and none on the other scales.

One (1) indicated strongly agree on infrastructure representing 50%, while the other one (1) indicated agree representing 50%.

Two indicated agree on monitoring representing 100%, while other scales received none/

The two (2) officers strongly disagreed on the incorporation of ICTs representing 100%.

The pupils were asked to state their views on the teaching of Physical Education under the themes presented in the figure 2 below:

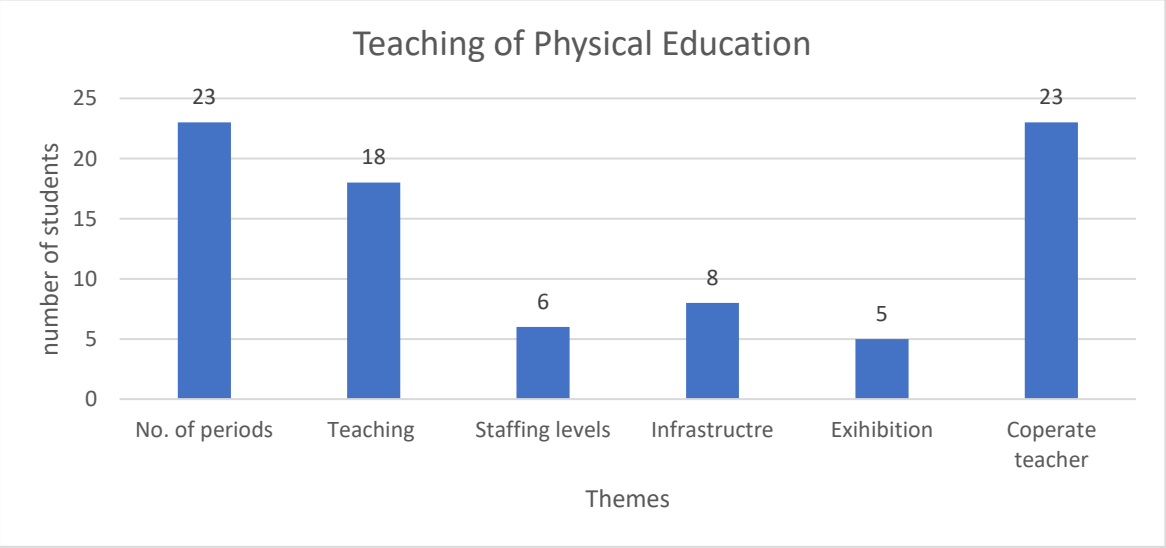

Figure 2: Pupils on the Teaching of PE

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The figure above shows the responses from the total twenty (20) pupils on the teaching of Physical Education. All the twenty (20) pupils representing 100% indicated that the number of periods is enough.

Eighteen (17) representing 78% indicated that they are satisfied with the teaching of PE, on staffing levels only six (3) representing 26% indicated that teachers were enough.

Teachers were asked whether they adequately prepare for teaching and the results are as shown in the figure below.

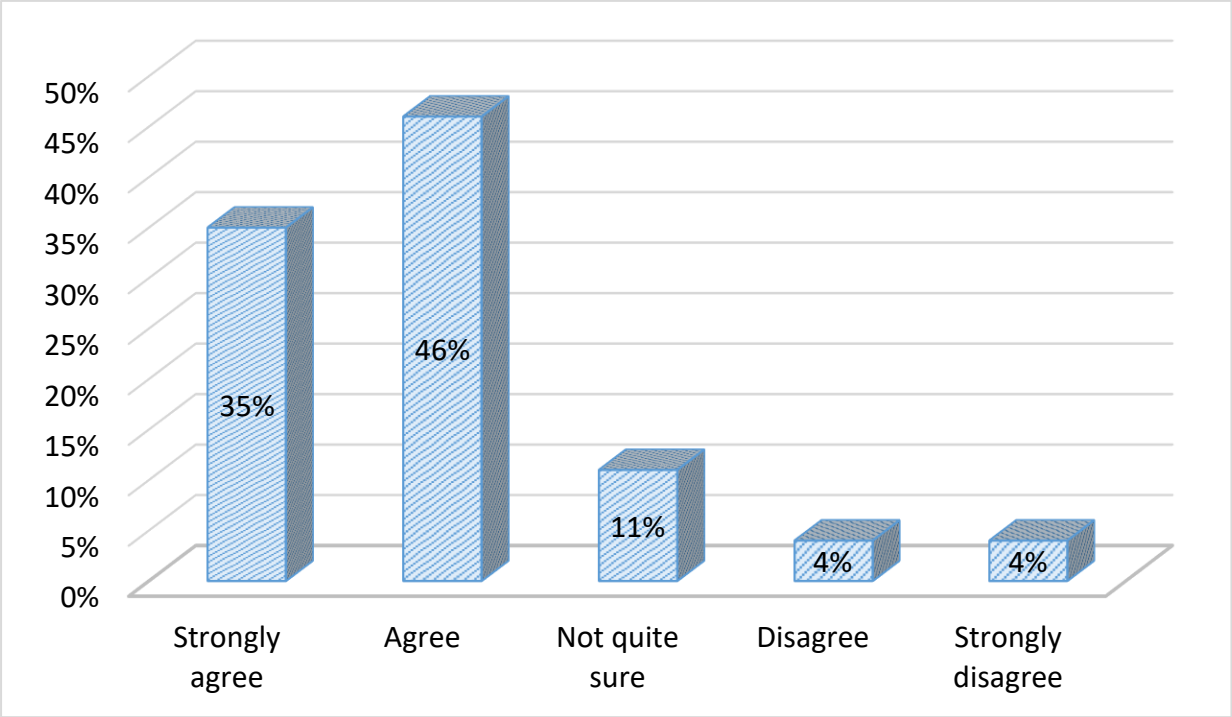

Figure 3: Do Teachers Plan Adequately for Teaching of Physical Education?

The Figure above shows that 82% of the teachers reported that they prepared adequately for teaching of Physical education in schools. Eleven (11%) of the respondents were not sure, four (4%) disagreed while the other 4% totally disagreed.

The table 5 below shows the responses from teachers on the challenges faced in the implementation of Physical Education.

Table 5: Challenges Faced in the Teaching of PE

No	Item	*Percentage & frequency*	*Strongly agree*	*Agree*	*Not sure*	*disagree*	*Strongly disagree*
1	Parents involvement in the teaching of Physical Education	f	0	0	2	1	5
		%	0	0	25	12	63
2	Materials support	f	0	1	2	1	4
		%	0	12	25	13	50
3	PE show casing	F	0	0	2	3	3
		%	0	0	25	37	38
4	Cooperate teachers	F	0	0	0	0	8
		%	0	0	0	0	100

The table above shows the responses from the total eight (8) teacher as on the challenges faced in the teaching of Physical Education as follows: on parents' involvement in the teaching of Physical Education.

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3.2. How Qualified Are the Teachers of PE in Rural Government Secondary School?

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students. Process quality is assessed primarily by observing the early childhood learning environment (Clifford et al., 2010). In some instances, the measures focus on specific aspects of the teacher child interaction and the Student Teacher Relationship. The Classroom Assessment Scoring System (CLASS) is one of the most widely used and reliable measurement tools to assess the quality of classroom interactional processes. Specifically, CLASS focuses solely on several dimensions of teacher-child interactions (Pianta, La Paro, & Hamre, 2017). These dimensions are organised into three broad domains (emotional support, classroom organisation and instructional support) reflecting two aspects (social and instructional) of interactions (Hamre et al., 2012; Mashburn et al., 2008). The social aspects of interactions focus on how sensitive and responsive teachers are with respect to children's needs and cues. Thus, quality and qualification of a teacher cannot be separated from each other. The of quality of teachers in selected rural secondary schools of Kasama District were investigated under the sub-themes: teacher qualification, years in service and levels of education.

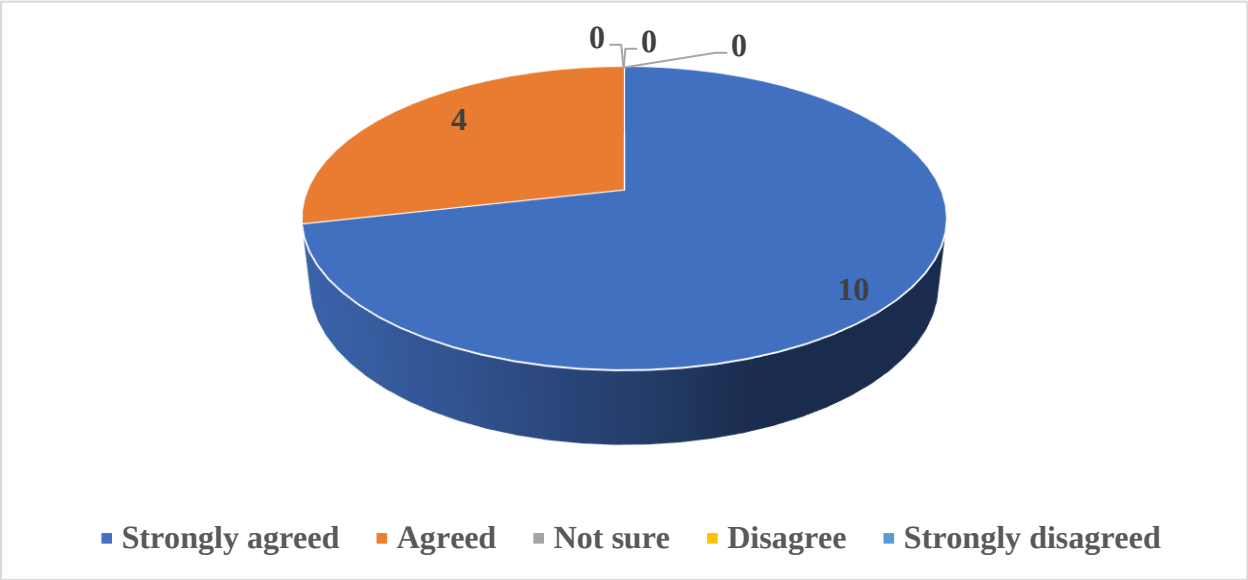

Figure 4: Do the Rural Secondary Schools Have Qualified PE Teachers?

The Figure above shows the percent distribution on the responses of teacher, Head teachers, Standards Officers responses on whether public schools in rural areas had qualified Physical education teachers. Ten (10) respondents strongly agreed representing 94%, while four (4) respondents agreed representing 6%. The table below show the qualification of the teachers in the selected schools under study.

Table 6: Highest Qualification Levels

LEVEL OF EDUCATION	FREQUENCY	PERCENTAGE (%)
Master degree	**0**	**0%**
First degree	1	13%
Diploma	7	87%
Certificate	0	0%
TOTAL	8	100%

On teacher educational levels, the study indicated that out of eight (8) teachers involved in this study, no one had a master degree in Physical Education representing 0%, only one had a first degree representing 13% while seven (7) had diplomas representing 87%

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Table 7: Years in Service for Teachers

LEVEL OF EDUCATION	FREQUENCY	PERCENTAGE (%)
1-10	02	25%
11-20	04	50%
21-40	02	25%
TOTAL	8	100%

Out of a total of eight (8) teachers, two (2) representing Twenty- five percent (25%) of the teachers had served between one (1) and ten (10) years, four (4) representing fifty percent (50%) were between eleven (11) and twenty (20) years in service while the other two (2) representing twenty-five percent (25%) had served between twenty-one (21) and thirty-forty (40) years.

3.3. What Should Be Done to Improve and Sustain the Delivery of Quality Physical Education in Rural Secondary Schools of Kasama District?

Table 8: Teachers on Improving the Teaching of PE

	Strategies in improving teaching PE		Strongly agreed	Agreed	Not sure	Disagree	Strongly disagree
1	Deploy more PE teachers	f	7	1	1	1	2
		%	58	8	8	8	8
2	Suitable infrastructure	f	5	5	0	1	1
		%	42	42	0	8	8
3	Provision of enough T/L materials	F	12	0	0	0	0
		%	100	0	0	0	0
4	Provide PE equipment and facilities	F	8	0	0	0	4
		%	64	0	0	0	36
5	Support from stake holders	F	4	3	0	3	2
		%	33	25	0	25	17
6	School linkages with the community	F	12	0	0	0	0
		%	100	0	0	0	0
7	Monitoring and evaluation	F	8	0	0	0	4
		%	64	0	0	0	36

The above table shows the distribution of responses from the respondents on the strategies that can be put in place to improving teaching of Physical Education. The following were the suggestions and analysis:

Deploy more PE teachers: seven (7) strongly agreed representing 58%, one (1) agree representing 8%, one (1) not sure representing 8%, one (1) disagreed representing 8%, and two (2) strongly disagreed representing 8%.

On Suitable infrastructure: Five (5) strongly agreed representing 42%, Five (5) agreed representing 42%, none not sure, one (1) disagreed representing 8%, and one (1) strongly disagreed representing 8%.

Provision of enough teaching and learning materials: twelve (12) strongly agreed representing 100% and the rest of the scales had none.

School linkages with the community twelve (12) strongly agree representing 100%, none (0) agreed, none not sure, none disagreed and none strongly disagreed.

Lack Monitoring and evaluation in the teaching of PE: eight (8) strongly agreed representing 64%, none (o) agreed, none for not sure, disagreed and four (4) strongly disagreed representing 36%.

Support from other stake holders: four (4) strongly agreed representing 33%, three (3) agreed representing 25%, none not sure, three (3) disagreed representing 25%, and two strongly disagreed representing 17%.

Table 9: Responses from Parents on the Strategies that Can Be Used to Sustain and Improve the Teaching of PE

	Strategies on improving teaching of PE		Strongly agreed	Agreed	Not sure	Disagree	Strongly disagree
1	Lack of Teaching and learning resources	f	6	1	1	0	0
		%	74	13	13	0	0
2	Lack of suitable infrastructure		6	1	1	0	0
		%	76	12	12	0	0
3	Lack of School linkages between schools and community	f	8	0	0	0	0
		%	100	0	0	0	0
4	Lack of support	f	4	1	1	1	1
		%	50	13	13	12	12

The following were the suggestions and analysis:

Provision of T/L Resources, six (6) strongly agreed representing 74%, one (1) agree representing 13%, one (1) not sure representing 13%, **n**one (0) disagreed and none (0) strongly disagreed.

On Suitable infrastructure: six (6) strongly agreed representing 76%, one (1) agreed representing 12%, one (1) not sure representing 12%, none (0) disagreed and none (0) strongly disagreed.

School linkages with the community twelve (8) strongly agreed representing 100%, none (0) agreed, none not sure, none disagreed and none strongly disagreed.

Lack of Support from other stake holders: four (4) strongly agreed representing 50%, one (3) agreed representing 13%, none not sure representing 13%, none, three (3) disagreed representing 12%, none and two strongly disagreed and none representing 12%

According to the study findings, putting mechanisms that promote teacher innovation and creativity, availability of teaching and learning resources, infrastructure, net working with other professionals and incorporating ICTs. The finding was in line with the study of Lyons (2012) quoted by Munna (2021) who states that learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Chanda (2024) further observes that teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy. On the other hand, learning is a cardinal factor that a teacher must consider while teaching students.

The major strategy that was recommended by all the categories of respondents for the enhancement of the provision was physical education was the supply of sports equipment and facilities in secondary schools offering physical education.

This finding is in line with the study of Mwashingele (2015) which recommended that government needed provide all round sporting infrastructures, equipment and other facilities in order to carter for all the games that pupils may be interested in and that teachers should be encouraged to take up Physical Education through in-service sporting training Programme.

As indicated in Table 4 for teachers (57%), Figure 7 for pupils (78%) and Table 7 for parents 86% supported the availability of teaching and learning resources to enhances the effectiveness of schools as they were the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning included material resources, human resource, and physical facilities such as laboratories, libraries and classrooms. Momoh (2010) conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE). The achievements of students in WASCE were related to the resources available for teaching. He concluded that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. The study revealed that 75% were for the idea that

suitable infrastructure be put in place in order to enhance the teaching of PE as indicated in Table10: Chanda et al (2023) agrees with this and argues that adequate classrooms are the basic requirement to access education since most of the teaching and learning takes place in a classroom and unlike other facilities the classroom has no alternative. The study revealed that there were no specialized rooms for Physical Education. This was also echoed by most pupils.

The scarcity of physical education facilities and equipment constitute a big cog in the successful administration, organization and management of physical education and sports in most secondary schools according to respondents. Therefore, all stakeholders, particularly policy makers, parents, and children, continually must be made aware of the importance of physical education programs.

Additionally, education standards officers and school managers lamented over none monitoring or consistent supervision of the teaching physical education in schools due to financial challenges and lack of transportation for standards officers. Peixoto (2016) state that the researchers agree that supervision of the teaching of physical education needs to become better so as to overcome this behavior among teachers of doing whatever one desires, without a commitment to duty. This study revealed that there was little or more monitoring of teaching physical education in rural government secondary schools. It is essential to build a better partnership between teachers, school management and external monitors, in order to promote a dialogue where the teacher receives more attention, support, and therefore is able to better teach and facilitate students' learning. The findings of Jacob & Mary (2015) in their study further suggest that making physical education part of a well-rounded education will require an accountability system that ensures that curricular objectives and standards are met. As a result, teachers and administrators must be responsible for meeting the standard if the goal is to implement a quality, standards-based physical education program. The respondent revealed that there were no corroborations among the stake holders which has impacted negative on the learning of physical education.

The study confirmed that about 58% of respondents needed networking for teachers of Physical Education with other professionals in Physical Education and Sport, and improving the localized curriculum through school and community. The study also advocated for modernized ways of teaching PE by incorporating ICTs like phones, computers, tablets and many other devices as 100% of the total respondents supported the idea as indicated in Table 6 and Table 8. ICTs are making dynamic changes in the society. They are influencing all aspects of life. The influence is felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual's needs, society is, forcing schools aptly respond to this technical innovation. ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Chanda & Zohaib, 2024).

In this study it was revealed that teachers were not using ICT in their teaching of physical education although a good number of them attributed this to the ministry's lack of supplying them with gargets that could enable them teach Physical Education using ICT. They stated that if at all they were provided with such facilities they were to use them. To stress the importance of the use of Information and communications technology (ICT) Pascal L. (2017), describe ICT as the variety of technological tools and resources used to produce, distribute, store and manage information and knowledge. In the modern era, these tools have brought revolutions to training and teaching methodologies of sports and physical education. Rapid development in ICT have introduced innovation and increases the effectiveness of training program. Using these advanced ICT tools, performance. level continues to grow and expected level of performance increases to all time high ICT improves accessibility and expand digital environment to the field of sports and physical education. It not only let a user to earn knowledge, it also helps to connect and communicate with the world. It brings changes and reforms to pedagogy of physical education and sports.

It is envisaged that the use of ICT in PE makes the science of sport come to life by linking both physical and mental activity. It also helps to create full-fledged students who are able to concentrate better on both practical and theoretical work. Besides, it helps students to develop a better understanding of their own body parts and that of the human body in general. It also raises the profile of P.E within the establishment by making the subject not only interesting, but also attractive and effective. Furthermore, it brings enthusiasm and motivation for both PE teachers and students. Although ICT covers any product that will valuably store, retrieve, manipu-late, transmit or receive information electronically in a digital form, the majority of physical education (PE) departments report a lack of training in using ICTs as well as how to deal with technical problems. Examining the barriers to the uptake of ICT by PE teachers, Nicholas (2015) underlined that "time was seen as the major barrier in using ICTs in PE, because the time needed to set up the equipment was limited". Due to the challenges in using

ICTs, many teachers use traditional methods for transmitting information, such as, verbal explanations and demonstrations. Furthermore, to help pupils visualize content and remember what they have learned, PE teachers often provide them with brief written explanations and diagrams that depict the movement patterns to be carried out.

However, these conventional teaching aids are of questionable relevance to the many dynamic movement parameters (i.e., displacement velocity and acceleration profiles) that have to be remembered and reproduced. Moreover, some PE teachers regularly question the value of handouts in terms of pupils' motivation (i.e., creating and maintaining a high level of pupil involvement in motor learning (Jepkorir, 2011)). Although ICT covers any product that will valuably store, retrieve, manipulate, transmit or receive information electronically in a digital form, the majority of physical education (PE) departments report a lack of training in using ICTs as well as how to deal with technical problems. Examining the barriers to the uptake of ICT by PE teachers, Thomas and Stratton (2006) underlined that "time was seen as the major barrier in using ICTs in PE, because the time needed to set up the equipment was limited". Due to the challenges in using ICTs, many teachers use traditional methods for transmitting information, such as, verbal explanations and demonstrations (Madoda, et al (2024). Furthermore, to help pupils visualize content and remember what they have learned, PE teachers often provide them with brief written explanations and diagrams that depict the movement patterns to be carried out. However, these conventional teaching aids are of questionable relevance to the many dynamic movement parameters (i.e., displacement velocity and acceleration profiles) that have to be remembered and reproduced. Moreover, some PE teachers regularly question the value of handouts in terms of pupils' motivation (i.e., creating and maintaining a high level of pupil involvement in motor learning.

4. CONCLUSION

The aim of this study was to investigate the factors affecting the teaching of Physical Education in rural secondary schools in Kasama District. The study concluded that despite Government making a pronouncement that PE should be introduced in Zambian secondary schools it has still not been recognized as one of the core subjects by some government Secondary schools. The study concluded that Physical Education in rural government secondary schools is being provided. However, the ratio was quite low as can be substantiated by the number of schools offering it in the district. Very few secondary schools had adopted it as vocational subject. The study revealed that teaching of Physical Education had some challenges which included: lack of equipment and facilities, this was seen to be one of the hindrances in the teaching of Physical education in most schools. Schools in rural areas lacked essential equipment that learner could use and in most circumstances they just improvised. Lack of monitoring and evaluation also came out strongly by the respondents as another factor that contributed to the un effectiveness of teaching physical education.

5. RECOMMENDATIONS

The following are actions that should be taken on the basis of the findings of this study:

- Ministry of education should enhance the physical infrastructure of schools. This could involve building or renovating sports facilities such as playgrounds, sports fields, and gymnasiums.
- Government should provide specialized training for physical education teachers.
- Government should allocate sufficient resources, including funding, equipment, and staffing, to support the delivery of quality physical education programs. Ensure equitable distribution of resources among rural schools to address disparities and inequalities.
- The ministry of education should establish mechanisms for monitoring and evaluating the effectiveness of physical education programs.
- Curriculum developer should review and update the physical education curriculum to make it more relevant and responsive to the needs of rural students.
- Schools to prioritize specialized PE infrastructure and equipment in schools. This can help pupils have access to facilities and practice during their free time to enhance their skills.
- Schools should foster a culture of sports and physical activity within schools and communities. Organize regular sports events, inter-school competitions, and recreational activities to encourage students to participate in sports and lead active lifestyles.

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Authors' Short Biography

	**Conella Musakanya** specializes in Sports Management, and Physical Education. She has taught and still teaching at a Secondary School level under Expressive Arts Department.
	**Chanda Chansa Thelma** specializes in Social Sciences, Political Science and Education. Currently, she is lecturing at Chreso University under the school of Humanities, Social Sciences, and Education.

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