



# **Challenges in the Implementation of the New Curriculum in Physical Education and Sport: A Case Study of Mhondoro Rural District, Mashonaland West Province in Zimbabwe**

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## **ABSTRACT**

The study sought to evaluate the implementation of Physical Education and Sport in the Mhondoro rural district Mashonaland West Province. The main aim was to examine the challenges faced by primary school teachers in the implementation of the new physical education and sport curriculum in schools. The participants were selected from five schools in the Mhondoro rural district in Mashonaland West Province. The study adopted the quantitative approach with questionnaires used to gather data from primary school teachers. The study also sought to gain teachers' experiences in curriculum pedagogy and administration of Physical Education and Sports programmes in primary schools. Findings suggest that teachers acknowledge the importance of physical education, but competition from other academic subjects has forced many schools to reduce or cancel some physical education programmes. Therefore, teachers need to collaborate and share information on improving and strengthening the delivery of physical education programmes in primary schools. It is recommended that comparative studies on the implementation of physical education and sport in urban areas must be undertaken as to come up with a clear position on how the implementation of the new physical education and sport curriculum is conducted in the country. This will help to iron out some of the challenges faced by teachers in their schools.

**Keywords:** sport physical education, primary school implementation

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## **1.0 Background of the study**

In compliance with the World Health Organisation (WHO) policy of 1998 and the United Nations (UN) Charter, the Zimbabwean Government crafted policies which make the teaching of Physical Education (PE) compulsory in Zimbabwean schools. It can be observed that while Zimbabwean PE activities have undergone some transformation and metamorphosis towards the better, the discipline is still haunted by the historical influences through the implementation of a new curriculum that mandates the teaching of Physical Education and Sports. Before and immediately after independence in 1980, Physical Education as a subject in Zimbabwean primary schools was marginalized, so teachers did not take it seriously (Musangeya et al., 2000). Despite the importance of physical activity, its status in Zimbabwe appears low. In November 2003, the (UN) General Assembly declared the year 2005 as the International Year of Sports and Physical Education. The aim was to assist in the development of programs and the promotion of school sports and physical education as an avenue for achieving health, education, social and cultural development (United Nations Education Scientific and Cultural Organization (2005) (UNESCO). Galloway (2007) echoed that while PE and sports are acclaimed as having immense benefits for young people and adults, it is ironic that PE is a marginalized subject in school curricula worldwide.

Physical education is a core part of the school curriculum because it contributes to two unique goals: motor and physical fitness. In primary schools, physical education from early childhood education to grade seven is on each teacher's timetable, and the question is, is it being taught? Additionally, the school is the first spring of all the scientific, physical, and cultural talents. Most teachers concentrate on examinable subjects and ignore physical education. Most parents advise their children to concentrate on academic subjects, enabling them to attain good marks and qualify for the next grade. According to Marshall and Hardman (2000), PE is allocated very few hours, and teachers and learners look down upon the status of PE compared to other examinable subjects. The researcher noted that, with concern, on consultation days, parents rarely ask about physical performance in physical education but instead focus on academic performance.

Through the new curriculum policy, the government of Zimbabwe recommends at least one hundred to one hundred and fifty minutes of physical education per week. Schools were directed to schedule physical education twice a week. According to Talbot (1999), physical education helps children to develop self-respect, helps in integrating social, cognitive and physical growth and knowledge of the function of aerobic physical programs in health, positively improves self-esteem and enhances social, affective and cognitive development. Being physically active helps maintain healthy muscles and joints when executing daily activities and being physically fit.

Doing aerobics, muscle strengthening, and physical activity of at least a moderately intense level can slow the loss of bone density that comes with age and the risk of type 2 diabetes, high blood pressure and high blood sugar, Allenor, Cowburn and Foster (2006). Physical activity minimizes obesity rates among children attending preschool; Bailey (2006) posits that the results of physical education studies can be understood in terms of children's development in five domains: physical lifestyle, social, affective and cognitive development. The syllabus concurs with Bailey (2006) as it promotes the development of psychomotor skills and ensures that learners develop socially, physically, emotionally, morally, and cognitively( CDU Physical Education Infant Syllabus,2015).

Kimi and Too (2012) further cement the great benefits of physical education, encouraging attitudes of fairness, respect for others and valuing unity in diversity. Hardman (1999) other benefits are reducing the chances of early sexual activities amongst girls and teenage negative attitudes towards school and dropout rate. Through physical education, learners develop physical and neuro-muscular skills and perform skilful and efficient movement through physical and mental coordination. Furthermore, through physical education, learners use movement as a medium of expression and participate in developing national and international sports dance to preserve their own and other cultures. Though all these studies have dealt with the issue of the challenges faced by primary school teachers in implementing the new curriculum in physical education sports and mass display, there seems to be no research on the same issue in Zimbabwean schools, particularly in schools in Mhondoro rural district. However, despite such compulsive policies, the situation on the ground points towards the low status of PE in most Zimbabwean schools. In a few isolated cases where it is, it lacks effectiveness. In light of this, the implementation of physical education and sports curricula in Zimbabwe has been attributed to many factors, including funding, obsolete educational facilities, high turnover and inadequate qualified teachers, among others. Against this background, the study reviews the implementation of the new curriculum in Physical education and Sports in five schools in the Mhondoro rural district. Against this background, the study sought to answer the research question: Are teachers implementing the new curriculum in physical education sports and sports in five primary school schools?

### ***1.1 Research objectives***

The following objectives guided the study:

- To examine the level of teacher preparedness in implementing Physical Education and Sports in primary schools.
- Identify the challenges related to resources in implementing the teaching and learning of physical education and sport in primary schools.
- To explore the strategies that can be implemented to promote the implementation of a new curriculum for teaching physical education and sport in primary schools.

### ***1.2 Research questions***

- What is the teacher's preparedness level for implementing physical education and sports in school?
- What are the challenges in implementing a new physical education and sport curriculum in primary schools?
- What strategies can be implemented to promote the implementation of a new curriculum for teaching physical education and mass display in Zimbabwean primary schools?

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## **2.0 Literature review**

The following section presents the review of literature with intention of bringing out the knowledge gap between the current study and other similar studies.

### ***2.1 Challenges related to implementing the new curriculum in physical education and sport***

Despite the devastating scientific proof of the benefits of physical education programmes and the UNESCO (1948) Chapter enshrined PE as a fundamental human right; PE is in a situation is looked down upon in many schools the worldover. Hardman (1999) of Manchester University, in his research on the critical status of physical education in Berlin (1999), pronounced the essential status of PE around the globe, despite the social and economic class. One of the main issues identified by Hatten (2013) is resources and infrastructure. Wanyana (2011) suggest that the implementation of the new curriculum in teaching physical education and sports program's learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching, and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative team activities and competition. However, in Australia, Jenkinson and Benson (2009) purport that the challenges of implementing physical education and sports activities, which are stated as barriers, can be institutional and teacher-related. Dwyer (2003) reported that PE is allocated lower status and priority in learning institutions, there is a lack of achievement measures for implementing PE and sport and inadequate infrastructure. However, in order to improve education based on quality, better learning materials and resources are needed. Almond (1997) emphasized the significance of having suitable human resources, planning and providing enough instructional materials and physical amenities to sustain educational efforts. Orunaboka and Nwachukwu (2012) added that the resources required to implement physical educational activities in most Kenyan public primary schools are insufficient. In addition, Wanyama and Quay (2014) echoed that lack of space, like play fields, is common in most schools in slum areas. Wanyama (2011) showed that many sports programs were difficult to apply due to the

inappropriateness of the school environment. Rainer (2012) also noted that in Kenya, the government provides funding through Free Primary Education (FPE), which can be used to purchase PE teaching and learning materials. However, school administrators do not see the need to purchase PE resources. In line with this Anmol (2015) indicates that some are committed to effectively implementing the teaching of PE and sport but lack resources and motivation from school administration, which hinders the full implementation of PE and mass display in primary schools.

It has been noted through other studies that in Zimbabwe, the challenge of implementing a new curriculum in teaching physical education and sport is the shortage of resources and facilities. The availability of resources is pegged on the social and economic status of the every learning institution. The highly endowed institutions have better physical education resources and infrastructure. Harrison (2005) emphasized that the lack of instruments for most sports games was problematic in implementing PE and sport teaching. In Zimbabwe, Nziramasanga (1999) revealed that most PE and Sports facilities in primary schools, particularly in rural areas, farming areas and high-density suburbs, are of low standard and inadequate. Similarly, in Zimbabwe, inadequate facilities, equipment, instructional materials, and finances have adversely affected the successful implementation of the new curriculum in PE teaching and sport syllabus (Musangeya et al., 2000). The Zimbabwean government has been and still is presiding over an economy that is on a tailspin owing to poor performance of key sectors, which leads to challenges to make any substantial and meaningful investments in PE equipment and facilities. (Nhamo (2014). Lack of equipment may lead to challenges in implementing the new curriculum in teaching PE and mass display in primary schools. Hardman (2000) echoed that inadequate funding from the government has compounded the lack of physical education resources in public primary schools in Kenya. Stakeholders who would have supplemented the government's efforts in providing physical education have not responded positively to this problem. Concisely, support is needed to enhance the availability of physical education resources for quality.

Another challenge teachers face in implementing a new curriculum for PE and mass display in primary schools is the shortage of amenities. According to Kippers (2014), the reduction of funding compromises the quality and quantity of physical education programs in schools; the provision of amenities and their maintenance is insufficient in many schools across the globe. In addition, Faedi, Jalal and Erak (2010) noted that, worldwide, only 31% of countries have enough amenities. In less developed countries, there are significant challenges in providing a variety of amenities. Hardman (1999) lamented that even in countries with more recognized systems of physical education programs, there were cases of poor maintenance and loss of amenities. Coombs (1970) bemoans that scarcity of textbooks, libraries and physical education amenities will limit the educational system from responding entirely to new demands. Wanner (2010) suggests that more affluent schools can afford to offer students various sports in the sporting arena. However, poorer ones can only provide the essential and less financially demanding sports like soccer, volleyball and athletics. The facilities and equipment must also be provided in the correct quantity and quality, apart from being well maintained. However, these factors depend on the availability of adequate financial power. Furthermore, Harrison (2005) stipulated that structural indicators of excellence include human, such as, student-to-teacher ratio, accessibility of tutors, accessibility of curricula and lesson preparation resources associated with best practices in PE, and material right to use amenities and apparatus resources needed

Lack of clear policies was also noted as a challenge in implementing the new curriculum in teaching PE and Sport. On this issue a study by Hardman and Marshall (2000) on the condition of Physical Education in Schools, revealed that there is an absence of policies for national PE. The programme is stated but not entirely carried out and PE teachers are not specialists. The lack of government's support, inadequate structures and facilities and lack of time for teaching were the significant obstacles of in implementing the new curriculum in teaching PE and mass display in most primary school. Needham (2012) noted that within the broad education system, more countries have legal necessities for implementing physical education in schools for at least some mandatory schooling years. Similarly, Bucher (2012) cites that in states where there is no mandatory prerequisite for physical education but where it is usually practised, PE and Sports programme achievements rise. Kirui and Too (2012) allude to the fact that there ought to be a commitment to work dynamically so that the position of implementation of new curriculum PE and Sport, inside and outside the education system, is both ultimately acknowledged and developed through measures to improve the curriculum, sports amenities and equipment, the position of physical education and the initial in-service training of tutors. Shihadi (2012) noted that PE is fused with health education due to educational reform, decreasing teaching and learning time in physical programs.

Pajares (1992) pointed out that educational beliefs are beliefs about one's confidence to affect student performance, about the origin of knowledge, about causes of teachers or students' performance, about perceptions and personal feelings, about confidence to perform specific tasks, and about specific subject matters or disciplines. Whilst it is encouraging that implementing the new curriculum in teaching physical education and mass display has remained or become mandatory in a great majority of countries, since 2000, it has lost its compulsory position in 6% of countries (Sigh (2008). According to Hardman and Marshall (2000), PE is not mostly taught in many learning institutions even though it is a compulsory subject in the school curriculum, thus denying learners the opportunity to develop their skills and knowledge in physical education. In addition, Madekunye and Sithole (2012) noted that to date, the teaching of Physical Education at the primary school level in Zimbabwe is meant to develop the body, mind and soul in the context of holistic education.

The implementation of PE in Kenya faces many problems, the chief of which is the failure of policy implementation, as noted by Deventer (2002). Since academic subjects are seen as key to a bright future, implementing a new curriculum teaching PE and sports as a non-productive educational activity is shared by some teachers, too (WHO, 2004). As such, the status of implementing Physical Education and Sport has been raised in theory since it now caters to the development of the learner's cognitive, affective and psychomotor domains (Mudekunye & Sithole, 2012). While implementation of the new curriculum in teaching and learning PE and Sports is compulsory in the curriculum, there is a significant disparity between policy and implementation because school heads' timetable is only to satisfy school inspectors (Chapell, 2001).

The study of Wanyama and Quay (2014) alludes to the fact that more governments are squeezing physical education out of the education system and adding more compulsory academic courses, which hold little benefit compared to PE. Wanyama (2011) suggested developing a national policy to inculcate and implement policies and structures to control the time of PE allocation in the curriculum. According to Hardman & Marshall (2000), in

the teaching and learning of PE and sports in the primary school cycle, an average of 9 of 4 of 9 of 5 ranges between 30 – 180 minutes. In support of this, Rainer, Cropley, Jarvis, and Griffiths (2012) added that European regions vary in time allocation for primary and secondary schools. Central and Latin American schools also vary in time allocation in primary and secondary schools. The implementation of the new curriculum in teaching PE and Sport has limited time allocation, and it remains an issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether (Directorate of School Education (DSE), (1993). Harris & Elbourn (2002) indicated that this situation is exacerbated in most countries because PE and Sports are never examined. Therefore, teachers prefer using PE and Sports time to teach academic subjects, which are considered important. PE and Sport has no base for the future because it is not examined.

Teachers regard PE and Sport as a worthless subject that core subjects like Mathematics and English should replace. There is much academism in the Zimbabwean education system, which may hinder the implementation of the new PE and Sport curriculum in primary schools. Furthermore, Coakley (2009) noted that most schools have PE and Sports slotted on the timetable but hardly implemented. Unfortunately, while there have been many education reforms since the late 1990s, these reforms have negatively affected the implementation of the new curriculum in teaching PE and Sports because PE and Sport time allocation has continued to decrease in around 17% of countries (Hardman, 2008). Hellison (2003) supported that this is happening despite substantial efforts and international advocacy supported by extensive economic, medical, scientific, social and cultural support for sufficient PE programmes and initiatives in some countries to increase mass display time to 120 minutes per week. Bronikowski and Muszkieta (2000) added that although PE is considered less important than the other subjects in Victorian schools, the mandatory 200 minutes per week is still allocated. Garrett and Wrench (2007) and Morgan and Bourke (2008) support the idea that personal experience is a key factor in teachers' perceptions of their ability to implement the new curriculum in teaching physical education and sport. In Zimbabwe, implementation of the new curriculum in teaching and learning PE and mass display is hampered by a lack of enough time allocated to the subject

## ***2.2 Teachers' Preparedness in Conducting Physical Education***

WHO (2014) noted that the dearth of knowledge explained above has contributed to many misconceptions about the lamentation and teaching of PE and mass display wh, which adds to the subject's low status and subsequent non-teaching.

A lack of adequate teaching personnel for PE and Sport classes is said to be some of the blocks for the provision of quality PE and Sport. Related to this is that even in areas with teachers, some may not be adequately trained to provide PE and Sport content relevant to students' lifestyles. This means that non-specialist trainees in primary physical education must have knowledge and understand how to teach all six areas of physical education.

Caldecott (2006) maintains that these trainees do not receive enough quality PE training to have a secure knowledge and understanding of their subject.

Carney and Winkler (2008) recognize that physical education is not a core subject and, as such, is not given as many hours as the core subjects. Preparing teachers for their service in modern education is challenging for Higher Educational Institutions. In addition, Katherine (2011) noted that learners who attend schools with sufficient tutors who ultimately provide PE coaching (specialist teachers) receive more PE knowledge and skills per week. Furthermore, the increasing general experience of PE lesson time and the accessibility of dedicated PE teachers raised learners' understanding of physical health and activity levels during class.

A research article titled „Promoting Better Health for Teenagers during Physical Action Programs and Sports " highlights the importance of qualified and appropriately trained physical education tutors. Unfortunately, most schools in Kenya do not have skilled professionals teaching physical education programs. In the United States of America (USA), only seven states taught physical education by specialist teachers in all grades.

According to Curry (2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top-quality classes in which learners use extra time to be physically energetic.

In another research by Curry (2012), primary teachers frequently skip the compulsory P.E. hours from their week because of emotion pressured by the scope of the curriculum and their absence experience and capability to teach the sensible component of Personal Growth, Health and Physical Education program of study.

Therefore the aspect of teachers' preparedness to teach physical education can, to some extent, influence the attitude of teachers in handling physical education in schools. Furthermore, Kirui and Ahmed (2012), indicated that a successful student-teaching experience is the keystone of pre-service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of teachers' supervision during training. In addition, if the preparation of teachers is not done well, the result will be disparities between the promises and realities in schools in the implementation of innovation or even existing curriculum policies, as in the case of physical education in primary schools.

Physical Education has been identified as one of the subjects taught in the colleges.

Therefore teacher trainees should have taught PE in the primary schools during the teaching practicum. It has been noted that this aspect contributes significantly to the poor attitude and quality of teaching physical education programs in Kenya's primary and secondary schools.

The lack of specialist P.E teachers is a significant undoing in primary schools in Kenya, thus affecting the attitude and quality of PE programs in the learning institution. The effective rolling out of the HPE curriculum relies on its recognition by practising PE teachers (Culpan, 1996).

This would require teachers to acquire and gain knowledge on the HPE curriculum and make knowledgeable decisions about the benefits and weaknesses of the document. (Pétrie, Jones, & McKim) noted that teachers had little knowledge of the 1999 HPE curriculum seven years after it was made public.

Studies the world over noted that Physical Education and Sport in primary schools is primarily delivered through teacher-directed approaches, mainly because teacher-directed approaches are less widespread in other curriculum areas.

Many teachers reported using a conservative lesson progression involving a warm-up, ability-teaching practice, game, and warm-down movement when teaching PE (Petrie, Jones & McKim, 2007). (Petrie, Jones, and McKim, 2007) Note that the content implementation of PE in some New Zealand primary schools was held back before the 1999 HPE curriculum was rolled out.

Several factors could elaborate on the limited changes to practice in primary school PE. The research acknowledged three main areas that deserve further deliberation: the role of pre-and in-service teacher training, the function of the Ministry of Education, and the school environment.

According to a research article by Crum (1990) and Stuart et al. (2000), potential teachers do not come to ITE programs with a clear conscience of their beliefs about PE as their conceptions are already bent by their experiences in PE classes and involvement in „exercise“, „participate“, and „game“. From the study of PE (Morgan, Bourke, & Thompson, 2001), showed that teachers put tremendous pressure on an individual's choices, practices, and routines as future PE teachers.

The current PE reduction in terms of hours allocated to PE inside ITE courses is of great concern to the stakeholders (Morgan, Bourke & Thompson, 2001). According to the study by Timperley et al. (2007), experienced teachers are to be allowed to participate in regular in-service focused on PE. Introducing physical education into school curricula regularly and as a subject equal to others has been challenging and complex. However, since then, many changes have happened to educational systems worldwide. Some subjects adjusted to those changes faster than others did. Physical education has been undergoing a "little" crisis recently, and it appears to have to fight back to the front line of school education. These concerns about implementing the new curriculum in physical education and mass display suggest that primary trainees are entering teaching underprepared to teach high-quality PE and sport sessions.

### ***2.3 Strategies for the implementation of new curriculum in teaching physical education and sport in primary schools***

The World Health Organisation (2014) found that piloting and monitoring mechanisms are valuable tools for implementing new curricular reforms effectively. López-Pastor (2013) added that assessments are usually implemented alongside competency-based curricula to help the student navigate toward the expected outcome with the help of formative assessment, self-regulation and meta-cognition. However, their use is far from generalized across countries. Tshili (2017) noted that hot sitting is considered a barrier to implementing the new curriculum in teaching and learning PE and sports, and the process of targeting grades needs to be scrapped. In addition, Siring (2012) indicated that a high teacher/pupil ratio forced the use of the lecture method because of one textbook; therefore, the teacher-pupil ratio needs to be reduced.

Similarly, Tshili (2007) urges that some learning areas, such as ITC, Agriculture, and PE, need specialist teachers.. Bitner and Bitner (2002) noted that the teacher should be prepared for future trends where constructivists will influence teaching and learning; the focus will be on competencies and innovativeness and more technology-enabled teaching learning strategies. Similarly, Bunyi, Wangia, Mukoma and Limboro (2011) added that teachers need to be trained and supported to understand the learning gains and learning outcomes resulting from learner-centred teaching approaches and using teaching-learning resources instead of teacher-centred teaching approaches. They must also be trained in developing, accessing and using teaching-learning resources (Dodge, Colker, and Heroman, 2015). Improving the qualifications and skills of PE teachers requires appropriate training and supervision. In the provision of in-service training courses, as Rink (1998) asserts, good teachers need a variety of approaches and working patterns and the flexibility of several different strategies.

Therefore, through in-service courses, physical educators would know how and when to use teaching strategies that yield good results. In addition, Kamps (2014) suggested the review of the college PE training curriculum and introduction of national examinations in the subject so that teachers will be equipped with relevant teaching skills and cultivate a positive attitude and a sense of seriousness in teaching the subject. Well-designed professional development can help PE teachers increase students' time in MVPA and decrease the time spent on administrative and classroom management tasks. Wangia et al. (2011) support the idea that teachers must also be supported in implementing skills in classroom instruction. Maduna (2002) postulates that teachers should have a sustained professional development programme.

In PE, as in any other academic subject, the curriculum shapes instruction by mapping out for teachers what students should be taught and how their acquisition of knowledge and skills should be assessed. A 2006 CDC survey found that nearly half of the nation's schools do not have a PE curriculum (MOEST (2009). A high-quality, well-designed PE curriculum is needed. Plowright (2011) found that the curriculum for teaching PE and Sports is based on national, state, or local PE standards that describe what students should know and be able to do due to a high-quality PE program. Siringi (2012) suggested including student assessment protocols to determine if students are getting enough MVPA during PE and achieving learning objectives and standards. According to Dixon (1991), a learning contract considers the psychological principles of the adult learner since the learner is encouraged to take more responsibility for their learning.

Provision of adequate resources to address budget constraints, prioritization of the procurement of appropriate equipment, and provision of appropriate facilities. Ensuring that all the requirements are available in teaching Physical Education is important. Mechanisms for allowing teachers to tap into resources within their communities can help to implement enhanced context-specific pedagogical approaches while safeguarding their well-being.

Plowright (2011) added that the effectiveness of teaching strategies needed to be improved and that there was room for improvement. Pinnel and Founders (1991) noted that schools should be nurturing environments that develop the whole child, including their social, emotional, physical and mental well-being. Kirk (2009) reports that PE is subject to historical trajectories influenced by military drills, sports, and exercise physiology that can put students at physical risk. Siedentop (1991) added that if children and young people are to become responsible, productive and happy members of society, they need a holistic education that prepares them not just for cognitive tasks but also for the broad gamut of personal, social and professional opportunities, challenges and duties in life. This was because even though most physical educators used a variety of teaching strategies, some were not knowledgeable and confident enough to discern how and when to use teaching strategies that yield good results. Therefore it is imperative to examine challenges faced by teachers in rural schools in the implementation of the new PE and Sport curricula.

### 3.0 Research methodology

#### 3.1 Population

The study's population consisted of male and female primary school teachers in Mhondoro rural district. The target population was 50 teachers selected from five primary schools in Mhondoro rural district.

#### 3.2 Sample and Sampling

The sample was chosen from 50 teachers from five primary schools in Mhondoro rural district. The sample consists of twenty-five primary school teachers. Purposive sampling was done to select the participants, and the researcher chose whom to include in the research. A purposive sampling was done because the researcher was interested in teachers responsible for teaching at the primary school level in the Mhondoro rural district.

#### 3.3 Data collection and instruments

This study used a questionnaire to collect data from 25 primary school teachers. Different perspectives on the phenomenon under investigation were obtained using these instruments. The researcher used closed and open-ended questions designed to gather data on implementing the new Physical Education and Sports curriculum in primary schools in Mhondoro Rural District.

### 4.0 Data presentation analysis and discussion

The following section outline the data presentation, analysis and discussion of the study

#### 4.1 Table 1 Demographic data

##### 4.1.0 Schools

School		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School 1	5	20.0	20.0	20.0
	School 2	5	20.0	20.0	40.0
	School 3	5	20.0	20.0	60.0
	School 4	5	20.0	20.0	80.0
	School 5	5	20.0	20.0	100.0
	Total	25	100.0	100.0	

The data reveals that the study sampled 25 teachers equally across five selected schools in Mhondoro rural district. Each school contributed 5 participants, representing 20.0% of the total sample. The cumulative percentage indicates a progressive increase, reaching 100% after all five schools were accounted for. This equal distribution ensures balanced representation of experiences and challenges across different schools, allowing for a fair assessment of the implementation of the new Physical Education and Sport curriculum. The uniformity in participation enhances the reliability of findings, minimizing biases that could arise from unequal sampling among the selected schools.

#### 4.1.1 Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	48.0	48.0	48.0
	Female	13	52.0	52.0	100.0
	Total	25	100.0	100.0	

The gender distribution shows a nearly equal representation of male (12; 48.0%) and female (13; 52.0%) participants among the 25 respondents. This balance ensures diverse perspectives on the implementation of the new Physical Education and Sport curriculum

#### 4.1.2 Age of participants

Statistics	
Age	
Mean	38.84
Median	39.00
Std. Deviation	3.313
Minimum	32
Maximum	46

The age distribution of participants shows a mean age of 38.84 years and a median of 39 years, indicating that most respondents are in their late 30s. The standard deviation of 3.313 suggests minimal variation in age. The youngest participant is 32 years old, while the oldest is 46 years old, showing a moderate age range of 14 years. This distribution reflects an experienced group of teachers, likely with significant professional exposure to the challenges of implementing the new Physical Education and Sport curriculum.

#### 4.1.3 Qualification of participants

Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	21	84.0	84.0	84.0
	Bed degree	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

The majority of participants hold a Diploma (21; 84.0%), while a smaller proportion have a Bachelor of Education (Bed) degree (4; 16.0%). The cumulative percentage reaches 100%, indicating full data coverage. This suggests that most teachers implementing the new Physical Education and Sport curriculum have diploma-level qualifications, potentially impacting curriculum delivery.

#### 4.1.4 Teaching experience of participants

Statistics	
Teaching Experience	
Mean	10.88
Median	10.00
Std. Deviation	3.270
Minimum	7
Maximum	18

The teaching experience of participants shows a mean of 10.88 years and a median of 10 years, indicating that most teachers have around a decade of experience. The standard deviation of 3.270 suggests moderate variability in experience levels. The range spans from 7 to 18 years, showing that all participants have substantial teaching experience.

#### 4.1.5 Challenges in the implementation of new PE and Sport Curriculum at school.

Challenge	Not a Challenge	A Challenge	Mean	Std. Dev
Availability of qualified PE teachers	2	23	1.92	0.277
PE and Sport equipment	2	23	1.92	0.277
PE and Sport Facilities	4	21	1.84	0.374
Attitude of teachers towards PE and Sport	4	21	1.84	0.374
PE and Sport books in the school	4	21	1.84	0.374
Attitude of parents towards PE and Sport	4	21	1.84	0.374
Financial resources	4	21	1.84	0.374

The analysis highlights key challenges in implementing the new Physical Education (PE) and Sport curriculum in schools. The most significant issues, with 23 out of 25 respondents (92%) identifying them as challenges, include the availability of qualified PE teachers ( $M = 1.92$ ,  $SD = 0.277$ ) and lack of PE and Sport equipment ( $M = 1.92$ ,  $SD = 0.277$ ). Additionally, 21 respondents (84%) cited inadequate PE facilities, lack of PE books, negative teacher and parental attitudes, and financial constraints as major obstacles ( $M = 1.84$ ,  $SD = 0.374$  for each). These findings suggest that both material and attitudinal barriers hinder curriculum implementation. Addressing these challenges requires improved funding, resource provision, and enhanced stakeholder awareness to foster better support for PE and Sport programmes.

#### 4.1.6 What are the other challenges you face in the implementation of the new PE and Sport curricula?

The thematic analysis of additional challenges in implementing the new Physical Education (PE) and Sport curriculum reveals key concerns. Attitudinal issues are prominent, with negative perceptions from learners (2 mentions) and school administrators (2 mentions) affecting curriculum delivery. Time constraints were also highlighted, with 2 respondents stating there is insufficient time to teach PE. Additionally, a shortage of PE and Sport syllabi was mentioned once. However, 18 respondents (72%) did not report any additional challenges, suggesting that the primary issues were already captured in previous responses. These findings emphasize the need for mindset shifts among learners and administrators, better scheduling for PE lessons, and improved access to curriculum materials to enhance implementation effectiveness.

#### 4.1.7 Preparedness in implementing the new PE and Sport curriculum at your school

Aspect	Not Satisfactory	Satisfactory	Mean	Std. Dev
Skills on teaching PE and Sport	25	1	1.00	0.000
Skills on interpreting new syllabi	25	0	1.00	0.000
Attitude towards PE and Sport of teachers	23	2	1.08	0.277
Experience in teaching PE and Sport	24	1	1.04	0.200
Qualifications in PE and Sport	25	0	1.00	0.000
Facilities and equipment for PE and Sport	25	0	1.00	0.000
Availability of PE and Sport books	24	1	1.04	0.200

The analysis indicates significant gaps in preparedness for implementing the new Physical Education (PE) and Sport curriculum in schools. All 25 respondents (100%) rated their skills in teaching PE ( $M = 1.00$ ,  $SD = 0.000$ ) and interpreting the new syllabus ( $M = 1.00$ ,  $SD = 0.000$ ) as unsatisfactory, highlighting a critical lack of teacher readiness. Additionally, all teachers (100%) reported inadequate qualifications ( $M = 1.00$ ,  $SD = 0.000$ ), and none found their school's facilities and equipment sufficient. Only 2 teachers (8%) had a positive attitude towards PE, while 23 (92%) did not ( $M = 1.08$ ,  $SD = 0.277$ ). Similarly, 24 teachers (96%) lacked experience ( $M = 1.04$ ,  $SD = 0.200$ ). These findings emphasize the urgent need for teacher training, resource allocation, and curriculum support to improve implementation.



#### 4.1.8 Regression

Chal = Challenges

PREP= Preparedness in implementation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.099	.097		11.311	.000
	CHAL	-.411	.052	-.462	8.787	.039
a. Dependent Variable: PREP						

The regression analysis examines the relationship between challenges (CHAL) and preparedness in implementation (PREP). The constant (B = 1.099) indicates the baseline level of preparedness when challenges are absent. The unstandardized coefficient for CHAL is -0.411, which suggests a moderate negative relationship: as the perceived challenges increase, preparedness decreases. The standardized coefficient (Beta = -0.462) shows a moderate negative effect, indicating that challenges have a notable impact on preparedness. The t-value (8.787) and significance level (p = 0.039) indicate that the relationship is statistically significant at the p < 0.05 level. Therefore, the analysis suggests that higher challenges are associated with lower preparedness for implementing the new PE and Sport curriculum, and this relationship is statistically significant.

## 5.0 Summary, recommendations and conclusions

### 5.1. Review of research problem

The study explores implementing the new physical education and sports Mhondoro rural district curriculum. In chapter one, the researcher highlighted the background and the problem statement, which looked into implementing the new curriculum in physical education sports and mass display schools with particular reference to schools, and what motivated the researcher to carry out the research. The researcher developed the research question from which she derived sub-research questions. The significance of the study was also studied. The research will provide information and data that could be useful in future studies on implementing the new curriculum in physical education sports and mass display.

### 5.5 Summary and Findings

It emerged that the implementation of the new curriculum in teaching and learning physical education and sport was hindered by inadequate teacher training. Teachers were not fully trained to impart skills needed in teaching and learning in physical education and sport. Physical education and sports were considered inferior to other subjects like Maths, English and Science. It was noted that physical education and sports timetables were not fully implemented for the teachers who used the time to do other subjects. Although physical education and sport were allocated time on the timetable, the area was not fully implemented in primary schools.

The findings showed that the lack of necessary equipment hampered the full implementation of physical education and sport. Most schools in Mhondoro rural district had no equipment, such as balls and rackets, and did not have enough sports grounds.

The most significant barrier was the lack of finances due to the economic meltdown, especially in Zimbabwe. Most schools cannot afford sports equipment or build facilities for proper physical education and sport.

### 5.1 Recommendation for further studies

The current study focused on implementing the new curriculum for teaching physical education and sports in the Mhondoro rural district. Further, the research should cover a wide geographical area, including schools in urban areas. It is recommended that comparative studies on the implementation of physical education and sport in urban areas must be undertaken as to come up with a clear position on how the implementation of the new physical education and sport curriculum is conducted in the country.

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### 7.0 Conflict of interest statement

The author of this article, Shepard Kugara, has no conflict of interest to declare/disclose. The is original and has not been published in any form/s. The researcher sways that it has no commercial associations that may result in conflict of interest

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