



The Problem of Teaching Physical Education and Sport in Private Secondary Schools in the Lubumbashi 1 Sub-Division

Mabenda Kapepe Fabien

Department of Physical Education and Sports Management, Teachers' Training College of Lubumbashi, Lubumbashi, Democratic Republic of the Congo

* Corresponding Author: **Mabenda Kapepe Fabien**

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Abstract

All development (physical, intellectual, social, and moral) that aims to be solid and harmonious must begin at school. Physical Education and Sport (PES) is a tool, indeed an effective means, for the holistic development of the individual, and it should not be neglected. An important part of education in general, physical education and sport seeks to make the body a capable and obedient instrument under the guidance of the soul, called to serve the good. Therefore, the child's body must be formed just as harmoniously as their intelligence, heart, and will. In our modern world, physical exercise is more important and beneficial than ever for everyone.

In addressing this topic, we are seeking to reinstate physical education (PE) classes in private secondary schools within the Lubumbashi 1 division. Our objective is to understand the obstacles preventing PE from being offered in all these private secondary schools. To this end, we will conduct on-site analyses and investigations, delving into the reasons why school administrators are failing to address this situation, despite PE remaining the only subject that truly fosters a child's development in all areas (physical, mental, medical, and social).

Therefore, it is necessary and imperative to find appropriate solutions to the limiting obstacles hindering the proper functioning of physical education (PE) in these private secondary schools in Lubumbashi 1. We believe that, despite this situation, the place occupied by PE and its importance in educational institutions is crucial, and solutions must be implemented immediately.

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Keywords: Problem of teaching physical education, private secondary schools, Lubumbashi 1 division

Introduction

The choice of this topic was not made at random, but rather stems from a desire to leverage our expertise in Physical Education (PE), gained through over 35 years of dedicated work in our profession, to effectively support students in these secondary schools and guide them towards a holistic education—that is, one that encompasses physical, intellectual, moral, and social development. Today, PE is an important and essential practice, as its purpose is to unite body, mind, and spirit to improve a child's health, strength, courage, and intelligence. Regular physical activity is crucial for preventing and managing heart disease, type 2 diabetes, and cancer, as well as for reducing symptoms of stress and anxiety, mitigating cognitive decline, improving memory, and promoting brain health. For better health, every movement counts, according to the WHO (2020).

It would be possible to prevent up to 5 million deaths per year if the world's population were more active. At a time when COVID-19 is forcing many people to stay home, the new WHO guidelines (2000) on physical activity and sedentary behavior, published today, emphasize that everyone, regardless of age or ability, can engage in physical activity or other types of movement that are beneficial to health. The WHO Director-General (2000) advised older people (65 years and older) to add activities that focus on balance and coordination, as well as muscle strengthening, which helps prevent falls and improve health. "Being

physically active is essential for health and well-being; it can contribute to adding extra years to life and an extra year to life." Bernardin (1959) stated that physical education is much more than developing bodily strength; it is placing these forces under the governance of the soul, in order to make the body a suitable and docile instrument for serving the good.

According to Thill Thomas and Gaza (1985) [5], Physical Education is therefore a science related to the human body; it constitutes the set of bodily exercises for the improvement not only of physical qualities but also of intellectual, moral, social, and relational faculties. It presents a range of physical and sporting activities beneficial to human development.

In Senegal, CHEIKHANTADIOP (1973) [1], in his study entitled "The Problem of Physical Education Teaching in Secondary Schools: The Case of the Commune of Thiess," concluded that physical and sports education was well organized from the state level down to individual education stakeholders. He based this conclusion on the curriculum and subject projections.

According to DIEYNABA (1993) [2], in his work entitled "Physical Education and Sports (PES) Instruction in Public and Private Elementary Schools in the Mbour Department," each sector has its own organizational structure and mode of operation. Physical education and sports are an integral part of our educational system, as defined by the objectives set for them by the Senegalese government. This article focuses specifically on teachers in charge of private schools and teachers of physical sciences and technology. It describes in detail the challenges of teaching physical education and sports in private secondary schools in the Lubumbashi 1 subdivision. It begins by presenting the proportion of teachers of physical education and sports who conduct practical activities with students, and the proportion of students attending schools included in our sample. This article also examines descriptive data from questionnaires concerning four areas of information: 1) the effectiveness of physical education (PE) in private schools; 2) the reasons for neglecting PE in favor of other subjects; 3) the availability of infrastructure and teaching materials for PE in private schools; and 4) the difficulties encountered when teaching PE in your school. The article also explores the relationship between the ongoing organization of PE classes in private secondary schools and the variables in these four areas. This article aims to identify the underlying causes of the disruption to PE instruction in these private secondary schools within the Lubumbashi 1 sub-division.

Materials and Methods

To collect our data, we conducted a survey using a semi-open and directional questionnaire. This survey method was supported by interview techniques and document analysis.

Study Sites and Sampling

Study Site

We conducted our research in the Lubumbashi I subdivision,

one of the subdivisions of the Haut-Katanga I educational province in the DRC. We chose this subdivision over others because most of the schools located in the city center and surrounding areas are easily accessible. During our preliminary survey, with the cooperation of subdivision officials, we counted 63,184 students and 4,499 teachers across all sections and grades. For the second year of the scientific humanities program, we counted 15,023 students and 182 teachers.

Sampling of Physical Education and Technology Schools and Teachers

Due to time constraints and practical considerations in the field, we selected 5 teachers per neighborhood (that is, 5 students from 7th grade and 5 students from 8th grade). For each neighborhood, we assigned a number to all the names of the private schools. We then cut and folded these numbered slips of paper and placed them in a ballot box. We then drew a random sample. The random sampling revealed the names of the selected schools and the names of the physical education teachers selected. The final sample consisted of 75 teachers (5 teachers per neighborhood), representing the core population of all teachers in the Lubumbashi 1 subdivision.

Student Sampling Due to time constraints and practical considerations in the field, we selected 10 students per neighborhood (2 students per school). For each class in a selected school, we assigned a number to each name on the attendance register. We then cut and folded these numbered slips of paper and placed them in a ballot box. We drew names at random. The random sampling resulted in the two names of the students selected from each school. The final sample consisted of 150 students (10 students per neighborhood and 2 students per selected class), representing the sample size of all students in the Lubumbashi I subdivision, which together constitute the study population.

Sampling of Principals The same time constraints and practical considerations led us to select one principal per district. Indeed, during our preliminary survey, with the cooperation of officials from the Lubumbashi municipality, we had identified 15 districts within the municipality. The final sample consists of 15 principals, representing a smaller sample drawn from all principals in the Lubumbashi I subdivision, which together form the survey population.

Statistical Analysis The questions offered respondents four to six possible answers. The means obtained were subjected to univariate analyses of variance (ANOVA) using XLSTAT-Pro 7.5 statistical software. The independent variables were the variables under study, and the permanent organization of physical education classes in private secondary schools was the dependent variable.

Results and Discussion

Table 1: Love for Physical Education

Answers	Answer numbers	%
Yes	130	86.67
No	20	13.33
Total	150	100%

Table 1 informs us that out of 150 students in private secondary schools in the Lubumbashi 1 sub-division, 130 students, or 86.67%, enjoy physical education, and 20 students, or 13.33%, do not. These results corroborate those found by Columbia University (1943), which revealed that

"children receiving 2 hours and 30 minutes of regulated physical education were more engaged in tasks performed in secondary schools than those deprived of it; they were also more resistant to fatigue and stress and had a very strong capacity for recovery."

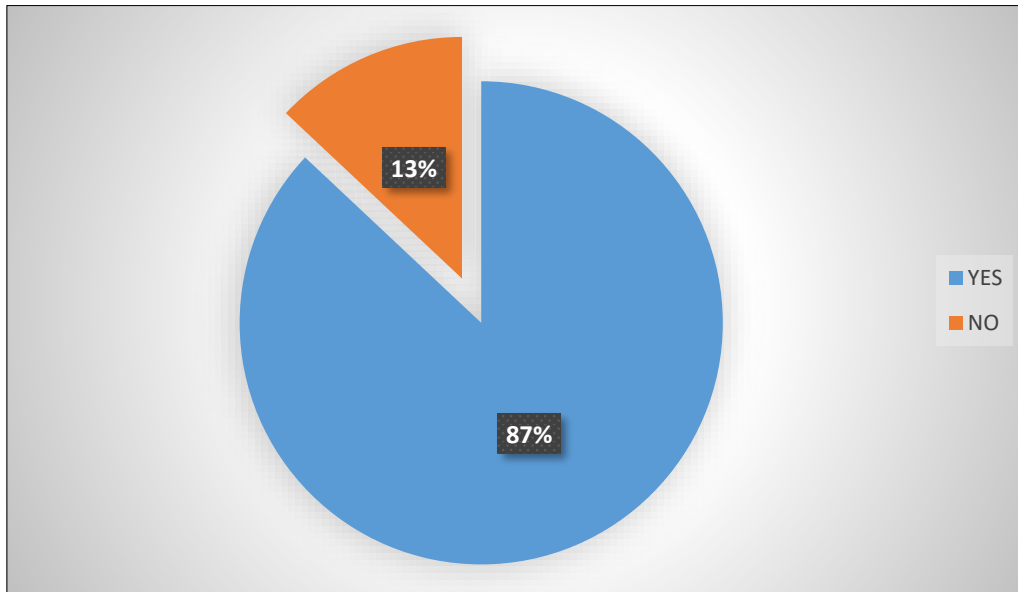


Fig 1: Number of Students Who Like and Dislike Physical Education

Figure 1 shows the number of students who like and dislike physical education. It reveals that out of 150 students in private secondary schools in the Lubumbashi 1 sub-division,

130 students (86.67%) like physical education, and 20 students (13.33%) do not.

Table 2: Receiving Grades on Physical Education Report Cards

Answers	Answer numbers	%
Yes	150	100%
No	0	0%
Total	150	100%

Table 2 shows that the students interviewed had points on their report card in PE; we have 150 students, or 100% of

students, who have points on their report card without practicing PE at their schools.

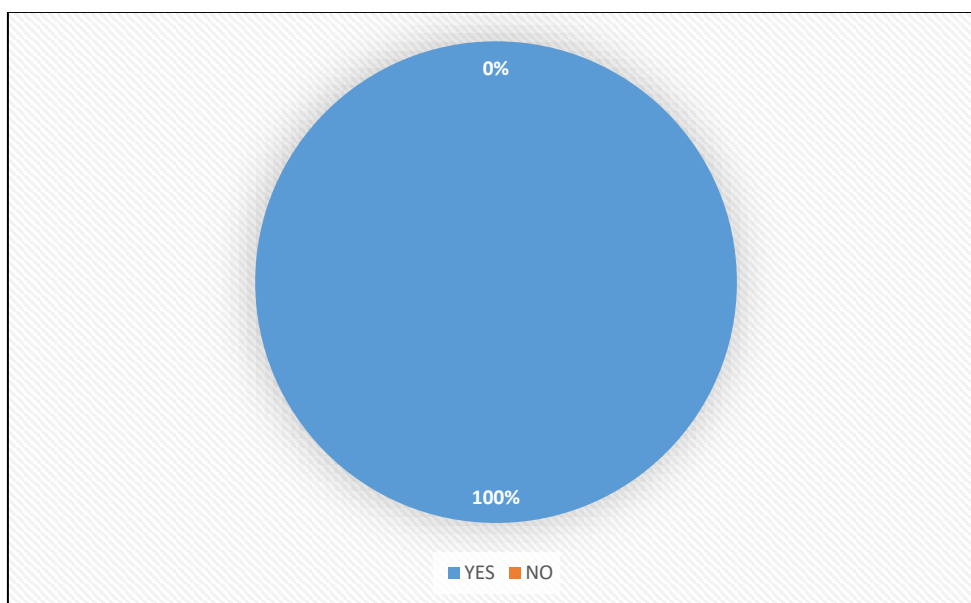


Fig 2: Physical Education (PE) grades on report cards

Figure 2 shows that the students surveyed had PE grades on their report cards. We have 150 students, or 100%, with PE grades on their report cards despite not participating in PE at their schools.

Table 3: The effectiveness of PE practice in schools

Answers	Answer numbers	%
Yes	25	16.67
No	125	83.33
Total	150	100%

Table 3 reveals that the practice of Physical Education is suffering in these private secondary schools in the Lubumbashi 1 sub-division. Table 3 also shows that 125 students, or 83.33%, confirm that there is no Physical Education course in their schools, while 25 students, or 16.67%, report that there is Physical Education practice.

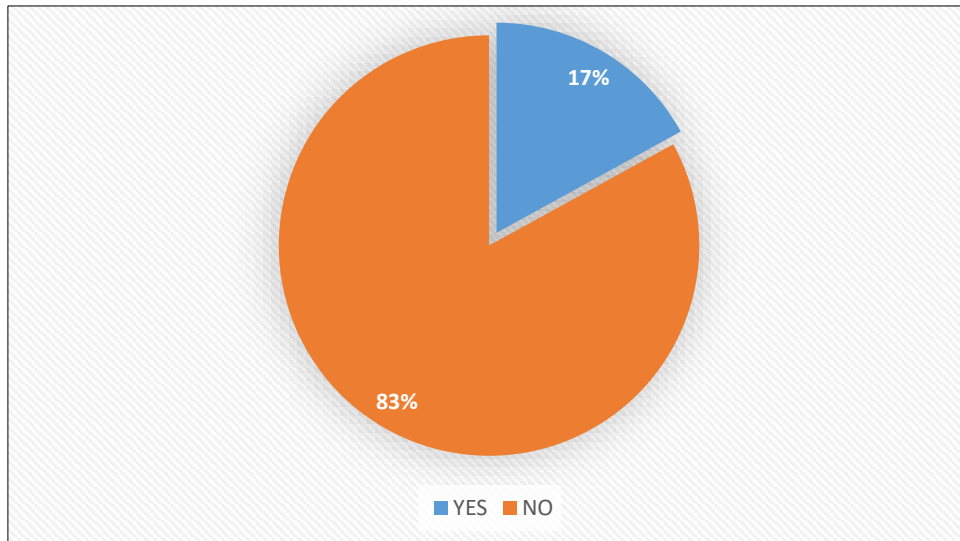


Fig 3: Number of students participating in Physical Education classes

Figure 3 reveals that Physical Education is underdeveloped in these private secondary schools in the Lubumbashi 1 sub-division. Figure 3 also shows that 125 students (83.33%) confirm that Physical Education classes are not offered in their schools, while 25 students (16.67%) report that Physical Education classes are offered.

Table 4: Physical Education Examination Submission

Answers	Answer numbers	%
Yes	0	0%
No	25	100%
Total	25	100%

Table 4 presents data relating to student participation in the Physical Education (PE) exam. It shows that there is no PE exam in private secondary schools in the Lubumbashi 1 sub-division; in these schools, PE points are distributed freely to students without any physical or intellectual effort.

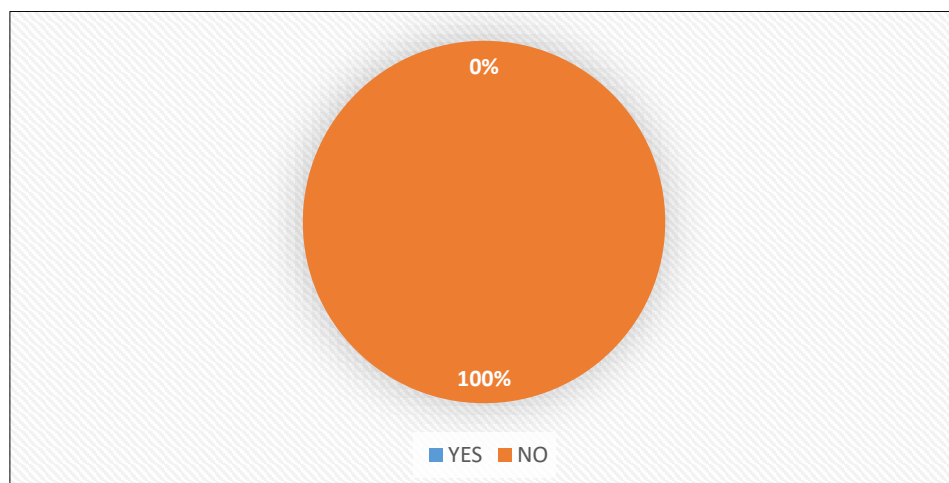


Fig 4: Physical Education Examination

As shown in Figure 4, there is no physical education examination in private secondary schools in the Lubumbashi 1 sub-division. In these schools, physical education points are

awarded to students without any physical or intellectual effort.

Table 5: Contribution of Physical Education to Academic Success

Answers	Answer numbers	%
Yes	70	93,33
No	5	6,67
Total	75	%

Table 5 indicates that 70 out of 75 teachers, or 93.37%, recognize that physical education contributes to academic

success. Meanwhile, 5 out of 75 teachers, or 6.67%, say no.

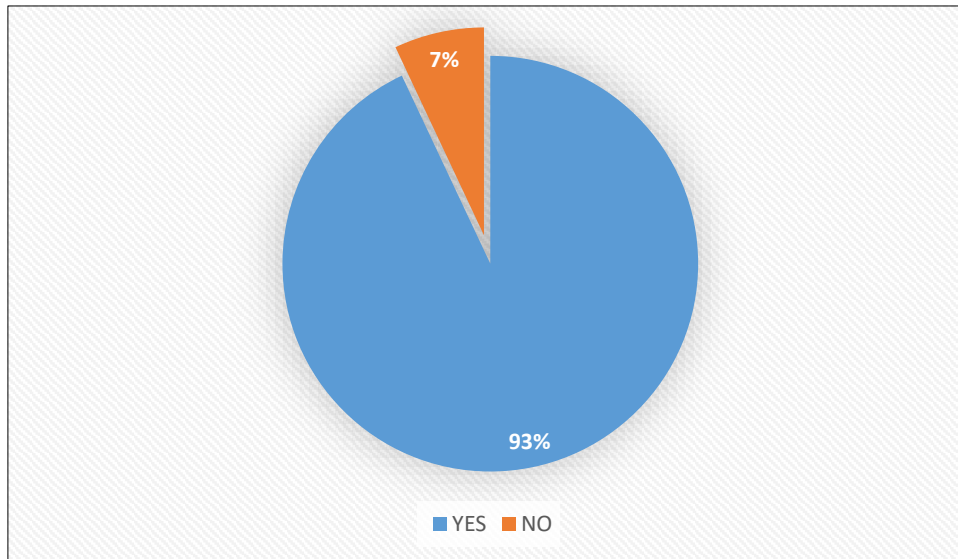


Fig 5: Contribution of Physical Education to Academic Success

Figure 5 indicates that 70 out of 75 teachers, or 93.37%, recognize that Physical Education contributes to academic success. However, 5 out of 75 teachers, or 6.67%, disagree. This finding is consistent with that of Mucchielli, R., and Bourcier (1961) [3], who noted that dyslexia (difficulty learning to read and write) is caused by four key factors: poor laterality, poor orientation, and poor body schema structuring.

A lack of orientation and structuring of space and time
 A lack of flexibility in accepting values. Dysfunction and emotional difficulties find appropriate solutions through the regular and judicious practice of a skillfully designed

Physical Education program. But it's important to understand that even though Physical Education (PE) has taken a step forward in terms of its importance, it remains the responsibility of school principals, administrative staff, and education and state authorities to ensure this discipline is integrated into the private secondary schools of the Lubumbashi 1 sub-division. And let's conclude with the African proverb that says, "A tree stands tall when it is young." As the French say, "Prevention is better than cure." Young people must have the courage to participate in PE, which is beneficial for them.

Table 6: Reasons for the Neglect of PE in Favor of Other Subjects

Answers	Answer numbers	%
Lack of infrastructure	20	26.67
Absence of qualified teachers	45	60%
The option does not exist in state exams	10	13.33%
Others	0	0
Total	75	100%

Table 6 shows that 20 out of 75 teachers (26.67%) say this neglect is due to a lack of infrastructure, while 45 teachers (60%) say it is due to a lack of qualified teachers (60%); 10

out of 75 (13.33%) maintain that it is because physical education is not included in major examinations, particularly state exams.

Table 7: Measures to be taken to ensure the effective implementation of physical education in private schools

Answers	Answer numbers	%
Hire qualified teachers and build sports infrastructure	55	73.33%
Urge students to participate in this physical education and sports course	17	22.67%
Encourage students to participate in school tournaments	3	4%
Total	75	100%

The results in Table 7 reveal that 55 out of 75 teachers (73.33%) advocate hiring qualified physical education teachers, 17 teachers (22.67%) encourage students to

participate in physical education classes, and 3 teachers (4%) request student participation in school tournaments.

Table 8: Availability of infrastructure and teaching materials for physical education in schools

Réponses	Effectifs	%
Oui	3	20%
Non	12	80%
Total	15	100%

Reading this table easily shows us that 12 schools, or 80%, do not have the infrastructure and equipment for physical education, compared to 3 schools, or 20%, compared to schools that have the infrastructure and equipment for physical education.

Conclusion

The objective of our study, entitled "The Problem of Physical Education and Sports Teaching in Private Secondary Schools of the Lubumbashi 1 Subdivision," is to identify the underlying causes of the lack of physical education (PE) instruction in these private secondary schools in Lubumbashi. Our driving concern in conducting this study is to ensure that PE occupies a prominent place in children's education, as the results reveal that observations and information gathered in many schools in the Lubumbashi municipality sufficiently demonstrate that PE is not being taught, particularly in the secondary schools of the Lubumbashi 1 subdivision.

The practice of PE is essential for any school concerned with its present and future, as it primarily aims at the child's overall health, the development of their body, and their psychological and moral capacities in order to pursue highly beneficial goals.

Thus, the consistent practice of Physical Education (PE) at school is essential as a strict discipline and must be systematically integrated into the curriculum.

We have generally discovered that our research results demonstrate a strong commitment to this discipline, and these findings are largely borne out by practical experience. Our observations have revealed the engagement and motivation of students in PE classes across the several schools surveyed. We should also note the teachers' commitment to creating motivating learning situations to foster a pleasant and safe working environment.

And in order to contribute to the appreciation of this subject and raise awareness of its importance, we undertook to explain the organizational methods and benefits of Physical Education (PE) in schools.

This work led us to a number of positive and negative results, notably: the majority of students (86.37%) enjoy PE and 73.33% find PE classes essential, while 66.67% of principals are uncertain about the future of PE.

It should also be added that the visits and observations carried out in the various establishments enlightened us and provided

a deep understanding of the real reasons for the lack of physical education (PE) and its limited impact in these private secondary schools in the Lubumbashi 1 sub-division. The root cause of this situation stems from several factors, notably the lack of space in the schools and the glaring inadequacy of sports infrastructure and equipment for PE.

The lack of qualified instructors, the promoter's ignorance of the importance of physical education, and the ambition to make a lot of money do not hinder the development of space and infrastructure for PE. This is why PE, as a discipline for rehabilitation and psychological well-being in schools, presents significant challenges in terms of the corrective measures it should provide for child development.

Suggestions

It is true that taking our suggestions into account would not automatically lead to the effective practice of Physical Education. However, it would still be a step towards reducing the neglect of Physical Education classes compared to other subjects included in the national curriculum.

We propose that school principals develop a sense of appreciation for Physical Education (PE) courses, recognizing them as an integral part of students' overall development.

We also propose that school administrators equip their schools with suitable facilities that enable students to participate in this required course.

We propose that school principals begin to consider appropriate times for PE when scheduling classes.

We propose that PE teachers:

- o Make the benefits of PE available to young people;
- o Explain to young people the rationale behind this subject and emphasize that physical activity promotes healthy growth and development, etc.

To make this teaching attractive

To help students understand the importance of Physical Education from every perspective

To always encourage students who encounter difficulties in Physical Education To not award points, but to set aside them objectively

We propose that the political and administrative authorities implement effective support measures and grant school promoters sufficient subsidies to enable them to equip their establishments.

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