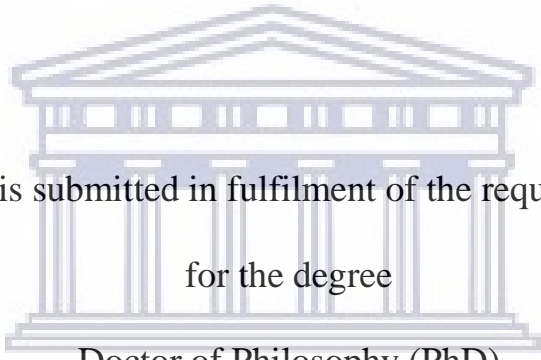


Sustainable Health-Promoting Physical Education in the Upper
Primary and Junior Secondary Phases of Schools in the Zambezi
Region of Namibia: Developing Guidelines for Curriculum
Development.

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A thesis submitted in fulfilment of the requirements
for the degree

Doctor of Philosophy (PhD)

UNIVERSITY of the
WESTERN CAPE
in the Department of Sport, Recreation and Exercise Science
Faculty of Community and Health Sciences

UNIVERSITY OF THE WESTERN CAPE

Supervisor: Professor Andre Travill

September 2019

Declaration

I declare that the thesis titled “Sustainable Health-Promoting Physical Education in the Upper Primary and Junior Secondary Phases of Schools in the Zambezi Region of Namibia: Developing Guidelines for Curriculum Development” is my own work, that it has not been submitted for any degree or examination at any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full Name: Gerald Mwilima Kela

September 2019

Signed



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Acknowledgements

Words of thanks are extended to Professor Andre Travill, for being an archetypal supervisor, implementer, supporter and corrector all the way through every page of this research. In spite of his tiring schedules, he always granted me with guidance and incisive queries that steered me as I discovered the multifarious landscapes of research and thesis writing. Professor Andre Travill has engaged me from a beginner researcher through to a PhD programme with lenience, strength of mind, support and understanding. He has given me adequate freedom to footpath my interests, although at the same time guiding me to stay inside the margins of meticulous research that will enhance the knowledge foundations in sports, recreation and exercise sciences. Secondly, I would like to thank the sports stakeholders, PE experts, education directorate and curriculum developers who participated in this research. Your input shaped this research from its skeleton to a finished product. Your shared knowledge and levels of expertise contributed massively to the world of contemporary research hope and the wish is that change will manifest from these contributions towards PE curriculum development and implementation in schools. Thank you to Prof Bassett who assisted with the language editing of the thesis.

Dedication

To my mother, sisters, brothers, cousins, aunties, uncles and friends, you are all absolutely appreciated and most unforgettable. You endure good intra-personal relationships with others that enable them to succeed in their endeavours.

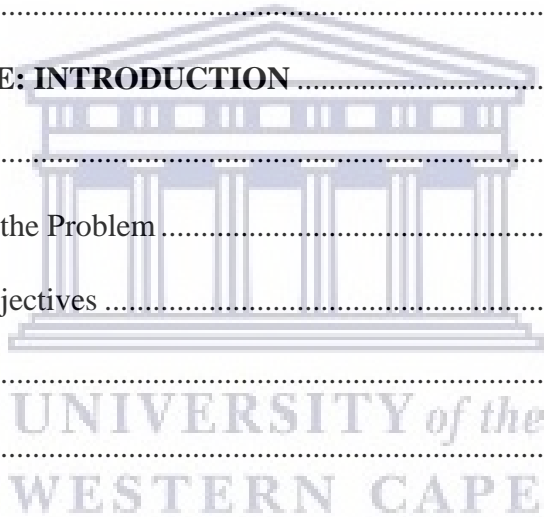
Most chiefly, to my late father, Sir Gabriel Mubita Kela, who initially shared the cup of education with me when I was young. I salute you father.



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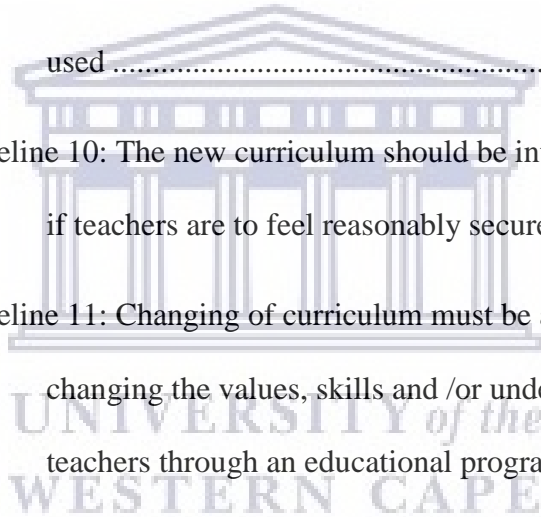
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ABSTRACT

Background: The health benefits associated with physically active lifestyles are well known and the World Health Organisation has acknowledged its significance in preventative and rehabilitative health care. It is recommended by the World Health Organisation that children, aged 6 to 17 years, should participate in 60 minutes of moderate-to-vigorous physical activity on a daily basis. Physical Education (PE) is the obvious avenue through which these recommendations can be achieved, even if only partially. More importantly, schools can play a key role in introducing children to life-long health enhancing physical activities. Based on the overwhelming evidence of the benefits of PE and sport, one would assume that justifying the maintenance or inclusion of the subject in the school curriculum, would be a straightforward task with little opposition. However, the existence of PE in schools is under a continuous threat. An overview of the literature on the global status of PE highlights the non-existence of the subject in many parts of the world in both the developed and developing regions.

Aim: The aim of the current study was to assess the attitude and perceptions of policymakers, education leaders and stakeholders towards physical education and to develop guidelines for the development of sustainable, context relevant, health enhancing school physical education curricula in the Zambezi region of Namibia. The study was conducted in three phases; phase one assessed the physical education landscape of Grades 4 to 9 of the Zambezi Region/Namibian by means of a quality document analysis method. Phase two evaluated the perceptions and

attitudes of policy makers, physical education leaders and sports stakeholders towards PE in the Zambezi Region of Namibia.

Methods and Study Design: A sequential mixed methods approach was employed during this phase of the research and included a questionnaire (quantitative) and focus group discussions (qualitative). A Delphi study was conducted after completion of phases one and two to develop guidelines for the development of a sustainable physical education curriculum.

Results: The study found that there was tension between the aims and content of the physical education curriculum which is brought about by a lack of input from stakeholders, the marginalised status of physical education as a subject in schools, the politics which influence physical education curriculum renewal which is mainly caused by governmental over control on what need to be changed, and task of physical education curriculum analysis caused by lack of information. These results from the perceptions and attitudes of education leaders and policy makers showed that they are aware of the importance of physical education, lack of qualified physical education teachers in schools, lack of physical education subject supervision and monitoring, and the uncoordinated relationships between sports stakeholders, policy makers, and education leaders towards the development of the physical education curriculum. Lastly, the Delphi study explored numerous curriculum guidelines that need to be adhered to if we wish to successfully implement physical education curricula. These include: a balanced reflection of theory and practicals; constant curriculum reviews and assessment to ensure there is continuous renewal and progress; identification and inclusion of crucial

curriculum aspects to the benefit of learners; curriculum experimentation which allows teachers and stakeholders to partake in and contribute to curriculum development; curriculum guidance which creates a mind map on how, when and what needs to be done during physical education lessons; prioritisation of physical education as a school subject to the same extent as other academic subjects; providing adequate resources in schools to ensure quality teaching and learning can take place, and the provision of in-service training to both qualified and unqualified teachers to ensure that the teaching and learning of physical education in schools is advanced.

Keywords: Sustainable, Health, Promoting, Physical Education, Upper Primary, Junior Secondary, Schools, Namibia, Developing Guidelines, Curriculum Development.



Abbreviations

ED – Education Directorate

MVPA – Moderate-to-Vigorous Physical Activity

NGO – Non Governmental Organisation

NIED – National Institute for Educational Development

PA – Physical Activity

PE – Physical Education

PL – Physical Literacy

PM – Policy Makers

SA – Sports Association

SC – Sports Commission

SF – Sports Federation

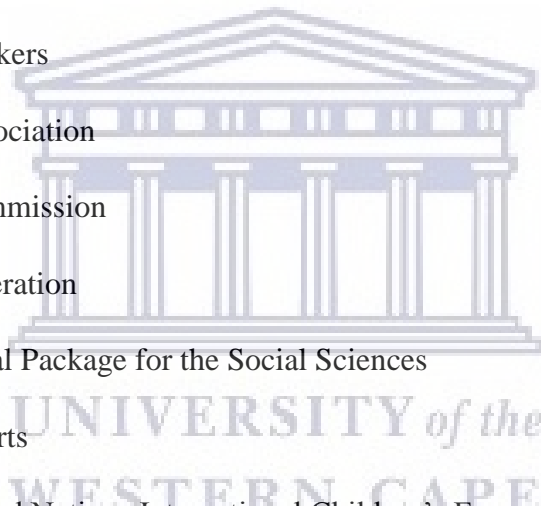
SPSS – Statistical Package for the Social Sciences

SS – School Sports

UNICEF – United Nations International Children’s Emergence Fund

UNESCO – United Nations Educational, Scientific and Cultural Organization

WHO – World Health Organisation



CHAPTER ONE

INTRODUCTION

1.1 Background

The health benefits associated with physically active lifestyles are well known and its significance in preventative and rehabilitative health care has been acknowledged by the World Health Organisation (WHO) (WHO, 2012) and the Centre for Disease Control and Prevention (CDCP, 2015). The health benefits of physical activity (PA) during childhood and adolescence are similar to those of adults in that it reduces the risk of childhood- as well as adult obesity (Arany, 2014), has a positive effect on blood pressure (Marla & Dianne, 2003), and is associated with emotional well-being (*Alberta Education*, 2015). Overweight and obesity, once considered a health risk challenge for high-income countries, have reached epidemic proportions globally and are rapidly rising in low and middle income countries (Dunn, 2009). In Africa, the number of overweight and obese children between the age of 7 to 16 has doubled from 5.4 million in 1990 to 10.6 million in 2014 (WHO, 2018).

Given the above-mentioned information, efforts to increase PA should take center stage in preventative health discussions and debates in both developed and developing nations. The Centre for Disease Control and Prevention (CDCP, 2015), suggests that children aged 6 to 17 years should participate in 60 minutes of moderate-to-vigorous physical activity on a daily basis which can be accrued in a variety of settings throughout the day. In Namibia, at least 25% of boys and 50% of girls never met the minimum recommended activity standards (Zealand, 2014) and

Charlotte (2010) is of the opinion that the most sedentary and unhealthy generation in history are being raised.

The WHO believes that schools and home are the ideal setting for introducing and engaging young people in health promoting PA (WHO, 2013). PE is therefore the obvious avenue through which the recommended daily activity levels can be achieved, even if only partially. More importantly, it can play a key role in introducing children to life-long health enhancing physical activities. The importance of PE as a school subject is highlighted in the International Conference on Education position paper, which indicates that all children have the right of access to PE as it has the potential to contribute to the lifelong education of the child in a holistic way (UNESCO, 1978). Based on the overwhelming benefits of PE and sport, one would assume that justifying the inclusion of the PE in the school curriculum, would be a straightforward task, with little opposition (*Active for Life*, 2015). However, the existence of PE in schools globally is under continuous threat. An overview of the literature on the status of PE reveals the non-existence of the subject in many parts of the world in both the developed and developing regions (Hardman, 2016). There was an almost 50% decrease in the registration of PE classes in the United States between 2011 and 2012, with less than 10% in most of the African countries (Arany, 2014).

The future of the subject remains uncertain (Hardman, 2016) as it continues to face major challenges that include: inadequate time to optimally implement the curriculum, educators who are not sufficiently qualified to teach the subject, low prestige of the subject due to the absence of theoretical assessments of learners, and practical problems involving cultural diversity in classes (Forbes & Lathrop, 2012;

Hardman, 2017). Some of the challenges facing schools in Southern Africa are comparable to Namibia; these include the lack of available apparatus and facilities, a lack of qualified teachers and discipline problems (Van Deventer, 2011).

A recent study on the perception and attitudes of secondary school learners from the Zambezi Region of Namibia revealed that students generally have negative perceptions and attitudes towards PE, mainly because of a lack of qualified teachers, inadequate monitoring of PE in schools by subject advisors and education inspectors, a lack of equipment and facilities in schools, the non-educational status of the subject, a lack of information about the benefits and importance of PE, less time allocated on the timetable relatively to other subjects and the curriculum that did not speak to the needs and interest of all the learners (Kela, 2016).

1.2 Statement of the Problem

Several national governments have proposed either the removal of PE from the curriculum in its entirety or the reduction of the curriculum time allocated to the subject (Hardman, 2003). Although PE has undergone major developments over the past few years across the globe, there is still great concern about its status and continued existence in future (Hardman, 2017).

A cursory overview of PE in Namibia, suggests that the status of the subject is diminishing rapidly at school level (Simataa, 2013). PE has been downgraded in most of the public schools in the country despite its known health, academic and social benefits (Stergiadis, 2014).

Research that attempts to establish the reasons behind the precarious status of the subject tends to focus exclusively on the perceptions and attitudes of users towards the subject and the barriers to presenting and participating in PE. However, there is a paucity of research which speaks to the impact of the curriculum on the sustainability of PE in schools.

1.3 Aim and Objectives

The aim of this study was to develop guidelines for the development of sustainable health promoting PE curricula in schools in the Zambezi region of Namibia. The study objectives were:

Objective 1 - Phase 1

- To conduct an analysis of the Grades 4 to 9 (upper primary and junior secondary) Zambezi/Namibian PE curricula in terms of curriculum aim statements, organizers, learning outcomes, as well as synthesizing contextual information about the publication dates of curriculum documents and the instructional time allocated to PE.

Objective 2 - Phase 2

- To assess the perceptions and attitudes of PE teachers, principals, policy makers, the education directorate and sports federations towards PE in the Zambezi Region of Namibia.

Objective 3 - Phase 3

- To develop guidelines for sustainable health promoting PE programmes in schools in the Zambezi region of Namibia.

1.4 Research Questions

- What is the landscape of Grades 4 to 9 (upper primary and junior secondary) of the Zambezi PE programmes in terms of curricular aim statements, learning outcomes as well as synthesizing contextual information about the publication dates of curriculum documents and the instructional time allocated to PE?
- What are the perceptions and attitudes of PE teachers, principals, policy makers, the education directorate and sports federations towards PE in the Zambezi Region of Namibia?
- What context specific guidelines are necessary for the development of sustainable PE programmes for schools in the Zambezi region of Namibia?

1.5 Hypothesis for Quantitative Analysis

The perceptions and attitudes of most of the PE stakeholders are that PE occupies a low status in the school curriculum and they have little control over how the subject should be implemented successfully in schools.

1.6 Definition of Terms

Affective Development – relates to the development of emotional ability to experience, identify, and prompt a range of feelings and to sufficiently respond to emotional indications in others (Encyclopedia Autism Spectrum Disorder, 2017).

Attitudes – refers to the way you think and feel about someone or something, a feeling or way of thinking that affects a person's behaviour, a way of thinking and behaving that people regard as unfriendly, rude (Webster, 2014).

Curriculum – denotes to the classes and educational content imparted in schools or precise course or programme (Webster, 2014).

Delphi-Method – is a predicting method based on the results of questionnaires sent to a panel of professionals, several circles of questionnaires are sent out and the unidentified responses are accumulated and shared with the group after each round (Amelia, 2015).

Document Analysis – refers to a form of qualitative exploration in which documents are inferred by the scholar to give voice and significance around an assessment subject (Kem, 2016).

Fitness – is an overall state of decent healthiness, commonly as an outcome of work out and nutrition (WHO, 2011).

Health – denotes a state of being free from bad health, disease or injury (Jessica, 2017).

Health Development – is an adaptive self-possessed process of various transactions between these milieus and the bio-behavioural adjusting systems that delimit human functions (Johannes, 2013).

Inclusive education – at school level means ensuring that physical and social environments are conducive to all learners and that all the necessary teaching and learning aids are in place (Ministry of Education, Art and Culture, 2015).

Obesity – refers to a health condition in which excess body fat has deposited to the extent that it may have a negative effect on health (Mambunguzi, 2012).

Perceptions – the action of brain of seeing, or capturing by means of the sense or of the mind; cognizance; understanding (Baloka, 2013).

Physical activity – refers to any body movement that works your muscles and involves more energy than relaxation (National Institutes of Health, 2017).

Physical education – refers teaching in the development and care of the body ranging from easy callisthenic exercises to an academic course of study giving training in gymnastics hygiene and management of athletic games (Andreas, 2012).

Physical literacy - is the ability to move with competence and confidence in a wide variety of physical activities in various settings that benefit the healthy development of the whole person (Zealand, 2014).

Sedentary lifestyle – is a type of lifestyle with little or no physical activity (Zemann, 2017).

Stakeholders – refers to anybody who is devoted in the welfare and accomplishment of a school and its scholars, including managers, educators, members of staff, scholars, parents, families, public members, local business people, school board members, sports affiliates, and Ministry of Education leaders (Curriculum, 2014).

Sports federation – refers to a union of sports associations, with a purpose to bring together the affiliated sports groups and registered players, with the aim of organising the sport, especially through competitions (Christopher, 2013).

Sustainable Health – refers health methods used to conserve available resources not deplete or coming up with mechanism that will ensure there guidelines are set towards conserving what is available (Bush, 2016).

1.7 Thesis Structure

Chapter one serves as the orientation of the study. It provides a background and rationale for the research. It further gives a statement of the problem under investigation, the aims and objectives of the study, the research questions and a definition of concepts used.

Chapter two is an extensive review of literature which relates to the current study. This chapter provides a critical overview of literature on PE stakeholders' perceptions and attitudes towards the curriculum aspects such as; barriers hindering the successful implementation of PE curriculum in schools.

Chapter three provides a brief overview of the different methodologies employed in the different phases of the study. A detailed description of the methodologies employed to address each of the objectives is contained in the chapters dedicated to the specific objectives.

Chapter four addresses the first objective of this study, to understand the context of the PE curricula in Namibia. The chapter initially does a situational analysis

with brief contextual information regarding Namibia's geography and the governance of education in general, as well as a brief historical perspective of PE in the country.

Chapter five speaks to the second objective of this study which is to assess the perceptions and attitudes of policy makers, the education directorate and relevant sports stakeholders towards PE in the Zambezi Region of Namibia. This chapter outlines the focus group's discursive interviews which elicited more exhaustive and comprehensive information from sports stakeholders, education leaders and policy makers' beliefs, experiences, perceptions and attitudes regarding the curricular significance of PE in Zambezi Region.

Chapter six tackles the last objective of this study, to develop general guidelines for the implementation of sustainable health promoting PE programmes in schools in the Zambezi Region of Namibia. A Delphi-method was employed to develop these guidelines as it gave the opportunity for PE experts to substantiate their expertise on the phenomenon under discussion.

Chapter seven gives a detailed summary of the three phases of the study, and make recommendations that could be employed for the development of sustainable PE curricula.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reflects on how different scholars have intellectualised and hypothesised about terminologies such as; Physical Education, quality document analysis (QDA), curriculum, perceptions, attitudes, policy makers, stakeholders and sustainable health, which in turn informed and provided the rationale for the current study. Information emanating from the extensive literature review also helped to design and construct the data gathering instruments and the interpretation thereof. This chapter further offers a brief overview and insight into the theories that frame the different studies which has the development of Physical Education (PE) guidelines for curriculum development as a key objective.

2.2 Intellectualisation of key terminologies

This section gives an overview of how different academics, researchers and cognate stakeholders define and apply discipline related terminologies. Terminologies which are defined and dissected include PE, document analysis, curriculum, perceptions and attitudes, policy makers, sports federations, stakeholders and sustainable health promoting PE in schools.

2.2.1 Physical Education

PE is broadly defined as education through the physical (American Health Report, 2016). It aims to develop learners' physical capabilities, their awareness of movement and well-being, and their ability to apply this knowledge and skills to participate in a wide range of activities which contribute to the development of healthy lifestyles (Benson, 2013). It also enhances learners' self-confidence and basic skills, specifically those of teamwork, communication, creativeness, critical thinking and artistic appreciation (Education Bureau, 2013). Kanamy (2017) defines PE as a school subject that focuses on the development of bodily fitness and the ability to execute and enjoy daily physical activities with ease. PE has also been described as the teaching and leading of physical movement in a school gymnasium or other school environment (Jerome, 2015). The main goal of PE, extracted from these definitions, is to develop skills, knowledge and habits that will allow learners to maintain a good basic level of health and wellness and to set them on a pathway of healthy living that will be sustained into their adult lives.

2.2.2 Document analysis

Document analysis refers to a qualitative research approach in which documents are assessed, evaluated and interpreted by the investigator to give an informed voice and thoughtful meaning of the subject under consideration (Bowen, 2009). Adam (2010) defines document analysis as a research method which refers to numerous techniques involved in interpreting and analysing data sourced from the scrutiny of documents. He further emphasised that it involves reviewing the current

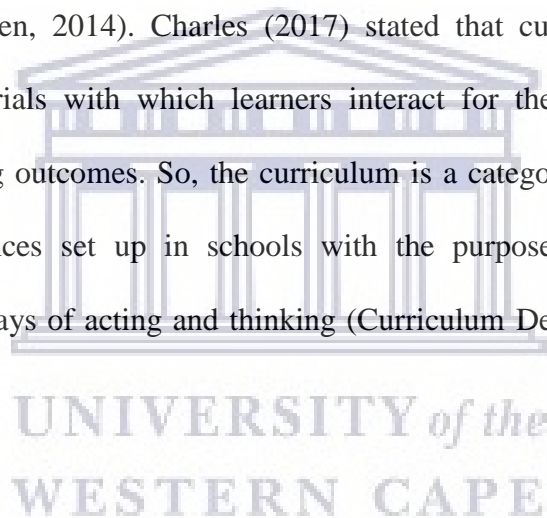
documentation of comparable professional processes or structures in order to solicit portions of data that are meaningful to the current research project, and consequently should be considered a research project requirement (Adam, 2010).

2.2.3 Curriculum

Curriculum refers to a syllabus containing the content or the body of information teachers wish to impart, or a list of the subjects to be taught to learners. In other words, merely conveying subject information is inadequate to qualify as an actual curriculum (Bolden, 2014). Charles (2017) stated that curriculum refers to the means and materials with which learners interact for the purpose of attaining approved learning outcomes. So, the curriculum is a categorisation of prospective learning experiences set up in schools with the purpose of teaching learners collectively on ways of acting and thinking (Curriculum Design & Writing Team, 2015).

2.2.4 Perception

Perception refers to a way of viewing things, understanding things, or interpreting something which involves mental impressions (Borowa, 2016). Perception is a process by which organisms interpret and organize sensation to produce a meaningful experience of the world. When people are confronted with a situation or stimuli, they interpret the stimuli into something that is meaningful to themselves, based on prior experiences (Jeffrey, 2005).



2.2.5 Attitude

Attitude is regarded as a mental state of readiness which is influenced by individual experiences and it exerts an influence on the individual's reaction to all objects and situations which it encounters (Andreas, 2012). A simpler definition put forward by Jeffrey (2005), is that attitude is a mind-set to act in a particular way due to both an individual's experience and temperament. Frequently, when a person refers to someone's attitude, they are always referring to their behaviour. Attitudes include feelings, thoughts, and actions (Andreas, 2012).

2.2.6 Policy makers

Policy makers are mainly tasked with the responsibility of creating ideas and plans for and on behalf of corporations and governmental institutions amongst others. Jock (2013) describes policy makers as people or individuals who have authoritative powers and who can take decisions which are accepted as authentic and binding within the organization. School policies should intend to seek and achieve desired goals that are considered to be in the best interest of all members of society. Policy makers identify and analyse a wide range of possible actions and select the key ones that will lead to the achievement of organisational objectives (Education Bureau, 2013).

2.2.7 Sports federations

Sports federations refer to sports representative bodies that govern and control sports activities at regional, national and international levels. Moreover, these

sports representative bodies have the responsibility to organise sports events, draft sports rules and objectives for the sport under their jurisdiction (Namibia Sports Commission, 2017). Furthermore, sports federations in Namibia are given the following mandates; develop specific sports codes at all levels, develop and implement policies and programmes aimed at improving access and equity in all aspects of sports, encourage education and training in all elements of sport development, promote ethics and safety in sports, develop school and community sports in urban and rural areas and ensure that each Namibian has the opportunity to practice in a sport discipline of choice (Zealand, 2015).

2.2.8 Stakeholders

Stakeholders can be defined as shareholders and interested parties who have powers to advise an institution towards the achievement of organisational objectives (Amani, 2011). Simply put, a stakeholder is a person or group of people who have an interest in an institution (Andreas, 2012). Their interest ranges from advisory, planning, organising, leading and controlling.

In education, a stakeholder refers to anybody who is concerned about and is actively involved in advancing the well-being and accomplishments of a school and its learners and can include managers, educators, staff members, learners, parents, NGOs, members of the public, indigenous business leaders, and selected officials such as school board members, town councillors, and national legislatures (Andreas, 2012).

2.2.9 Sustainable Health

Sustainable health is defined as a personal obligation to maintain and be accountable for your own health, through precautionary (positive) means (Bush, 2016). This may not only suggest having regular exercise, and taking care of what you eat, but also sustaining a healthy and well-adjusted state of mind (Stevenson, 2012). Sustainable health has been defined by Bush (2016) as a preventative approach that requires a balance of the mind, body and soul. In PE, sustainable health can be referred to as putting working mechanisms in place to achieve appropriate health solutions to contemporary epidemics that affect human well-being (Humphrey, 2017).

2.3 History of PE in Namibia

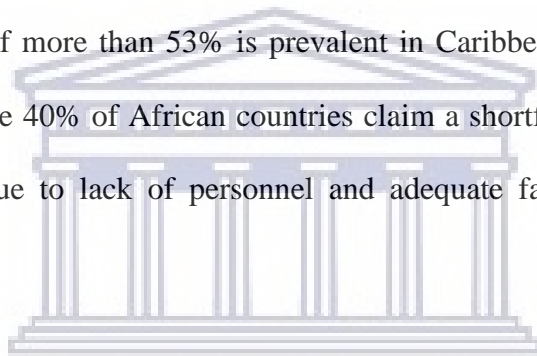
PE began in Namibia as a form of relaxation, an informal activity, at the end of the 18th century (Fredricks, 2010). Religious leaders who were responsible for the social interaction and well-being of the local communities trained those using self-supporting workouts, which included dance and games. It was only during the era of the European settlers that they were introduced to games which included the use of a ball, such as netball and football (Stergiadis, 2014). In the “whites-only” schools during the German occupation era, “turnen” was presented to all participants. These sports events comprised mostly of “turn games” which included self-supporting movements, track and field activities and gymnastics (Zealand, 2014).

After the First World War, when South West Africa (current Namibia) was 'colonised' by South Africa, most of the teachers were trained in South Africa (Fredricks, 2010). Because of the presence of many German educators who taught in the German language schools in Namibia, a lot of focus was placed on *turnen*, while the English and Afrikaans schools preferred to promote and participate in games like field hockey, rugby, netball and tennis (Namibia Athletics Federation, 2015). Since 1952, PE in schools became more structured mainly due to the appointment of PE subject supervisors (Ministry of Education, 2015). All education departments were required to follow the same PE syllabus, but a high shortage and in most instances an absence of equipment and sports facilities prevented this from happening, especially in the predominantly Black schools (Fredricks, 2010).

In 1999, the Presidential Commission's draft report on Education, Culture and Training, concluded that one of the major obstacles impeding the development of sport and sport associated activities in Namibia was the absence of PE in schools (Zealand & Stergiadis, 2014). It is a known fact that PE was part of the school curriculum and was compulsory subject in all Namibian schools. However, the time allocated to PE was mostly used for teaching other school subjects or it was seen and used as a free period (Presidential Commission on Education, Culture and Training, 1999). After 2000, PE was time-tabled but was often taught by unqualified teachers in many of the Namibian schools. The lack of equipment and facilities continued to have detrimental consequences for the subject, leading to its current diminished state (Stergiadis, 2014).

2.4 Global status of PE

The World-Wide Physical Education Survey of 2013 showed that 79% of European countries had PE scheduled on their timetable with only a few taking it seriously. In Asia and North America, in the majority of cases studied, only 33% adhered to the prescribed regulations regarding delivery of the subject, but the levels of delivery varied from school to school and from country to country (WHO, 2012). In 21% of countries globally, PE is not really being implemented in accordance with official guidelines (Hardman & Marshal, 2012). The highest percentage of non-compliance of more than 53% is prevalent in Caribbean countries and in the Middle East, while 40% of African countries claim a shortfall in their application. This is mainly due to lack of personnel and adequate facilities and equipment (Hardman, 2017).



2.4.1 Status of PE in Africa

Research shows that counties on the African continent are the worst endowed in terms PE equipment and facilities (Zealand, 2014). According to a world-wide Survey of School Physical Education conducted by UNESCO (2015), there are very few PE specialists teaching in elementary schools, and almost all schools at primary level do not implement PE lessons which are aligned to departmental guidelines (Van Deventer, 2011). The findings further revealed that the time allocated to PE per class session does not meet the minimum one hour per week requirement (Brian, 2003). According to Ambosiu (2016), both teachers and learners in their study, were not committed to engage with the teaching and

learning of the subject material; subject heads were not fully interested in or engaged with the subject. A lesser amount of time was allocated to PE on the timetable compared to other subjects; inconsistencies and irregularities were reported on the use of the time allocated to PE; since PE is not “exam” oriented, most teachers neglected it; teachers cancelled PE lessons to create more teaching and learning space for other school promotional subjects; PE was perceived as a waste of time and learners felt that it simply makes them dirty and sweaty (Van Deventer, 2011). Even though PE is part of the school curriculum, and at times it is timetabled, it was not taught regularly or in many instances, not taught at all, particularly in public Black schools (Amusa, Toriola & Goon, 2013).

A shortage of facilities and a lack of adequately trained PE teachers are a common phenomenon across the African continent and the implementation of the subject is not adequately monitored and inspected in terms of compliance to minimum standards at all school levels in countries such as Botswana, Benin and Uganda (Amusa et al., 2013). In terms of resource allocation, research reports show that priority is generally accorded to subjects like languages and mathematics with meagre allocations made to PE (Amusa et al., 2013). In countries such as Malawi and Botswana, PE for girls often suffers from the elective status of the subject with the majority of girls preferring not to take part, a situation, which is worsened by a dearth of amenities such as changing rooms (Van Deventer, 2011). In South Africa, PE as a stand-alone school subject no longer exists and it is now part of the learning area called “Life Orientation” which includes health promotion, social development, personal development and orientation to the world of work as foci in Grades R-9 (Amusa et al., 2013).

Furthermore, most of African states makes minimal or no provision for PE for children living with disabilities (Van Deventer, 2011). Arany (2014, p. 22) noted that the government of Benin officially commented that their country does “not have any PE programme, which handles PE teaching to the disabled”. A professor from Botswana who specialises in PE reported that “traditional beliefs and attitudes do not allow people living with disabilities to be exposed to physical activities and sports for fear that they might sustain more injuries or being mocked by their abled peers” (Hardman, 2005, p. 3).

The status of PE in Namibia is not any different to that of other African countries. In his report, Kela (2016) recounted that there is a shortage of qualified teachers in schools; a shortage of PE equipment and facilities, the subject does occupy a very low educational status, there is a lack of information about its benefits and importance, the subject is not adequately monitored or inspected, less time was allocated to the subject and the curriculum does not to accommodate the diverse interest of the diverse Namibian population.

2.4.2 Status of PE in Asia

The status of PE on the Asian continent is fairly similar across all counties and the subject also suffers from teacher and pupil empathy and a lack of equipment and facilities (Hardman, 2017). He noted that in Asian countries like North Korea, Afghanistan, Yemen and Nepal, the status of PE was very low and the factors contributing to poor PE curriculum implementation include: the schools

themselves; gender discrimination, instabilities caused by war and a lack of knowledge on the importance of PE (Hardman, 2003).

In Middle Eastern countries, PE classes were not considered core to the curriculum in comparison to other school subjects such as Arabic Language, Religion, Biochemistry, Physics and Mathematics (Hardman, 2016). Most of the PE teachers were found to be insufficiently motivated to conduct their PE classes since their communities did not engage in discussions or deliberations on the importance of the subject (Hardman, 2005). According to Hardman (2017), school leaders in general consider PE classes to be of lesser importance compared to other promotional school subjects; several schools were found to have a single PE lesson per week and this session was sometimes scheduled at the end of the day and PE teachers often cancel classes for learners to go home; and “more important” school subjects such as Physics, Biochemistry and Mathematics were reportedly held during PE periods. PE teachers are occasionally assigned other duties at the school which included teaching other school subjects and doing extra-mural activities (Hardman, 2017).

In several Indian and Pakistani schools, the absence of qualified PE teachers, a lack of sports and PE facilities and equipment, an absence of subject inspectors and advisors, views on PE as a non-promotional fun activity, collectively contribute to either minimal PE delivery or to instances where the subject is not even included in the school programme (Sugino & Mimura, 2013). UNESCO (2015) reported that many countries do not encourage girls to participate in PE and sport due to concerns of the potential damage it could do to their bodies. Traditional and

religious beliefs and practices also limit the girl's participation in sports and physical activities (Hardman & Marshall, 2012).

In Vietnam, the time allotted to the teaching of PE did not meet minimum requirements and PE lessons were more likely to be cancelled compared to other school subjects (Williams, Hay & Macdonald, 2011). The Indian sub-continent generally makes minimal provision to accommodate disabled learners, as the percentage of learners with disabilities in the schools is very negligible (Onofre et al., 2012).

2.4.3 Status of PE in Australia

Recent research shows that most schools in Australia face challenges that impede the full implementation of quality PE (Jenkinson, 2010) These challenges include: a lack of access to professional development programmes from the school management or leadership team, a lack of funding for the subject, a lack of support from colleagues, reduced time allocated to the subject and a lack of access to suitable teaching spaces and safe adequate facilities (Jenkinson, 2010).

In addition, researchers further referenced barriers from the learner's perspective which included: an absence of equipment, outdated curricula, semesterisation of units, limited time dedicated to the subject, staff employing old-fashioned teaching methods, the school environment did not encourage or facilitate participation in physical activity, oversized classes, past unpleasant experiences with PE, focus on too many outmoded sports, peer pressure, students demonstrate low levels of interest in PE and physical activity and a loaded curriculum (Jenkinson, 2010).

2.4.4 Status of PE in North America

According to the UNESCO (2013), most states in the USA have not achieved the 10% target of time allocated to PE; most of the activities specified in the curriculum such as dance, gymnastics and outdoor activities were not taught at all; basic generalist teacher proficiency was low; PE is not prioritised by administrators and educators; there is lack of equipment and facilities which brings about implementation challenges; an absence of a regional measurement tool to assess learner accomplishments and expected learner outcomes for PE are not well-defined while games dominate the entire curriculum. Some schools in certain districts were required to offer PE, but learners were not compelled to take it (Rodine & Hotaiken, 2012). They also discovered that just 6% of the city's schools in New York came anywhere near to offering the required weekly two hours of PE for young children (Hardman, 2016).

2.4.5 Status of PE in South America and the Caribbean

Researchers have indicated that 70% of schools in South America have a shortage of sports equipment and facilities required for the presentation of quality PE and physical activities (Charlotte, 2010). In the Bahamas and St. Vincent, PE is viewed as play and fun time (European Commission, 2007) and its allotted time is frequently used as class sessions for learners with behavioural problems. In Jamaican schools, PE is seen as the “neglected child” but mostly as a waste of the learners’ time. In most of Latin American states, PE in primary and junior

secondary schools is a compulsory school subject, however it does not reflect accordingly on the daily academic schedules (Hardman, 2016).

In South American countries such as Chile and Colombia, there has been a reduction in the numbers of PE classes despite the fact that the time dedicated to the subject is regulated (Ziegler, 2005). The number of facilities available for sport related activities for the general population has increased especially with regard to outdoor activity facilities (American Health Report, 2016). Factors that impede the implementation of PE in schools include a lack of accountability for programme implementation, loss of time to other contending school subjects, inferior status of school PE, an absence of subject evaluations, funding limitations, inadequate material resources and shortages in numbers of trained personnel (Ziegler, 2005).

2.4.6 Status of PE in Europe

In most of the European countries, PE is a mainstream subject and it is included in the school curricula. However, the minimum mandatory requirements are not always fully met (Sport Northern Ireland, 2010). PE is supposed to have three compulsory lessons per week but in reality in most instances only two lessons are used. It is also reported that facilities and equipment in schools do not allow for the teaching of the entire programme (Penney, et al, 2013). Research reports also allude to the fact that there were not enough qualified personnel in schools to deliver the curriculum, and the time allocated to the subject on the timetable did not allow for the successful curriculum implementation (Beaven, 2016). It was further reported that the recommended two hours for teaching PE was rarely adhered to

and the time allocation gradually decreased over the school years (Datko, 2015). The status of PE in most of the European countries was found to be compulsory but not meet the obligatory minimum requirements (Charlotte, 2010).

2.5 The Importance and Benefits of PE

PE, which is considered to be a cornerstone of the general education curriculum in Namibia, aims to advance the knowledge and appreciation of the value of active lifestyles towards the improvement of the quality of life of young people (Zealand, 2014). PE improves attitudes and practices as well as create an awareness of activities that stimulate physical and mental health and promote the spirit of teamwork, healthy competition, sportsmanship and non-discriminatory play through involvement in different sports and games (Ministry of Education, Art and Culture, 2015). The following sections represent a broad summary statement of some of the benefits of PE as reported in the literature.

2.5.1 Physical health benefit

PE activities in schools have known benefits for learners' physical health and psycho-social well-being (Benson, 2013). Exercise assists in combating obesity, decreases the risk of heart diseases, diabetes, sleep disorders, asthma and other illnesses (Borowa, 2016). It contributes to circulatory health and stimulates muscle and bone development (Hardman, 2016). Furthermore, partaking in physical movement creates opportunities for learners to be taught the essentials of healthy lifestyles which are the foundation upon which they can grow into healthy, informed adults (Datko, 2015).

2.5.2 Academic performance benefit

Research shows that physical activities contribute to better academic performance (Zealand, 2014). Regular activity during the school day is strongly linked to higher levels of concentration as well as more informed, self-assured behaviours. This could partially be the reason behind the Ministry of Education, Art and Culture's (2015) in Namibia recommendation that children from pre-school to ninth grade should participate in not less than 30 minutes of physical activity daily.

2.5.3 Social assimilation benefit

PE helps to develop children through social interactions with others. From a tender young age, children learn how to cooperate through team activities and create a positive sense of personality as part of a team (Andreas, 2012) which are vital as children grow older in life. The Federation Internationale de Natation (2015) states that PE and sport has been used as an applied tool to involve young people in their communities through free will, resulting in higher levels of governance, communal engagement and self-sacrifice among the youth (Datko, 2015).

2.5.4 Mental health benefit

The significance of PE to children's mental health is both multifaceted and broad. Enhanced physical health, social and academic relations, together contributes to good mental strength (Stergiadis, 2014). PE and school-based physical activity programmes enhance participation in physical activities generally; improve motor skill development, self-efficacy, and general feelings of proficiency and engaging

children socially (Bailey, 2006). The psychosocial benefits emanating from PE and other activity programmes are crucial for the promotion of life-long participation in physical activity (Bauman et al., 2012).

2.6 Movement development benefit

Research reports show that both Namibian children and adults are living increasingly sedentary lifestyles (Zealand & Stergiadis, 2014). This very noticeable decline in the in physical activity levels, especially among children over the last few years has brought about numerous unwanted negative health consequences (Christopher, 2013). Research found that consistent physical activity plays an important role in the containment and treatment of cardiac diseases vein disease, strokes, and diabetes (Zealand & Stergiadis, 2014). Studies have further shown that Namibian children and youth are becoming overweight due to: absence of playground and sports facilities, no opportunities to be active, more time devoted to watching television, technology-based entertainment, and inadequate physical activity at school (Stergiadis, 2014).

2.6.1 The Importance of physical activity for learners

Research has indicated that consistent involvement in physical activity has positive outcomes, such as a rise in the prospect that it will be pursued into adulthood; it builds a more positive and constructive school environment, and learners tend to become more law abiding and experience fewer disciplinary problems (UNICEF, 2016). These outcomes are even more prominent in learners from underprivileged backgrounds. PA has been associated with the enhancement in performance of

other school subjects such as mathematics, with learners being more creative and more motivated and there is a reduction in the likelihood of learners being involved in rebellious activities, decreased vandalism, trouble, petty crime and other undesirable behaviour in the public and an improvement in their social and moral development (Stergiadis, 2014).

According to a UNICEF (2016) report, all school children should be afforded the opportunity to learn how to live active lifestyles both in and outside schools. The report further emphasises that schools are ideally located, and offer the only organised opportunities for young people to take part in and learn about the benefits of being physically active (UNICEF, 2016). Schools should therefore allocate time on the school programme for PE and provide equipment and facilities that will allow and encourage young people to engage in physical activity (UNICEF, 2016).

It is important that regular PE classes are conducted at schools as it creates opportunities for children to learn and appreciate the values and benefits of physical activity as a crucial part of the teaching-learning process. PE programme has a clear mandate to contribute to the total school curriculum (Penney, 2008). Teachers play a vital role in assisting learners to engage in as much physical activity as possible throughout the day, to create awareness about the benefits of regular involvement in physical activity and to learn and adopt approaches for participating in physical activity outside of school time. Hardman (2017) indicated that school managers should develop and implement a widespread plan to boost physical activity that comprises a progressive programme of PE that is scheduled and meets the recommended time for PE in schools. It should provide opportunities for all school

children to take part in adequate amounts of physical activity on an ongoing basis, allow for the mastery of motor skills, teaches an awareness of physical activity and self-management abilities, develops positive assertiveness towards PA, gives activities and sports that school children enjoy and can pursue during the course of their lives, enhances self-assurance and provides opportunities for individual success, teaches collaboration, management abilities, planned thinking and responsible participation in physical activity (Hardman, 2017).

2.6.2 How much physical activity for children in school?

It is recommended that children aged of 5 – 12 years must engage in at least 60 minutes adequate physical activity daily (WHO, 2019). Different categories of activities including aerobic and weight related activities, that are significant for bone strengthening, should be included (Stergiadis, 2014). A mixture of reasonable and dynamic activities is recommended. The normal movement form of school children is random activities that alternate with rest and recovery (Stergiadis, 2014). Learners should not spend more than two hours per day on technological gadgets such watching television, playing computer games and internet browsing which are purely for entertainment purposes, especially during daytime hours (Active Healthy Kids Canada, 2007). There is a definite need for learners to engage in at 5 – 30 minutes of physical activities during school time, to improve their attention span in classroom (Zealand, 2014).

2.6.3 The benefits of physical activity in schools

An excellent PE programme implemented across the entire school can create a positive school environment which is conducive for learning and teaching. The Yukon Government (2014) found that physical activity can create important teacher-learner connections and can produce strong relations between the schools, family and society. The involvement of young people into sports related activities, both at school and community level, was found to inculcate a love and appreciation of sport amongst their parents to the extent where they personally get involved in sports and sport related recreational activities (Nova Scotia Department of Education and Early Childhood Development, 2013).

School and community programmes that promote good dietary practices and sustained physical activity is of great importance to combat lifestyle such as heart diseases and combats the escalation of childhood fatness and diabetes (Zealand, 2014). Children can develop a lifelong commitment to an active lifestyle through programmes that give them the knowledge, movement skills, motivation, behaviour skills and confidence to take part in physical activity (Hickson & Robinson, 2012).

2.6.4 Promoting physical literacy among learners

Physical literacy (PL) does not happen spontaneously (Stergiadis, 2014). Although it is true that some school children have an enormous range of physical abilities, many Namibian school children who are not fortunate enough to participate in sports related activities may develop a negative attitude towards sports (Zealand, 2014). School children with improved basic abilities and good skills play more

frequently and consequently improve their skills even more. In comparison, school teenagers with low levels of PL, who have no skills and are less physically fit, have a lessened likelihood to play and improve their skills. These children tend to fall behind their more skilful peers and eventually stop participating in physical activity (Kela, 2016).

To resolve this challenge, research must initiate changes that will enhance physical activity participation levels among school children in Namibia. These extended opportunities should be made accessible to the broader population to encourage and facilitate mass participation (Zealand, 2014).

2.6.4.1 Creating a positive learning environment

Research shows that there are multiple benefits to be gained by schools that promote active involvement in sports related activities for all learners across all grade levels (Andreas, 2012). Sedentary lifestyle has a negative effect on school children, more often leading to a lack of commitment in sport or physical activity, low self-esteem and insecurity. Positivity is key component towards happiness and it should be emphasised in order to create a positive learning atmosphere (Andreas, 2012).

2.6.4.2 Keeping children interested in physical activity

One of the most tedious and challenging aspects of PE is keeping learners focused and interested in what they are doing. Stergiadis (2014) recommends the following guidelines to capture learners' attention and keep them involved in PE: Involve the

school children in the development of their PE curricula as well as the development of standards for accomplishment; include new activities that will accommodate a wide range of interests and abilities; share exactly what you want to accomplish with the school children so that they know what they are working towards; if the school children know precisely what they need to do to succeed, they will be more likely to engage in all experiences and lastly, be an inspiring teacher. Use constructive and specific feedback so that school children know what they are doing well; do not use physical activity as a penalty, for example do not have a child run three rounds around the field because he or she behaved badly or exclude them from activities as punishment (Christopher, 2015). If a game encompasses participants being eliminated from the game, find a way for the children to stay active and include them in the game as quickly as possible; offer opportunities for participation and try to ensure that children are not waiting around for a turn; avoid competitive situations that draw attention to a learners' weaknesses; if school children are not succeeding at a task, alter the task to make it less simple; invite local sports people or local celebrities to visit the school as role models and partake in physical activity with the school children (Stergiadis, 2014).

2.6.4.3 Role modelling

According to Andreas (2012), teachers are role models and their active participation in class activities are great motivators for learners to follow. Older learners are also role models for the younger ones and their activities, practices and values frequently become the standard that children accept as their own (Charleen, 2012).

2.7.5 Educational domains

Education in Namibia is strongly orientated towards examinations. Teachers consequently focus on the high status academic subjects such as Mathematics and languages, while ignoring or neglecting the important principle of holistic education which include both the mind and body. Despite its low academic standing, PE is fairly unique in that it focusses on the education of both the body and the mind (Zealand & Stergiadis, 2014).

2.7.5.1 Affective domain

The affective domain deals with feelings, attitudes and general awareness (Branson, 2017). In the PE class, the child can learn and acquire an appreciation of beauty. By learning how to move their bodies and realising how difficult it can be to make a slow, controlled movement, they can develop an appreciation for the beauty of ballet (Stergiadis, 2014). Research has shown that in teaching PE skills, teachers can focus on the kinaesthetic sense, in other words the feel of the skill (Cornel, 2017). Feelings of authority and enjoyment, resulting from the amplified body awareness and delight of movement, will result in a better self-image (Somel, 2017). This enhanced self-image combined with success in difficult physical tasks will give the child a greater sense of their competence. This feeling of empowerment is important for all children in that it gives them confidence to face school and life with a positive attitude. A confident child will attempt more things and succeed more often than a child who does not believe in him or herself (Zealand, 2014).

2.7.5.2 Social/Cultural/Spiritual/Moral Domain

The intrinsic value of PE, as suggested by Zealand (2014), enables individuals to enjoy rich social experiences through play. It also affords participants opportunities to acquire many interpersonal skills and values. Research has shown that learners develop co-operation and team work by playing co-operative games or games where the whole team must work together (Stergiadis, 2013). They can also learn to accept, overcome or mitigate their personal limitations and deficiencies (Visitor, 2017).

Research has further shown that PE can be an excellent space in which children can learn courtesy and sharing (Stergiadis, 2013). Taking turns and sharing equipment is a necessity in Namibia, where there is a great shortage of PE equipment. Teachers can also help children learn responsibility in the PE classes by putting them in charge of equipment or compelling them to be punctual and be appropriately dressed for their activity classes. They can learn to respect and obey the rules, opponents, officials, team-mates and even supporters. Learning to respect is the first step towards learning sportsmanship and fair play. If a child respect the rules and the opponents they won't try to cheat even when they know they won't get caught, thus they have learnt the important rule of morality and being honest (Cornel, 2017).

The PE class also provides the perfect forum for learners to learn about and engage in different cultural activities. Learning different ethnic dances and having the children teach each other games that are specific to their cultures and traditions are

excellent ways to promote cultural understanding, respect and tolerance (Somel, 2017).

2.7.5.3 Cognitive domain

The cognitive domain is concerned with the mind of the child and their ability to learn and understand. Research has shown that physical activity can increase academic performance in school learners (Zealand, 2014). Branson (2017) found that for two hours post exercise, subjects showed increased concentration, increased memory, increased learning ability, increased problem solving ability and a more positive mood state. Research conducted by Bornwell (2015) showed a positive association between physical activity and work capacity. Furthermore, studies have shown that one can teach children problem-solving skills through movement challenges by giving them a theoretical and practical understanding of the importance of physical activity for health, and also teach them about the function of the body (Somel, 2017).

2.7.5.4 Psychomotor domain

Research shows that in the psychomotor domain, one finds that increased movement ability, brought about by physical activity, results in increased coordination, increased agility, increased speed, better balance, better hand-eye coordination, faster reaction time, fewer injuries and less fatigue (UNESCO, 2015). In other words, children move better, easier, faster and are less prone to injury and tiredness.

2.7.5.5 Biological/physiological domain

Research into the biological/ physiological domain has shown that regular physical activity helps to promote growth in young children and protect them against unhealthy conditions or disease (Zealand, 2014). The 2012 International Consensus Symposium on physical activity, fitness, and health reported that physical activity has been shown to provide effective protection against cardiac diseases, hypertension, osteoporosis, colon cancer and stress/anxiety, amongst other diseases and conditions. Physical activity can also result in improved health and increased balance and flexibility which have been shown to result in increased independence in the elderly (Benson, 2013). It also has been shown that children who participate regularly in PE classes are more likely to make physical activity a habit in their play outside the classroom (Stergiadis, 2013) and increasing the likelihood that they will be physically active in adulthood. Increased physical activity leads to increased fitness which, in turn, leads to increased health and a more enjoyable life (WHO, 2016).

2.8 PE curriculum

A well-structured PE curriculum gives education recipients a balanced range of activities in six domains: gymnastics, games, outdoor, athletics, aquatics and adventure activities (Ministry of Education, Art and Culture, 2015). PE can be distinguished from other curricular areas by its emphasis on the development of the human body and physical skills, without which the learning of the child is considered incomplete (Charles, 2017). A well-structured PE curriculum with a

wide range of activities stimulates learners' participation in physical activities and creates a sense of calm and pleasure (Government of Ireland, 2012).

2.8.1 Aims and content of a PE curriculum

The main focus of PE curriculum is health development and the promotion of active life styles (Kem, 2016). The PE curriculum in Namibia also focuses on healthy lifestyles and the acquisition and mastery of new sports and movement skills (Ministry of Education, Art and Culture, 2015). It further accentuates the role of physical activity in the prevention of diseases of lifestyle and its contribution to the general health and wellness of individuals (Ministry of Education, Art and Culture, 2015). PE is a highly relevant subject in current times as societies are becoming more and more inactive and consequently more prone to lifestyle diseases such as CVDs, diabetes and hypertension (Curriculum, 2014). It is imperative that PE be taught across the curriculum at all school levels for learners to fully benefit from the subject (Arany, 2014).

A document analysis conducted in Nigeria showed that the general aim statements of PE syllabi for Grade 4 – 9 have repetitions in its learning objectives and basic competencies on how learners need to take care of their health, master movement and learn new skills of different sports codes (Bolden, 2014). The same study revealed that choices of words used to explain stated aims in the syllabus were ambiguous, which made it problematic for syllabus users to comprehend (Bolden, 2014). The Saskatchewan Ministry of Education (2009) found that many of the aim statements for PE focus on the current health of learners while little attention is paid to their future wellbeing. Much emphasis was placed on the physical

development of the learner with limited focus on the theoretical aspects of PE (Active Healthy Kids Canada, 2007). The aim statements were found to be teacher-centered, without acknowledging the learners who are the primary recipients of knowledge (Kilborn, Lorusso and Francis, 2008). Furthermore, the aim statements lacked elements of inclusion which means people with disabilities were largely excluded from PE experiences. Lastly, they found that emphasis was placed on interpersonal rather than intrapersonal relationship that teaches learners to be emotionally competent (Charles, 2017).

The Sector Policy on Inclusive Education (2013), stresses that all learners should be educated in the least-obstructive education setting and preferably in schools in their own neighbourhoods as far as possible. This policy's objective is to create a supportive learning environment which is learner-centered (National Curriculum for Basic Education, 2015). The Sector Policy on IE considers practices and processes for learners with disabilities but it does not make reference to the inclusion of teachers with disabilities in the learning and teaching environments. Moreover, the school syllabus has no inclusive learning components that promote IE (National Curriculum for Basic Education, 2015).

Although, all curriculum related documents in Canada such as school syllabi, schemes of work, policy documents on education, and the national programme for basic education are well written, there is a lack of a cohesive and coherent link between them (British Columbia Ministry of Education, 2008). According to a WHO (2015) the Namibian curriculum leaves little room for the implicit curriculum with no guidelines regarding the unspoken, social, academic and cultural message (Francis, 2014). It lacks directives which address and create an

atmosphere which is conducive towards topics or perspectives that are excluded from the curriculum (Kaelyn, 2017). The extra-curriculum should also have clear aims and objectives for school sponsored programmes that are intended to supplement that academic aspect of the school experience (Zealand, 2014).

An absence of learning outcomes, which are key components of the teaching and learning environment, might give rise to unforeseen barriers and learning challenges (Lynch, 2014). PE learning outcome statements were examined and found to use complicated action verbs while some statements need to be paraphrased using language which relate to PE. A study conducted by the Government of Canada (2015) on challenges that were faced by teachers in implementing PE curriculum in schools, noted that action verbs were used numerous times in the syllabus, but that there was no consistency and directness between learning outcome statements. Most of the action verbs do not relate to PE, and do not enhance teaching and learning. The learning outcome statements did not relate to the objectives that learners should achieve during the teaching and after the teaching is done (Government of Canada, 2015).

2.8.2 Marginalised status of PE as a subject

Research highlights numerous incidents of the marginalisation of PE as a school subject globally. In most of the public schools in South Africa the recommended time allotted to PE on schools programmes is seldom met and in most instances remains just a ‘suggestion’ (Van Deventer, 2011). The inconsistency between the recommended teaching times and actual time dedicated to, and used for the

teaching of PE is a worldwide reality of the discipline (Hardman, 2016). The inconsistency between scheduled and teaching time points in the direction of the downgrading of PE as a subject within mainstream schools. This low status is of great concern and has provoked a continuing debate among PE scholars (Beddoes, Prusak & Hall, 2014). According to Chorney and Kilborn (2013) the low status of the subject is one of the main obstacles which prevent the implementation of quality PE in schools in Canada. Research focussing on teachers, provincial managers, government establishments and public partners, reported that the low status of PE as a school is largely a consequence of: a lack of support from school governing bodies; school leaders who do not see the significance of PE (for instance, a lot do not schedule PE on their timetable); a lack of monitoring and evaluation of programme implementation in schools; a major focus on “academic subjects” in high schools and increasing mathematical ability in primary schools; low levels staff enthusiasm, importance and livelihood and low or no parental and community support for the subject (Chorney & Kilborn, 2013).

Despite the fact that the primary focus of the current study did not include a real time analysis of PE, the analysis points to policy intents that target the addition of PE as part of the official programme. In other words, policy developers’ vision for children’s overall education includes active lifestyles. The obstacles impeding the realisation of the implementation of PE that were stated earlier, are good examples of the ‘loopholes’ that exist amongst what is envisioned by policy developers and what was ultimately converted into practice (Maclean, Mulholland & Gray, 2015).

2.8.3 Politics of PE curriculum

The PE curricula are developed and implemented by governments and can consequently not be scrutinised and analysed without reference to the political background (Rossi, 2009). Therefore, any interpretations of the outcomes of this study are not exempt from political influences. In Canada, research outcomes indicated that there were no fixed timeframes for the renewal of PE curricula which could be interpreted as a reflection of the political landscape in each province/territory (Government of Canada, 2015). An example of this is the delayed academic reforms in the province of Ontario in Canada which can be ascribed to the strategic political changes taking place (Kilborn, Lorusso & Francis, 2008).

The auxiliary document for Grades 1 to 8 in Ontario, Canada was published prior to its scheduled release date of September the year 2010 enactment (Kilborn, Lorusso & Francis, 2008). The 2010 restructured programme document consists of a range of new themes including, amongst others, sexting, psychological health, harmony, healthy associations and internet protection (Government of Ontario, 2015).

According to the Ministry of Education, Arts and Culture's (2015) annual report, the curriculum reform in Namibia is done by developers whose final products are endorsement by the government before the dissemination and implementation process in schools. The politics on the renewal of the PE curriculum goes beyond discussions on the lack of qualified teachers and facilities and equipment,

inadequate supervision and monitoring (Ministry of Education, Art and Culture, 2015).

2.8.4 Challenges associated with PE curriculum analysis

An analysis done by Kilborn, Lorusso and Francis (2008) of the Canadian Physical Education Curricula identified numerous challenges associated with curricula document analysis which included the following: inconsistencies in Canadian provinces on how they shared, published and stored their curriculum documents; finding updated and accurate material was a challenging task; most of the required documents were available in the subject area while others were categorised by grade level; some were only available as a hard copy, others were only electronic web-based; some were presented as provisional or rough drafts; and some were updated while the current study was in progress. Often times there was no referential data available so they had to use oral interviews to source data from government professionals, which included retired and current members, to authenticate the dates of publication.

Locating programme time allocations was similarly problematic and needed a broad search to find trustworthy information sources besides the validation of data. Analysis of curricula content presented a major challenge, since every region used different teaching and learning languages which consequently required thoughtful insight into changes of programme descriptors. To do all that, over 3100 learning outcomes and 8000 coding applications from nine grade levels were reflected on in order to scrutinise how each region describes instructional approaches, learning exits, as well as attainment prospects.

2.8.5 Guidelines for curriculum development

Guidelines for curriculum development have been referenced by several scholars globally. Of these, Clayton (2014) suggested 14 guidelines for curriculum development:

Guideline 1: Teachers should first be aware of a need for curriculum change

If the curriculum is to be developed, there must be a need for change. If a programme of curriculum enhancement is to be successful, all teachers and staff members must be sensitised to the need for change (Amani, 2011). The leadership in the programme may well capitalise on minor complaints from teachers and direct these immediate discontents into a positive direction so that teachers may see curriculum revision as a solution rather than a challenge.

Guideline 2: Ministry concerned should provide leadership in coordinating the activities of various instructional workers so that a unified curriculum is developed.

The relevant ministry should participate in the process of curriculum development from the outset. Charles (2017) stated that some academic leaders make the common mistake of believing that a democratic leader should wait for the teachers to initiate a process of curriculum renewal. However, the Curriculum Design and Writing Team (2015) concluded that it is the duty of the concerned ministry to provide leadership by engaging in continuous analysis of the curricula and

conducting needs analysis in their formulation and construction of comprehensive programmes.

Guideline 3: *Adequate resources should be provided.*

Resources provided by the concerned ministry should be adequate and of different forms. According to the Curriculum Design and Writing Team (2015) resources needed include materials, facilities, apparatus, time, human resources and fiscal aid. Material facilities may include sports apparatus such as: soccer balls, basketballs, netballs, etc. Time may refer to adequate time allocation on the timetable, appropriate time utilisation and time devoted to the subject as the timetable suggest. Fiscal aid may include money given to schools to supplement any needs that may arise at any moment in time so that the runs smoothly without hindrance (Christopher, 2013).

Guideline 4: *The guide should be prepared by a group of teachers, principals, and other personnel, working cooperatively.*

This standard principle, articulated almost universally by researchers in the field of curriculum development, need to be implemented by all curriculum developers in education to ensure that there is fair participation of all stakeholders. Working clusters should consist of employees who are requested and want to work on this difficult task. A lenient, investigational atmosphere must be real if the guide is to replicate the team's best efforts. All who are concerned with the programme should have an opportunity to contribute in the development of change to some extent.

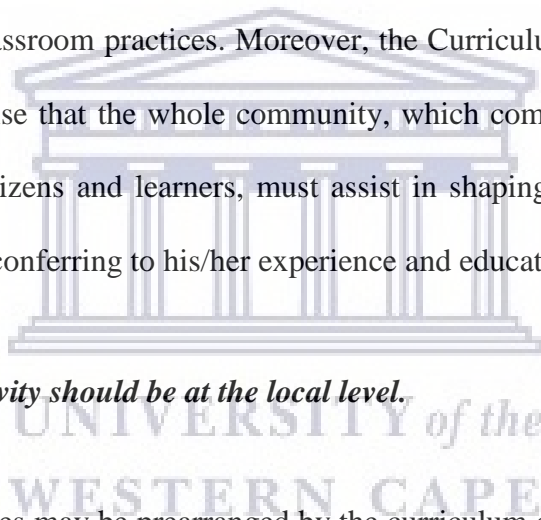
Conversely, there is a stronger chance of success if smaller teams are used, as referenced by the Curriculum Design and Writing Team (2015).

Guideline 5: All who are concerned with the programme should be part of the planning team.

The Curriculum Design and Writing Team (2015) state that as many educators as possible should be consulted to give educators a stake and an interest in curriculum modification. This will strengthen the drive towards transformation and will result in transformed classroom practices. Moreover, the Curriculum Design and Writing Team (2015) advise that the whole community, which comprises the school staff, unprofessional citizens and learners, must assist in shaping the landscapes of the curriculum, each conferring to his/her experience and educational background.

Guideline 6: Activity should be at the local level.

Curriculum changes may be prearranged by the curriculum committee. However, it must be tested in classrooms, and should be closely associated to classroom practices. The committee accountable for planning needs to develop mechanisms to determine and use philosophies that have created or have been established in classrooms. The educator must be positioned in the middle of the process, since the curriculum, although planned centrally, is not fully determined pending the learners having experienced it in the classroom. The Curriculum Design and Writing Team (2015) denote that the teacher is the key component of the curriculum development team.



Guideline 7: *Experimentation should be done by teachers*

Without ideas from educators active in the school system, the curriculum will likely become unproductive. According to Bolden (2014), many educators try to be innovative in their teaching approaches, testing new practises and strategies in the endeavour to find one which will have the most suitable outcomes. This approach creates opportunities and encourages teachers to try out new practices under controlled conditions.

Guideline 8: *Best practices should be used.*

The curriculum should be grounded in both theory and practice. Besides, it should be based on practices that have been effective at a local level. This implies that the combination of both theory and practice in curriculum development is vital as it creates a balanced learning experience.

Guideline 9: *Channels of communication should be maintained and used.*

The effectiveness of the group approach to curriculum development depends on how accurately the planning group feedbacks and garners information from the entire group of educators who will ultimately use the curriculum. Communication between them needs to be in both directions. Brian (2003:37) endorses this idea and states that “nominal communication will be recognised between people, between individuals and groups, and between groups involved in committee work”. In order to let educators know of the development being done, the clusters should save records and circulate summaries of all meetings.

Guideline 10: *The new curriculum should be introduced gradually, if teachers are to feel reasonably secure.*

The curriculum should be introduced to educators, bit by bit, as it is being established. It should be conveyed to the educators through the use of numerous communication methods and mass media. Every educator's meeting and every declaration about the new guide helps to get educators ready for its implementation. Even after the new curriculum is complete, its introduction into classrooms should be gradual. Curriculum (2014) suggested that the new curriculum will most probably not perfectly fit all circumstances and environments all the time, and should therefore be gradually introduced as it will have staff and resource demands and consequences which need to be planned and catered for.

The needs of educators and guidelines must be clearly articulated in programme and course guides. Since educators' individual progress rates might differ, the new curriculum must be introduced to respective classrooms when the educator in that classroom is ready for it. However, there is a mutual duty on all administrative and teaching employees to put into effect the new course as priority (Curriculum, 2014).

Guideline 11: *Changing of curriculum must be accomplished by changing the values, skills and /or understandings of teachers through an educational programme.*

The curriculum is reliant on what happens in mainstream classrooms. If the curriculum is reformed, the events in the classroom must be altered. If these are to

be changed, educators must adapt. As Amani (2011) states, the notion that changing the curriculum means changing the apparently deeply rooted thinking of educators.

Guideline 12: *Many means of curriculum improvement should be used.*

A well-planned in-service education programme ought to be part of the curriculum development. Amani (2011) observed that curriculum development, as a process, has become synonymous with regulation and in-service education, for many mechanisms have grown out of good supervisory practices and work-related training. Curriculum development is seen to be dependent upon in-service education which utilise many means. The procedures will stimulate the use of many varied means of improvement including action research, clinics, occupational courses, surveys, cooperative studies and workshops (Bolden, 2014).

Guideline 13: *Evaluation of the process of the curriculum development should be made continuously.*

The process of curriculum improvement is affected by changing group relationships. As Wright (2012) denotes, the organisation will be continuously assessed to determine its end product on the improvement of human affairs and its influence to the institution and maintenance of the requisite healthy conditions for the upgrading of the curriculum. Therefore, it is the purpose of the administration and curriculum group to assess the progression being made, the material being

introduced, and the educators for whom the course is being developed. Changes in the process must then be made in light of this assessment (Thompson, 2015).

Guideline 14: *Curriculum revision should be a continuous process.*

The organisation for curriculum development should not be disbanded when the new curriculum is ready. The work should be done continuously, rather than on an ad hoc basis. As referenced by Wright (2012), a programme of study should not be published, until it has been revised numerous times. Though the progression of mimeographing is not the vital point, the statement does highlight that the publication may be temporary in nature. During the early phases of the new course, educators must try it out in pilot revisions organised for that purpose. As soon as the revised course is completed, assessment is begun in the classrooms and another cycle is started (Thompson, 2015). Although the dominance of one technique of curriculum development over another undoubtedly cannot be shown experimentally, there is consensus that the cooperative group method of curriculum development is the best method. Certain procedural guidelines distinguished above have been agreed upon by numerous researchers in the field of curriculum development (Charles, 2017).

2.9 Exercise principles

According to Mckenzie (2015) the natural, psychosomatic and teaching guidelines, which will lead the whole process of exercise, are known as the principles of exercise. The following exercise principles are intended to be guide, as they

contain all major features that curriculum developers should consider when designing PE practical elements for learning horizons (Mckenzie, 2015).

2.9.1 The principle of preparation

Research has revealed that curriculum developers have often left out exercise principles that should guide the teaching of the practical element of PE in schools (Job, 2017). The principle of preparation does not only imply physical preparation of the body such as warming up prior to the commencement of exercise it also implies mental preparation (Tashinha, 2017).

The principle of preparation prepares learners for an individual PE class session with satisfactory warm-up. The warm-up for an exercise session is intended to reduce the risk of injury, whereas physiologically or psychologically preparing the learners for physical activity (Ambosiu, 2016).

2.9.2 The principle of active participation

The principle of active participation requires the active involvement of learner's in sports activities. According to Mwampe (2015) the learner's performance will be enhanced if the teaching progression is a two way interface between the teachers and the learners. This principle further emphasises that teachers must share their knowledge of PE practical sessions with the learners, and deliberate on the learners' growth, so that the learners may comprehend the constructive as well as the undesirable aspects of a routine. Mwampe (2015) further suggested that

learners should participate in the PE learning process by discussing PE aims and providing input in the design of learning programmes. Conversely, learners should also share their individual problems that may have an influence on their performance (Mwampe, 2015).

2.9.3 The principle of general development

It is commonly acknowledged by PE teachers that exposure to a variety of physical experiences during childhood is crucial mastery of practical skills later in life (Jesse, 2017). This early general practical learning also forms the foundation on which to build later specialised teaching and learning of physical activities.

Studies have shown that the general teaching and learning stimulus allows for the general development of an individual rather than restricted, focussed development, which may impede performance in later life. The learner should be “quick, almost like a competitor, strong like a gymnast, resilient like a distance runner and co-ordinated like a juggler” (Stanley, 2017).

2.9.4 The principle of specificity

According to the principle of specificity, the structures, or parts of structures, which are engaged during physical activity will show the beneficial effects of the training programmes. The principle is spread over both and within individual fitness constituents (Van, 2016). It is reasonably well known, for instance, that a learner who needs to build up their strength would derive some benefit from endurance practical sessions. What may be less known is that specificity of

learning would also apply to individual strength teaching and learning methods (Spencah, 2015).

2.9.5 The principle of individuality

The PE curriculum should be wide and flexible enough to accommodate the principle of individuality which specifies that each learner is a unique psychological, physiological, intellectual and biomechanical being (American Health Report, 2016). The successful teacher should therefore treat each learner according to his/her own capabilities, potential, learning individualities and sporting needs. This principle recommends that the following be taken into account when designing PE curricula: the biological and chronological age of the learner; learning familiarities; individual work capacity; learning position; health status, speed of recovery; body structure; gender; lifestyle and psychological outlook (American Health Report, 2016).

2.9.6 The principle of variety

The principle of variability is relatively new and it promotes high levels of learning concentration and motivates more people to participate in sports related activities. It is believed that the persistent replication of learning sessions with little variety will eventually lead to psychological boredom, reduced motivation, physiological lack of progress and decline in performance (American Health Report, 2016). The high volume of learning experienced by modern learners further aggravates this situation. It is important to be aware of the multitude of methods available for

practical learning and teaching that could be used to attain similar physical conditioning objectives while helping to lessen the boredom of practical teaching and learning (Ambosiu, 2016).

2.9.7 The principle of gradual overload

Research has shown that the human body needs to be overloaded above the normal in order for transformation and adaptation to happen. While the general principle is accepted, the rate at which overload is introduced must not be too excessive as it could result in overtraining which in turn could lead to injuries (Bush, 2016). The concept of gradual overload can be applied very effectively to safely improve performance in learners, inactive individuals, the incapacitated and heart patients. Therefore, teachers must understand that forcing the learners to do “too much too soon” will not only have undesirable physiological repercussions, but could also have harmful psychological effects such as reduced motivation and enthusiasm. While excessive rate of overload will lead to overtraining, there is also a level of intensity or effort below which, no training effect will occur. The teacher therefore needs to wisely control teaching and learning of PE practical overloads in order to get the most out of the learners’ performance (Branson, 2017).

2.9.8 The principle of reversibility

Research has shown that, as the body adapts to increase loads which lead to improved physical fitness, so too, the reduced use of the body will lead to a reduction in physical fitness (Zealand, 2015). The individual who stops

exercising, therefore, can expect to see a reversal in levels of fitness when physical activity is discontinued, also known as detraining (Stergiadis, 2014). The saying “use it or lose it” aptly describe this training principle and research has indicated that, after only one or two weeks of detraining, significant reductions in working capacity can occur, while many training improvements can be lost completely within several months. Several ex-elite athletes are in better physical condition after several years of reconditioning than a normal individual who may exercise on a regular basis (Zealand, 2014).

2.10 The role of Education Policy Makers in PE

By all estimations, obesity is the most grave health issue facing the world population today, with the percentage of overweight and obese children and teenagers rapidly increasing over the past 40 years (WHO, 2012). Currently, nearly one-third of the globe’s children and teenagers are overweight or obese, and the tolls among Black and Hispanic adolescents, as well as teenagers living in lower-earnings families, are even higher (Cawley, 2010).

PE curriculum developers and policymakers in schools in United States of America recommend that children and adolescents should participate in 60 minutes of vigorous physical exercise per day (American Health Report, 2016). A commission consisting of a wide range of national public health and physical activity sectors initiated the National Physical Activity Plan of Action in May 2010. Policies designed to raise physical activity levels in all sectors of the American population, including all schools, was started in some states (United Nations, 2013). In

countries such as the United Kingdom, China, Japan, Australia and the USA, national PE guidelines identify and recognise teachers, parents, learners, school officials, policymakers, community organizations and health researchers as key role players in getting children to participate in adequate amounts of daily physical activity and to develop active lifestyles that will ultimately translate into healthy, active adults (Hardman, 2017). Studies have discovered that there are numerous measures that schools can and must to put in place in order to increase pupils' physical activity levels (Arany, 2014).

According to Williams, Hay and Macdonald (2011), there are numerous opportunities to change policies at the national, governmental and local levels to better support physical activity in schools. This can be done by implementing and monitoring school wellness policies that should include a physical activity component; implementing and monitoring national standards for PE; improving state requirements and local standards for physical activity and PE; implementing joint-use agreements for community-school usage and increasing physical activity opportunities outside the school day (Hardman, 2017).

On the African continent, policy makers are largely controlled by government rather than through guidance from the broader communities. This has made it difficult to teach PE in schools because many vital stakeholders are not involved in the decision making process (Kabwima, 2012). In Namibia, policies regarding PE are drafted by policy makers without the voice of students, parents, teachers and the community at large, which creates a big gap in educational realms between policy makers and recipients of knowledge, who are the students (Kabwima, 2012).

2.11 Perceptions and attitudes of sports federations towards PE

Sport federations are regarded as overseers of all sports codes locally and internationally, their purpose and aims are to unite regional, national and universal sports associations in order to: encourage sport participation globally, defend common interests, collaborate to disseminate information and resources, organise development to make best use of resources, gather and allocate appropriate information, support each other and coordinate activities and preserve the power and self-sufficiency among affiliates (Olympic Association of Oceania, 2011).

Sports federations worldwide have determined that PE is an important component of a child's development and education as a whole. The Olympic Association of Oceania (2011) views PE as a foundation subject that provides a springboard to future careers in sports. Without a strong sports foundation at primary and secondary school level, the future of sports in adulthood might be compromised. PE in schools is responsible for the orientation of sports in teenagers and, once the foundation is strongly laid, federations will find it easier to regulate and govern such sports codes at a later advanced stage (Federation Internationale De Natation, 2015).

Research revealed that monitoring and evaluation is one facet of sports programming that seems to present major challenges to sports federations across the board (International Olympic Committee, 2013). Although it is fairly manageable to provide frequent reports on simple outputs like the materials produced and number of events conducted, the measurement of the impact of such programmes on individual participants and society in general, usually proves to be

far more difficult. However, there are ongoing efforts to design methods for monitoring and evaluating sports in schools and institutes of higher learning worldwide (International Olympic Committee, 2013).

Sports federations such as the International Olympic Committee, International Paralympics Committee, and IAAF have lesser influence on the teaching and learning of PE in Namibian schools, as they are not involved in the scouting and nurturing of young emerging athletes at the grass-root level (Namibia Sports Commission, 2017). PE should be taken seriously at school level as it is regarded as a grooming space for students to adopt active lifestyles and in many instances introduce learners to sports which could culminate in a career in the world of sports (Ministry of Education, Art and Culture, 2015). The NAF is of the opinion that Namibia have not produced elite athletes for the past 20 years due to negative attitudes and perceptions towards PE (Namibia Athletics Federation, 2015).

2.13 Theoretical framework

Perceptions are considered to be our individual views of truth. The way we see things create mental pictures and sets an attitude for everything we do: It is the basis of what we believe to be the most important; it creates our close relationships; it sets our morals and standards; it outlines our work code of conduct and ethics and it helps to controls our levels of happiness (Daniel, 2011). The current study was guided by the theory of reasoned action and the theory of planned action.

The theory of reasoned action assumes that our attitudes emanate from views which result in intents and actions (Kiera, 2009). Moreover, the theory aims to

clarify desired behaviours. Its descriptive scope does not include a wide range of conducts such as those that are impulsive, spontaneous, and customary, the result of desire or simply scripted or mindless (Dillard & Shen, 2002). The application of the theory of reasoned action provided the framework of the current study and allowed it to gain in-depth information and insight into the intentions and actions yielded from beliefs of teachers, principals, policy makers and sports stakeholders regarding the development and implementation of PE curriculum.

The theory of planned behaviour postulates that a person who holds strong control beliefs will translate those beliefs into an increased intention to perform the behaviour (Rammule, 2009). Gaining insight into sports stakeholders' beliefs is an important source for understanding their attitudes, interest and involvement in PE curriculum development (Rikard, 2006).

2.14 Chapter summary

In summary, this chapter provides a very wide-ranging overview of literature which directly and indirectly speaks to the current research. It reflects on how different scholars have intellectualised and hypothesised about terminologies such as; “Physical Education, Quality document analysis (QDA), Curriculum, perceptions, Attitudes, Policy makers, Stakeholders and Sustainable health” which in turn informed and provided the rationale for the current study.

A lack of PE in schools is an epidemic that is growing in the public schools of Namibia and most of the African countries. A number of national governments have proposed to either remove PE from the curriculum in its entirety or to reduce

the curriculum time allocated to the subject (Hardman, 2003). Although PE has undergone major developments over the past few years across the globe, there is still great concern about its status and future (Hardman, 2017).

Attempts to identify the reasons behind the precarious status of the subject tend to focus exclusively on the perceptions and attitudes of users towards the subject and the barriers to presenting and participating in PE. However, there is a paucity of research which speaks to the impact of the curriculum on the sustainability of PE in schools.



CHAPTER THREE

OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The main aim of this study was to develop guidelines for the development of sustainable health promoting PE programmes in schools in the Zambezi region of Namibia. A multimethod approach was used to achieve the aims and objectives of the current study. The research was conducted in three phases. Each phase employed a research design that was deemed suitable to answer the questions posed and to reach the stated objectives. This chapter provides an overview of the research design for each phase of the study as well as ethical considerations.

3.2 Research design

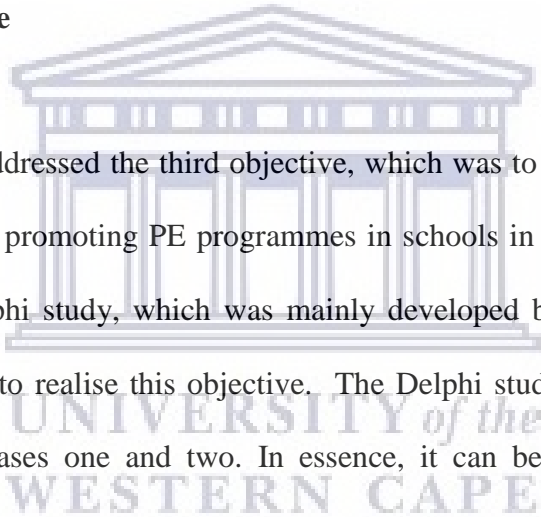
3.2.1 Phase one

The objective of phase one was to establish the background of PE in Grades 4-9 of the Zambezi Region of Namibia in terms of its curricular aim statements, learning outcomes as well as synthesizing contextual information about the publication dates of curriculum documents and the instructional time allocated to PE. In this phase, a systematic quality document analysis QDA of selected written materials was conducted to achieve this objective.

3.2.2 Phase two

The second objective was to assess the perceptions and attitudes of policy makers, PE educators and sports federations towards PE in the Zambezi Region of Namibia through a focus group discussion. This phase used a mixed method, sequential research design. It encompassed the gathering, analysis, and combination of both quantitative and qualitative information with the intention of acquiring an in-depth and enhanced understanding of the research under investigation (Cresswell, 2009).

3.2.3 Phase three



The final phase addressed the third objective, which was to develop guidelines for sustainable health promoting PE programmes in schools in the Zambezi region of Namibia. A Delphi study, which was mainly developed by Dalkey and Helmer (1963), was used to realise this objective. The Delphi study was conducted after completion of phases one and two. In essence, it can be seen as a method of consensus building or a merging of opinions petitioned from experts, which uses a series of multiple restated questionnaires (Hsu & Sandford, 2007).

3.3 Ethics considerations

Ethics clearance and permission to conduct the study were obtained from the Humanities and Social Science Research Ethics Committee (HS17/8/14) of the University of the Western Cape (Appendix A). The study was conducted according to ethics practices pertaining to the study of human subjects. The purpose of the

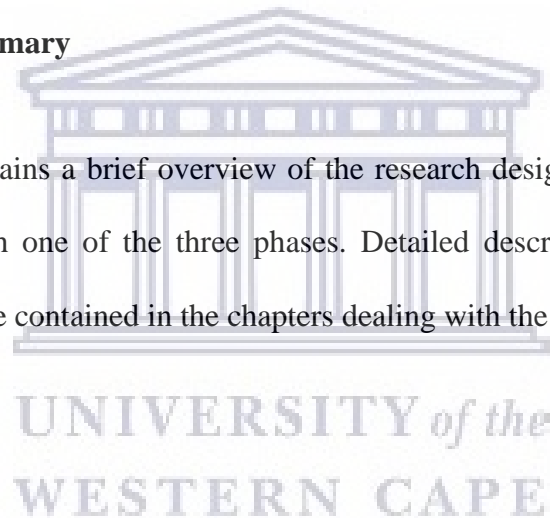
study was explained both verbally and in writing to the participants. Other information that was shared with the participants included the methods that were used, the possible outcomes of the research, as well as the associated demands, discomforts, inconveniences and risks that participants could face. Issues surrounding confidentiality was explained and participants were encouraged to ask questions which the researcher answered candidly in order to ensure that the participants were fully informed before making a decision whether or not to participate. All this information was provided in the information letter and English was the participant's language of choice (Appendix B). Once they read through the information letter, and all questions were answered to their satisfaction, participants were asked to sign a consent form which was only available in English (Appendix C), if they wished to participate in the study. No participants were coerced to participate in this study and all participants were informed that their participation was voluntary and that they may withdraw at any time from the study without any negative consequences. The researcher respected the decision of the participant without requesting a reason. Focus group binding (for confidentiality) forms were signed prior to commencement by a sports stakeholder for participation in the focus group discussions (Appendix E).

Issues surrounding confidentiality were explained and ensured. The participants were assured that no one who is not directly involved in the study would have access to the information provided and that all forms of communication and client records would be protected. In addition, the participants' personal details were captured in alpha-numeric coding in all written documents to ensure participant anonymity. Pseudonyms were allocated for the focus group discussions, to ensure

that the participants' identity remained anonymous. All records were kept in a bolt paper banker and disposal of all these records will be done after a period of 5 years. Any research report(s) and/or publication(s) that may result from this study will not contain information that may identify the participants and their communities. Permission was obtained from all Namibia Education Departments, sports stakeholders and policy makers to conduct the research (Appendix F, G, H and I). All sources that were used were acknowledged and information taken from other literature was correctly referenced.

3.4 Chapter summary

This chapter contains a brief overview of the research designs and methodologies employed in each one of the three phases. Detailed descriptions of each of the methodologies are contained in the chapters dealing with the individual phases.



CHAPTER FOUR

PHASE ONE

BACKGROUND OF THEORITICAL CONTEXT OF PE IN NAMIBIA

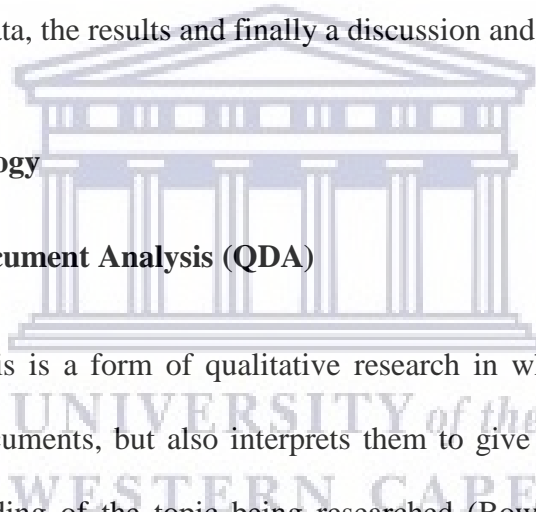
4.1 Introduction

Chapter 4 addresses the first objective of the study, which is to get an enhanced understanding of the context of PE curricula in Namibia. This chapter further provides a detailed description of the methodology that was employed to collect and analyse the data, the results and finally a discussion and conclusion.

4.2 Methodology

4.2.1 Quality Document Analysis (QDA)

Document analysis is a form of qualitative research in which the researcher not only analyses documents, but also interprets them to give meaning to and gain a deeper understanding of the topic being researched (Bowen, 2009). Information gathered through document analyses, gives insight into the origins of issues and decisions that impact on the phenomena currently under investigation (Bowen, 2009). The documents therefore provide the context within which researchers operate and provide background information as well as a rich historical insight into past events (Bowen, 2009). According to Bowen (2009), document analysis can also serve as a means of tracking changes and development and is an efficient and cost effective way of gathering information.



The current study used a Quality Document Analysis (QDA) approach for the in-depth and systematic analyses of written materials, which provided the landscape of the Grades 4-9 Namibian PE curriculum. The following steps were followed during the document analysis process: (Kilborn et al., 2008).

Step 1: Synopsis of background information.

The situational analysis began with a brief analysis of germane contextual information concerning Namibia's geographical location, demographics statistics, and governance of education in general, as well as a short historical overview of PE in the country.

Step 2: Document collection.

There are three crucial types of documents i.e. physical evidence, personal documents and public records (O'Leary, 2014). Public records include official records of an administration's activities and comprise of task statements, yearly reports, policy guides, achievable plans and syllabi programmes; however personal documents are accounts of a person's activities, experiences, and principles including scrapbooks, Facebook posts, e-mails, incident reports and work logs (O'Leary, 2014).

Documents included in the current study were mainly public records and included the Namibian National Curriculum for Basic Education, PE syllabi and Sector Policy on Inclusive Education.

Step 3: Analyses of documents

A meticulous analysis of the aim statements, curriculum categories and learning outcome statements of Grades 4-9 (upper primary and junior secondary phases) was conducted. Information related to the curriculum documents in terms of publication dates and times was synthesized to contextualise the analyses.

Step 4: Discussion

The document analysis was followed by a discussion, specifically focused on the conflict and tension between the aims and content of Namibian PE curricula, the downgraded status of PE as a school subject, the politics of curriculum renewal, and the challenges associated with the analysis of PE curricula in Namibia.

4.2.2 Data analysis

Microsoft Excel was used for the analysis of curricular aim statements. Descriptive and explanatory codes were applied to the aim statements (Creswell, 2009). Codes were applied throughout the whole data set, with extra codes added when needed.

The process was repeated to analyse the curriculum organizing categories. A critical analysis of the learning result statements was done by applying coding keys that were created meticulously. Descriptive statistics were used to illustrate and explain the distribution.

4.2.3 Data synthesis

Information pertaining to PE curricula publication dates and recommended instructional times for PE was summarised in graphs and tables using Microsoft Excel (Kilborn et al., 2016).

4.3 The demography and the geography of Namibia

Namibia is a country located on the South Western shores of the African continent and its latitude and longitude are 21.7391 °S, 17.2146 °E. Its surface area covers 825,615 km² (318,696 sq. mi), and its population is 2.1 million (Namibia Population & Housing Census, 2011). The capital city of Namibia is Windhoek, geographically located at the centre of the entire country. Namibia is a multilingual state, with up to 30 indigenous languages spoken. The most commonly spoken languages are Oshiwambo, which is used by 48% of the populace, Afrikaans (11%), Khoekhoe (11%), Kwangali (10%) and Herero (10%). Other local spoken languages consist of Gciriku, Tswana, Chikuhane, Chifwe, Chitotela, Chimbalangwe, Chimbukushu, Chiyeyi and the Khoisan Naro !Xoo, Kung-Ekoka and Kxoe. English is an official language, spoken by 1% of people as their mother tongue. Portuguese is spoken by 4– to 5% of the entire population (Namibia Travel Guide, 2016). Namibia's neighbouring countries include Angola to the north of the country, Zambia and Botswana to the east of the country, South Africa to the south and the Atlantic Ocean to the west of the country.

Namibia is divided into 14 regions, and the Zambezi Region, which is the geographical focus area for this study, is situated 1,200 km north-east of the capital city, Windhoek. Over 90,000 of people live in the Zambezi Region of Namibia. The population is mainly composed of subsistence farmers who make their living on the banks of the Zambezi, Kwando, Linyanti and Chobe rivers (Namibia Population & Housing Census, 2011). Each region has a regional education directorate, which works closely with central government to liaise with the ministries.

4.4 Governance of education in Namibia

Namibia is a democratically independent country with decentralised governance across 14 regions. There are regional education directorates which regulate, disseminate, facilitate and implement all educational issues on behalf of the government through the Ministry of Education. Each regional directorate has a subdivision of subject advisory teachers who advise on subject patterning issues in the region (Ministry of Education, Art and Culture, 2015). In addition to the regional education directorates headed by a director and a deputy director, there are circuit offices in each constituency headed by education inspectors. The Namibian curriculum is the same in all public schools, meaning all 14 regions teach the same content with different time variations depending on self-designed schemes of work. There is not an independent curriculum designed or developed by each region (Ministry of Education, 2013).

4.5 A brief historical overview of PE in Namibia

PE began informally in Namibia, in the latter part of the 18th century. The gospel evangelists responsible for the programme outline amongst the local people taught them self-supporting exercises, games and dancing activities (Fredricks, 2010). Later during the occupation of European settlers, they started playing ball games like football and netball. In the “white” schools, during German colonial times, “turnen” was presented to indigenous participants. These sports activities consisted mainly of “turn sports” which included self-supporting exercises, gymnastics and track and field activities (Zealand, 2014).

Since South West Africa (currently Namibia) was administered by South Africa as a mandate, the South African influence was strong after the First World War. A large number of teachers were trained in the Republic of South Africa. However, with the strong German cultural heritage, as well as the presence of many German teachers, the German schools paid special attention to turnen, while the Afrikaans and English schools preferred games like rugby, field hockey, tennis and netball (Zealand, 2014). Since 1952, PE in schools became more organised as PE inspectors were appointed for the first time. All education sectors used the same PE programme, however, a severe lack of teachers and a shortage equipment and facilities that was especially prevalent in most of the “black” schools, dictated the extent to which the subject was successfully implemented (Fredricks, 2010).

As an illustration, in the year 1999, nine years after Namibia gained its independence, the Presidential Commission on Education, Culture and Training concluded that one of the problems that are hampering the development of sport in

Namibia is that, although PE is an official component of the school programme, it is not implemented in many Namibian schools. In addition, it was noted that, although the subject is part of the school curriculum and compulsory in all Namibian schools, the time allocated was frequently used for teaching other academic subjects or was used as a free period (Presidential Commission on Education, Culture and Training, 1999). Furthermore, although PE was timetabled in most Namibian schools after 2000, it was taught by unqualified teachers. A shortage of equipment and facilities had dire consequences for the subject leading to a significant relegation of its status.

4.6 Document selection

In order to gain a better understanding and overview of the Back group of the Namibian PE curricula, the researcher focused on an analysis of the aim statements, curriculum categories and learning outcome statements of Grade 4 – 9 (upper primary and junior secondary phases). The following documents were therefore purposively selected and included for scrutiny and analysed since they contained key official information needed for the purposes of this study. The selected documents included: The National Curriculum for Basic Education (2015), PE syllabus Grade 4 – 7 and PE syllabus Grade 8 – 9 (2016) and The Sector Policy on Inclusive Education (2013). These documents enabled the researcher to construct the general educational landscape of Namibian education and the location of PE within that context.

4.7 Data analysis

Descriptive and interpretive codes were assigned to aim statements and analysed using Microsoft Excel 2010 (Creswell 2009; Brown, 2015). Different codes were used on the entire data set, with supplementary codes installed when required. The same process was followed to analyse the curricula organising categories.

4.7.1 Aim statements for PE curricula in Namibia

Table 1 shows the overall aims of Grade 4 – 9 PE in Namibian schools. A descriptive analysis of all the aim statements from both upper primary and junior secondary phases identified the acquisition of healthy lifestyles, movement skills and fitness as the main aims of PE in Namibia.

Table 1: Aim Statement for Physical Education Grade 4 – 9 (Ministry of Education, Art and Culture, 2015).

	Aims	
Grades 4-7	To develop and improve the learners' perception-motor skills through participation in a variety of movement forms (movement development).	Syllabus 1
	To widen their movement experience and build up a movement vocabulary through participation in a variety of movement forms (movement development)	
	To help maintain and develop physical fitness and efficiently (physical development).	
	To develop an understanding of good health through an interest in and respect for own bodies (health development).	
	To provide experiences of the joy of movement and develop a	

	positive attitude towards Physical Education.	
	To enhance emotional stability including a positive self-image, self-control, independence, confidence, own decision making and creative ability, based on a well-grounded system of values (affective/emotional development).	
	To develop healthy interpersonal relationships (social development).	
	To develop an understanding of good normative behaviour based on a healthy value system (normative development).	
Grades 8 - 9	To promote the physical, social, emotional and intellectual development of the child in the context of human movement sciences.	Syllabus 2
	To develop positive personal qualities and self-actualisation by means of physical activity in different contexts.	
	To help in the acquisition of an appropriate range of movement skills and health related fitness in a variety of context (movement development/health development).	
	To promote understanding and knowledge of the various aspects of movement (cognitive development).	
	To develop an appreciation of movement and the use of the body as an instrument of expression and creativity.	
	To promote enjoyment of, and positive attitudes towards physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.	

4.7.2 Curriculum organising categories

Table 2 below depicts the organising categories for PE curricula in Namibia. All six categories, which included movement, physical, health, affective, social and

normative development, are the main components of the teaching and learning of PE in all public schools.

Table 2: Curriculum organising categories summary (Curriculum, 2014).

Regions	Subject	Overall Organising Categories
1. Kunene	PE	Movement development
2. Omusati		
3. Oshana		Physical development
4. Ohangwena		
5. Oshikoto		Health development
6. Kavango West		
7. Kavango East		Affective development
8. Zambezi		
9. Erongo		Social development
10. Otjozondjupa		
11. Omaheke		Normative development
12. Khomas		
13. Hardap		
14. Karas		



4.7.3 Curriculum learning outcome statements

There are 282 learning outcomes recommended by the Ministry of Education that are equally distributed across the 14 regions of Namibia. It is the responsibility of schools to ensure that they implement the curriculum as recommended by the Ministry.

4.7.4 Dispersal of PE curriculum themes

Figure 1 shows the distribution of each curriculum theme that emerged from the coded learning outcome statements (Movement Skills, Mastery of Skills and Healthy Lifestyle).

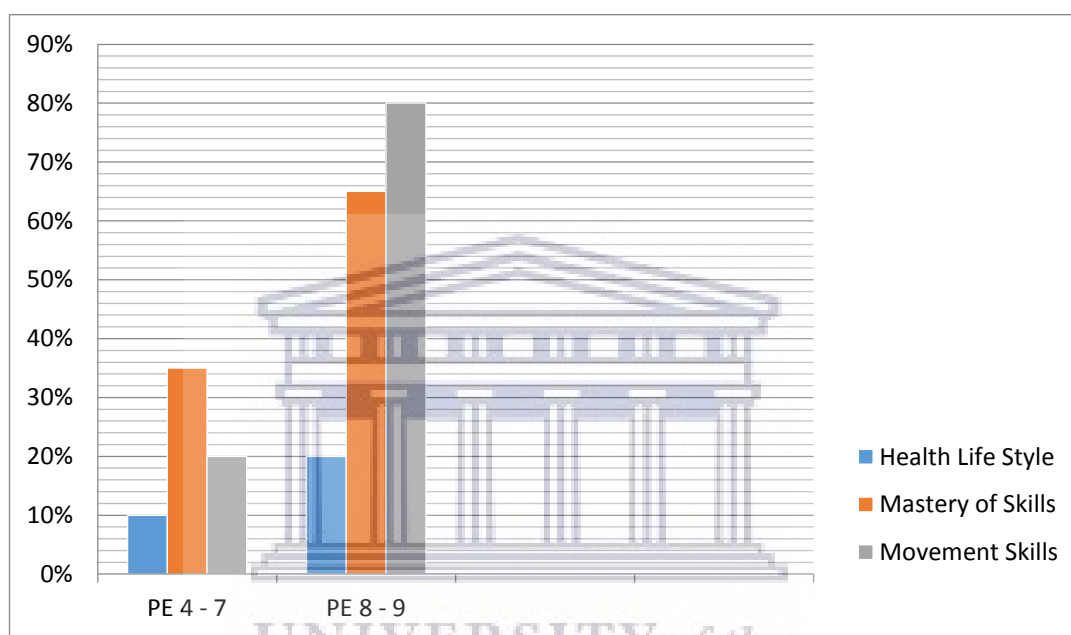


Figure 1: Distribution of themes for Grade 4 – 9 in Namibia (Ronam, 2014).

It can be seen that the theme of Movement of Skills dominated all themes with 80% in Grade 8-9 and 20% in Grade 4-7. The theme of Mastery of Skills ranged between the highest and lowest themes with a distribution of 65% in Grade 8-9 and 35% Grade 4-7. The healthy lifestyle theme was ranked the lowest with a distribution of 20% in Grades 8-9 and 10% in Grades 4-7-9. This implies that the Namibian PE curriculum focus and emphasise much on themes that require learners to learn movement skills, followed by mastery of skills and lastly less emphasis is put on health life style.

4.8 Curriculum publication periods in Namibia

Table 3 reveals a few inconsistencies in the publication periods of the curriculum after Namibia's independence in 1990, the country adopted the pre-colonial South African, Cape Education system, which was abandoned in 1993, when the curriculum was revised and adjusted to the new Cambridge education system. The curriculum was not revised again until the change from the Cambridge to Namibian Education system in 2011. Table 3 below shows that the curriculum was only changed to the new education system when there was a transitional paradigm shift.

Table 3: PE curriculum publication dates in Namibia

Year of publication	Year revised/ Reprinted/Adopted	Grades	Education system
1990	Adopted	Sub A, Sub B 1-7, 8-10, 11-12	Cape Education System
1993	Revised	1-7, 8-10, 11-12	Cambridge Education System
1997	Reprinted	1-7, 8-10, 11-12	Cambridge Education System
2000	Reprinted	1-7, 8-10, 11-12	Cambridge Education System
2005	Reprinted	1-7, 8-10, 11-12	Cambridge Education System
2007	Reprinted	1-7, 8-10, 11-12	Cambridge Education System
2010	Reprinted	1-7, 8-10, 11-12	Cambridge Education System
2013	Revised	0-3, 4-7, 8-10	Namibian Education System
2015	Reprinted	0-3, 4-7, 8-10	Namibian Education

			System
2017	Revised	0-3,4-7,8-9	Namibian Education System

4.9 Endorsed time allocations for PE and other school subjects in Namibia

Figure 3 shows the key learning areas in the Namibian school system. Languages, Mathematics, Natural Sciences (Life Science and Physical Science), Social Sciences (Geography, History, Life Skills, Religious and Moral Education, Pre-vocational, Information and Communication, Arts and Physical Education). The pie chart shows the overall time allocation for subjects in a 7-day cycle, with 40 minutes per period and 8 periods per day. Mathematics is allocated 12,5% of the time (6 periods per week), followed by languages with 10.7% per week. Nine percent, or 5 periods in a 7-day cycle are allocated to Life Science, Physical Science, Geography and Pre-vocational. The least amount of time was assigned to Life Skills (3% or 3 periods), Reading (2% or 1 period), Religious and Moral Education (2% or 2 periods), Art (2% or 1 period) and PE (2% or 1 period) in a 7-day cycle.

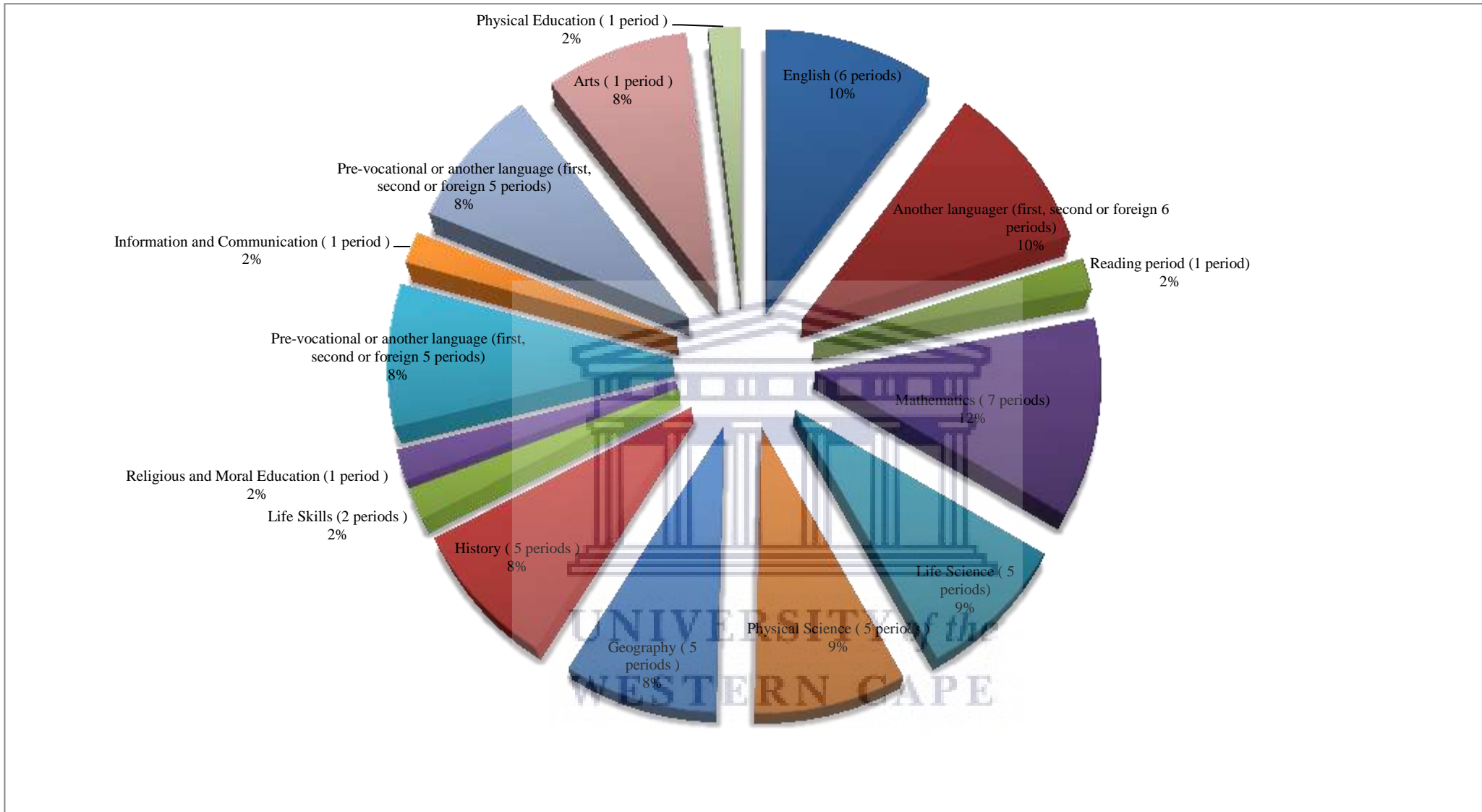


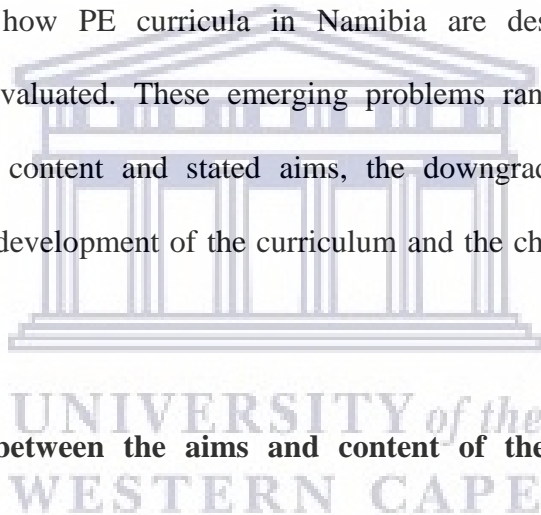
Figure 2. Subject time allocation (Grades 4 – 9).

4.10 Discussion

The results of this phase of the study reveal that the current situation of PE in Namibia is comparable to other countries in Africa and around the world (Zealand 2014; Kilborn et al. 2016; Hardman 2017). There are a variety of viewpoints on the importance, benefits, roles and value of PE in both upper primary and junior secondary schools in Namibia and across Africa. The main concerns relate to time allocation, curriculum and content relevancy of PE and a continuation of skill-oriented debates. The researcher's findings reveal numerous challenges which relate to how PE curricula in Namibia are designed, implemented, interpreted and evaluated. These emerging problems range from the conflict between specific content and stated aims, the downgrading of PE, political influences in the development of the curriculum and the challenge of curriculum analysis.

4.10.1 Tension between the aims and content of the PE curriculum in Namibia

The National Curriculum for Basic Education (2015) identifies PE as an important subject as it creates opportunities for children to be physically active, a key preventative measure for lifestyle diseases such as obesity, circulatory problems, diabetes and stress especially in societies that are becoming more affluent. It further contributes to personal wellness and the maintenance of physical fitness, which enables people to be fully productive citizens. The curriculum further states that PE must be taught across the curriculum in order for learners to maximally benefit from the subject.



The document analysis shows that the general aim statements of PE curriculum in Namibia focus on living healthy lifestyles while the content learning objectives focus on the acquisition and mastery of new sports and movement skills. The PE syllabuses for grade 4 – 9 (2016), has repetitions in its learning objectives and basic competencies with emphasis on how learners need to take care of their health and master movement skills of different sports codes. Findings also revealed that words used to explain aims statements in the curricula are ambiguous, which makes it very problematic for users to comprehend. Aim statements were found to focus on the current health status of the learners instead of having both a short- and long term focus. This means they do not prepare today's learners to be tomorrow's healthy adults.

Much emphasis was placed on the physical rather than the theoretical components of PE. The aim statements do not speak to contemporary health issues caused by sedentary lifestyles. They were found to be more teacher-centered with limited attention on learners as the primary recipients of knowledge. Furthermore, the aim statements in the curricula lacked an element of inclusion and do not consider the integration of people with disabilities. Emphasis was placed on interpersonal rather than intrapersonal relationship that teaches learners to be emotionally competent.

The Sector Policy on Inclusive Education (IE) (2013), stresses that all learners should be educated in the least-restrictive education setting and in schools in their neighbourhood to the fullest extent possible. This policy aims to create a supporting learning environment, which is accommodating and learner-centered. The Sector Policy on IE prioritises and considers how learners with disabilities

should be integrated into mainstream teaching and learning but it makes no reference to the inclusion of teachers with disabilities in schools. It is important to note that the school PE syllabus has no inclusive learning components that promote IE.

Categories of the curriculum which include explicit written documents such as school syllabi, scheme of work, policy documents on IE, and the national curriculum for basic education are well written, despite a lack of a cohesive and coherent link between them. The Namibian curriculum's lack of well written guidelines, which are supposed to create a clear understanding of topics or perspectives, are excluded from the curriculum. The extra curriculum should have clear aims and objectives on how school sponsored programmes intend to supplement the academic aspect experienced during school.

The learning outcomes are critical components of the teaching and learning environment and without them, barriers to learning might surface (Lynch, 2014). PE learning outcome statements were examined closely and were found to be using inappropriate action verbs such as 'show', 'do', 'create', 'familiarise' rather than 'demonstrate' and 'master'. Some statements need to be paraphrased and use appropriate language that relate to PE. Most of the action verbs used did not relate to PE and consequently do not contribute to a better understanding of teaching and learning. Learning outcome statements should relate to the objectives that learners should achieve during and after the teaching.

4.10.2 The marginalised status of PE as a subject area in Namibia

The recommended time allocation for PE in Namibia is clearly stipulated in the National Curriculum for Basic Education (2016). The reality is that there is little correlation between the national curriculum specifications and recommendations and how PE is actually administered in schools. The disparity between policy and practice regarding instructional time is a reality for PE in most Namibian schools (Zealand, 2014). The reasons for the inconsistency between suggested and actual instructional time points in the direction of the lowered status of PE as a school subject (Namibia Athletics Federation, 2015). The diminishing status of PE is one of the ongoing challenges faced by the subject in schools and researchers are continuously searching for the causes of this reduced status. According to a recent study by Kela (2016), the low status of PE in Namibia were found to be the consequence of a lack of qualified teachers, lack of adequate equipment and facilities in schools, lack of subject advisors and inspectors and the reduced time allocated to PE on the time-table. Moreover, the barriers mentioned above, obstruct the full implementation of the subject as an integral part of the school curriculum, which leads, at least in part, to the existing gap between policy and practice (Benson, 2013).

4.10.3 The politics of the PE curriculum renewal in Namibia

Namibia gained its independence on the 21st of March 1990 and has thus so far experienced three transitional educational systems, ranging from the Cape Educational System, Cambridge Educational System and the current Namibian

Educational System (Ministry of Education, 2013). Each of these educational systems had their own curricular outcomes that inadvertently influenced the current curriculum. The educational documents that are used in Namibian schools today were produced by the National Institute for Educational Development, a directorate of education which gets its final endorsement from the Namibian government on how, when, what, and which educational documents should be written, revised, disseminated and implemented (Ministry of Education, 2013). Therefore, in order to have a full and clear understanding of the existing Namibian curricula, the findings of this research acknowledged the importance and influence of the political context of the country (Curriculum Design & Writing Team, 2015). Since PE is not regarded as a core subject in Namibia, it received little attention from authorities and has undergone limited developmental changes. Research shows that curriculum renewal of PE in Namibia does not show any consistent patterns or time frames and the only obvious action or occurrence is the print out of old unrevised documents (WHO, 2011). There have been print-outs of PE school syllabi in the year 2000, 2005, 2007, 2010, 2015, and 2017 to be implemented in 2018 for grades 8 – 9. The latest changes in the Namibian curriculum are that Grades 0 – 3 is now called junior primary, Grades 4 – 7 is called upper primary, Grades 8 – 9 is the junior secondary and Grade 10, 11 and 12 the Senior Secondary phases (Ministry of Education, 2013).

PE is a non-promotional subject in the Namibian curriculum. It is presented once in a 7-day cycle which means only 2% of overall school teaching time is allocated to the subject in comparison to other school subjects such as Languages and Mathematics. This can be seen as an indication of the value that the education

authorities attach to the subject. Moreover, PE does not have an independent curriculum as it has been integrated in the main curriculum which, in turn, limits an independent evaluation of the subject (Stergiadis, 2014).

4.10.4 The tasks of PE curriculum analysis in Namibia

Analysis of PE curricula was problematic as they do not exist as independent, stand-alone documents. This means that information had to be sourced from numerous documents. The fact that documents, such as school syllabi, were written in grade combinations, for instance, grade 4 was combined with grade 7 and grade 8 was combined with grade 9, made an analysis extremely difficult. Because of the absence of PE supervisors and subject advisors, their collective wisdom and experience could not be called upon to corroborate and support outcomes of the document analysis. In addition, there was little online information available that the researcher could call on to support the literature during the analysis process. Word by word coding became a challenge in content analysis since there were numerous repetitions of action verbs that did not relate to PE.

4.11 Chapter Summary

This chapter gives an overview of the PE landscapes of grades 4 – 9 upper primary and junior secondary school phases in the Zambezi Region. The curriculum aim statements and learning outcomes are discussed and a synthesis of

contextual information about the publication dates of the Namibian PE curriculum and the instructional time allocation are also given. The Namibian PE curriculum aim emphasised three aspects of learning: healthy lifestyle, mastery of skills and movement skills. The document analysis further revealed that there were inconsistencies in the renewal and publication dates of the curricula. The analysis depicted the conflicts between the aim statements and the learning outcome statements in which numerous conflicts such as ambiguity, irrelevance, and clarity of some curricula emerged.



CHAPTER FIVE

PHASE TWO

PERCEPTIONS AND ATTITUDES OF RELEVANT EDUCATION AND SPORT STAKEHOLDERS TOWARDS PHYSICAL EDUCATION

5.1 Introduction

This chapter focusses on the second objective, which was to assess the perceptions and attitudes of policy makers, the education directorate and relevant sport stakeholders towards PE in the Zambezi Region of Namibia.

5.2 Methods

5.2.1 Mixed methods approach

This research phase used a mixed-method, sequential research design (Creswell, 2009). Mixed methods involves a process that encompasses the collection and analysis of numerical data followed by the gathering and analysis of qualitative information which results in an in-depth understanding of the phenomenon being investigated (Cresswell, 2009). In the mixed-methods sequential design, the numerical and qualitative phases are linked in the transitional stage where the outcomes of the initial phase of the study inform or guide the data gathered in the second phase (Ivankova, Creswell & Stick, 2006). The outcomes of the quantitative and qualitative phases were combined during the discussion which resulted in a more comprehensive answer to the research question.

5.2.2 Quantitative analysis

Although the recent expansion in the use of qualitative research methods has relieved some of the challenges many social scientists experience, they still rely on quantitative measures to assess attitudes and perceptions.

5.2.2.1 Sample and sampling procedures

Participants for this component of the study included policy makers in sport and education, leaders at regional levels and sports stakeholders, who were purposively selected for participation in this study.

5.2.2.2 Research instruments

Quantitative data were acquired by means of two questionnaires consisting of 22 5-Point Likert-type scales, questions directed at education leaders, sport policy makers (Appendix N) and PE stakeholders (Appendix M). The questionnaires, developed by Christian (2012), solicited information on their perceptions and attitudes towards PE. The Likert scale consisted of five possible responses ranging from 1=strongly disagree, 2=disagree, 3=uncertain, 4=agree, to 5=strongly agree.

5.2.2.3 Validity and reliability of the research instruments

Validity is the extent to which research tools measure what it purports to measure (Mohajan, 2017). Validity requires that a research tool is reliable, keeping in mind that a tool can be reliable without being valid (Mohajan, 2017). Conferring to

classical test theory, any total score found by a measuring tool (the observed total score) is made of both the “true” score, which is anonymous, and “error” in the measurement procedure (Kimberlin & Winterstein, 2008).

The research instrument was validated by means of a pilot study. It included an elicitation study which consisted of information gathering from a small group of PE stakeholders before the commencement of the study to evaluate its feasibility in terms of the time and cost of the study; content validity; reliability and validity. Each construct demonstrated an acceptable psychometric evidence of reliability with Cronbach’s alpha reported as 0.86 for enjoyment and 0.84 for perceived usefulness (Cronbach, 2012).

5.2.2.4 Data collection

Letters accompanying the questionnaires and introducing the purpose of the study as well as requesting assistance from curriculum policy makers, sports federations and other stakeholders were sent to their respective organisations (Appendices B,F,G,H,I).

5.2.2.5 Quantitative data analysis

The difficulty associated with measuring attitudes is in transferring these qualities into a quantitative measure for data analysis purposes. When a Likert scale is used to assess attitudes and perceptions, composite scores are calculated from four or more Likert-type items (Boone & Boone, 2012). The composite score for Likert scale items should therefore be analysed at the interval measurement scale (Boone

& Boone 2012). Descriptive statistics, which are generally recommended for interval scale items, include the mean for central tendency and standard deviations for variability, (Boone & Boone, 2012) were used in the present study.

5.2.3 Qualitative analysis

5.2.3.1 Population and sampling

Three groups (education policy makers, sport leaders and sports stakeholders) were purposively selected for this phase of the study. Consent to participate in the focus group was read and signed prior to the second phase of data collection (Appendix T).

5.2.3.2 Group discussions

A semi-structured focus group interview guide was developed and refined for use during the focus group discussions (Appendix E). The construction of the interview questions was guided by the results from the quantitative phase of the research. The researcher facilitated the focus group discussion, which was conducted at the University of Namibia's Language Centre auditorium. Permission to use the facility was obtained from the Language Centre Department. The researcher and the participants met on a pre-set date, 20 minutes prior to the start of focus group interview.

A round table seating arrangement was used with stakeholders positioned around the recording device. Participants were allocated a pseudonym for anonymity and were randomly given a chance to speak after the researcher asked leading

questions. The facilitator ensured that every participant was given an opportunity to participate in the discussion.

5.2.3.3 Data analysis

The thematic analysis method recommended by Creswell (2009) was used to analyse the data gathered in this section of the study. Initially, the researcher organised and prepared the data for analysis, which included the transcribing of interviews and focus group dialogues, typing the field notes and organising data into different categories depending on the data gathered. The recordings were transcribed verbatim in English, using Microsoft Word. The gathered data were transferred to a Microsoft Excel database spreadsheet. Thereafter the transcripts were thoroughly read to get an overall meaning of the data and to reflect on its content. Pre-set themes that came from the quantitative data guided the analysis.

Data were coded and analysed in line with the themes that arose from the quantitative data component of the study. The findings were presented using a narrative approach. The themes and sub-themes were discussed in detail. Lastly, data were interpreted to give clear meaning to the content in order to expand on the understanding and to convey information in line with theoretical context.

5.2.3.4 Validity and trustworthiness of qualitative data

To ensure rigor and trustworthiness of the study, strategies proposed by Lincoln and Guba (1985) were included and used. Creswell (2009) stated that trustworthiness in qualitative research revolves around Lincoln and Guba's (1985) idea concerning dependability, conformability, transferability and credibility

which states that validity in qualitative research is inherent in the researcher's use of procedures of authenticity. In this current study trustworthiness was achieved by acknowledging biases in sampling and ongoing critical reflection of methods to ensure sufficient depth and relevance of data collection and analysis (Guba, 1981). While validity was achieved through content validation were questions on instruments and score from these questions included adequate set of items that tap the concept (Cresswell, 2009).

5.2.3.5 Dependability

Dependability refers to the stability of findings over time. Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Tobin & Begley, 2004; Cohen, 2011). In this study the researcher used the Code-Recode Strategy to test dependability: The code-recode strategy involved the researcher coding the same data twice, with a 2-week maturation period between each coding. The results from the two codings were compared to see if the results were the same or different (Chilisa & Preece, 2005).

5.2.3.6 Conformability

Conformability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997). Conformability was achieved through an audit trail that allowed any non-researcher to trace the course of the research via decisions made and steps that

lead up to those decisions. The audit trail involved an examination of the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities showed how the data were collected, recorded and analysed (Li, 2004; Bowen, 2009).

5.2.3.7 Transferability

Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents – it is the interpretive equivalent of generalizability (Tobin, Begley, 2004 & Bitsch, 2005). Transferability was established through the provision of a detailed description, which allowed the researcher to do comparisons of context to contexts. The transfer was contemplated and produced a thick description of context in order to make a judgment about it fitting in with other possible contexts (Guba, 1981).

5.2.3.7 Credibility

Credibility is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Credibility was established through members checking the transcripts to assess whether they captured what the participants intended to say. Adequate contextual information about the sites was provided to promote transferability. The research design included the operational details of data gathered and reflective appraisal

was reported in detail to foster the dependability of the qualitative data (Shenton, 2004).

5.3 Quantitative results

5.3.1. Demographic profile of participants

A total of 50 sports stakeholders, members of the education directorate and policy makers participated in this phase of the study using inclusion sampling criteria. Thirty-eight of the participants were men and 12 were women. The organisations to which they were affiliated have been in existence for periods ranging from 1 – 40 years.

Table 4. Demographic profile of participants

Affiliations	Number of Participants	Years in Existence	Men (n)	Women (n)
School Sport Union	6	20-30	4	2
Sport Commission	6	20-30	5	1
Sport Federation	6	10-20	6	0
Sport Associations	20	1-10	15	5
Education Directorate	6	30-40	5	1
Policy Makers	6	30-40	3	3
Total	50		38	12

5.3.2 Attitudes and perceptions of sports stakeholders

Sports stakeholders (n=38) which included school sports union, sports commission, sports federation and sports associations were requested to indicate their level of agreement or disagreement on a 22 item, 5-point Likert Scale questionnaire, which reflects on their attitudes and perceptions towards PE. Table 5 is a summary statement of the sports stakeholders' responses to the 22 item questions.

Table 5: Likert scale results from the 22-items questionnaire for Sports Stakeholders.

Item no	Statement	Strongly Disagree (%)	Somewhat Disagree (%)	Neutral (%)	Somewhat Agree (%)	Strongly Agree (%)
1	PE is very important for all students in schools	0	0	13.3	36.7	50.0
2	PE is a nursery for professional sports	0	0	6.7	40.0	53.3
3	Sports rely on PE for their existence.	66.7	23.3	10.0	0	0
4	Sports stakeholders only aim at preventing and advancing the health of elite athletes.	56.7	33.3	10.0	0	0
5	Sports stakeholders aim to promote and develop sports through PE.	46.7	26.7	10.0	0	16.1
6	Government to encourage recognition of PE as a national asset.	46.7	6.7	10.0	30.0	6.7
	Sports stakeholders create a mutual					

7	beneficial relationship with schools to promote the development of sports through PE.	56.7	20.0	6.7	0	16.7
8	Sports stakeholders develop sports group in schools and regional communities.	10.0	16.7	13.3	36.7	23.3
9	Sports stakeholders perceive PE as an important subject	0	0	0	36.7	63.3
10	Sports stakeholders have an influence on PE policy makers	76.7	23.3	0	0	0
11	Sports stakeholders are involved in the development of PE curriculum in schools.	73.3	20.0	6.7	0	0
12	Sports stakeholders initiate and promote co-ordination, collaborations and networking with schools as stakeholders	46.7	13.3	6.7	10.0	23.3
13	Sports stakeholders advocate for mobilisation of funds for PE and Sports	73.3	20.0	6.7	0	0
14	Sports stakeholders develop and assist with PE training institutions.	70.0	20.0	10.0	0	0
15	Sports stakeholders are happy with the current status of PE in the country	80.0	16.7	3.3	0	0
	Sports stakeholders have standardised competitions					

16	geared towards talent identification and provision of age appropriate sports activities to boost the status of PE.	3.3	0	0	40.0	56.7
17	Sports stakeholders have organised and coordinated ways to assist the development of PE programmes in primary, secondary and universities.	83.3	13.3	3.3	0	0
18	Sports stakeholders negotiate partnership with teacher training institutions for re-tooling of teachers to teach PE.	90.0	6.7	3.3	0	0
19	Sports stakeholders liaise with other sports stakeholders including NGOs to develop and promote public and private partnership in planning and financing sports through PE.	76.7	13.3	10.0	0	0
20	Through PE, sports stakeholders are able to run an awareness programme to inform students of the dangers of living a sedentary lifestyle.	93.3	3.3	3.3	0	0
21	Do sports stakeholders monitor and evaluate PE programmes in schools with the	86.7	10.0	3.3	0	0

	help of the Ministry of Education.					
22	PE is an expensive subject in schools it therefore needs to be abolished.	53.3	13.3	3.3	10.0	20.0

According to Table 5, 50% of respondents strongly agreed that PE is very important for all students in schools. Fifty-three percent of respondents strongly agreed that PE is a nursery for professional sports. On the other hand, 66.7% of respondent strongly disagree that sports rely on PE for their existence. Almost 50% (46.7%) of respondents strongly disagreed that sports stakeholders did not aim to promote and develop sports through PE. Almost all of the respondents (93.3%) strongly disagreed that through PE, sports stakeholders were unable to run an awareness programme to inform students of the dangers of living a sedentary lifestyle. Table 6 gives a descriptive summary of mean scores and standard deviations per question.

Table 6: Mean Scores and standard deviations per questionnaire item: Sports stakeholders.

Item no	Item Statements	Mean	Standard Deviation
1	PE is very important for all students in schools.	4.33*	0.71
2	PE is a nurturing ground to professional sports.	4.47*	0.62
3	Sports stakeholders rely on PE for the existence.	1.43	0.67
4	Sports stakeholders only aim at protecting the health of elite athletes.	1.53	0.68
5	Sports stakeholders aim to promote and develop sports through PE.	2.13	1.45
6	Sports stakeholders engage in pro-active dialogue with the government to cultivate recognition of PE as a national	2.43	1.50

	asset.		
7	Sports stakeholders create a mutual beneficial relationship with schools to promote the development of sports through PE.	2.00	1.45
8	Sports stakeholders develop sports group in schools and regional communities.	3.47*	1.30
9	Sports stakeholders perceive Physical Education as an important subject.	4.63*	0.49
10	Sports stakeholders have an influence on PE policy makers.	1.23**	0.43
11	Sports stakeholders have contributions towards the development of PE curriculum.	1.33	0.60
12	Sports stakeholders initiate and promote co-ordination, collaborations and networking with schools as stakeholders.	2.50	1.69
13	Sports stakeholders advocate for mobilisation of funds for PE and Sports	1.33	0.60
14	Sports stakeholders develop and assist with PE training institutions.	1.40	0.67
15	Sports stakeholders are happy with the current status of PE in the country.	1.23	0.50
16	Sports stakeholders have standardised competitions geared towards talent identification and provision of age appropriate sports activities to boost the status of PE.	4.53*	0.57
17	Sports stakeholders have an organised and coordinated PE programmes for primary, secondary and universities.	1.20**	0.48
18	Sports stakeholders negotiate partnership with teacher training institutions for re-tooling of teachers to teach PE.	1.13**	0.43
19	Sports stakeholders liaise with other sports stakeholders including NGOs to develop and promote public and private partnership in planning and financing sports through PE.	1.33	0.66
20	Through PE, sports stakeholders are able to run an awareness programme to inform students of the dangers of living a sedentary lifestyle.	1.10**	0.40
21	Sports stakeholders monitor and evaluates PE programmes in schools with the help of the Ministry of Education.	1.17**	0.46
22	PE is an expensive subject in schools it therefore needs to be abolished.	2.30	1.66

Note: * Five highest figures; ** Five lowest figures

It is evident that the questions that yielded the highest scores for sport stakeholders were 1, 2, 8, 9 and 16. The highest score of 4.63 (0.49) was recorded for question 9 where all respondents strongly agreed that sports stakeholders perceive PE to be an important subject. Respondents also strongly agreed that “sports stakeholders should have standardised competitions geared towards talent identification and should provide age appropriate sports activities to boost the status of PE” (question 16). They also see “PE as fertile ground for nurturing children into professional sport” (question 2).

The five lowest scores were recorded for questions 10, 17, 18, 20 and 21 with the lowest score being recorded for question 20 (1.1 ± 0.40). The second lowest figure was recorded for question 18 in which the respondents strongly disagreed that “sports stakeholders did not negotiate partnership with teacher training institutions for re-tooling of teachers to teach PE”. The third lowest was noted in question 21 where respondents felt that “sports stakeholders do not monitor nor evaluate PE programmes in schools with the help of the Ministry of Education”. The fourth lowest was question 17 in which respondents strongly disagreed that “sports stakeholders do not have organised and coordinated PE programmes for primary and secondary schools as well as universities”. The lowest recorded was for question 10 in which respondents somewhat and strongly disagreed that “sports stakeholders did not have an influence on PE policy makers”.

5.3.3 Attitudes and perceptions of education leaders and policy makers

Results of the 5 point Likert scale questionnaire focusing on the attitudes and perceptions of education leaders and education policy makers (n=12) are presented in Table 7.

Table 7: Likert scale results from the 22–items questionnaire for Education Leaders and Policy Makers.

Item no	Statements	Strongly Disagree (%)	Somewhat Disagree (%)	Neutral (%)	Somewhat Agree (%)	Strongly Agree (%)
1	PE contributes to the student's self-image, awareness of the body, health and well-being	0	0	0	40.0	60.0
2	PE promotes values such as cooperation and friendly competitions in schools	0	0	0	60.0	40.0
3	PE sportsmanship, participation in games and evaluation of sports skill in all schools	0	0	10.0	60.0	30.0
4	Through PE, students are able to develop cardio respiratory fitness.	0	0	0	0	100
5	Through PE, students realise the benefits of regular exercise in all schools in Namibia.	0	0	10.0	40.0	50.0
6	Through PE, students are able to understand personal hygiene such as protection of skin, foot hygiene, diseases and exercise.	0	10.0	10.0	0	80.0
7	Through PE, students are able to realise that good health is a person's most valuable asset.	0	0	0	20.0	80.0

8	Through PE, students are able to understand the importance of a balanced diet and how to control one's body.	0	0	0	0	100
9	Through PE, students are able to understand that harm can be done to the body by nicotine and alcohol.	0	0	0	50	50
10	Policy makers regard PE as unimportant.	70.0	30.0	0	0	0
11	Policy makers have overall powers on PE to be a non-promotional subject in schools.	90.0	10.0	0	0	0
12	PE has no qualified teachers to be proclaimed a promotional subject.	0	0	0	20.0	80.0
13	PE has no subject advisors and inspectors to look over its progress.	60.0	20.0	20.0	0	0
14	PE is perceived negatively by other stakeholders as an important subject for students.	50.0	30.0	0	0	20.0
15	PE is an expensive subject to implement in schools.	40.0	20.0	10.0	10.0	20.0
16	PE has no future academic benefits for students.	100	0	0	0	0
17	PE has not improved after Namibian independence.	60.0	40.0	0	0	0
18	There is no need to prioritise PE as an important subject.	80.0	20.0	0	0	0
19	There is a misunderstanding, associated with stereotype and prejudice towards PE	70.0	10.0	20.0	0	0

	as a school subject.					
20	There are some loopholes within the system which makes it difficult to implement PE in schools.	90.0	10.0	0	0	0
21	There is no public outcry for PE to be a subject priority for all students.	0	0	0	0	100
22	PE is regarded as time wasting in comparison to other school promotional subjects that are examinable.	40.0	30.0	30.0	0	0

Sixty percent of respondents strongly agreed to item 1 that PE contributes to student's self-image, awareness of the body, health and well-being. More than half of the respondents (60.0%) somewhat agreed that PE promotes values such as cooperation and friendly competitions in schools. On the other hand, 70.0% of respondents strongly disagree that policy makers regard PE as unimportant. Almost everyone (90.0%) strongly disagree that policy makers do not have overall powers on PE to be a non-promotional subject in schools (item 11). Table 8 gives a descriptive summary of mean scores and standard deviations per question.

Table 8: Mean scores and standard deviations per questionnaire item: Education leaders and policy makers.

Item no	Statements	Mean	SD
1	PE contributes to the student's self-image, awareness of the body, health and well-being.	4.60*	0.51
2	PE promotes values such as cooperation and friendly competitions in schools.	4.40	0.51
3	PE sports sportsmanship, participation in games and evaluation of sports skill in all schools.	4.20	0.63
4	Through PE students are able to develop cardio respiratory fitness.	5.00	0.00

5	Through PE students realise the benefits of regular exercise in all schools in Namibia.	4.40*	0.69
6	Through PE students are able to understand personal hygiene such as protection of skin, foot hygiene, diseases and exercise.	4.50	1.08
7	Through PE students are able to realise that good health is a person's most valuable asset.	4.80*	0.42
8	Through PE students are able to understand the importance of a balanced diet and how to control one's body.	5.00*	0.00
9	Through PE students are able to understand that harm can be done to the body by nicotine and alcohol.	4.50*	0.52
10	PE is regarded as unimportant by policy makers.	1.30**	0.48
11	Policy makers have an overall power for PE to be a non-promotional subject in schools.	1.10	0.31
12	PE has no qualified teachers to be proclaimed a promotional subject.	1.20	0.42
13	PE has no subject advisors and inspectors to look over its progress.	1.60**	0.84
14	PE is perceived negative by other stakeholders to be an important subject for students.	2.10	1.59
15	PE is an expensive subject to implement in schools.	2.50	1.65
16	PE has no future academic benefits for students.	1.00	0.00
17	PE has not improved after independence.	1.40**	0.51
18	There is no need to prioritise PE as an important subject.	1.20**	0.42
19	There is a misunderstanding, such as stereotype and prejudice towards PE as a school subject.	1.50	0.85
20	There are some loopholes within the system which makes it difficult to implement PE in schools.	1.10**	0.31
21	There is no public outcry for PE to be a subject priority for all students.	1.00**	0.00
22	PE is a time wasting for promotional subject that are examinable.	1.90	0.87

Note: * Five highest scores; ** Five lowest scores

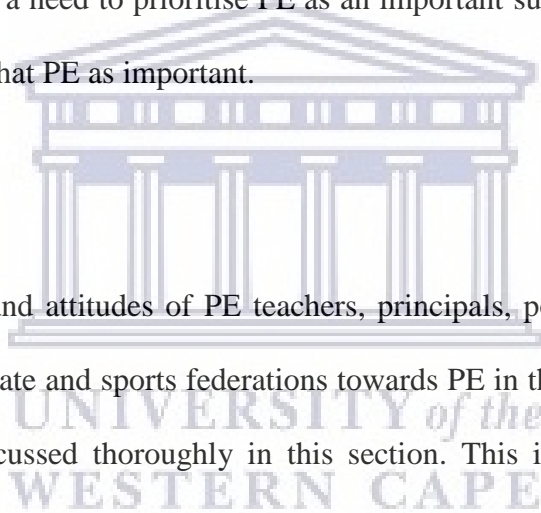
For the education leaders and policy makers, the five questions that generated the highest scores were 1, 5, 7, 8 and 9. The highest score of 5.00 (0.00) was recorded for question 8 to which all respondents strongly agreed that “through PE, students are able to understand the importance of a balanced diet and how to control one’s body”. Respondents further strongly agreed that “through engaging in PE, students are able to realise that good health is a person’s most valuable asset”

(question 7). They also strongly agreed that “PE contributes to the student’s self-image, awareness of the body, health and well-being” (question 1). Strong agreement was reported on the “role of PE in generating an understanding of the harmful consequences of nicotine and alcohol to the body” (question 9).

The five lowest scores were recorded for questions 10, 13, 17, 18 and 21. Respondents agreed that there is no public outcry for PE to be a subject priority for all students in Namibia and that there were some loopholes within the system which make it difficult to implement the subject in schools. They also strongly agree that there is a need to prioritise PE as an important subject and those policy makers regarded that PE as important.

5.3.4 Discussion

The perceptions and attitudes of PE teachers, principals, policy makers, and the education directorate and sports federations towards PE in the Zambezi Region of Namibia was discussed thoroughly in this section. This includes references to outcomes of comparable studies as reported in the literature. The discussion furthermore relates the results to prevailing theories where such links exist (Maswahu, 2012). The aspects below were recognised by education leaders and education policy makers to either have positive or negative influences on their attitudes and perceptions towards PE.



5.3.4.1 Welfare and significance of PE

Education leaders and education policy makers acknowledged the importance and benefits of PE for children. This is reflected in the high scores for question 1 in the stakeholder questionnaire and for questions 1 – 4 in the education leaders and policy maker questionnaire. According to Stroman (2014), daily physical activities provide the youth with social, physical, intellectual, spiritual and health benefits. These benefits may include decreased stress, decreased anxiety and depression, decreased blood cholesterol, enhanced self-esteem and prospects to make new friends, improved body posture, strong bones and muscles, controlled body alignment and body weight, healthy growth and development, and improved heart health. Regular involvement in physical activities was found to prevent diseases, provide safety and minimise injuries in sports, decrease mortality including infant mortality (Stergiadis, 2013). Moreover, PE is distinct from other school subjects as it is the only subject focussing on the holistic development of the child. Children should have 60 minutes dedicated to physical activities daily (World Health Organisation, 2016).

5.3.4.2 Lack of qualified PE teachers

Education policy makers and education leaders in the current study strongly agreed that a lack of qualified teachers was one of the major reasons why PE was designated as a non-promotional subject. According to Mwanda (2016) schools can only upgrade the PE status to a promotional subject when government,

through the Ministry of Education, acknowledge the community or societal benefits of the subject.

On the other hand, unqualified teachers lack subject knowledge and expertise which leads to a lack of self-esteem and self-confidence (Likando, 2016). They also feel inferior, have lower levels of interest, and lack enthusiasm towards the subject (Likando, 2016). PE is a subject which mainly consists of practical elements, and this means learning takes place through the involvement and participation in practical sessions. Lack of qualified teachers in schools has led to poor implementation of PE in schools (Zealand, 2014). Teachers without the required qualifications fail to provide safe, well planned and structured lessons. These inconsistencies impact on the status and perceptions of the subject (Mwanda, 2016).

5.3.4.3 Lack of PE subject supervision and monitoring

Education leaders and policy makers agreed that PE has no subject advisors and inspectors to oversee its implementation and progress. Ambiguities in terms of lack of supervision and subject monitoring were both acknowledged by sports stakeholders, education leaders and subject policy makers. The wider role of subject inspections and monitoring are to oversee the subject's progress, scrutinise the strength and weaknesses that affects its development and to ensure that the teaching and learning processes are aligned with the national learning standards (Thompson, 2015).

Evaluating the teaching and learning of PE in schools helps to generate data which identify best effective practices and areas that need improvement in order to advance the teaching of PE in schools (Christopher, 2013). A lack of subject supervision and monitoring in schools leads to un-informed decision making towards learners' problems and a lack of knowledge to identifying problems within the mainstream teaching and learning spheres (Zealand & Stergiadis, 2014).

It is very important that leaders of education are given the role and responsibilities of subject supervision and monitoring in schools as it creates and enhance coordination and teamwork. The education monitoring hierarchy at the regional level should have a bottom-up approach and start with learners, teachers, subject heads, heads of departments, school principals, subject advisors, inspectors, deputy directors and finally, regional directors. All the aforementioned parties have a role and responsibility to ensure monitoring and subject supervision in schools runs smoothly (Ministry of Education, 2014).

5.3.4.4 Lower status of PE in schools

Sports stakeholders, education leaders and education policy makers are of the opinion that PE occupies a low status in schools in the region. The findings of this research show that there was no public support for PE to be a priority subject at schools. Education leaders and policy makers further agreed that there are many misconceptions regarding the subject which include; the implementation and maintenance of the subject in term of equipment and facilities are unaffordable;

the subject is a waste of time in comparison to other school promotional subjects and there are no benefits for students. According to Stergiadis (2014) PE often does not appear on school timetables, there are no scheduled formal classes, and there are not adequate equipment and facilities to help the teaching-learning process.

5.3.4.5 Relationship between sports stakeholders, policy makers and education leaders, towards the development of PE in schools.

The study further examined the relationships between sports stakeholders, education policy makers, and education leaders towards the development of PE in schools. Sports stakeholders agreed strongly that they did not rely on PE for their existence. Policy makers and education leaders felt strongly that they did not have power over PE policies without the government's endorsement. Stakeholders felt that schools are independent entities and they consequently had no influence on their decision-making structures. PE is often considered the base for all sports careers. It is therefore important for all stakeholders, sports federations, education affiliates, and the government to collectively contribute to the development of curricula to ensure that PE does support the objective of introducing children to a wide variety of sports (Hardman, 2016).

5.3.4.6 PE Curriculum

Education leaders and policy makers agreed on certain crucial issues related to the curriculum. However, stakeholders do not agree that PE goals and objectives

stipulated in the curriculums were achieved since there was no teaching and learning going on in schools. Since PE varies across the globe, curriculum developers need to be informed by some feasibility studies prior to drafting, implementing and disseminating education documents (Hardman, 2016). Moreover, the curriculum should benefit knowledge receivers, in this case the students. The curriculum was found not to address contemporary and did not include awareness programmes to inform students of the dangers of sedentary lifestyles (Thompson, 2015).

5.3.4.7 Summary of quantitative analysis

This section reported on aspects that influence the perceptions and attitudes of sports stakeholders, education leaders and policy makers towards PE in the Zambezi Region of Namibia. The main issues that emerged from the quantitative phase were identified as themes for further inquiry in the qualitative phase. The benefits and importance of PE for learners in schools were revealed. Learners benefit physically, emotionally, socially, intellectually, spiritually and mentally from engaging in PE.

This study further found that lack of qualified personnel made it very difficult to implement the curriculum in schools. Moreover, lack of subject supervision and monitoring by subject advisers and inspectors emerged from this study. The status of PE in schools was also explored and was found to rank lowest in comparison to other school subjects. The study further revealed that there was no existing relationship between sports stakeholders, education leaders and education policy makers.

5.4 Results and discussion: Qualitative

5.4.1 Introduction

The focus group discursive interviews elicited more exhaustive and comprehensive information from sports stakeholders, education leaders and policy makers' beliefs, experiences, perceptions and attitudes regarding the curricular significance of PE in Zambezi Region. The focus groups establish a positive rapport that enabled all participants to comfortably and securely answer questions in their own words, which added greater significance to their responses (Thomas, 2013). Eighteen participants from sports stakeholders and the education directorate participated in this section of the research.

The following themes were developed from the quantitative analysis, an extensive review of literature, characteristics of the phenomena being researched, local rational constructs and from personal experiences and insights of the researcher gained from his academic interaction with the subject matter (Kela, 2016).

Theme 1: The importance and benefits of PE

Theme 2: Lack of qualified PE teachers

Theme 3: Lack of PE subject supervision and monitoring

Theme 4: Status of PE in schools

Theme 5: The existing relationships between sports stakeholders and
education directorate

Theme 6: PE curriculum implementation challenges

5.4.2 Profiles of key informants

Table 9 shows the profile of key informants who participated in this phase of the study. Codes were created for participants; SF = Sports Federation, SS = School Sports, SC = Sports Commission, SA = Sports Association, ED = Education Directorate, PM = Policy Makers. M/F under gender represent male or female. Each figure under participants represents the number of people who contributed from each institution.

Table 9: Profile of key informants

Codes	Participants	Gender
SF 1		M
SF 2	2	M
SS 1		M
SS 2	2	F
SC 1		F
SC 2	2	M
SA 1		M
SA 2		F
SA 3	4	F
SA 4		M
ED 1		M
ED 2		F
ED 3	4	M
ED 4		F
PM 1		M
PM 2		F
PM 3	4	M
PM 4		F

5.4.3 Themes under investigation and analysis

This section discusses the narrative responses from sports stakeholders, education leaders and education policy makers in relation to the previously identified themes.

5.4.3.1 Theme 1: The importance and benefits of PE in schools

PE is one of the school subjects that aim to educate a child both physically and mentally. PE in schools has many benefits, which include the enhancement of learners' ability to concentrate and maintain focus in class, helps learners to grow healthy and develop optimally, prevents learners from sleep deprivation, assists with the relief of stress and anxiety and contributes to the happiness of learners at school (Beaven, 2016). It further combats the global prevalence of sedentary lifestyles and obesity in children, keeps children active, enhances social assimilations and boosts mental health (Datko, 2015). More than 30% of children between the ages of 7 – 14 in Namibia, South Africa and in most of African countries are obese and are likely to suffer from heart related diseases (Arany, 2014).

The majority of sports stakeholder's responses indicated that they felt that PE was important and beneficial for learners despite its educative position in schools.

These opinions are evident from the following responses:

Speaker SS 1 from the school sports union said that:

Yes, PE is very important and beneficial for learners in schools. It is the only school subject that allows learners to interact physically outdoors, this also enhance their social attributes since they are given a chance to socialise physically with their friends outside classrooms.

Similarly, and in support, speaker SA 2 from a sports association said that:

Yes, PE is important in schools for children because it promotes the bodily, societal, passionate and academic development of the child in the setting of human movement. Moreover, it helps children to realise that they are independent and unique individuals.

Speaker SC 1 from the sports commission said that:

Yes, PE is important for learners or children as it promotes enjoyment and alters positive attitudes towards physical activity and it's contributing to lifelong health-related fitness, thus prepare the child for the active and purposeful use in leisure time.

Speaker PM 1 from education policy makers said that:

Yes, PE is very much important in schools as it helps learners to develop appreciation of movement and use the body as an instrument of expression and creativity in sports or physical activities.

Speaker PM 2 from education policy makers additionally said that:

Yes, PE is important and beneficial, it helps learners in the acquisition of an appropriate range of movement skills and health related fitness in a variety of contexts. For example PE helps learners to be flexible, agile and

quick, it also helps learners to eat a balanced diet and help them choose the right foods appropriate for the body.

Whilst speakers PM 3 and PM 4 from education policy makers concurred by saying that:

Yes, PE is very beneficial and important because it promotes understanding and knowledge of the various aspect of movement. For example in netball learners might learn how to pass a ball, learn footwork, learn how to shot, learn how to play in different positions and learn how to defend when the ball is in the hands of the opponents.

Speaker ED 3 from the education directorate said that:

Yes, PE is beneficial because it develop learners' attitudes and practices and further knowledge and activities which promote physical and mental health.

The last speaker ED 4 from the education directorate said that:

PE is important for children because it enhances emotional steadiness including a constructive self-image, self-control, independence, self-confidence, individual decision making and innovative ability, based on a well-informed arrangement of values. Moreover, the speaker further said PE develops and improves the learners' perceptual motor skills through participation in a variety of sports activities. Also PE develops healthy intra-personal and interpersonal relationship with friends and family.

Discussion

The narrative responses revealed that participants from all sectors understand and appreciate the physical, mental and group benefits of PE for children in schools. These results are in agreement with those reported by Stergiadis (2014) who acknowledged that consistent participation in physical related activities offers young people important mental, physical and social health benefits. These include healthy growth and development, strong bones and muscles, control of weight and body composition, improved posture, improved cardiovascular health, reduced blood cholesterol, opportunities to make friends and enhance self-esteem, reduced stress, depression and anxiety (Charlotte, 2010).

Christopher (2015) reiterated the importance of PE as it creates physical activity opportunities for the growing child that stimulate normal growth and development by helping young children to shape and maintain healthy bones, helps muscles and joints to function well and also promotes the inner well-being of a child, and helps to reduce the risk of developing obesity and chronic diseases such as type-2 diabetes and circulatory diseases. According to the WHO (2012), PE is exclusive to the school programme and is the only platform that provides learners with chances to learn motor skills develop fitness and gain an appreciation of physical activity.

5.4.3.2 Theme 2: Lack of qualified PE teachers

The lack of qualified PE teachers came forth as one of the obstacles that hinder the full implementation of the PE curriculum in Namibian schools. The findings

disclose that education leaders and education policy makers strongly agree that a lack of qualified PE teachers in schools hampers the teaching and learning process. According to Likezo (2016), certification and accreditation of teaching personnel enhance the teaching and learning process. It also creates a sense of trust in the learners as beneficiaries of the disseminated knowledge and skills, as it is taught by appropriately trained professionals.

The majority of education leaders and education policy makers' responses indicated that they felt that the lack of qualified PE teachers in Namibian schools was one of major hindrances to PE's full curriculum implementation. This is evident from the following responses:

Speaker ED 4 from education directorate believes that:

Yes, lack of qualified PE teachers is a common phenomenon in Namibian schools, I personally believe that this situation has made it difficult for both teaching and learning of PE, and this has effected learners' participation in sports.

Speaker ED 1 from education directorate accepts as true that:

Lack of qualified PE teachers has forced schools to utilise unqualified teachers to take PE as an extra subject and see to it that learners are either taken to the sports fields to do anything the teacher prefers. This situation has led and forced unqualified teachers not plan lessons because they feel it is not in their mandate neither nor it is their full responsibilities to teach PE.

Whilst speaker PM 3 from the education policy makers believes that:

The lack of PE qualified teachers is the beginning of sports failures of the country, since PE saves a foundation to living a healthy life-style and the initial step to all sports careers. The lack of qualified PE teachers can be viewed as depriving learners of the right to education. As a representative from education policy makers, I believe that from our side policies are drafted and stipulated clearly in national documents on how, where, when, who and why policies should be followed on the teaching and learning of PE in schools.

Speaker PM 2 from policy makers further added that:

Even us as policy maker knows exactly what is happening on the ground that PE have no qualified teacher, and this has led to our set goals and objectives not attained. Qualified teachers are the pillars of any learning environment because they are well trained; they know exactly what to do and when to do it. In addition I would say the country has ignored the importance of PE as school subject.

Speaker PM 1 from policy makers thought that:

Lack of qualified PE teachers means no teaching and learning is going in schools. Namibia as a country has been in battle for years and years to do away with unqualified teachers in schools, but this have not encompassed the training of new PE teachers. The national university has PE programme which train teachers, but only 2% of teachers do these courses.

Speaker PM 4 from policy makers said that:

Lack of PE qualified teachers is caused by the government and institutions of higher learning. If there was a public outcry for PE to be taught and examination oriented the government and the Ministry of Education could initiate means to instruct institutes of higher learning to train more teachers who will teach PE in schools. I will say that PE is not prioritised like other subjects. If there was a need for PE to have qualified teachers the government could have imposed that long time ago.

Speaker ED 2 from education directorate concurred with speaker PM 4 that:

Despite the growing numbers of obesity and sedentary lifestyle in Namibia the lack of qualified PE teachers worsens the situation, because schools should be responsible for the teaching of balanced diet, the benefits and importance of exercising every day. Moreover, without PE, qualified teacher learners will not see the value of the subject at all and this discourages participation in sports.

Speaker ED 3 believes that:

Definitely, there is an epidemic of a lack of qualified PE teachers in schools. Public school has learnt to live with this situation for years without a solution. Whilst private schools try so harder to have a teacher who is not qualified but who is enthusiastic and show willingness to teach the subject. Lack of qualified PE teachers has lowered the status of PE in schools.

Discussion

The responses from education leaders and education policy makers indicate that the lack of qualified PE teachers in schools is well known by the government and the ministry of education in Namibia (Kela, 2016). In addition, the lack of qualified PE educators discouraged both teachers and learners to fully value the subject. These findings align with De Corby's (2015) study in which it was reported that teachers without PE qualifications have low levels of self-assurance or interest in teaching PE. They fail to provide safe, planned and structured lessons because of stereotype, prejudice, personal negative experiences in PE, lack of training, lack of required knowledge, lack of expertise and qualifications to present quality PE lessons. According to Kela's (2016) report, the lack of qualified PE teachers was found to cause negative attitudes such as subject de-prioritisation, loss of confidence in teachers by learners, lack of motivation to participate in sport related activities, sports inactivity, eating inappropriately. De Corby (2015) further elucidated that a lack of qualified teachers can lead to learners experience feelings of boredom, uninterested, agitated and express negative feelings and attitudes regarding the importance of the subject.

The findings further suggest that, since unqualified PE teachers are likely to teach the subject without the necessary theoretical and practical knowledge, it could lead to common errors and poor learning outcomes (Amani, 2011). These finding align with the United Nations Educational, Scientific and Cultural Organization (2013) report which states that, since there are no qualified PE teachers in primary and secondary schools in most of the African countries such as Namibia,

Botswana, Nigeria and Cameron, practically all schools at all levels will find it challenging to implement PE lessons in accordance with rules and regulations to benefit knowledge receivers.

The results further revealed that the lack of qualified PE teachers lies at the door of government, the Ministry of Education and the Institute of Higher Learning for not training the requisite number of PE teachers. These findings are in agreement with those reported by Madzingira (2015), which states that challenges associated with the implementation of PE in most of the African countries lie within the governments as they authorise which subjects are taught in schools.

5.4.3.3 Theme 3: Lack PE subject supervision and monitoring

Subject supervision and monitoring are two crucial components for ensuring implementation within the school, as a learning institution. Monitoring and supervision's outcomes include deciding on the nature and content of the curriculum elements to be achieved, perfection of teacher effectiveness, ensuring teachers and learners achieve their tasks as schedules, determine the effectiveness of teachers' teaching space management (Benson, 2013). A lack of subject supervision and monitoring leads to a lack of information, errors in teaching and learning, poor subject delivery and a lack of subject development (Ministry of Education, 2013). Most of education leaders and education policy makers' responses indicated that they felt that a lack of subject supervision and monitoring was one of the main interferences for PE curriculum implementation. This is revealed in the following responses:

Speakers SF 2 from sports associations believes that:

Truly, there is no supervision and monitoring of PE in school because if there was there could be progress in terms of participation in school sports competitions that happen annually in the country.

Speakers SS 1 from school sports union concurred with speaker SF 2 by saying that:

Yes, I believe that there is no monitoring and supervision of PE in schools because the school sport union is responsible for organising school sports competitions country wide, the learners turn-up in terms of participation is very low in these competitions, if PE was supposed to be our feeder, but that is not the case on the ground. Speaker SC 2 from the sports commission stated that:

PE is not supervised or monitored in schools, I believe that no one cares for the subject at all; I have never heard of PE subject advisors, I have not heard neither no seen qualified PE teachers in schools with university degree majoring in PE. This shows that the road is very thin for this subject to flourish and prosper.

Speaker ED 3 from education directorate alluded that:

Yes, PE is neither nor monitored or supervised at all because the subject is a non-promotional and we are currently facing challenges on how to implement the subject in schools. Thus far PE appears on the timetable but its time session regarded as a free period or is used to teach other promotional subject such as English.

Speaker ED 4 from education directorate added more by saying that:

Yes, PE is not monitored in schools, believed the entire hierarchy start up from our government, Ministry of Education, regional directorate, inspectors, subject advisors and teachers are not doing anything to help the subject to gain its real status, just like how it has gained popularity in developed worlds.

Speaker PM 2 from policy makers mentioned that:

The unsupervised and unmonitored situation of PE doesn't come as a surprise to because, there is nothing to supervise at all. There are no PE teachers out there.

Speaker PM from policy makers further said that:

PE, is not monitored and supervised at a school level. Despite that situation policies are written and documents are published and are found in schools ready to be implemented by the right people one day.

Discussion

Theme 3 focused on a lack of subject monitoring and supervision in schools. The findings of the current research compare favourably to those of Toriomi (2012) who pointed out that the lack of subject supervision and monitoring leads to sluggishness, learners becomes inactive and lazy, subject heads become irresponsible and subject progress and development comes to a stand-still. Monitoring and supervision suggests control, responsibility, ability, capacity to foresee what is right and what is wrong at the end of evaluation (WHO, 2011).

The findings further revealed that policies were published and documented despite not been implemented at school level. Education Directorate representatives indicated that the people that were supposed to supervise or monitor PE were not empowered to do so through in-service training so that they have basic skills needed in subject monitoring. The finding further revealed that none of the people within the education sector hierarchy could be held accountable for the subject since these responsibilities were not assigned to any specific sector or person. These results are parallel to the outcomes of Stergiadis (2014) who stated that giving someone full responsibility and accountability makes people take charge and avoid procrastination and social loafing in their given work.

The American Health Report (2016) pointed out that monitoring and supervising of PE in schools can lead to more participation in sports activities at regional and national level. Moreover, monitoring and supervision of PE in schools was found to increase and influence both teachers and learners to work towards goal achievement. These findings also links to the United Nations Educational, Scientific and Cultural Organization (2013) recommendations, which suggest that monitoring and supervision drive people towards goals that need to be achieved within any sports organisation.

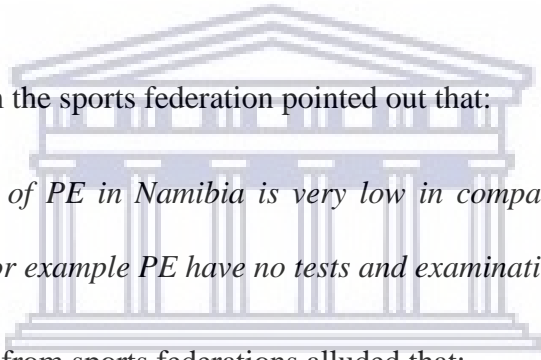
5.4.3.4 Theme 4: Status of PE in schools

According to the world-wide survey of School Physical Education – Finale Report (United Nations Educational, Scientific and Cultural Organization, 2013), there is a low level of awareness of the usefulness of PE in the educational system,

especially at primary school level. These misconceptions and general ignorance of the value of PE as an academic subject, contributes to peoples' belief that its implementation is a waste of time (Stergiadis, 2013). The consequence is that PE is not given any priority status when it comes to the assignment of teachers.

The results of the current study showed that PE in Namibian schools is no exception and its status is similar to those reported in previous research (Zealand, 2014). According to the opinions expressed by respondents, the status of PE was lower in comparison to other school subjects. This is evident from the following statements:

Speaker SF 1 from the sports federation pointed out that:



The status of PE in Namibia is very low in comparison to other school subjects, for example PE have no tests and examination written.

Speaker SF 2 also from sports federations alluded that:

Truly speaking the status of PE is very low in our country. The government have not provided with full support, to offer equipment and facilities to aid the learning and teaching.

Speakers SS 1 from school sports union indicated that:

The position of PE country-wide is not appealing at all. According to me PE is underrated it was supposed to be a leading subject and loved by all. But its position ranks it the lowest. In other schools across the country PE is not even listed on the time table at, this shows negative attitudes towards the subject.

Speakers ED 3 from the education directorate said that:

PE, Arts, and life skills are allocated 2% and 1 period in a 7 days cycle on the timetable, whilst mathematics, languages and sciences are given 14 – 16 % with 8 – 9 periods in a 7 days cycle timetable. Comparing the two time allocation I can say PE is one of the lowermost subjects in the Namibian school curriculum.

Speaker ED 4 from the education directorate said that:

PE, should not be listed on the school timetable because it time wasting. Since we have no teachers to teach it why do we list it? Despite what I have said I personally understand the importance of the subject for learners

Speaker PM 1 from the policy maker openly said that:

Since PE have no qualified teachers, no subject advisors, no inspectors, and its non-academic orientation. I do not see why student should learn it in the meantime and I feel it put unqualified teachers under pressure to teach something that you did not specialise in.

Speaker PM 3 from the policy makers disagreed with fellow policy makers that:

Despite the lowest position of PE in schools, school principals should allocate the subject to teachers with lower number of periods per week and the should see to it that those teachers draft lesson plans prior to class commencement, I believe this will be a good starting point to uplift the low status of PE in the entire country.

Discussion

Theme 4 reflects on the status of PE in schools. The findings showed the status of PE is very low in comparison to other school subjects. The study found factors such as less time allocated to the subject on the timetable, no assessments (test and exams), non-availability of facilities and equipment and a shortage or total lack of qualified teachers contributed to the low status of the subject at schools. These findings coincide with those emanating from the worldwide survey of School Physical Education – Finale Report, posted by the United Nations Educational, Scientific and Cultural Organization in 2013, which showed that a lack of interest by teachers, inadequate facilities, unfavourable working conditions and a lack of trained professionals negatively impacted on the subject's status. Schools tend to occupy the timetable space allocated to PE with subjects such as mathematics and languages (Charles, 2017). In Asian countries, time allocated to PE is often used for remedial teaching in other subjects (Curriculum Development Council and the Hong Kong Examination, 2014). In Latin America/Caribbean, PE is often replaced by other classes because of weather conditions, which are not conducive to outdoor activities (United Nations Educational, Scientific and Cultural Organization, 2013).

PE is timetabled in Namibia, however, it is seldom taught and sometimes its timetable slots are used for compensatory and remedial teaching to assist struggling learners (Zealand, 2014). Teachers also frequently let learners out for unsupervised, physical activity sessions. In many instances, learners will use PE time to relax and recuperate. More importantly, the subject is taught by

unqualified teachers. These teachers are qualified to teach other school subjects and are given PE to balance workloads across the school. The status of PE in Namibia is very low to the extent that no one pays attention to its existence in the school curriculum (Kela, 2016).

5.4.3.5 Theme 5: The existing relationships between sports stakeholders and education directorates

Theme 5 focusses on the existing relationship between sports stakeholders and the education directorates. According to the findings of the Second World-wide Physical Education Survey (2013), there are inadequate and insufficient relations between education directorates and sports stakeholder in some African countries. Hardman and Marshall's (2012) research revealed that there are not enough co-operations between schools and sports stakeholders and this has led to poor participation of children in sports, globally. Strong relationships between sports stakeholders and the education directorates enhance teamwork, sharing of ideas and the development of new ones and smart use of human resources (Hardman & Marshall 2012).

Sports stakeholders, education leaders and education policy makers' responses indicated that there were no formal or informal relationships between them. This is evident from in the following responses:

Speaker SA 1 from sports association said that:

Yes, I believe that there are no formal relationships that exist between sports stakeholders and the education directorate that can be used as a platform to develop PE in schools.

Speaker SA 3 from sports association further added that:

There is no coordinated relationship between schools and sports organisation in Namibia, because if there were such partnerships sports organisation could be involved in the curriculum decision making.

Speaker SA 2 from sports associations uncovered that:

I believe it's vital for sports stakeholders to be part and parcel of PE in schools. We can be used as the advisors, negotiators and moderators between schools and the government. But truth is that there is no existing relationship between sports stakeholders and PE in schools.

Speakers PM 2 and PM 4 from policy makers recounted that:

Partnership is the way forward in build a strong healthy relationships, thus far I believe relationship exist with some of the sports stakeholders though there are no mutual agreements endorsed to transition the partnerships.

Speaker ED 4 and ED 1 from education directorate similarly said that:

Honestly, there is no relationships or any platform that is put forth to help the Ministry of Education with PE in schools.

Speaker SS 1 and SS 2 from the school sports concurred saying that:

The school sports have an existing relationship with schools regarding such as inter-house competition that happen at school level, zonal competitions that happen at a regional level, and nationals. Our existing relationship is only with events not with PE as a subject.

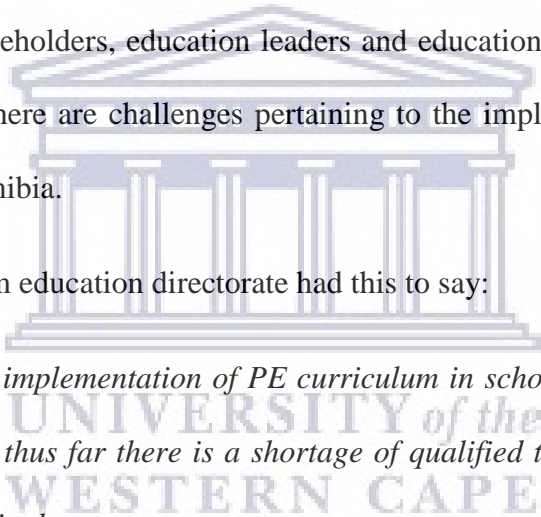
Discussion

The findings of the current study revealed that there was no relationship between sports stakeholders and education authorities which could potentially influence the development of PE in schools. These results showed that sports stakeholders in Namibia are independent entities and have no influence nor are they involved in educational matters at the school level. Despite uncoordinated relationships, the study revealed that sports stakeholders and the education directorate wish and hope that there were existing relations between these partners. According to Jeremiah's (2016) report, educational partnership invites all sports stakeholders to help with the development of PE at a grass roots level. These relationships have included the following benefits: making decisions together, having sports educational goals as a top priority and communicate respectively using established school links. The above findings link to the outcomes of Hardman (2017) in which he showed that PE at school level should not operate without sports stakeholders as it will compromise information sharing, discourage the sense of social responsibility, eliminate communication and maintain low ethical standards to sports related activities.

5.4.3.6 PE curriculum implementation challenges

The successful implementation of PE curricula in schools is a global challenge (Chorney & Kilborn, 2013). Despite well-publicized efforts by the USA government to fully include PE in schools, the real time students spend in PE has decreased in recent years (Munguri, 2014). PE in Namibia faced similar challenges. The failure to implement could be a consequence of an array of factors which have been elaborated on in the first five themes. Both teachers and learners in Namibia do not take PE seriously since it is a non-examination subject (Kela, 2016). Sports stakeholders, education leaders and education policy makers are of the opinion that there are challenges pertaining to the implementation of the PE curriculum in Namibia.

Speaker ED 4 from education directorate had this to say:



Successful implementation of PE curriculum in schools requires qualified personnel, thus far there is a shortage of qualified teachers to implement PE accordingly.

Speaker ED 1 from education directorate added by saying that:

One of the major challenges we have observed that hinders implementation of PE at school level, is the lack of sports facilities and equipment. Schools that have facilities and equipment are in a very bad condition to be used by learners.

Speaker ED 3 said that:

PE time allocation is less, this also made it a hindrance to implement the curriculum successfully. Also inappropriate time usage was an observed obstacle thus far.

Speaker PM 2 from policy makers said that:

Failure Policy implementation is one of the challenges, teachers do not follow what the policies stipulates and this has dragged PE down in terms of teaching and learning.

Speaker PM 1 from policy makers further said that:

Whilst, PE is obligatory in the curriculum, there is a big discrepancy between policy and implementation since schools timetable it only to please school supervisors.

Speaker PM 3 alluded that:

Implementing PE curriculum has been a challenge thus since there is a big difference between what the official policy requires and the actual delivery of PE in schools. Closing this gap is a challenge since there are no inspections on the subject's strength and weaknesses pointed out.

Speaker PM 4 concluded by saying that:

Lack of supervision and monitoring is one of the major challenges in implementing PE curriculum in schools. How, do we get informed as policy makers on the subject's progress, if we are not informed on what is going on?

Speakers SS 1 from the school sports union said that:

Lack of information on the benefits and importance of PE makes it difficult to implement PE curriculum because there is no public outcry to persuade the government to prioritise the subject in schools.

Speaker SS 2 from the school sport union said:

One of the challenges to implement PE curriculum in schools is that for years and years now schools have been observed not using a well-designed curriculum which outlines instructions by mapping out for teachers what learners should be taught and how their gaining of knowledge and skills should be evaluated.

Discussion

The findings of the current study revealed that the implementation of the PE curriculum was hindered by a lack of qualified personnel, limited time allocated to PE, lack of equipment and facilities, failure of policy implementation, inconsistencies between policies and delivery in schools, lack of subject supervision and monitoring, lack of information on the importance and benefits of PE (Namibia Athletics Federation, 2015). These findings are aligned with those reported by Jenkinson (2010) which include access to and lack of facilities, lack of time and funding, access to and lack of equipment and infrastructure, support from other staff, support from administration, access to professional development, a crowded curriculum, PE/sports not being a priority in schools, large classes, other teaching priorities, quality of facilities, level of professional development,

school executive attitudes towards PE, insufficient number of PE staff and lack of performance measures.

Jenkinson's (2010) found that teacher-related challenges towards implementing PE curriculum in schools include: absence of training and knowledge, struggle of providing safely planned and structured lessons, gender labelling of activities, poor preparation, perceptions of the importance of PE, high level of responsibility for other subjects, self-assurance in teaching PE, attentiveness and eagerness for PE, personal school understandings in PE, attitudes towards PE and expertise or credentials.

5.5 Chapter Summary

The themes that were further explored in the qualitative section included the following:

Theme 1: The importance and benefits of PE.

Theme 2: The impact of lack qualified PE teachers.

Theme 3: The impact of lack subject supervision and monitoring.

Theme 4: Status of PE in schools.

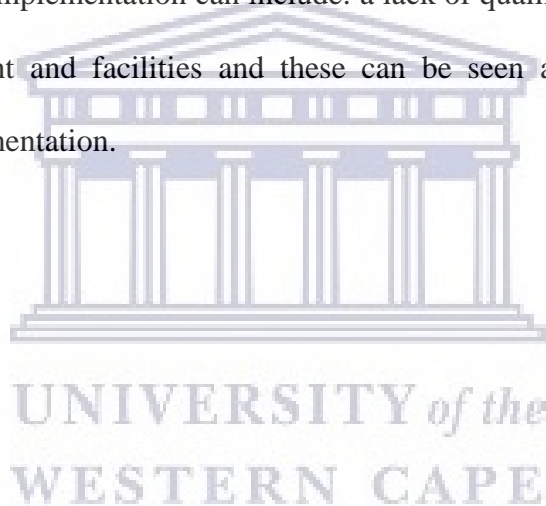
Theme 5: existing relationships between sports stakeholders and education directorate.

Theme 6: PE curriculum implementation challenges.

Respondents from all sectors showed a good understanding of the challenges facing PE in schools and had very similar opinions on all the above themes. All focus group participants felt that the lack of qualified PE teachers was a learning

road block for learners in schools. They further unequivocally expressed their concerns about the lack of subject supervision and monitoring which means no one is held accountable for the status of the subject in schools.

They are of the opinion that the subject occupies a very low status in schools, mainly due to stereotypes and prejudices against the subject. They acknowledge that no relationships existed between the various stakeholders and education authorities. These groups have overlapping interests in PE at schools and should work together to bring it to fruition. Lastly, they identified that the challenges pertaining to PE implementation can include: a lack of qualified PE personnel and lack of equipment and facilities and these can be seen as serious barriers to successful implementation.



CHAPTER SIX

GUIDELINES FOR CURRICULUM DESIGN - THE DELPHI-METHOD

6.1 Introduction

The objective of the final phase of the research was to develop general guidelines for the development of sustainable health promoting PE programmes in schools in the Zambezi Region of Namibia. A Delphi method was employed to develop these guidelines. This penultimate chapter of the dissertation contains a detailed description of the methodology, results and discussion of the Delphi study in the context of the outcomes of the first two phases of the study and of existing research as reported in the literature.

6.2 Methodology

6.2.1 Delphi Method

The Delphi method is a consensus development method, which does not create new knowledge but makes use of available knowledge garnered from the collective wisdom of experts and professionals. The Delphi study, which was mainly developed by Dalkey and Helmer (1963), is an accepted method for achieving a merging of opinions petitioned from experts (Hsu & Sandford, 2007). It uses a series of multiple restated questionnaires. Although the Delphi process can be continuously iterated until consensus is determined, the literature suggests that, in most cases, three iterations are often sufficient to collect the required data

and to reach consensus (Cyphert & Gant, 1971; Brooks, 1979; Ludwig, 1994, 1997; Custer, Scarcella & Stewart 1999).

A major advantage of the Delphi approach is that it creates a platform for experts to freely express their views and opinions as they are assured that their responses will be kept confidential and anonymous. Experts are contacted individually and their responses are shared anonymously.

6.2.1.1 Participants

One of the first steps of a Delphi study is the identification and selection of a panel of experts. This is one of the key components of the Delphi method as the selections of participants have a direct bearing on the quality and meaningfulness of the results. Participants from key interest groups are generally selected based on their level of expertise and experience in the field under investigation. There is much debate in the literature as to what constitutes an expert. Expertise may be conferred through formal professional or academic qualifications; however, this negates expertise developed through experience (Ashmore, et al, 2016). Some texts used alternative terms such as “informed individuals” and “specialist in the field” to be more flexible and inclusive (Baker et al., 2006). According to Murry and Hammons (1995), expertise implies that the individual has more knowledge about the subject than the general population, or that they have extensive work experience in subject-related professions, or are members of a relevant/cognate professional association.

While considerable variation of opinion exists regarding the ideal size for a Delphi panel, the literature indicates that the expert panel should include a minimum of at least 10 members (Parentè & Anderson-Parentè, 1987) but little improvement in results can be expected as the panel increases in size beyond 25-30 members (Brooks, 1979; Van de Ven & Gustafson, 1975). Blackwood (2009) referenced that the estimated size of a Delphi panel is commonly fewer than 50 participants. In order to address the objectives of this phase of the study, the researcher purposively chose and included participants with expertise in PE in schools either as curriculum developers, university professors and lecturers, education directors and education subject advisors. Based on previously described recommendations, the number of experts invited to participate in this phase of the study, was 30.

It is critical that the anonymity of the expert panel be maintained as it allows for the elimination of subject bias as individuals are given an equal opportunity to contribute and respond to ideas without knowing who the other panellists are (Gnatzy, et al., 2011).

6.2.1.2 Round 1 Procedures

In the initial phase of the study the selected experts were given an overview of the project in terms of its purpose and the time demands of their participation. The Delphi process began with a questionnaire consisting of a set of open-ended questions which served as the cornerstone for soliciting specific information about an explicit content area from the participants (Amelia, 2015). The questionnaire

was informed by the outcomes of the first two phases of the study and an extensive literature review (Appendix Q). This phase was the exploration phase as it afforded experts the opportunity to freely respond to open-ended questions which addressed various aspects such as challenges, mechanisms, monitoring and supervision of the PE curriculum.

6.2.1.3 Round 2 Procedures

The open-ended questions resulted in a wealth of information that was summarised and analysed using content analysis techniques to serve as the basis for the construction of a — Likert-scale based questionnaire in which the viewpoints of the expert panel were fed back to the entire panel for judgement by their peers (Appendix O). Delphi panellists were required to rank-order items to establish preliminary priorities among items. A four point Likert-scale was used to assess the level of agreement of experts. The levels were: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree and 4 = Strongly Agree. In this round, consensus began forming and the actual outcomes were presented among the participants' responses (Blackwood, 2009; Amelia, 2015).

6.2.1.4 Round 3 Procedures

In the third round, each Delphi panellists received a questionnaire that included the items and ratings summarized by the researcher in the previous round and were asked to revise their judgments and to specify the reasons for remaining outside the consensus (Blackwood, 2009). This round gave Delphi panellists an

opportunity to make further clarifications of both the information and their judgments of the relative importance of the items. However, compared to the previous round, only a slight increase in the degree of consensus was established from their responses (Amelia, 2015).

6.2.1.5 Data Analysis

Since the first round of the Delphi study consisted of open-ended questions, the analysis of the responses from experts was, in essence, qualitative (Hsu & Sandford, 2007; Abrahams, 2016). Qualitative coding methods were consequently used for data summary and analyses. One criterion recommended that consensus is achieved if 70% of subjects' votes fall within two categories on a four-point Likert scale, it is also suggested that 70% of Delphi subjects need to rate three or higher on a four point Likert-type scale and the median has to be at 3.00 or higher (Green, 1982). Subsequent iterations were used to identify and achieve the desired level of consensus as well as any changes of judgments among panellists. The major statistics that were used in this phase of the study were measures of central tendency, which included means, median, mode, and standard deviation to present information concerning the collective judgments of respondents (Amani, 2011).

6.3 Results

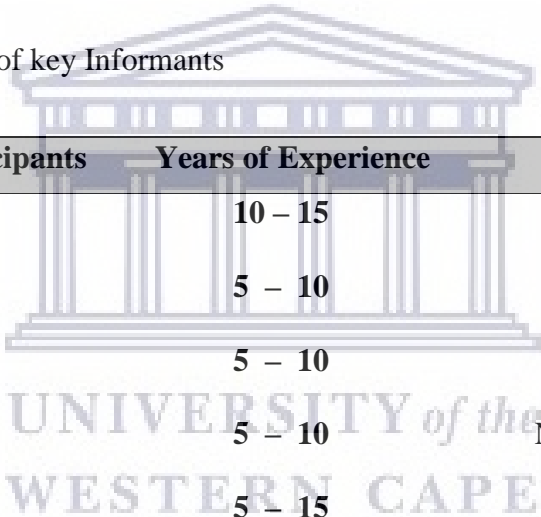
6.3.1 Profiles of key informants

Participants from key interest groups were selected based on their level of expertise and experience in the field under investigation. The sample for this

phase of the study consisted of 30 participants who included PE curriculum developers, PE university professors, PE university lecturers, NIED, Education directors and Education subject advisors.

Although participant attrition is a common occurrence and of primary concern when using a Delphi method, mainly because of the multiple rounds of questionnaires (Jacobs, 1996), all selected participants completed all rounds of the questionnaire circulations for this study. Table 10 shows the profiles of key informants who participated in the Delphi phase of this study.

Table 10: Profile of key Informants



Number of Participants	Years of Experience	Portfolios
5	10 – 15	PE curriculum developers
5	5 – 10	PE university Professors
5	5 – 10	PE university lectures
5	5 – 10	NIED and Education Directors
5	5 – 15	Education Inspectors
5	5 – 15	Education Subject Advisors

6.3.2 Round 1: Created Themes

Twenty-three open ended questions, based on the outcomes of the first two phases of the study and an extensive literature review, were asked within round one. Table 11 shows the first round results of the Delphi study. The themes generated from round one included PE resources, teachers' qualifications, monitoring, supervision, curriculum related aspects, communication and PE stakeholders.

These themes were converted into well-structured questions which were used in round 2 of the Delphi study.

Table 11: Delphi method round 1: Results

Item Number	Theme Statements
1	Adequate PE resources in schools.
2	In-service training for PE unqualified qualifications in schools.
3	Responsibility and accountability to monitor and supervise PE in schools.
4	PE goals stipulated by the curriculum.
5	Curriculum review.
6	Curriculum modifications awareness prior to any changes.
7	Curriculum based on both theory and practice.
8	Guidance in directing the events of several contributory employees so that an incorporated curriculum is developed.
9	Curriculum experimentation should be done by teachers in school.
10	Curriculum stakeholders should play a part in curriculum planning.
11	Changing of the curriculum must be accomplished by changing the values and skills.
12	Assessment process of curriculum development.
13	Channels of communication with stakeholders.
14	The curriculum should be prepared by teachers, head masters, stakeholders working supportively.
15	Sports through PE in schools should be made mandatory.
16	The new curriculum should be introduced steadily.
17	Curriculum should be planned at a local level.
18	Class participation, group work and peer teaching-learning.
19	Numerous means of curriculum improvement.
20	Understanding school levels.
21	Identification of key issues and trends.
22	Identification of resource materials.
23	Identification of instruments to measure learner's progress.

6.3.3 Round 2

Table 12 shows the second round's results. Nineteen of the 23 items achieved consensus while three did not. The five items that yielded the highest scores were items 1, 7, 12, 15 and 23. The highest percentage was 100%, recorded for item 7 in which PE experts strongly agreed that PE curriculum should reflect both theory and practical elements. Since item seven achieved consensus in round 2, it was not pursued to round 3.

The second highest percentage was recorded for item 15 where 97% of the experts felt that sports, through PE, should be made mandatory in all schools. Item 15 achieved consensus in round 2 and it was not pursued to round 3. Whilst the third highest percentage was recorded in item 23, with 93%, in which experts strongly agreed that PE curriculum should develop and identify items and instruments to measure learner's progress. Item 23 achieved consensus in round 2 and was not pursued to round 3.

The fourth highest percentage was reported for items 1 and 12 with 90% to which experts strongly agreed that adequate PE resources should be provided in all schools in the country and assessment process of PE curriculum development should be done regularly. The fifth highest percentage was recorded for items 2, 3, 5 and 9 with 83% to which experts agreed that in-service training for unqualified PE teachers is vital; responsibilities and accountabilities to monitor and supervise PE in schools should be prioritised; the PE curriculum should be reviewed continuously and PE curriculum experimentation should be done by teachers in

schools. Items 2, 3, 5 and 9 achieved consensus in round 2 and were not pursued to round 3.

The items which did not achieve consensus in round 2 were 4, 11 and 18. Fifty percent of experts disagreed that PE goals were not well stipulated by the curriculum (Item 4), while only 50% of the experts felt that changing the PE curriculum must be accomplished by changing the values and skills of all stakeholders (Item 11). The third item, which failed to establish consensus, was reported for item 18, with only 50% of experts disagreeing that PE Class participation, group work and peer teaching-learning enhanced interactions.

Table 12: Delphi method round 2: Results

Item no	Statements	Mode of Consensus %	Mean	Median	Thoughts	Pursue to Round 3?
1	Adequate PE resources should be provided in all school in the country.	Strongly Agree (90%)	3.90	4.00	Consensus Achieved	No
2	In-service training for PE unqualified teachers is vital.	Strongly Agree (83%)	3.17	3.00	Consensus Achieved	No
3	Responsibilities and accountabilities to monitor and supervise PE in schools should be prioritised.	Strongly Agree (83%)	3.83	4.00	Consensus Achieved	No
4	PE goals are well stipulated by the curriculum.	Neutral 50%	2.50	2.50	Consensus not established	Yes
5	The PE curriculum should be reviewed continuously.	Agree (83%)	3.17	3.00	Consensus Achieved	No

Item no	Statements	Mode of Consensus %	Mean	Median	Thoughts	Pursue to Round 3?
6	Teachers should be informed of any PE curriculum modifications prior to any changes.	Agree (70%)	3.30	3.00	Consensus Achieved	No
7	The PE curriculum should reflect both theory and practical elements.	Disagree (100%)	3.00	3.00	Consensus Achieved	No
8	Ministry of Education should provide guidance in directing the events of several contributory employees so that an incorporated curriculum development.	Strongly Agree (80%)	3.80	4.00	Consensus Achieved	No
9	PE Curriculum experimentation should be done by teachers in schools.	Agree (83%)	3.17	3.00	Consensus Achieved	No
10	PE Curriculum stakeholders should play a role in curriculum planning.	Strongly Agree (73%)	3.27	3.00	Consensus Achieved	No
11	Changing the PE curriculum must be accomplished by changing the values and skills.	Neutral 50%	2.50	2.50	Consensus not Established	Yes
12	Assessment process of PE curriculum development should be done constantly.	Agree (90%)	3.90	4.00	Consensus Achieved	No
13	They should be amicable channels of communication with stakeholder to ensure necessary PE curriculum developments.	Strongly Agree (73%)	3.90	4.00	Consensus Achieved	No

Item no	Statements	Mode of Consensus %	Mean	Median	Thoughts	Pursue to Round 3?
14	Teachers, head masters and stakeholders should work supportively to develop the PE curriculum.	Strongly Agree (70%)	3.70	4.00	Consensus Achieved	No
15	Sports through PE in all schools should be made mandatory.	Strongly Agree (97%)	3.97	4.00	Consensus Achieved	No
16	The newly introduced PE curriculum should be introduced steadily and gradually.	Strongly Agree (73%)	3.27	3.00	Consensus achieved	No
17	PE Curriculum planning should constitute fundamental aspects at local level.	Agree (77%)	3.73	3.00	Consensus achieved	No
18	PE Class participation, group works and peer teaching-learning enhance interactions.	Neutral 50%	2.50	2.50	Consensus not established	Yes
19	Numerous alternatives towards curriculum improvement should be introduced.	Agree (77%)	3.23	3.00	Consensus achieved	No
20	PE Curriculum development should deal with the understanding of all school levels.	Strongly Agree (73%)	3.73	4.00	Consensus achieved	No
21	PE Curriculum should identify key issues and trends in the specific content area.	Strongly Agree (80%)	3.20	3.00	Consensus achieved	No
22	The PE curriculum should identify resource materials to assist with programme implementation.	Agree (80%)	3.20	3.00	Consensus achieved	No
Item no	Statements	Mode of Consensus %	Mean	Median	Thoughts	Pursue to Round 3?

23	The PE curriculum should develop and identify items and instruments to measure learner's progress.	Agree (93%)	3.07	3.00	Consensus achieved	No
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6.4 Delphi method round 3: Results

Table 13 shows that items 4, 11 and 18 failed to achieve consensus as they did not score 70% of the subject votes and all of these items had a median score of below 3.00. As suggested by Green (1982), two of the criteria recommend that consensus needs to be achieved by 70% of subjects' votes falling within two categories on a four-point Likert scale, it also suggest that 70% of Delphi subjects need to rate three or higher on a 4-point Likert-type scale and the median has to be at 3.00 or higher. Item 4 established consensus in round 3 with 73% of the experts agreeing that PE goals are clear and comprehensible for learners and teachers. Item 11 correspondingly achieved consensus with 76% of experts assenting that changing the curriculum must be accomplished by changing the values and skills of all stakeholders. The last item that achieved consensus in round 3 was item 18 with 70% of the experts indicating that class participation, group work and peer teaching and learning enhance interactions in both teaching and learning environments.

Table 13: Delphi method round 3: Results

Item no	Statements	Mode of Consensus %	Mean	Median	Thoughts
4	PE goals are well stipulated by the curriculum.	Agree (73%)	2.60	4.00	Consensus Achieved
11	Changing the PE curriculum must be accomplished by changing the values and skills.	Agree (76%)	2.57	3.00	Consensus Achieved
18	PE Class participation, group works and peer teaching-learning enhance interactions.	Agree (70%)	3.40	3.00	Consensus Achieved

Table 14 shows the ranks and rating of all items from the most to the least important as based on experts participants' input. The top five ranked items were 7, 15, 23, 1 and 12. Item 7 was ranked 1st, with 100% of the experts participants agreeing that the curriculum should reflect both theory and practical PE elements. The second most important was item 15 with 97%, to which experts agree that sports through PE should be made mandatory in all schools. In 3rd place was item 23 with 93% with experts agreeing that the curriculum should include the development and identification of items and instruments to measure learners' progress.

The lowest ranked items were 18, 14 and 6. These items dealt with PE class participation, group works and peer teaching-learning PE teachers, headmasters and stakeholders involvement in the development of the curriculum; and that PE teachers should be informed of any curriculum modifications prior to any changes.

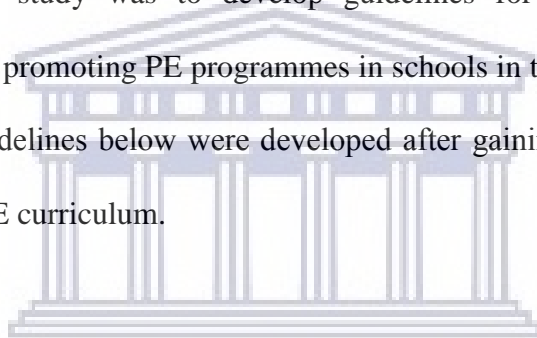
Table 14: Delphi method round 2: Items and ratings summary

Item no	Statements	% Consensus	Rank
7	The PE curriculum should reflect both theory and practical elements.	100%	1
15	Sports through PE in all schools should be made mandatory.	97%	2
23	The PE curriculum should develop and identify items and instruments to measure learner's progress.	93%	3
1	Adequate PE resources should be provided in all school in the country.	90%	4
12	Assessment process of PE curriculum development should be done constantly.	90%	4
2	In-service training for PE unqualified teachers is vital.	83%	5
3	Responsibilities and accountabilities to monitor and supervise PE in schools should be prioritised.	83%	5
5	The PE curriculum should be reviewed continuously.	83%	5
9	PE curriculum experimentation should be done by teachers in schools.	83%	5
8	Ministry of Education should provide guidance in directing the events of several contributory employees so that they should be an incorporated PE curriculum development.	80%	6
21	PE curriculum should identify key issues and trends in the specific content area.	80%	6
22	The PE curriculum should identify resource materials to assist with programme implementation.	80%	6
17	PE curriculum planning should constitute fundamental aspects at local level.	77%	7
19	Numerous alternatives towards PE curriculum improvement should be introduced.	77%	7
11	Changing the PE curriculum must be accomplished by changing the values and skills.	76%	8
10	PE curriculum stakeholders should play a role in curriculum planning.	73%	9
13	They should be amicable channels of communication with PE stakeholder to ensure necessary curriculum developments.	73%	9
16	The newly introduced PE curriculum should be introduced steadily and gradually.	73%	9

20	PE curriculum development should deal with the understanding of all school levels.	73%	9
4	PE goals are well stipulated by the curriculum.	73%	9
6	PE teachers should be informed of any curriculum modifications prior to any changes.	70%	10
14	PE teachers, headmasters and stakeholders should work supportively to develop the curriculum.	70%	10
18	PE class participation, group works and peer teaching-learning enhance interactions.	70%	10

6.5 Discussion

The aim of this study was to develop guidelines for the development of sustainable health promoting PE programmes in schools in the Zambezi Region of Namibia. The guidelines below were developed after gaining experts' views and opinions on the PE curriculum.



6.5.1 Curriculum Aspects

The term curriculum refers to the lessons and academic content taught in a school or in a specific course programme (Edglossary, 2015). The curriculum is a dynamic process which is impacted on by societal, economic and technological changes. This implies that every time there are changes or developments happening globally or locally, it could and should affect school curricula (Alvior, 2014). There is therefore a need to regularly update curricula through a process of curriculum development which is defined as “a planned, purposeful, progressive, and systematic process to create positive improvements in the educational system” (Alvior, 2014).

6.5.1.1 Reflection of theory and practical aspects in PE curriculum

The first guideline emanating from the research deals with the theory and practical elements of the curriculum. The current study found that the PE curriculum is dominated by practical elements. Expert participants suggested that, whenever there is a need to develop or review the PE curriculum, its developers should reflect on both the theory and practical elements. These findings also relate to Bolden's (2014) report which emphasised that the PE curriculum should consist of 20% theory and 80% practical elements to maximally benefit learners.

The main goal of institutionalised education in schools is to develop the cognitive capacities and increase the knowledge base of learners. PE in schools is part of a system of institutionalised education. The integrated teaching of theory and practical components of PE benefits learners physically, through their participation in the practical elements, and intellectually through the theory components covered in the programme (Andreas, 2012). Instead of focusing exclusively on getting learners to move constantly, they should also be taught the science behind why they need to be physically active.

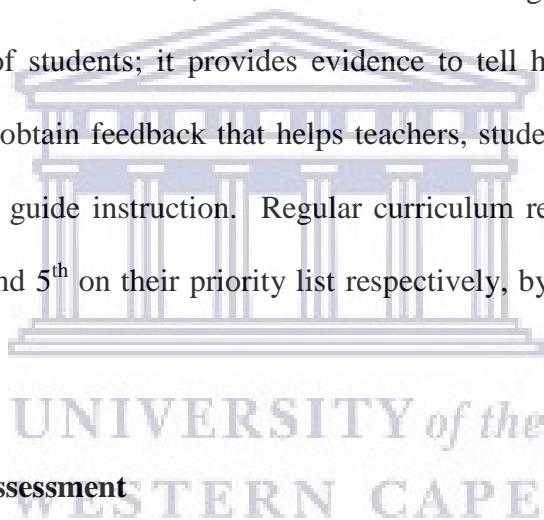
The theoretical component has traditionally been limited to health and hygiene. However, this narrow focus on health is considered detrimental to the development of the holistic child (Amani, 2011). The curriculum should not only help learners to maintain their health, fitness and enhance their physical competence, but it should also educate them about social issues, such as caring for other members of their community and teamwork (Curriculum Development Council and the Hong Kong Examination, 2014). Furthermore, the importance of

the combination of both theoretical and practical elements in the PE curriculum was emphasised by Kaelyn (2017:12), who recounted that “the integration of physical skills with theoretical learning can support and strengthen learners’ conceptual understanding and improve their higher-order of thinking”.

6.5.1.2 Constant PE curriculum reviews and assessment

According to a study conducted by Pill (2016), school PE curricula are rarely revised globally. In some countries, developmental changes in the PE curricula have not been reviewed for periods ranging between 10 and 35 years (Pill, 2016). In this study, the participants expressed a belief that there was a serious need for the curriculum to be reviewed continuously to gather information on and incorporate contemporary PE related trends. There is a definite need to update curricula to address the society’s current needs. Obesity for example, has recently become a global health concern in both developed and developing nations. Since inactivity is a contributing factor to this global health epidemic, PE is ideally located to assist in dealing with this scourge. Sophia (2017) reported that continuous review and revision of the curriculum are important because they enable teachers to consider the ways in which the curriculum interacts with current learners in the school environment and the society at large. Furthermore, the report recounted that to review the curriculum creates an opportunity to evaluate the effectiveness and efficiency of programmes after the curriculum has been implemented and to reflect on what learners and teachers did or did not do appropriately (Sophia, 2017).

Curriculum assessment is a significant part of the structural approach to curriculum development. The participants in this study concurred that curriculum assessment, with the intention to bring about curriculum development and renewal, should be done on a regular basis. These findings correspond with the Curriculum Development Council and the Hong Kong Examination and Assessment Authority (2014) report, which states that continuous curriculum assessment achieves the following objectives: it highlights curriculum expectations; it gathers information about what students know and can do; it motivates learners to learn better, it motivates and encourage teachers to meet the identified needs of students; it provides evidence to tell how well the students have learned and obtain feedback that helps teachers, students and parents make good decisions to guide instruction. Regular curriculum review and assessment were ranked 4th and 5th on their priority list respectively, by the experts involved this study.



6.5.1.3 Student assessment

The identification of items and instruments to measure learners' progress is one of the vital elements the curriculum should never overlook (Charles, 2017). According to Bolden (2014), assessment is an ongoing, vital part of PE programmes and should include both formative and summative assessment of learners' progress.

In this current study the Delphi experts agreed that the curriculum should develop and identify instruments which could serve as a means of measuring learners'

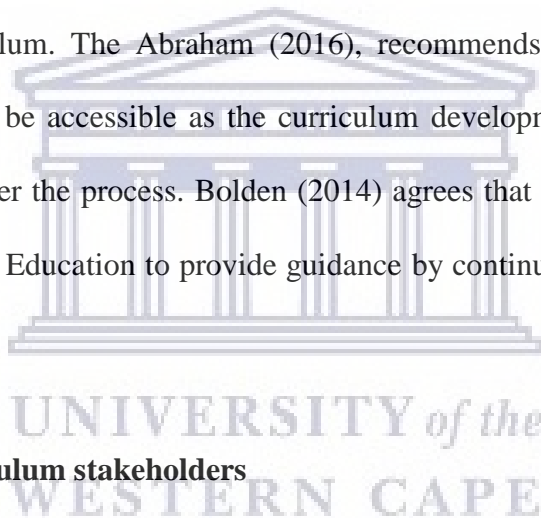
progress. These findings concur with the findings of Wright (2012) who recounted that a well-developed curriculum allows teachers to measure learners' progress using a systematic process. John (2016) identified and listed items that measure learner's progress which included: subject knowledge, assessment and evaluation techniques and organisation and arrangement abilities. This item was highly ranked (3rd) by participating experts.

6.5.1.4 PE Curriculum Experimentation

Curriculum experimentation emphasises collaboration which encourages teachers to share their experiences and knowledge and provides curriculum developers with a forum that would enable them to quickly change guidelines and respond to the teaching and learning needs of participants (Pilati, 2005). Participating experts in the current study agreed that curriculum experimentation should be done by teachers in schools, because they function at the grass root level. This recommendation coincides with the research outcomes posted by Kaelyn (2017) who recommended that curriculum experimentation should be done by teachers. Without notions from teachers in the school organisation, the curriculum is inclined to become unproductive. Several teachers attempt to be innovative in their teaching methods, trying new techniques and devices in the endeavour to find one which will have more suitable results for their specific circumstances. Employing this experimental approach allows teachers to try out new practices or procedures under controlled conditions (John, 2016).

6.5.1.5 PE curriculum guidance

Guiding the curriculum towards the aims and goals it intends to achieve is one the major challenges towards curriculum implementations in schools (Ministry of Education, 2013). Curriculum guidance requires that stakeholders concerned should have a good level of subject specific expertise, which will allow them to spearhead the whole process. The findings of this study suggested that the Ministry of Education should provide necessary guidance in directing the activities and ideas of all role players towards the development of an ‘all inclusive’ curriculum. The Abraham (2016), recommends that the Ministry of Education should be accessible as the curriculum development commences, and should help to steer the process. Bolden (2014) agrees that it is the responsibility of the Ministry of Education to provide guidance by continuously scrutinising the curriculum.



6.5.1.6 PE curriculum stakeholders

In an educational context, the concept of a stakeholder typically refers to anyone who is invested in the welfare and success of a school and its learners, including administrators, teachers, general staff members, learners, parents, families, community members, local business leaders and elected officials such as school board members (Amani, 2011). The participants in the present study agreed that curriculum stakeholders should play a role in curriculum planning and curriculum development. These findings resonate with the Ministry of Education, Art and Culture (2015) report which indicates that all stakeholders who are concerned

with the programme should have a chance to participate in the process of change to some degree. According to SMASTE (2007), the role of stakeholders in curriculum development is to facilitate and oversee the developmental process. They should work as a team, share information and analyse the strengths and weakness of the curriculum (Ronam, 2014).

6.5.1.7 Prioritisation of PE in schools

Quality PE is important in schools as it benefits learners physically, mentally, emotionally, socially, intellectually and spiritually (Lynch, 2017). Benefits of PE for learners include: developing attitudes and practices, further knowledge and activities, which promotes physical and mental health; and promoting cooperation, positive competition, sportsmanship and fair play through participation in different games and various sports codes (Timothy, 2016). Moreover, in accordance with PHIT AMERICA (2015), the benefits of PE for school children include: improving academic performance, enhancing respect for others, improving physical fitness, influencing moral development, stress reduction, strengthening peer relationships, improving self-confidence, teaching self-discipline, providing regular healthful physical activities and influencing leadership cooperation with others. Prioritisation of PE in schools implies ranking the subject at the same level as other disciplines such as English and Mathematics (Williams, 2015). The findings in this current study, as recounted by the Delphi experts, included prioritisation of PE in all schools. This finding links to the outcomes reported by Jane (2017) in which it was shown that the prioritisation of PE in schools means to rank the subject as important, by employing trained

personnel, providing adequate facilities and equipment and a conducive learning environment. PE is one of the school subjects that educate a child as a whole, prioritising it will come with more benefits to learning and will prepare them to be active adults (PHIT AMERICA, 2015).

6.5.1.8 Adequate PE resources in schools

One of the primary functions of PE is to provide opportunities for learners to participate in physical activities (Mckenzie, 2015). Beavan (2016) emphasized the importance of the availability and access to adequate PE resources for both teachers and learners in schools as it is positively associated with higher activity levels in students. Sallis, Johnson, et al., (1997) and Humbert, et al., (2008) agree that physical activity levels are increased by access to well-maintained, appropriate, and aesthetically inviting facilities and safe environments in which to be active. PHIT AMERICA (2015) listed an adequate amount of sport and exercise equipment, that is in good condition and appropriate for children's sizes, as one of the key requirements quality PE programmes. The availability of resources is not only associated with increased physical activity and physical fitness but also with student knowledge of the value of physical fitness and activity levels during PE class sessions (Amani, 2011). Therefore, the shortage of PE equipment and facilities is a major obstacle towards the successful implementation of PE curriculum in developing nations globally (Hardman, 2017).

The findings of this study indicate that subject experts also recognise the importance of the provision of adequate PE resources by government to all schools. They ranked this item 4th on their priority list.

6.5.1.9. In-service training for PE teachers

The shortage of qualified PE personnel in Namibian schools is a common occurrence (Zealand, 2014). According to a report entitled “*Physical Education Matters*” (San Diego State University, 2007), for PE programmes to be successful they must be taught by qualified PE specialists, as opposed to a general classroom teacher. Qualified teachers have a higher self-esteem, good level of expertise and are driven by the background knowledge to be both task and learner oriented. Jeremiah (2016) showed that unqualified teachers tend to suffer from low self-esteem, inferiority complexes, anxiety, depression, unwillingness, disorientation and low level of expertise in PE. In contrast, the presence of qualified PE teachers leads to an increase in the student’s knowledge of physical fitness and their activity levels are increased during class (Wood & Lynn, 2001).

The participants of the current study believe that in-service training for unqualified PE teachers is vital. The findings correspond with those of Factoran (2009), who recounted the benefits of in-service training for unqualified PE teachers in school systems. These benefits included: continuous improvement of the entire professional staff, elimination of deficiencies in the background preparation of teachers and other professional workers in education, keeping the professionals abreast of new knowledge, releasing creative activities, and giving

needed support to the teachers who are entering a the schooling system (Factoran, 2009).

Extensive research has also been done on the value and benefits of in-service training for unqualified PE teachers (Alberta Education, 2015). These studies concluded that PE teachers can acquire new knowledge, new ideas, improve their ability to carry out quality education and master new technologies which can be used to boost the abilities of both qualified and unqualified PE teachers (Brian, 2003).

6.6 Chapter summary

This chapter reports on the factors which affect the implementation of PE curriculum in schools. The key guidelines that were identified and ranked by Delphi experts that needs to be considered when developing and implementing PE curricula in the Zambesi region of Namibia include the following:

1. The PE curriculum should reflect both theory and practical elements.
2. The PE curriculum should develop and identify items and instruments to measure learner's progress.
3. Adequate PE resources should be provided in all school in the country.
4. Assessment of the process of PE curriculum development should be done constantly.
5. In-service training for unqualified PE teachers is vital.
6. Responsibilities and accountabilities to monitor and supervise PE in schools should be prioritised.

7. The PE curriculum should be reviewed continuously.
8. PE curriculum experimentation should be done by teachers in schools.
9. Ministry of Education should provide guidance in directing the events of several contributory employees so that they should be an incorporated PE curriculum development.
10. PE curriculum should identify key issues and trends in the specific content area.
11. PE curriculum planning should constitute fundamental aspects at local level.



CHAPTER SEVEN

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

7.1 Introduction

The current research was conducted in three phases and employed a multimethod approach. The objective of the first phase was to establish the landscape of PE in Grades 4-9 in the Zambezi Region of Namibia. This allowed for the acquisition of an in-depth understanding of the development of the subject, especially in terms of curricular aims statements and learning outcomes. This phase of the research employed a document analysis method which included the review of the following documents: The National Curriculum for Basic Education, Grade 4-7 PE Syllabus, Grade 8-9 PE Syllabus and the Sector Policy on IE. The second phase assessed the attitudes and perceptions of various stakeholders towards PE by means of mixed methods, sequential approach. In this phase, quantitative data were collected and used to inform the qualitative phase which included focus group discussions. A total of 28 stakeholders participated in the two stages of phase two. The third phase developed guidelines for the development of sustainable PE curricula for Grades 4-9 using the Delphi method. Thirty experts participated in the Delphi phase.

A descriptive analysis of the aim statements of both upper primary and junior secondary schools showed that the Namibian PE curriculum aims to achieve and instil healthy lifestyles, movement skills and fitness in learners. An assessment of the perceptions and attitudes of policy makers, the Education Directorate and

other sports stakeholders towards PE elucidated the following issues: the benefits of PE, the impact of a lack of qualified teachers in schools, the lack of PE subject supervision and monitoring, the spectrum of education leaders and policy makers, the existing relationship between PE stakeholders, and curriculum assessment. The experts who participated in the Delhi study further provided an in-depth analysis of the significance of the following issues to be added in PE curricula in order for it to be effective: theory and practical aspects and assessable objectives and competences.

A synopsis of the literature on the global status of PE highlights numerous challenges faced by teachers, parents, learners, administrators, curriculum developers, PE stakeholders and the ministries of education towards a successful implementation of PE curricula in schools. These challenges are prevalent in both developed and developing countries. The main aim of this study was therefore to provide guidelines for the development of sustainable health promoting PE programmes in schools in the Zambezi region of Namibia.

7.1.1 Summary

The first phase, which analysed the curriculum in terms of curriculum aim statements, organisers and learning outcomes, as well as synthesizing contextual information about the publication dates of the curriculum documents and the instructional time allocation to PE, found that tension existed between the aim and content of the PE curriculum in Namibia. It revealed a contradiction between the PE curriculum with its primary aim of teaching learners to live a healthy lifestyle,

whilst the learning content mainly focuses on the acquisition and mastering of new sports and movement skills (Curriculum, 2014).

The choice of words used to explain aim statements in the PE syllabus were found to be ambiguous which made it difficult for end-users to comprehend or fully understand its intentions. The study further revealed that aim statements had a more short term focus instead of being forward-looking, which would prepare current learners to be tomorrow's healthy adults. It was found that the PE curriculum places more emphasis on being physically active while the theoretical components were neglected. This prevailing status stands in contrast to the Stergiadis' (2014:25) report which stated that "PE is the only school subject in the academic curriculum which creates opportunities for educating the child holistically".

The document analysis further revealed that the aim statements were more learner-centred, with little or no attention given to people with disabilities, and it does not prepare learners to be emotionally competent and resilient. The exclusion of learners with disabilities in the PE curriculum was found to be in violation of the Sector Policy on Inclusive Education (2013:33), which stresses that "all learners need to be educated in the least-restricted education setting and in schools in their neighbourhood to the fullest extent possible". Moreover, the curriculum also does not include clear guidelines to unspoken, social, academic and cultural messages in its aim and content. In other words, the extra-curriculum should have clear aims and objectives on how school sponsored programmes can supplement the academic aspects of the school experience (Ministry of Education, 2015). According to Lynch (2014), well-structured learning outcomes are crucial

elements of the teaching and learning environment. An in-depth scrutiny of learning outcome statements revealed that action verbs were wrongly used and inappropriate, which made it difficult to understand and implement.

The low status of PE as a subject area in Namibia is clearly acknowledged by the National Curriculum for Basic Education (2016). The reality of how PE is implemented and taught in Namibian schools does not correspond or comply with endorsed national documents at all. Moreover, there is no correlation between the nationally endorsed and recommended times allocated to PE and the actual instructional time dedicated to the subject in schools (Zealand, 2014). Curriculum renewal in Namibia is endorsed and governed by the national government through its Ministry of Education which was found to be a hindrance rather than a help in curriculum development. Institutions of learning and sports affiliates have less powers and authority to change or renew the curriculum without the endorsement of the government (Ministry of Education, 2013). The outcomes pertaining to the curriculum renewal of PE in Namibia portray the inconsistency of time frame associated with this process, the only thing that has been observed is the re-print of old un-revised documents (Amani, 2011). The analysis of the PE curriculum in Namibia proved to be a daunting task as the curriculum is not written solely as a stand-alone document nor is it a conclusive document, which means that information had to be gathered from numerous sources. Gathering of information was a time consuming exercise as most of the data was often found to be outdated and/or unsuitable to substantiate the current study.

The benefits and importance of PE, which includes the release of stress, the reduction of risks associated with heart diseases and sports related injuries,

amongst others, were acknowledged by education leaders and education policy makers. These findings concur with those reported by Stroman (2014), who concluded that daily physical activities provide the youth with social, physical, intellectual, spiritual and health benefits. Such benefits may include: decreased stress, decreased anxiety and depression; decreased blood cholesterol; enhanced self-esteem and prospects to make new friends; well improved body posture; strong bones and muscles; controlled body alignment and body weight; healthy growth and development; improved heart health. The lack of qualified PE teachers was also identified as a barrier towards the implementation of the PE curriculum in Namibian schools. Unqualified teachers lack subject knowledge and expertise, which leads to a lack of self-esteem and self-confidence. They further feel inferior; have lower levels of interest and lack enthusiasm towards the subject (Likando, 2016). Teachers without the requisite PE qualifications fail to provide safe, well planned and structured lessons which generally lead to failed lessons (Mwanda, 2016).

A lack of PE subject supervision and monitoring was also found to be one of the major hindrances towards full implementation of the PE curriculum in schools. According to Thompson (2015), the wider role of subject inspections and monitoring is to oversee the subject's progress, scrutinise the strengths and weaknesses that hinders the subject's development and to ensure that the teaching and learning processes are aligned with the national learning standards. The importance of evaluating the teaching and learning of PE in schools is that it allows researchers to identify best practices and to detect areas that need serious

improvements in order to advance the teaching of PE in schools (Christopher, 2015).

The study further showed that Namibian education leaders and policy makers agreed that there was no public support for PE to be a priority subject for all learners in schools, which contributes to its low status. Misconceptions about the subject in the public eye were that it is too expensive in terms of equipment and facilities, it is a waste of time in comparison to other school promotional subjects and it holds no benefits for learners. These research findings support those of Stergiadis (2014), who reported that PE varies in its standing in most African countries and the entire world. He further reported on PE's situation in Namibia, where he noted it did not appear on school timetables, had no scheduled formal class sessions, and there were minimal adequate equipment and facilities to help with the teaching-learning process (Stergiadis, 2014).

Other findings included a complete absence of any collaborative relationship between stakeholders, which impedes the development and implementation of a curriculum that speaks to the needs of the end users in the region. Most sports stakeholders worked independently and were not involved in the development of the curriculum. This can lead to failure as learners find it difficult to relate to a curriculum based on external interests or objectives. Also, since PE often serves as the foundation on which sports careers are built, therefore sport federations should have a vested interest in the subject as it could serve as the incubator or fertile soil for future national sports stars (Hardman, 2016). These results further showed that the PE curriculum goals and objectives stipulated in the curriculum was not being implemented, since there was very little or no PE teaching and

learning going on in schools. Since the context in which PE takes place differs across the globe, curriculum developers should do feasibility studies prior to drafting, implementing and disseminating of any education documents (Hardman, 2016). Lastly, it was noted that the PE curriculum in Namibia does not place sufficient emphasis on the relationship between sedentary lifestyles and health risks. It is known that PE is an ideal avenue through which these health education matters could be addressed (Thompson, 2015).

7.2 Challenges

One of the major challenges was the financial implications incurred by the researcher to conduct the focus group discussions, some of the participants' travel, accommodation and subsistence costs were covered by the researcher. The coordination process was extremely difficult as all participants hold significant positions in their respective professions and organisations, which means finding suitable dates for the hosting of the focus group discussions proved to be very difficult.

7.3 Conclusions

This study successfully contextualised the PE curricula for Grades 4-9 of the Zambezi Region of Namibia by means of a quality document analysis. It further garnered the perceptions and attitudes of policy makers, PE teachers and sports federations from the region towards PE. Lastly, it produced guidelines for the development of sustainable health promoting PE programmes in schools in the

region. The findings of this study found that the PE curriculum needs to have more stringent guidelines in order to be implemented successfully in schools and to benefit the learners.

This study concluded that:

- There is a tension between the aims and content of the PE curriculum after scrutinising the documents revealed that aspects such as wording, repetition and important aspects that need to be learnt by learners were inappropriately emphasised by the curriculum.
- PE is a subject with a marginalised status at schools and the way it is administered at schools does not align with national recommendations.
- Politics of the PE curriculum renewal in Namibia emerged as one of the major obstacles towards curriculum development, and renewal.
- PE curriculum renewal is problematic as there was very limited and outdated information on the subject. Most of the information was merely a duplication of previous documents.
- Community members did not show any concern about the absence of PE in schools as they were unaware of the benefits and importance of the subject. They also see it as a costly subject to sustain in schools.
- An absence of qualified teachers in schools makes it difficult to implement the PE curriculum for the benefit of the learners.
- A lack of PE subject supervision and monitoring hindered the curriculum implementation as there was lack of information on the subject's weaknesses, strengths and progress.

- An absence of a constructive working relationship between sports stakeholders, policy makers and education leaders towards the development of PE curriculum in schools.
- The PE curriculum was dominated by physical activities at the expense of critical theoretical components.
- There is a lack of regular PE curriculum reviews and assessment, which hindered curriculum change and development.
- There is a lack of opportunities for curriculum experimentation.
- There is a lack of input from PE stakeholders on contemporary issues, which could be incorporated in the curriculum for learners' benefit.
- PE is not a priority subject in schools.
- A lack of adequate PE resources in schools is also one of the major barricades towards the curriculum implementation.
- A lack of in-service training for PE teachers to both unqualified and qualified teachers to boost the teaching and learning in school.

The key guidelines for curriculum development for sustainable PE in Namibia emanating from the study include the following:

- The PE curriculum should reflect both theory and practical elements.
- The PE curriculum should develop and identify items and instruments to measure learner's progress.
- Adequate PE resources should be provided in all school in the country.
- Assessment process of PE curriculum development should be done continuously.
- In-service training for unqualified PE teachers is vital.

- Responsibilities and accountabilities to monitor and supervise PE in schools should be prioritised.
- The PE curriculum should be reviewed continuously.
- PE curriculum experimentation should be done by teachers in schools.
- The Ministry of Education should provide guidance in directing the events of several contributory employees so that they should be an incorporated PE curriculum development.
- PE curriculum should identify key issues and trends in the specific content area.
- PE curriculum planning should constitute fundamental aspects at local level.

7.4. Recommendations for Future Research

The existence of PE as a subject in schools is experiencing a progressive demise. The initial contributing factors to the state of affairs pertain to curriculum designing, curriculum dissemination, and curriculum implementation in schools. There are numerous gaps in knowledge of the government leaders, Ministry of Education, stakeholders, education leaders, policy makers, curriculum developers and teachers. This study only dealt with participants listed above to share their in-depth opinions and help with the developing guidelines for curriculum development.

It is recommended that the curriculum development of PE should be informed by a thoroughly scrutinised forum that encompasses stakeholders such as learners, teachers, education leaders, policy makers, curriculum leaders and sports affiliates

from all 14 regions of Namibia. Future research might also explore the experiences of learners in schools, students at universities, non-governmental organisations, fitness industries and the community at large. A well implemented PE curriculum helps young people to live an active lifestyle and to be tomorrow's better healthy adults. It is therefore imperative that future research includes cross curricular topics.

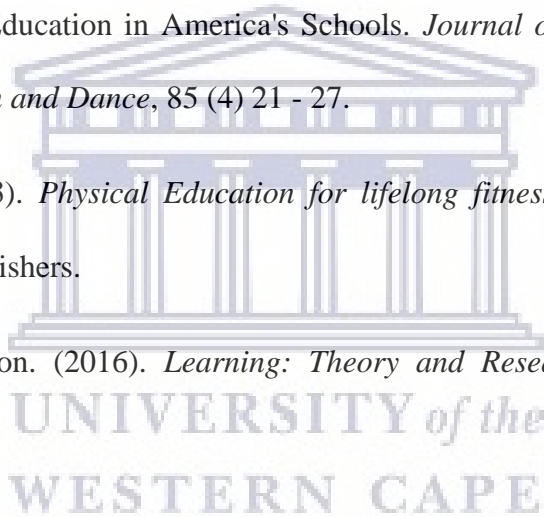


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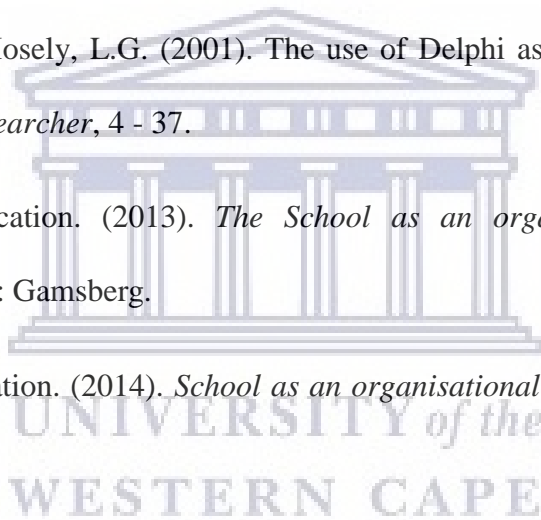
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UNIVERSITY *of the*
WESTERN CAPE

APPENDIX A

ETHICAL CLEARANCE



OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 2988/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

09 October 2017

Mr G Kela
SRES
Faculty of Community and Health Sciences

Ethics Reference Number: HS17/8/14

Project Title: Sustainable health-promoting physical education in the upper primary and junior secondary phases of schools in the Zambezi region of Namibia: Developing guidelines for curriculum development.

Approval Period: 09 October 2017 – 09 October 2018

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval. Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink that reads 'Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

PROVISIONAL REC NUMBER - 130416-049

APPENDIX B
INFORMATION ABOUT THE STUDY



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2350, Fax: 27 21-959 3688

E-mail: atravill@uwc.ac.za

INFORMATION SHEET

Project Title: Sustainable Health – Promoting Physical Education in the upper primary and junior secondary phases of schools in the Zambezi Region of Namibia: Developing guidelines for curriculum development.

What is this study about?

This is a research project being conducted by Gerald Kela at the University of the Western Cape. We are inviting you to participate in this research project because you could provide us with meaningful information regarding developing Physical Education guidelines for curriculum development. The purpose of this research project is to document sustainable health issues that promote Physical Education in the upper primary and junior secondary phases of schools in the Zambezi Region of Namibia and develop guidelines for curriculum development.

What will I be asked to do if I agree to participate?

You will be asked to:

- Complete questionnaire. It will take approximately 20 – 30 minutes to complete

Would my participation in this study be kept confidential?

The researchers undertake to protect your confidentiality. To ensure your anonymity the following steps will be taken:

- **Questionnaires** are anonymous and will not contain information that may personally identify you. A code will be placed on survey. Through the use of an identification key, the researcher will be able to link your survey to your identity. Only the researcher will have access to the identification key. To help protect your identity all information gathered will be stored in locked filing cabinet. No unauthorized party will be able to access the information.
- This study will use questionnaires and the extent to which your identity will remain confidential is dependent on questionnaire participants' to maintain confidentiality.
- **Execution of the programme:** No information cross examined in questionnaires will be revealed.
- If we write a report or article about this research project, your identity will be protected.

What are the risks of this research?

There may be some risk from participating in this research study. All human interactions and talking about self or others carry some amount of risks. Some of the known risks that may result from participating in the research are psychological, social and emotional. If participants are embarrassed, fatigued or uncomfortable with answering questions they could withdraw from the study or refuse to answer some questions. We will nevertheless minimise such risk and act

promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help and inform policy makers, sports federations, curriculum developers, teachers, parents, learners, school board members, the education directorate, subject advisory teachers, the ministry of education, the ministry of sports and may help the researcher to learn more about the phenomenon.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may select not to take part at all. If you choose to participate in this research, you may stop participating at any time. If you choose not to participate in this research or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

The researcher will be available for you to contact should you be negatively affected by any aspect of the research at any time and an appropriate course of action will be followed with the support of the researcher.

What if I have questions?

This research is being conducted by Gerald Kela and the Department of Sport, Recreation and Exercise Sciences (SRES) at the University of the Western Cape.

If you have any questions about the research study itself, please contact Gerald Kela at +264813720351 or email: gkela@unam.na or mackenziekela@yahoo.com

Professor A L. Travill
University of the Western Cape
Private Bag X17
Bellville 7535
Telephone: (021) 959 3934
E-mail: atravill@uwc.ac.za

Dean of the Faculty of Community and Health Sciences
Prof Jose Frantz
University of the Western Cape
Private Bag x17
Bellville 7535



APPENDIX C

SPORTS STAKEHOLDERS CONSENT FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592350, Fax: 27 21-9593688

E-mail: atravill@uwc.ac.za

CONSENT FORM

SPORTS STAKEHOLDERS

Title of Research Project:

Sustainable Health – Promoting Physical Education in the upper primary and junior secondary phases of schools in the Zambezi Region of Namibia: Developing guidelines for curriculum development.

Participant's name: UNIVERSITY of the
.....
WESTERN CAPE

Participant's signature:

Date:

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Professor A. Travill

Telephone: (021) 959-3934

Cell: 084 402 3130 Fax: (021) 959-3688,

Email: atravill@uwc.ac.za

APPENDIX D

DELPHI-METHOD CONSENT FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592350, Fax: 27 21-9593688

E-mail: atravill@uwc.ac.za

CONSENT FORM

PHYSICAL EDUCATION EXPERT (DELPHI METHOD)

Title of Research Project:

Sustainable Health – Promoting Physical Education in the upper primary and junior secondary phases of schools in the Zambezi Region of Namibia: Developing guidelines for curriculum development.

Participant's name:

Participant's signature:

Date.....

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Professor A. Travill

Telephone: (021) 959-3934

Cell: 084 402 3130

Fax: (021) 959-3688,

Email: atravill@uwc.ac.za

APPENDIX E



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9592350, Fax: 27 21-9593688

E-mail: atravill@uwc.ac.za

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: Sustainable Health-Promoting Physical Education in the Upper Primary and Junior Secondary Phases of Schools in the Zambezi Region of Namibia: Developing Guidelines for Curriculum Development.

The study has been described to me in the language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate on my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits. I understand that confidentiality is dependent on participants' in the Focus Group maintaining confidentiality. I hereby agree to the following: I agree to uphold the confidentiality of the discussions in the focus group by not disclosing the identity of other participants or any aspects of their contributions to members outside of the group.

Participant's name.....

Participant's signature.....

Date.....

APPENDIX F

Letter to the Namibian Education Departments

P.O. Box 2367
Ngweze
Namibia
31 October 2017
Cell No: 0813720351

The Regional Director
Namibia Education Department
Private Bag 5009
Katima Mulilo
Namibia

Dear Sir/Madam

Request for Permission to conduct research with your education department

I am a PhD scholar at the University of the Western Cape, South Africa. Research project title: **Sustainable Health – Promoting Physical Education in the upper primary and junior secondary phases of schools in the Zambezi Region of Namibia: Developing guidelines for curriculum development.** I hereby wish to request permission to conduct my research with your education department in the Zambezi Region of Namibia with the intention of gathering information on developing Physical Education guidelines for curriculum development.

Participants will be referred to as A, B, C, D, E, F, G or H. Therefore you are assured of anonymity and confidentiality in this regard. The study will use questionnaires and a Delphi-Method that will be completed by education leaders, policy/curriculum developers. Questionnaires will focus on the current perceptions

and attitudes of PE. These questionnaires will be answered during any convenient times you may suggest avoiding disruptions daily routine activities.

I am confident that the results and recommendations emanating from my research, will contribute to the improved status of PE in schools. I humbly request permission to conduct the research at your institution

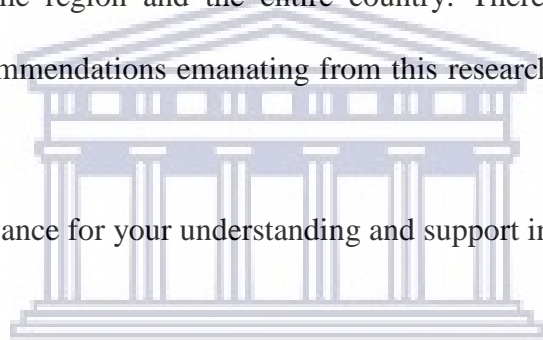
I hope this study will benefit both the ministry of education, the directorate of education, physical education policy makers, teachers, learners and the ministry of sports as it will help to create guidelines for the Physical Education curriculum development in the region and the entire country. Therefore I will share any findings and recommendations emanating from this research with all of the above mentioned.

I thank you in advance for your understanding and support in this matter

Yours faithfully



Mr. G.M. Kela



UNIVERSITY *of the*
WESTERN CAPE

APPENDIX G

Letter to the Assistant Pro-Vice Chancellor Requesting Permission to Conduct a Study at the University of Namibia

P.O. Box 2367

Ngweze

Namibia

31 October 2017

The APVC
University of Namibia Katima Mulilo Campus
Private Bag 1096
Katima Mulilo
Namibia

Dear Sir

Re: Requesting Permission to use the Auditorium for the study at your respective university

I hereby wish to request permission to conduct a research at your institution. The title of my project is: **Sustainable health-promoting Physical Education in the upper primary and junior secondary phases of schools in the Zambezi Region of Namibia: Developing guidelines for curriculum development.** The research will be conducted towards the completion of a PhD (SRES) with the University of the Western Cape in South Africa. With this study I will establish the landscape of grade 4 to 10 of the Zambezi/ Namibia PE programmes. The researcher would like to request permission to use the university's auditorium for the focus group interview and the Delphi-Method to collect data.

Yours faithfully



Kela Gerald

APPENDIX H

Letter to the Education Policy Makers Requesting Permission to Conduct the Study

PO Box 2367
Ngweze
Namibia
31 October 2017

National Institute for Educational Development
The Director
Private Bag 2034
Okahandja
Namibia

Dear Sir/Madam

Re: Requesting Permission to conduct a study with your institution.

I hereby wish to request permission to conduct a research with your institution.

The title of my project is: **Sustainable health-promoting Physical Education in the upper primary and junior secondary phases of schools in the Zambezi Region of Namibia: Developing guidelines for curriculum development.** The research will be conducted towards the completion of a PhD (SRES) with the University of the Western Cape in South Africa. With this study I will establish the landscape of grade 4 to 10 of the Zambezi/ Namibia PE programmes.

Participants will be referred to as A, B, C, D, E, F, G or H. Therefore you are assured of anonymity and confidentiality in this regard. The study will use questionnaires and a Delphi-Method that will be completed by policy/curriculum developers. Questionnaires will focus on the current perceptions and attitudes of

PE. These questionnaires will be answered during any convenient times you may suggest avoiding disruptions daily routine activities.

I am confident that the results and recommendations emanating from my research, will contribute to the improved status of PE in schools. I humbly request permission to conduct the research at your institution

I look forward working with you in this study.

Yours faithfully



Mr. G.M. Kela



UNIVERSITY *of the*
WESTERN CAPE

APPENDIX I

LETTER TO THE NAMIBIAN SPORTS STAKEHOLDERS

PO Box 2367
Ngweze
Namibia
31 October 2017

Namibian Basketball Association
Namibian Football Association
Namibian Netball Association
Namibian Volleyball Association
Namibia Sports Commission

Dear Sir/Madam

Re: Requesting Permission to conduct a study with your institution.

I hereby wish to request permission to conduct a research with your institution.

The title of my project is: **Sustainable health-promoting Physical Education in the upper primary and junior secondary phases of schools in the Zambezi**

Region of Namibia: Developing guidelines for curriculum development. The

research will be conducted towards the completion of a PhD (SRES) with the University of the Western Cape in South Africa. With this study I will establish the landscape of grade 4 to 10 of the Zambezi/ Namibia PE programmes.

Participants will be referred to as A, B, C, D, E, F, G or H. Therefore you are assured of anonymity and confidentiality in this regard. The study will use questionnaires and a Delphi-Method that will be completed by sport associations, sports federations, sports commissions, sports policy makers/curriculum developers. Questionnaires will focus on the current perceptions and attitudes of

PE. These questionnaires will be answered during any convenient times you may suggest avoiding disruptions daily routine activities.

I am confident that the results and recommendations emanating from my research, will contribute to the improved status of PE in schools. I humbly request permission to conduct the research at your institution

I look forward working with you in this study.

Yours faithfully




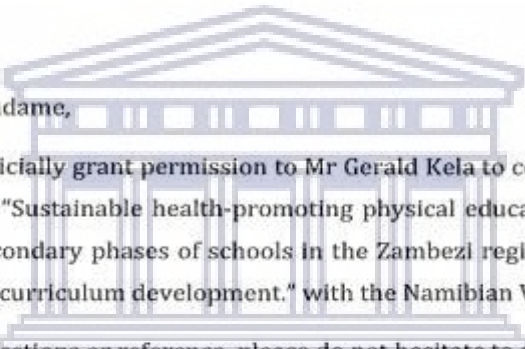

Mr. G.M. Kela



UNIVERSITY *of the*
WESTERN CAPE

APPENDIX J

LETTER OF PERMISSION FROM NVF

 NVF <i>Namibian Volleyball Federation</i> <small>Registered at the Namibian Sports Commission / Member of the Namibian National Olympic Committee / Affiliated to the FIVB</small>	<small>P.O. Box 3671, Windhoek, Namibia Tel (+264) 61 255 253 / Fax (+264) 088 613 752</small>
Windhoek, 11/18/2017	
To: Office of the Director: Research and Innovation Division University of the Western Cape Faculty of Community and Health Sciences	
	
Dear Sir or Madame,	
We hereby officially grant permission to Mr Gerald Kela to conduct research pertaining to his project "Sustainable health-promoting physical education in the upper primary and junior secondary phases of schools in the Zambezi region of Namibia: Developing guidelines for curriculum development." with the Namibian Volleyball Federation.	
For further questions or reference, please do not hesitate to get back to us at any time.	
UNIVERSITY of the WESTERN CAPE	
Best regards, 	
Christian Scholze Technical Director Namibian Volleyball Federation P.O. Box 3671, Windhoek Email: technical@nambiavolleyball.org NVF Office: +264 (0) 61 255 253 Fax: +264 (0) 88 613 752 Cell: +264 (0) 81 3670 864	

Patron of the Namibian Volleyball Federation (NVF): Honourable Helmut K Angula
www.nambiavolleyball.org

APPENDIX K

LETTER OF GRANTING PERMISSION FROM EDUCATION DIRECTORATE



REPUBLIC OF NAMIBIA
ZAMBEZI REGIONAL COUNCIL
DIRECTORATE: EDUCATION, ARTS AND CULTURE



Tel: +26466261902/964

Fax: +26466253187

Enquiries: Adrenah Mukela

Ngoma Road

Govt Building

Our Ref:

Private Bag 5006

Katima Mulilo, Namibia

Date: 06 November 2017

PO Box 2367
Ngweze
Namibia

Attention: Mr G M Kela

RE: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS WITHIN ZAMBEZI REGION

Your letter to the office of the Regional Director: Zambezi Region date 31 October 2017 with the caption permission to conduct research in Schools within Zambezi Region was received.

Kindly be informed that approval is granted to you to conduct a research as requested, but let me draw your attention to the following aspects: **NOTE!**

- The granted approval should not disrupt the normal teaching and learning at those schools you intend visiting.
- Be reminded that this is a very crucial time of the year when learners are busy preparing for their end year examination.
- You are therefore, requested to share your findings with the Ministry of Education, Arts and Culture.

By copy of this letter the Inspectors of Education concerned are notified accordingly of your presence to the school.

I trust and hope you will find this in order.


MR AUSTIN M SAMURWA
REGIONAL DIRECTOR: EDUCATION, ARTS AND CULTURE



APPENDIX L

LETTER OF GRANTING PERMISSION FROM NIED



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

National Institute for Educational Development (NIED)

Tel No.: 062-50 9000

Fax No.: 062-50 9073

E-mail: eshikongo@nied.edu.na

Enquiries: Ms Edvig Shikongo

Private Bag 2034

Okahandja

NAMIBIA

31 October 2017

Mr GM Kela

PO Box 2367

Qweze

Dear Mr Kela

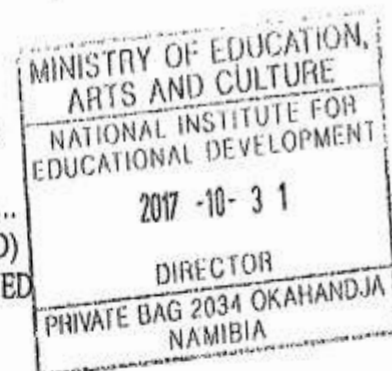
**UNIVERSITY of the
REQUEST FOR PERMISSION TO CONDUCT A RESEARCH STUDY AT NIED
WESTERN CAPE**

This serves to inform you that your request for permission to conduct a research study at NIED is granted.

Sincerely yours,

HN Pomuti (PhD)

DIRECTOR: NIED



APPENDIX M

LETTER GRANTING PERMISSION FROM UNAM



31 October 2017

Language Centre Department
University of Namibia Katima Mulilo Campus
Private Bag 1096
Katima Mulilo
Namibia

Re: Use the university language centre for research purpose

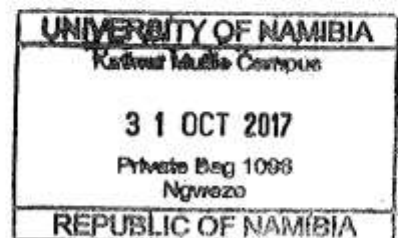
The Language Centre Department hereby grants permission to Mr. Kela Gerald a PhD candidate at University of the Western Cape to use the university auditorium for the focus group interview recording and the Delphi Method anytime in the afternoons 14:00 – 18:00 during his entire data collection period. Before the use of the auditorium in the afternoons prior arrangements should be made in the morning for the intended purpose.

Yours faithfully

I. Christoph

Coordinator

A handwritten signature in black ink, appearing to be 'I. Christoph', is written over a horizontal line.



APPENDIX N

Questionnaire for the Sports Stakeholders.

Item no	Statement	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
		(%)	(%)	(%)	(%)	(%)
1	PE is very important for all students in schools					
2	PE is a nursery for professional sports					
3	Sports rely on PE for their existence.					
4	Sports stakeholders only aim at preventing and advancing the health of elite athletes.					
5	Sports stakeholders aim to promote and develop sports through PE.					
6	Government to encourage recognition of PE as a national asset.					
7	Sports stakeholders create a mutual beneficial relationship with schools to promote the development of sports through PE.					
8	Sports stakeholders develop sports group in schools and regional communities.					
9	Sports stakeholders perceive PE as an important subject					
10	Sports stakeholders have an influence on PE policy makers					
11	Sports stakeholders are involved in the development of PE					

	curriculum in schools.					
12	Sports stakeholders initiate and promote co-ordination, collaborations and networking with schools as stakeholders					
13	Sports stakeholders advocate for mobilisation of funds for PE and Sports					
14	Sports stakeholders develop and assist with PE training institutions.					
15	Sports stakeholders are happy with the current status of PE in the country					
16	Sports stakeholders have standardised competitions geared towards talent identification and provision of age appropriate sports activities to boost the status of PE.					
17	Sports stakeholders have organised and coordinated ways to assist the development of PE programmes in primary, secondary and universities.					
18	Sports stakeholders negotiate partnership with teacher training institutions for re-tooling of teachers to teach PE.					
19	Sports stakeholders liaise with other sports stakeholders including NGOs to develop and promote public and private partnership in planning and financing sports through PE.					

20	Through PE, sports stakeholders are able to run an awareness program to inform students of the dangers of living a sedentary lifestyle.					
21	Do sports stakeholders monitor and evaluate PE programmes in schools with the help of the Ministry of Education.					
22	PE is an expensive subject in schools it therefore needs to be abolished.					



APPENDIX O

Questionnaire for the Education leaders and Policy Makers.

Item no	Statements	Strongly Disagree (%)	Somewhat Disagree (%)	Neutral (%)	Somewhat Agree (%)	Strongly Agree (%)
1	PE contributes to the student's self-image, awareness of the body, health and well-being					
2	PE promotes values such as cooperation and friendly competitions in schools					
3	PE sportsmanship, participation in games and evaluation of sports skill in all schools					
4	Through PE, students are able to develop cardio respiratory fitness.					
5	Through PE, students realise the benefits of regular exercise in all schools in Namibia.					
6	Through PE, students are able to understand personal hygiene such as protection of skin, foot hygiene, diseases and exercise.					
7	Through PE, students are able to realise that good health is a person's most valuable asset.					
8	Through PE, students are able to understand the importance of a balanced diet and how to control one's body.					
9	Through PE, students are able to understand that harm can be done to the body by nicotine and alcohol.					
10	Policy makers regard PE as unimportant.					
11	Policy makers have overall powers on PE to be a non-promotional subject in schools					
	PE has no qualified					

12	teachers to be proclaimed a promotional subject.					
13	PE has no subject advisors and inspectors to look over its progress.					
14	PE is perceived negatively by other stakeholders as an important subject for students.					
15	PE is an expensive subject to implement in schools					
16	PE has no future academic benefits for students.					
17	PE has not improved after Namibian independence.					
18	There is no need to prioritise PE as an important subject.					
19	There is a misunderstanding, associated with stereotype and prejudice towards PE as a school subject.					
20	There are some loopholes within the system which makes it difficult to implement PE in schools.					
21	There is no public outcry for PE to be a subject priority for all students.					
22	PE is regarded as time wasting in comparison to other school promotional subjects that are examinable.					

APPENDIX P

CODED KEY GENERATED INDUCTIVELY BY THE RESEARCHER AND APPLIED TO THE LEARNING OUTCOME STATEMENTS

1. Healthy Lifestyle

HL1 Responsibility

HL2 Mental Health

HL3 Health

HL4 Communication

HL5 Social Interactions

HL6 Follow Instructions

HL7 Creativity

HL8 Team Work

HL9 Fairness

HL10 Set Goals

HL11 Task Orientation

HL12 Help, Assist.

HL13 Challenge, Personal

HL14 Personal Development

HL15 Inclusion or Respect



HL16 Recreational Mind Set

HL17 Self-Assessment

HL18 Conflict Orientation

HL19 Emotional Competence

HL20 Attitude Development

2. Mastery of Skills

MS1 Participation in Games

MS2 Demonstrate Skills

MS3 Apply Skills

MS4 Show Evidence of Skills

MS5 Utilize Appropriate Equipment

MS6 Replicate Actions

MS7 Sequencing with Accuracy

MS8 Exercise Safely

MS9 Perform Maximum

MS10 Perform Skills Individually

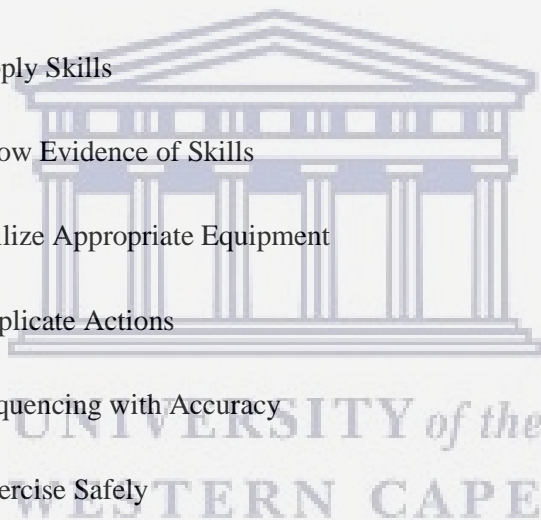
MS11 Master Different Sports Codes

MS12 Know Implications

MS13 Recognise and Apply

MS14 Know about Skills

MS15 Develop Skills



MS16 Sequence Content and Skills

MS17 Spark Sport idea on Skills

MS18 Illustrate Variations

MS19 Master Coordinated Skills

MS20 Under Learning Skills

3. Movement Skills

M1 Movement Sequences

M2 Movement Concept; Space

M3 Movement Concept; Effort

M4 Movement Concept; Relationship

M5 Movement Concept; Body

M6 Stability

M7 Games

M8 Stimuli Respond

M9 Manipulation

M10 Understanding Movement

M11 Controlled Movement

M12 Individual Activities

M13 Dual Activities

M14 Group Activities

M15 Create or Select Movement



M16 Transference of Skills

M17 Express Movement

M18 Corresponding Strategies

M19 Practices Warm-Ups

M20 Quality Movement

M21 Open Skills

M22 Combination or Complex Skills



UNIVERSITY *of the*
WESTERN CAPE

APPENDIX Q

DELPHI ROUND 1: QUESTIONNAIRE

Mark an X in the appropriate box.

a. I am

Male	
Female	

b. For how many years is your organisation have been in existence?

1 – 10	
10 – 20	
20 – 30	
30 – 50	

c. Which organisation are you affiliated to

Curriculum developer	
University professor	
University lecturer	
Education directorate	
Education director	
Education inspector	
Subject advisor	



UNIVERSITY of the
WESTERN CAPE

1. What are the challenges that hinder the accomplishment of PE curriculum goals in the absence of weekly hours assigned to them?

2. What mechanisms do you suggest can help to improve the teaching of PE in schools given the status of lack of qualified teachers?

3. How does the absence of PE monitoring and supervision keep up with the goals of the requirements of precise progress?

4. What makes PE general goals clear and comprehensible?

5. How can the PE curriculum be reviewed?

6. What are your suggestions on who should be involved in curriculum modifications prior to any changes?

7. How should PE curriculum encompass both theory and practice?

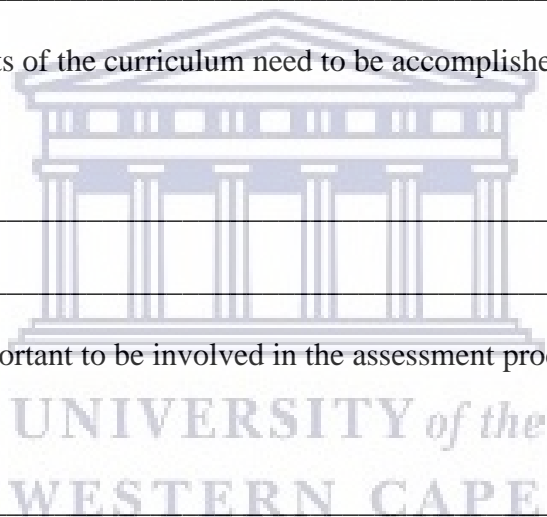


8. Which mechanisms should be used to enhance employees so that an incorporated curriculum is developed?

9. How can the curriculum be experimented before implemented?

10. What elements of the curriculum need to be accomplished before changes take place?

11. Why is it important to be involved in the assessment process of the curriculum?



12. How do you insure that lack of teaching staff in schools does have an impact on new information that supposed to be taught to learners?

13. What makes channels of communication with stakeholders important?

14. What can be done to ensure education materials correspond to the needs of PE teachers?

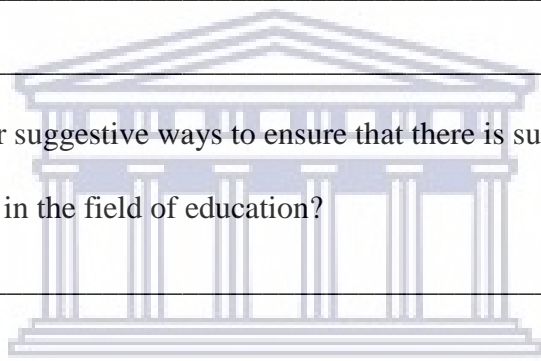
15. Which actions can you suggest regarding lack of sports opportunities observed in most of public schools so that it does not affect PE curriculum implementation?

16. What are your suggestive ways to ensure that there is subject development continuations in the field of education?

17. Which levels of curriculum should be considered during the planning process?

18. What positive interactions do you suggest that need to be incorporated between the faculty and the students while teaching PE lessons?

19. What can be done to improve the curriculum?



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APPENDIX R

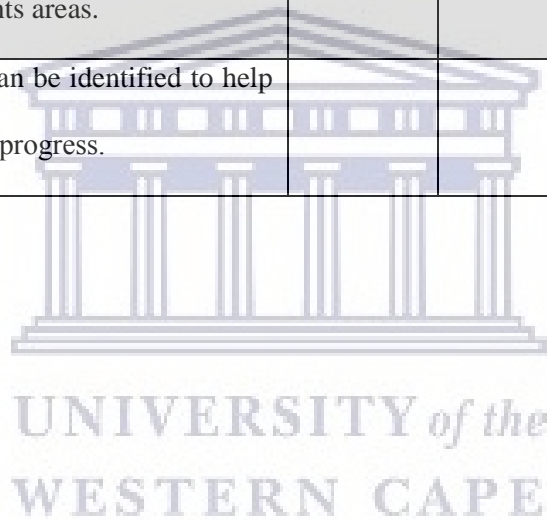
DELPHI-METHOD ROUND 2: QUESTIONNAIRE

Mark your choice with an X

Items	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. Adequate resources should be provided in schools.				
2. In-service training is vital for teachers without PE qualifications in schools.				
3. Teachers, subject heads, subject advisors, inspectors and regional directors should be given full responsibility and accountability to monitor and supervise PE in schools.				
4. PE goals are clear and comprehensible for learners and teachers.				
5. Curriculum review should be a constant process				
6. Teachers should first be aware of a need for curriculum modifications prior to any changes.				
7. The curriculum should be based on both theory and practice.				
8. Ministry of education should provide				

guidance in directing the events of several contributory employees so that an incorporated curriculum is developed.				
9. Curriculum experimentation should be done by teachers in school.				
10. All curriculum stakeholders should play a part in curriculum planning.				
11. Changing of the curriculum must be accomplished by changing the values and skills.				
12. Assessment process of the curriculum development should be made constantly.				
13. Channels of communication should be maintained and used between stakeholders.				
14. The curriculum should be prepared by teachers, head masters, stakeholders working supportively.				
15. Sports through PE in schools should be made mandatory.				
16. The newly made known curriculum should be introduced steadily, if teachers are to feel practically secure.				
17. Curriculum should be planned at a local level.				
18. Class participation, group work and				

peer teaching-learning encourage positive interactions.				
19. Numerous means of curriculum improvement should be initiated.				
20. Curriculum development arrangement is dealt with in schools.				
21. Contemporary issues should be included in the curriculum.				
22. Key issues that should be identified in specific. Contents areas.				
23. Instruments can be identified to help measure learners' progress.				



APPENDIX S

DELPHI-METHOD ROUND 3: QUESTIONNAIRE

Participant Cover Note:

You recently helped the second round of the Delphi with your views to 23 statements on PE curriculum related aspects. This is the last round of the Delphi, please read each statement carefully and cross your choice appropriately.

A short footnote is set with each question to let you know what the overall opinion was in the prior round.

Mark your choice with an X

	Disagree	Agree
1. (4) PE goals are clear and comprehensible for learners and teachers.		

Note to respondent: In the last round of questions, 63% strongly disagreed with this.

2 (7) The curriculum should be based on both theory and practice.		
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Note to respondent: In the last round of questions, 33% disagreed with this.

3. (13) Channels of communication should be maintained and used between stakeholders.		
--	--	--

Note to respondent: In the last round of questions, 48% strongly disagreed with this.

4. (14) The curriculum should be prepared by teachers, head masters, stakeholders working supportively.		
--	--	--

Note to respondent: In the last round of questions, 27% strongly disagreed with this.

APPENDIX T

FOCUS GROUP DISCUSSION

Welcome Remarks

Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate. My name is Gerald Kela, a PhD candidate at the University of the Western Cape in South Africa. I will be the mediator of this discussion this afternoon. The reason we are having this focus group discussion interview is to assess the perceptions and attitudes of policy makers, PE leaders and sports stakeholders towards PE in the Zambezi Region of Namibia. We need your input and want you to share your honest and open thoughts with us.

Ground rules:

1. We want you to do the talking; we would like everyone to participate. I may call on you if I have not heard from you in a while.
2. There are no right or wrong answers, every participant's experiences and opinions are important. Speak up whether you agree or disagree. We want to hear a wide range of opinions.
3. What is said in this room stays here we want participants to feel comfortable sharing when sensitive issues come up.

We will be recording the discussion as we would like to record everything you have to say. We do not identify anyone by name in our report. You will remain anonymous.

Focus group discussion themes included the following:

Theme 1: The importance and benefits of PE

Theme 2: Lack of qualified PE teachers

Theme 3: Lack of PE subject supervision and monitoring

Theme 4: Status of PE in schools

Theme 5: The existing relationships between sports stakeholders and education directorate

Theme 6: PE curriculum implementation challenges



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