

AN ANALYSIS ON THE CHALLENGES INFLUENCING THE TEACHING OF
PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN LÜDERITZ,
NAMIBIA

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ABSTRACT

The primary purpose and aim of this study were to investigate the factors influencing the teaching of Physical Education (PE) in secondary schools in Lüderitz, //Kharas Region, Namibia. The study provided answers to the following research questions: What are the challenges that influence the teaching of PE in secondary schools in Lüderitz Namibia? What are the possible solutions to the challenges affecting the teaching of PE in secondary schools in Lüderitz, Namibia?

Literature was reviewed by linking to the challenges influencing the teaching of PE in secondary schools, and a survey research strategy was used. Three research instruments were used in the collection of data; these instruments were open-ended and closed-ended questionnaires and observation schedules. A total of 100 learners, six (6) teachers, two (2) heads of departments and two (2) principals from two (2) schools participated in the study. All participants completed open-ended and closed-ended questionnaires. In addition, observation notes were also used to collect data.

From the results obtained, the study revealed that there are challenges in the teaching of PE. These challenges, among others, include: lack of PE facilities at schools where teaching of PE is supposed to take place, PE not being taught according to the Ministry of Education, Arts and Culture's programme or syllabus due to lack of teachers' interest in the subject and lack of supervision from school management. Further, the few available PE facilities are not adequate at the schools; there is a lack of PE equipment; a lack of PE management; lack of PE study materials such as textbooks; lack of interest and commitment among some teachers and students and lack of

qualified PE teachers. Schools do not have trained PE teachers resulting in PE being taught by teachers who do not have PE knowledge and PE teaching skills.

The study recommended the provision of PE facilities as well as PE equipment. Teachers and learners should follow a program or syllabus put in place by the Ministry of Education, Arts and Culture and not do random activities. Schools should employ qualified PE teachers and provide more equipment for PE to support the teaching and learning process.

Keywords: *Physical Education, Teaching, Challenges, Secondary Schools, social constructivism theory*

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DEDICATION

This thesis is dedicated to my late grandmother Meekulu Victoria Kaluwifa who took me in and raised me from when I was 6 months old.

To my second favourite grandmother, Meekulu Maria Shiweda, for the role she played in my early age holistic development, (home learning support and academic development), and not to forget her vital discipline lessons that have shaped me through my academic and life journey.

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To my entire family, friends, teachers, lecturers and mentors, thank you for the support, love and encouragement during the time of this study and other challenging times in my life.

Last but not least, to myself, for the resilience, dedication, and relentless pursuit of knowledge.

DECLARATION

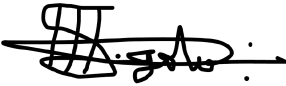
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CHAPTER ONE: INTRODUCTION

1. Introduction

1.1 Background of the Study

Toriola and Amusa (2018) stated that quality education is supported by three key pillars, namely ensuring access to quality teachers; providing use of quality learning tools and professional development and the establishment of safe and supportive quality learning environments. Best and Khan (2019) emphasise that quality education focuses on the whole child: the social, emotional, mental, physical and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status or geographic location. Education is not simply a content delivery system, rather it is a system designed to help all children reach their full potential and enter society as full and productive citizens (Palonsk, 2019).

Tucker (2019) goes on to say that education is linked to the belief that people go to school in order to become critical-optimistic and participatory citizens of their society. On one hand, it is important for kids and young people to adapt to society; on the other hand, it is also vital that new generations can rework the world in which they live. Education is, as a consequence, linked to an actual cutting-edge society and also to the attitude of a destined higher society (Tucker, 2019).

Bailey (2016) outlined that quality Physical Education is the best weapon used to emphasise knowledge and skills for a lifetime of physical activity. Jewett and Ennis (2018) further elaborated that quality Physical Education is based on national standards that define what students should know and be able to do, as well as keeping students active for most of the class time. Moreover, it provides many different physical activity choices, subsequently meeting the needs of all students, especially

those who are not athletically gifted, featuring cooperative, as well as competitive games (Armour, 2014).

Mugo (2015) observed that many human beings assume that sport and Physical Education (PE) are not very important in school and society, and it only contributes little too extreme situations. On the other hand, the United Nations (UN) advocates the alternative. In 2017, for example, it launched a mission between its corporations to use recreation and PE in an extra systematic manner in activities related to development and peace. In 2018, the UN promoted the worldwide year of sport and PE noting that in many nations, sport activities and PE face marginalisation within schooling structures despite being vital for physical development, promotion of health and cultivation of vital values for social brotherly and sisterly love and intercultural dialogue (UN, 2018)

Globally, the teaching of PE faces challenges which result in learners being denied an opportunity to acquire skills and enjoy different physical activities listed in PE syllabi (Hardman, 2019). According to Nelson (2016), these challenges include a reduction in the amount of time spent on the curriculum, a shortage of teachers who are adequately prepared, a lack of adequately maintained facilities and a negative perception among teachers, students and parents. According to Van Deventer (2015), the crisis that PE faces globally has both a scientific and a political dimension, meaning that it does not only have to do with curriculum content but also with the politics surrounding the curriculum as this is developed and implemented in schools.

Ross and Lars (2018) suggested that public policies should ensure financial commitments to provide suitable spaces, facilities and equipment, in addition to didactical sources to foster students' learning. Equally important, sufficient

infrastructure in Namibia is observed to be one of the greatest challenges affecting the teaching of PE.

According to Hendricks (2012), PE is one of the neglected disciplines in Namibian schools, and he emphasised that the current state of the subject is disturbingly worrying.

According to Minnie (2015), numerous claims that PE is undervalued in Namibian schools have been made by various educational stakeholders and authors in the local media. Despite the importance of the subject matter to children's physical, social and emotional development, many students are simply sent outside to play on the playground because they (Teachers and Learners) view it as a free lesson and, at the very least, as an opportunity to learn about how to build physical conditioning through enjoyable activities (Minnie, 2015). The teaching of PE, according to Hango (2012), should be given serious consideration because it improves academic performance, attitude and fitness. However, most schools struggle to implement PE properly, citing a lack of qualified teachers to teach the subject (Zealand, 2001). Nakanyala (2019) identified a poor number of qualified PE teachers at both primary and secondary schools in Khomas Region, Namibia. Nakanyala (2019) further writes that the substandard number of qualified PE teachers is a result of lack of PE vacancies made available by the Ministry of Education, Arts and Culture in the annual teachers vacancy document. Nakanyala (2019) asserts that as the only topic in the curriculum completely responsible for the child's physical development, PE is the subject that most significantly contributes to improved focus. Equally important, to teach PE successfully, it is vital to establish and maintain strategic partnerships between the Ministry of Education, Arts and Culture schools and community organisations (Hoy, 2019). PE programs should have monitoring and quality assurance, thus clear systems

undertaken with objectivity to supervise and support teachers. Monitoring should reveal strengths and weaknesses with the purpose of recommending better actions and improvements. Schools are not composed simplest by way of learners and teachers, but also managed by principals, heads of departments, subject advisors and school board members, who work collectively to acquire better outcomes (Hoy, 2019). The PE teaching system is seen as a constituent of subsystems and policies, comprising the inputs, approaches and outputs (Van Deventer, 2015). The inputs include factors regarding the learners; teachers; administrative workforce; physical facilities and infrastructure; the procedures incorporating teaching; learning, management and the outputs consist of exam results professional sports athletes, employment, income and delight (Van Deventer, 2015). It is imperative that the different parts of a school system must work together to produce a well-balanced system that produces learners possessing a depth of knowledge in the PE subject (Van Deventer, 2015).

Namibia's National Institute for Educational Development (NIED) that falls under the Ministry of Education, Arts and Culture launched a new PE syllabus for secondary schools that was rolled out for implementation in two parts. Grade 8 was implemented in 2017 and Grade 9 in 2018 (Ministry of Education, Arts and Culture, 2016). Namibia has placed education at the centre of its strategies for development and democratisation with strong policies promoting equity and quality of educational provision and rapid expansion of education in the country.

Contrary to this view, the current status of the quality of the teaching and learning process of PE generally shows an unprogressively trend in //Karas Region, in the southern part of Namibia, and in particular, it is highly inconsistent across the Lüderitz town. Consequently, factors such as less attention of school management and supervision; inadequate sports facilities and equipment; large class sizes; lack of

curriculum materials; unqualified PE teachers; problems of instructional time and poor school and community relationships largely challenge the delivery quality of teaching PE (Maryellen, 2015).

Above and beyond that, even though the scholars have tried to conduct researches on different issues in PE, no study has been conducted on challenges that influence the teaching of PE in secondary schools. Therefore, the researcher of this study conducted an investigation to examine challenges that influence the teaching of PE respectively in selected secondary schools in the town of Lüderitz located in the //Karas Region in southern Namibia.

1.2 Statement of the problem

The educational system is effective to the extent that it makes use of the available resources to achieve its stated aims and objectives (Bailey, 2016). The major objective of every school system, irrelevant of the level of education, is to provide high-quality education for learners (Ross & Lars, 2016). Quality in education is relative and not easy to define and measure (Hoy, 2019). Therefore, Himberg (2018) agrees that an adequate definition of quality of education must be related to students' achievement as its foundation. It also includes defining the nature of the educational experiences that assist the students to produce those outcomes (Himberg, 2018). In the context of schooling, the concept of quality is linked to how efficiently learning takes place. This is believed to be strongly determined by the teaching and learning styles that take place at the classroom level, teachers' subject knowledge and pedagogical skills, the availability of textbooks and other learning materials, method of teaching and assessment mechanisms including the time spent by pupils actually learning their lessons (UNESCO, 1993).

PE has been taught throughout schools, colleges and universities in different countries around the world (Siedentop, 2018). In addition, several curriculum projects have failed because insufficient attention has been paid to the factors that facilitate change. The absence of relevant content and method of presentation that can develop students' knowledge, cognitive abilities and behavioural change by level and to adequately improve problem-solving ability and attitude are some of the major problems of teaching PE (Siedentop, 2018).

Furthermore, in the span of the researcher's teaching experiences and observing problems of teaching PE, challenges such as inadequate facilities and equipment; large class size; playground, ; shortage of textbooks and other teaching materials; insufficient instructional time and unqualified subject teachers hold back the quality of teaching PE at large in the area where this study is positioned. The main aim and overall purpose of the study was to identify and record the major challenges affecting the teaching of PE and to recommend possible solutions that can solve the challenges affecting the teaching of PE. The following research questions are stated for purposes of this study.

1.3 Research questions

- What are the challenges that influence the teaching of PE in secondary schools in Lüderitz, Namibia?
- What are the possible solutions to the challenges affecting the teaching of PE in secondary schools in Lüderitz, Namibia?

1.4 Research objectives and aims of the study

The main aim and overall purpose of the study are:

- To identify and record the major challenges affecting the teaching of PE and

- To suggest possible solutions or measures that can solve the challenges affecting the teaching of PE.

1.5 Significance of the study

This study is pertinent to academics, educators and other readers because it supports Namibia's educational policy, which is now focused on advancing PE and sport for development in Namibia. Information generated might also be useful to curriculum planners at the National Institute of Educational Development (NIED) to develop resources such as books that will positively improve the teaching of PE in secondary schools.

The study contributes to the identification of the challenges influencing the teaching of PE in secondary schools in Lüderitz, //Karas Region, Namibia. In addition, it assists with the identification possible solutions and/or best practices for teaching PE.

Moreover, the study also creates awareness of the problem among educators in particular and the public at large. In addition, it identified possible answers and solutions that will assist secondary school PE teachers, the Ministry of Education, Arts and Culture and stakeholders as well as stimulating the interest of individuals to conduct research regarding the challenges that affect the teaching of PE for further investigations.

1.6 Limitations of the study

The main limitation of the study was the fact that the study was conducted during Covid-19 which caused the schools to close for some period, the banning of contact sports and restrictions of gatherings. Moreover, the study was only conducted in some secondary schools; thus, not all secondary schools in the //Kharas education region could be selected.

In addition, the unavailability of literature in the area, time and financial constraints hindered the researcher from conducting the research effectively. Furthermore, the shortage of time to collect and arrange relevant information limited the researcher from realising all the objectives. Therefore, the study only focused on one town (Lüderitz) and only two secondary schools.

1.7 Delimitations of the study

The population and sample of the study were restricted to secondary schools, principals, heads of departments, teachers and learners from two secondary schools in the //Kharas education region only.

To make the study specific and manageable, the research was only confined to the area of Lüderitz, and research was only conducted at two government schools. Furthermore, to make it practicable, timely and feasible, the study concentrated only on challenges that influence the teaching of PE in secondary schools in Lüderitz.

1.8 Definition of terms

- **Physical Education** – Physical Education focuses on the development of psychomotor skills; the relationship between the mind and body; learning how to maintain fitness throughout life; the development of self-esteem through an appreciation and enjoyment of one's body; the development of self-esteem through an appreciation and enjoyment of one's body; the relationship between the mind and body and the motivation to engage in lifelong physical activity (Ajayi & Ayodele, 2001).
- **Challenges** – Refers to setbacks or difficulties that someone encounters and also affects the desired success in any contest (Uitto, Juuti, Lavonen, & Meisalo, 2006). In this study, the researcher used the term “challenges” to refer

to difficulties encountered in the teaching of Physical Education in secondary schools in Lüderitz, Namibia.

- **Secondary school** – Is an education institution ranking between a primary school and a college or university. In Namibia, it stretches over a period of 5 years from Grade 8 Grade 11 and Advanced Subsidiary level to Grade 12. Pupils are presented with a Junior Secondary Certificate (JSC) after successful completion of Grade 10. After successful completion of Grade 12, learners are presented with a Namibia Senior Secondary Certificate (NSSC).

1.9 Chapter summary

This chapter provided the background of the study on the analysis of the challenges influencing the teaching of physical education in secondary schools in Lüderitz, Namibia. The researcher discussed the research problem and background of the study, stated the problem, research questions and the significance of the study. Furthermore, the chapter also highlighted the limitations and delimitations of the study and then defined terms used in the study. The next chapter presents the literature review and theoretical framework that the study was centred on.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter consists of a review of related literature for this study. This study sought to identify the challenges influencing the teaching of physical education in secondary schools in Lüderitz, Namibia. According to Best and Khan (1998, as cited in Amoonga, 2008), a literature review deals with what is known and what is still unknown and untested by previous researchers that contribute to the knowledge of the research problem. In addition, the literature review also comments on both strengths and limitations of reported studies, as well as methodologies used to gather information, research findings and recommendation for further studies (Johnson & Christensen, 2004).

Furthermore, the literature review is an integral part of the entire research process and makes a valuable contribution to every operational step (Johnson & Christensen, 2007). Therefore, this chapter focused on reviewing literature linking to the challenges influencing the teaching of PE in secondary schools. It commenced with laying down the theoretical literature, perception on school PE, importance of the subject in school as well as in learners' lives and deliberates on the challenges influencing the delivery of the PE lessons in schools.

2.2 Theoretical framework

This study was based on the social constructivism theory of Vygotsky (1978) which explains how knowledge generation from life experiences is influenced by different challenges. In this case, the emphasis of the constructivist thinker is on the interaction between teachers and their environment, which can be teaching space, teaching tools

and equipment, teachers and school leaders, educational management, learners and other factors. As teachers interact with objects and events around them, they gain an understanding of the features held by such objects and events (Vygotsky, 1978). During this kind of interaction with their environment, teachers discover and transform complex information and construct their own conceptualisation and find solutions to problems (Vygotsky, 1978). Thus, teachers' interaction with their environment, colleagues and learners could influence their teaching and, hence, experience various challenges. This theory of social constructivism forms the basis of this study because when teachers are interacting with the environment, they might encounter challenges from which they learn as part of their experiences. In the same vein, the social constructivism theory forms the basis of this study in the context that when teachers are delivering PE, they are simultaneously interacting with the environment that has numerous factors that may influence and could be a challenge for teachers teaching PE in secondary schools in Lüderitz.

2.3 Common perceptions of challenges encountered in Physical Education within Namibian schools

In light of the fact that the topic of physical education is included in the schedules of Namibian schools, Swart (2000) conducted a study where a random sample of 50% of the IGCSE schools in Khomas Region was chosen forming up a total of 10 schools, six from the formerly white government school, two from the formerly coloured tribe government schools and two from the formerly black government schools. From each school, 52 learners were randomly selected (26 male and 26 female learners). A total of 540 subjects of the study were recruited, and that included 500 learners, 20 professional PE teachers and twenty other subject teachers. Swart (200) reports that PE allocated timetable teaching times were not utilised for Physical Education

instruction. In addition, the PE subject was considered less significant than the other subjects and all the various school types included in the Swart research (2000) revealed a shortage of resources and tools for PE at their schools. On the other hand, PE was taught by experts in certain schools; however, most schools lacked certified educators and despite all the above drawbacks, the majority of students nevertheless demonstrated a favourable attitude and a passion for PE (Swart, 2000).

Swart (2000) advocated for the revision and adaptation of the PE syllabus and curriculum to better meet the requirements of the majority of Africans generally and, in particular, those in the Namibian setting. Swart (2000) also recommended that the Namibian Government should create a policy for PE in Namibian schools. Swart (2000) also made further recommendations, including that the teaching of PE should have access to more facilities and equipment; the upkeep and improvement of facilities for PE and sports should be periodically funded; there should be organised in-service training programmes for unqualified PE instructors, and teachers, school administrators, parents and community members should be given workshops and seminars on the value of PE. The researcher also recommended that the University of Namibia (UNAM) continues developing professionals in PE who are equipped to teach the subject, and together, the Ministry of Education, Arts and Culture, NIED, UNAM and the National Sports Council should collaborate to elevate PE in schools and give priority to enhancing sport and leisure opportunities for students as well as the general public (Swart, 2000).

According to a research study by Zealand (2001), the future of PE in Namibian schools is in the hands of the teachers,. Positive or negative attitudes about PE are imprinted in students throughout their time in school; thus, what instructors do and how they do it is considered very crucial to the future of PE in Namibia (Minnie, 2015). Equally

significant, the Ministry of Education, Arts and Culture has a moral obligation to provide student teachers with the finest teaching chances by making available top-notch lecturers and supervisors who are supported with ongoing supervision, assessment and assistance to help them achieve their goals. Given that student-teachers need to be taught, conduct teaching practicals and master certain abilities, the provision of facilities and equipment should be seen as equally important. Zealand (2001) urged the Ministry of Education, Arts and Culture to conduct a rapid review of the situation in schools, compel the teaching of PE and elevate the field by designating it as a promotional subject. Zealand (2001) further recommended that a department or directorate of PE should be established within the Ministry of Education, Arts and Culture with the responsibility of coordinating communication among all stakeholders; the appointment of educational officers; the development of curricula; the evaluation of teachers; the allocation of period time, as well as pre-service and in-service teacher training. In addition, Zealand argued that a high-quality PE structure could help address some of the more pressing issues facing the nation such as the hypokinetic effects of exercise and its impact on conditions like coronary disease, HIV/AIDS and other sexually transmitted diseases. By properly managing and controlling the subject of school PE, all of the aforementioned problems could be resolved. However, educational institutions continue to be the greatest location to begin instilling the value of PE in connection to these challenges (Zealand, 2001). Osbone (2016) found that primary schools in neighbourhoods with lower poverty levels offered significantly more opportunities for PE (in terms of facilities available, such as physical fitness sports, dance studios, public golf facilities, recreation clubs and schools, halls, playgrounds and parks or gyms close to home).

2.4 Importance of Physical Education in schools

In the national statement on the curriculum future of Health and Physical Education in Australia (ACHER, 2007), PE is emphasised as an educational endeavour and experience, focusing on the provision of learning experiences that potentially have a key role to play in providing young people with skills, knowledge, understanding, values and attitudes that are fundamental to their health and lifestyles as well. Regarding the quality and value of Physical Education, the United States of America's National Association of Sport and Physical Education (NASPE, 2019) elaborates that a child's intellectual growth cannot take place without having to meet his or her basic physical needs. The curriculum for every child's high school experience should include an opportunity for every child to participate in quality physical education programs and other health-enhancing physical activities (NASPE, 2019). In the same manner, in implementing a high-quality course of study in Physical Education, Siedentop (2018) states that policymakers are beginning to understand that Physical Education is as much an academic discipline as anything else taught in school, a discipline that gives students some of the most critical skills they need to be productive citizens of the 21st century. Like other academic courses of study, physical education should be based on rigorous national and international standards that define what students should know and be able to do as a result of participation (Stroot, 2018). According to a study by the Scottish Physical Review Group (O'Neill, 2004), PE is generally seen to include both "learning to move" and "moving to learn," rather than just "learning to move." The idea of learning to move may be the aspect that is most known, but the idea of moving to learn also includes a variety of significant educational objectives, including social skills, collaboration and problem-solving, among others (O'Neill, 2004). The only topic that emphasises children's efforts and learning about their bodies and potential growth is PE (Siedentop, 2018).

Furthermore, Stroot (2018) asserts that Physical Education also connects cognitive and social development, creating a real relationship between the growth of the mind and the development of the body. When children and young people are fit and healthy, they are able to focus better, learn better and do well in school (O'Neill, 2004). Children's health and well-being impact their capacity to succeed and their confidence to study (O'Neill, 2004). The International Council of Sport Science and Physical Education (ICSPE), according to Bailey (2006), asserts that Physical Education promotes respect for the body in children and, as a result, aids in the integration of the mind and body. Additionally, it advances knowledge of how academic success, social and cognitive growth and aerobic and anaerobic physical activity all contribute to good self-esteem, confidence and self-esteem development. Cooking and Kroll (2013) demonstrate that local health and education organisations as well as federal states have recognised the value of physical education for children's physical, cognitive and social development. Siedentop (2018) argues that unlike other school-related physical activities like extracurricular sports or recess, physical education is the unique opportunity for every student to learn about and practise physical activity-related information and skills while also engaging in physical activity during the school day. Furthermore, due to the regulated, specialised and well-monitored learning environment of physical education, it is now also the only time and location where all children may participate in moderate to high intensity physical exercise without risk (Siedentop, 2018).

At some point, it is anticipated that students will apply the information and abilities they have learned in Physical Education to other classroom opportunities for physical activity, such as active recess, active transportation and extracurricular or intramural sports (Siedentop, 2018). Based on these justifications, it has been determined that the Physical Education curriculum serves as the basis for the development of multifaceted

or coordinated strategies for the inclusion of alternative possibilities for physical exercise (Khol III & Cook, 2013). According to NASPE, Physical Education is a subject taught in schools that helps students learn about physical activity, health-related fitness, physical competence and cognitive understanding of physical activity. As a result, PE empowers students to lead active, healthy lives. Shannonhouse (2012) underlines the need of distinguishing between physical activity, physical education and physical fitness since these concepts are often used interchangeably. *Physical education* entails using a developmentally appropriate curriculum, often delivered by a trained professional with a degree in physical education, with the goal of preparing students for a lifetime of physical exercise (Shanonhouse, 2012). On the other hand, *physical activity* refers to any skeletal muscle-driven motion that involves an energy expenditure, while *physical fitness* is a term used to describe a group of qualities individuals possess or actively work to develop that are connected to their comfort level while engaging in physical exercise (Shanonhouse, 2012). Furthermore, physical fitness may generally be divided into two categories: fitness linked to health, such as cardiovascular fitness, body composition, flexibility, muscular endurance and muscular strength and fitness connected to skills, such as agility, balance, coordination, power, speed and response time (Shanonhouse, 2012). In addition, Khol III and Cook (2013) assert that youngsters need regular practise chances to build the abilities and self-assurance that will encourage continued participation in physical exercise. Minnie (2015) outlines that since the development of motor skills and self-efficacy are the foundations of a lifetime of participation in health-improving physical activity, physical education curricula are designed to offer children developmentally appropriate experiences. In addition, trained physical education specialists are uniquely qualified to deliver these components of the physical education curricula. On

the other hand, physical education is often only provided during a single session. As a result, more opportunities for physical activity are required to support physical education by addressing the demand for more frequent exercise throughout the day. Telama et al. (2009, as cited in Hills et al., 2015) note that historically, investments in physical education have been made under the assumption that physical skills acquired in elementary school and consolidated in secondary school will eventually serve as the foundation for participation in physical activity in adulthood. Physical education is expected to promote persistence or monitoring of physical exercise into and beyond adulthood, which would bring continuous health advantages, in line with the development of motor abilities in the developing child.

2.5 Importance of Physical Education to learners

Jenkinson and Benson (2010) write that schools across the world provide many chances for young people to participate in strenuous physical exercise and for that reason, schools are better positioned than other social institutions to encourage young people to lead active lives.. In addition, the role played by schools in solidifying the importance and value of physical education is significant and it is visible in the way that children's overall growth and development benefit in a variety of ways from participation in Physical Education (Jenkinson & Benson, 2010).

Chomitz et al. (2009) conducted research in the United States to investigate the connection between regular physical exercise and successful academic achievement. The research included the analysis of national data gathered from over 12,000 secondary schools. Students who reported engaging in school-based physical activities such as Physical Education and team sports as well as playing sports with their parents had a 20 percent likelihood of earning an "A" in Mathematics or English compared to their counterparts who reported being generally passive. As a result, the research came

to the conclusion that increasing the amount of time spent on Physical Education might sometimes lead to improvements in students' grades and performance on standardised tests (Chomitz et al., 2009).

Evenson et al. (2009) conducted a cross-sectional study using data from 1,800 middle school students in Massachusetts, USA. The study found that children who passed more fitness tests during physical education performed better on achievement tests in Mathematics and English than students who had poorer fitness test results. The findings were based on the students' overall fitness levels (Evenson et al., 2009). On the other hand, there has been some encouraging research done recently such as the study that Morgan et al. (2017) which indicated that students are more physically active on days when they engage in Physical Education sessions.

According to NASPE (2012), children who are overweight or who do not have access to these opportunities in the home environment are especially in need of high-quality physical education because it helps contribute to the daily accumulation of physical activity that a child engages in and is of particular importance to them.

The results that correlate greater levels of physical fitness with superior academic achievement among children and teenagers increase the evidence that supports the relationship between regular physical exercise and good academic performance.

An examination of the independent contributions of children's physical exercise to their academic success was carried out by Tara et al. (2014) in the United States. The previous level of academic attainment as well as the socio-economic condition was also investigated. The structural equation models that were created for both reading and mathematical successes formed the basis of the research (Tara et al., 2014). According the study's findings, a strong and favourable relationship between physical

activity and academic success in reading and mathematics was shown to exist in both male and female students (Tara et al., 2014).

In their study on physically active play and cognition at the University of Illinois, Sattelmair and Ratey (2019) established that there is growing evidence that physical activity is not only beneficial to the health of students but also improves the academic performance of those students. Sattelmair and Ratey (2019) argues that schools in the United States need to stop eliminating Physical Education programmes in response to the current political pressures to focus on academics and instead need to reform traditional physical education to make physical education lessons more structured.

Kathleen (2011) outlines an in-depth analysis of the theoretical and empirical foundations of several assertions about the positive effects of Physical Education and School Sports (PESS) on students' academic performance. In addition, Kathleen (2011) states that in a historical review of the evolution of PESS, the roots of claims made in four major categories are pointed out: the physical domain, the social domain, the emotive domain and the cognitive domain. Moreover, based on an analysis of the available research, it documented that PESS has the ability to make contributions to the development of young people in each of these areas and there is evidence to show that PESS plays a unique function in the acquisition and development of children's motor skills as well as their physical competence (Kathleen,2011). According to the findings of the research, these are the circumstances that are required, if not deterministic, for engaging in lifetime physical exercise (Kathleen, 2011).

Hardman (2018) conducted a study in the United Kingdom with the purpose of assessing the global state of school Physical Education as well as advancements that have occurred since the Physical Education World Summit which was held in Berlin

in November 1999. It was decided to use a pluralistic strategy, which made it easier to gather data on national level policies and practice-related concerns in school Physical Education, the Physical Education curriculum, resources and the Physical Education environment as well as examples of best practises. Statistics that were gathered gave an idea of patterns and trends in school Physical Education programmes all across the globe in various nations and areas (Hardman, 2018). The survey found that insufficient time was allotted in the curriculum for Physical Education activities; that PE is assigned a lower subject status; that there is inadequate teacher training for PE and that there is not enough supply of facilities, equipment and materials for PE (Hardman, 2018). In addition, it was found that Physical Education often had insufficient money, had high class sizes and had little understanding of route linkages to larger community programmes and resources that were not housed in schools. It has been observed that the prevalence of obesity among children of school age is disturbingly on the rise (Hardman, 2018).

According to Ammah and Kwaw (2018), Physical Education is an essential component of the school curriculum in Ghana, and the vast majority of educators are aware of the subject's significance. Regrettably, it does not carry a significant amount of weight in academic circles, and the majority of Physical Education classes are utilised for things other than sports since school administrators have a strong bias against the topic (Ammah & Kwaw, 2018). However, professional physical education instructors work to improve the public's perception of the sport via publicity efforts carried out through various forms of mass media (Ammah & Kwaw, 2018). The attitude that school administrators have toward physical education is critical not just for the effectiveness of physical education programmes in schools but also for the success of the instructors who teach such programmes.

Hendricks (2012) found in his research on the function of Physical Education in secondary schools in South Africa that despite the fact that physical education is an essential component of the school curriculum, it is still undervalued in the primary school education sector. As a result of this marginalisation, Physical Education has been demoted from the status of a complete subject to that of only one of the components of the Life Orientation learning area in elementary schools (Hendricks, 2012). As a result, Physical Education is now often taught by regular classroom teachers rather than by those who have received additional training in the subject as Physical Education specialists (Hendrik, 2012). It has been suggested that there are a number of reasons for this marginalisation; nevertheless, it has also been argued that the inclusion of Physical Education in a child's education is necessary for the child's overall development (Minie, 2015). Hendricks' (2012) study took a critical look at the direction that primary education in South Africa was heading and concentrated on the topics of holistic education and development, outcomes-based education and Life Orientation.

Njororai et al. (2015) conducted a study of physical education and sport in primary schools in central Kenya. The purpose of the study was to determine the actual practise in schools and the possible suggestions that could enhance the effectiveness of Physical Education. For the study, 118 teachers with a background in Physical Education responded to a brief questionnaire. The questionnaire asked for information regarding their demographic details; interest in sports; emphasis on the subject; sports disciplines offered; coaching competence; time-scheduling of PE; level of emphasis; subject supervision and recommendations. Njororai (2015) conveys that despite the significance of physical education, it was discovered, amongst other things, that ministry inspectors rarely monitor the Physical Education classes that are taught;

students have a strong interest in sports, and there is a shortage of qualified coaches in a number of different sports fields. Therefore, it is necessary for the Government of Kenya to place a greater emphasis on the implementation of Physical Education by retraining Physical Education teachers in schools, developing and implementing an evaluation system, providing facilities for physical education and incorporating a greater variety of sports into the curriculum (Ndororai, 2015). Equally important, according to the findings of the study of physical education and sport in primary schools in central Kenya, children who participate in physical education reap large and favourable effects in their academic performances, health and life morals and values (Ndororai, 2015).

Ndororai (2015) states that the benefits that may be obtained from even a moderate amount of physical activity highlight the need of ensuring that children and adolescents have several chances throughout the day to engage in physical activity and because nearly all children and adolescents spend approximately half of their awake time at school; schools are an especially important setting for promoting physical education with children and adolescents (Ndororai, 2015).

Advocates of physical education and sport (PES) have pointed to a plethora of positive outcomes that may be attained via engagement in these pursuits. According to Talbot (2019), children who participate in Physical Education are more likely to develop respect for their own and other people's bodies; to contribute to the integrated development of mind and body; to foster an understanding of the role of aerobic and anaerobic physical activity in health; to boost their self-confidence and self-esteem and to improve their social and cognitive development as well as their academic achievement. After becoming a significant public health problem, the lack of physical exercise has been in the political emphasis in Scotland ever since it was first brought

up (HEA, 1998; Scottish Executive, 2003). On the other hand, the British Active Students Survey (BASS) 2019/2020, supported by Sport England, found that students who do not undertake physical activity experience health issues such as academic stress, loneliness and lack of confidence (British Active Students Survey, 2020, para. 3). Furthermore, the British Active Students Survey (BASS) 2019/2020 calls for high school learners, college and university students to be given more support to increase their physical activity levels and further stressed that this is a responsibility that should be shared between the high schools, universities, policy makers and welfare organisations (British Active Students Survey, 2020, para. 5).

2.6 Challenges that influence the teaching of Physical Education

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2016) affirmed that the teaching of Physical Education is declining all over the world, and that has increased the concern regarding public health and reinforces the importance of governments taking political measures to guarantee that PE is taught in school curricula.

Furthermore, UNESCO (2016) asserts that at school level, it is important that all learners take part in Physical Education classes in order for a holistic development to take place. However, in a study conducted at public schools in the town of Rio de Janeiro, Brazil, it was observed that due to a lack of resources, few students show much enthusiasm for the Physical Education subject (Osborne, 2016). The reality check raises a number of concerns regarding the direction of Physical Education and sports today. The inadequate time allotted for Physical Education; a shortage of qualified and/or properly trained teachers; a scarcity of classroom resources; large class sizes and inadequate facilities, equipment, and instructional materials all

contribute to the challenges that affect the teaching of Physical Education (Jeong & So, 2020).

Physical education (PE) is under danger all over the globe despite the fact that it was recognised as a basic human right in the 1948 UNESCO Convention and despite ample scientific evidence demonstrating the benefits of physical exercise (Osborne, 2016). In addition, Mackendrick (1996) claims that PE is often taught by generalist teachers who lack expertise in PE teaching methods. Hardman (1999) showed the relevance of PE in every country and every socioeconomic group with his study of the state of PE (Berlin, November 1999). According to Hardman (1999), one of the biggest obstacles is a lack of resources.

According to the UNESCO (2016), decreased funding threatens both the breadth and depth of PE offerings in schools. There was a severe lack of funding for the supply of facilities and the maintenance of these facilities at many educational institutions across the globe. According to UNESCO (2016), only 45% of nations in the world had enough PE infrastructure. Significant challenges exist in offering a full spectrum of services in developing nations, but there have been complaints of insufficient maintenance and lost facilities- even in nations with more well-developed PE programmes (Osborne, 2016).

Jenkinson and Benson (2009) discussed the barriers that prevent students from engaging in Physical Education and sports. It's possible that there are obstacles relating to the school and the teachers themselves (Jenkinson & Benson, 2009). Dwyer et al. (2003) claim that a lack of performance indicators for PE and physical exercise as well as poor infrastructure contribute to Physical Education's diminished prestige and importance in schools.

Hardman and Marshall's (2018) analysis of the state of PE in schools in the USA identifies a lack of national policies; a programme that is stated but not fully implemented; PE tutors who are not specialists' a lack of government support; inadequate structures and facilities and a lack of time for teaching as the most significant barriers to PE in most primary schools. In addition, most nations' educational frameworks stipulate that students take part in PE classes for a minimum number of years (Hardman & Marshall, 2018). However, the states without a state-wide mandate for PE in the United States of America saw some of the greatest success with their PE programmes (Hardman & Marshall, 2018).

Hardman and Marshall (2018) claim that as a consequence of educational reform in the United States of America, PE was being combined with health education, which reduces the amount of time dedicated to each subject. According to Hardman and Marshall (2018), several states have made changes to their educational systems during the previous decade. While it is encouraging that so many nations have kept or made PE obligatory, 6% of nations have removed the PE subject from schools (Hardman & Marshall, 2018).

According to Hardman and Marshall (2018), children are not given the opportunity to enhance their Physical Education skills and knowledge since PE is not extensively taught in many learning institutions despite being a required topic in the school curriculum. Hardman and Marshall (2018) claim that an increasing number of governments are eliminating PE from the school curriculum in favour of additional mandatory academic courses that provide little to no value compared to PE.

In 2018, managing the amount of time that students spend on PE in the classroom was advocated as a national strategy by Hardman and Marshall (2018). Hardman and

Marshall (2018) stated that the primary school cycle lasts anything from 30 to 180 minutes on average. Education duration differs throughout Europe, both in terms of how much time is spent in elementary and secondary schools. Central and Latin American elementary and secondary schools have a wide range of time allocations (UNESCO, 2016). Moreover, the percentage of instructional time devoted to PE increased between 2010 and 2015.

Coombs (2017) stated that providing enough funding for Physical Education in Kenya is a monumental undertaking. In addition, institutional social and economic standing is the determining factor in the availability of resources because colleges and universities with more financial means tend to have superior facilities and equipment for physical education (Coombs, 2017). On the other hand, Coombs (2017) argues that the educational system will be unable to meet emerging needs if it is not adequately resourced with textbooks, libraries and Physical Education facilities. Enhanced quality in education necessitates better tools for teaching and learning. In order for educational efforts to succeed, Coombs (2017) emphasised the need of having sufficient human resources, a well-thought-out teaching strategy, enough instructional materials and acceptable physical facilities.

Most elementary schools in Kenya lack even the most basic equipment for physical education, making it difficult to provide students with a quality education (Coombs, 2017). The typical ghetto playground area in schools is often insufficient (Coombs, 2017). In addition, public elementary schools in Kenya suffer from a severe lack of equipment for physical education due to a lack of funding from the Government (Coombs, 2017). However, the Government's attempts to deliver physical education have been hampered by a lack of response from stakeholders who might have assisted (Coombs, 2017).

Overall, the Kenyan educational system would benefit from having more physical education materials made available to teachers and students if stakeholders support the Government in changing the Physical Education situation (Kirui & Too, 2012). As Kirui and Too (2012) point out, there has to be a proactive effort made to ensure that physical education plays a vital role in the lives of all students taking steps to enhance the curriculum, sporting facilities and equipment, the function of physical education and instructors' initial in-service training, both the inside and outside of the education system are acknowledged and developed.

Marshall and Hardman (2018) found that PE is given a low priority in schools and that both instructors and students have a negative perception of it compared to other subjects. The findings of Marshall and Hardman (2018) that PE was undervalued and neglected by educators and other stakeholders were echoed in a study by (Sparkes et al. (2019). Teachers are unable to schedule and carry out PE and to develop discourses about the health of students because of the "overloaded curriculum" (Sparkes et al., 2019). Because of this, it is vital to do more exercise and hire specialists in the field of Physical Education that will successfully carry out the responsibility of teaching and improving the curriculum (Sparks et al., 2019).

The New Zealand, the Ministry of Education conducted a study in 2018 on the relationship between a child's sense of well-being and self-confidence, and they concluded that modern Physical Education programmes in primary schools should be consistent with prior Physical Education accreditation (Gatman, 2019). The paper advocates for programmes that are useful and applicable to today's youth. Gatman (2019) argues that PE instructors in primary schools should be aware of and involved in future-focused PE pedagogical practises.

2.6.1 Access to adequate space and equipment

Lack of proper infrastructure, equipment and resources poses a significant challenge to the effective teaching of Physical Education in African countries (Gebremarian, 2018). Furthermore, insufficient playing fields, gymnasiums and sports equipment limit students access to practical experiences and skill development, hindering their overall physical fitness and learning outcomes (Gebremarian, 2018) The quality of PE instruction may be greatly improved with better access to appropriate physical facilities because they are fundamental items that may have far-reaching effects on students, and having them readily available increases the efficacy of educational settings (UNESCO, 2016).

According to Dinan-Thompson (2009), the quality of Physical Education instruction may be significantly impacted by a lack of facilities, inadequate use or underutilisation of teaching and learning resources. In addition, Milder (2016) argues that proper facilities and sufficient equipment must be made accessible in order to properly execute the PE curriculum.

An important factor in secondary school PE lessons is the accessibility of appropriate facilities. PE classes benefit greatly from access to play areas; however, this might be hampered by factors such as student population. Myton (2013) suggested that, for example, class sizes in Australian schools be capped at 20 pupils. When there are fewer students in a class, the instructor has an easier time keeping everyone safe and making good use of the space provided (Myton, 2013).

While conducting a global survey of PE to inform the development of benchmark indicators on Quality Physical Education (QPE) in schools and Quality Physical Education Teacher Education/ Training (QPETE/T) in provider institutions, UNESCO (2013) discovered that there are general, global and regional concerns about physical

education facilities, associated amenities and equipment provision (UNESCO, 2013). Although low-income areas and nations are more likely to have insufficient physical resource supply, this is not always the case.

The type, breadth and quality of PE programmes in elementary and secondary schools may be negatively impacted by the degree of such provision, as well as the obstacles presented by sufficient maintenance (UNESCO, 2013). Because of the high volume of student mobility in a typical physical education class, the instructor must maintain constant vigilance to prevent accidents while simultaneously providing valuable in-the-moment guidance on how to make the most of the classroom's resources (UNESCO, 2013)

Hickey (2013) agrees with this (quality of the learning environment that can be achieved in smaller classrooms,), citing several studies and legislative measures that clearly indicate how much more beneficial small class sizes are to children. Due to the greater "students" emotions, teacher morale and quality of the learning environment that can be achieved in smaller classrooms, Hickey (2013) advocated for concerted efforts to be made to provide this for children in Australia. For obvious reasons of safety, swimming lessons should have a manageable number of pupils so that teachers can provide individual attention to each student (Hickey, 2013).

Jenkinson and Benson (2010) stress the need of having enough physical resources available during a PE instruction. It is anticipated that schools would adapt to new technologies, teaching pupils the abilities they'll need to become proficient in their usage (Jenkison & Benson). It was discovered by Jenkison and Benson (2010) that physical education instructors saw themselves as competent or more competent users of timing devices, aerobic exercise equipment and activity monitors like pedometers.

The availability of PE facilities and infrastructure is a major factor in determining how often PE is taught in African nations (Jenkison & Benson, 2010). Moreover, according to a study by Jenkison and Benson (2010) , conducted in South Africa, 23% of schools lacked any kind of infrastructure; 51% of schools had a multipurpose hall, and 25% of schools had a sports field, but only 10% of these were actually used. Furthermore, Jenkison and Benson (2010) recorded that 30% of schools lacked suitable outdoor hard surfaces for outdoor games and activities. In addition, it was determined that only 29% of schools had access to swimming pools, and only 0.3% of schools actually had a swimming pool.

According to Shehu (2019), in Botswana, PE has been severely undervalued due to a lack of money, a lack of critical tools and the view that PE is not an intellectual topic. Furthermore, PE instructors have been cut off from much-required support networks that are crucial to their professional development due to the pervasive isolation that permeates school environments (Shehu, 2019).

Woods et al. (2018) explained that besides the lack of PE equipment at schools, it is important for schools to not only provide outdoor equipment only but also consider to keep tabs on students' heart rates and evaluate their exertion during physical exercise. Moreover, Woods et al. (2018) suggest having pulse oximeters on hand. Teachers in the field of Physical Education may now use portable computers and related software to keep track of students' behavioural and athletic progress evaluations (Woods et al., 2018). Furthermore, heart rate monitors are an effective instrument for providing personalised feedback on exercise intensity and a useful visual aid for coaches (Woods et al., 2018).

In addition, heart rate monitors are a reliable tool for gauging students' exertion levels during PE classes (Woods et al., 2018). Soccer, volleyball, athletics, handball and netball are the most popular sports and games in Namibian schools (Minie, 2015). Moreover, elementary and middle school students alike may be seen playing on school fields with damaged or handmade balls and no adult supervision (Minie, 2015). According to Kie (2013), PE includes a wide range of activities, some of which include moving and exercising the body to improve agility, running races to strengthen the heart and singing games/dances to have fun. Kids need more active sports and dances to have a well-rounded childhood (Kie, 2013).

Mugo (2015), whose study investigated factors in the play environment that might cause accidents to young children, stresses the need of allowing children to participate in safe play as physical activities are crucial for children's holistic growth and development. The school plant or the school buildings, classrooms, library, laboratories, bathroom facilities, offices and other materials and infrastructures that would likely stimulate pupils to learn are referred to as physical facilities. Physical facilities are important for students' optimal learning and performance. In support of this, Hallak (2018) identified school amenities as the most important factor influencing academic attainment. They include, among other things, school structures, classrooms, libraries, laboratories and recreational equipment.

In PE and sports, spatial and material conditions are an inextricable aspect of the teaching process. These circumstances not only have a direct impact on the teaching process, but they also determine it (Hallak, 2018). The ideal material conditions and equipment of schools are important preconditions for optimal Physical Education and sports in schools. In the long run, the situation at several schools is inconvenient, particularly in the areas of instructional aids, apparatus and equipment, as well as the

operation, rebuilding, maintenance and construction of PE and sports building and facilities (Hallak, 2018).

Buildings (gymnasiums, sports halls, swimming pools, etc.) with their interior architecture (equipment, dressing rooms, sanitary facilities, etc.) and didactic aids (equipment of instructors' offices- didactic aids) are components of PE and sports facilities in schools (Hallak, 2018). Furthermore, they provide a covered area for almost any type of PE and sports facilities in schools, and they provide a covered area for almost any type of physical activity (Hallak, 2018).

Physical facilities in any school system include the school building, classrooms, libraries, laboratories, restrooms, learning materials and other infrastructures that are likely to encourage children to learn (Martin & Kulinna, 2007). According to a study by (Minnie, 2015), most physical amenities that are relevant to good learning/academic achievement of students appear to be insufficient in our public secondary schools today. Furthermore, those that are available do not appear to be of standard quality; some lack a maintenance culture, while others are in disrepair (Minnie, 2015). According to Hallak (2018), the quality, appropriateness, and adequacy of the physical education teaching equipment and facilities influences the school's success in teaching Physical Education. According to Adeyemi (2008), performance is a measure of educational output. *Academic performance* can be defined as the degree to which an individual learner acts or performs a task, as well as how successfully or poorly he or she performs the job or tasks within a learning process (Adeyeni, 2008). *Poor performance*, on the other hand, can be defined as falling short of the required academic standards (Adeyeni, 2008). Poor performance, according to Adeyeni (2008), is defined as performance that falls short of desired standard.

The relevance of having physical facilities has been highlighted in recent studies. According to Ajayi and Ayodele (2001), the availability of these resources is critical for achieving efficacy in educational delivery and monitoring in the school system. They also emphasised that the lack of fundamental amenities at secondary schools, including as classrooms, office space, workshops, sporting facilities, laboratories and libraries, is a perfect reflection of what occurs in the university system (Ajayi & Ayodele, 2001).

Adewunmi (2002) backed Chandan's (1999) claim, claiming that having an appropriate amount of physical amenities has a substantial impact on a student's academic performance. He also stated that state primary schools should be provided with an acceptable quantity of physical facilities (Adewunmi, 2002). In his study, Ademilua (2000) found that a lack of school resources was a major reason in children's poor academic performance in Ekiti State, Nigeria. He also stated that without proper physical resources/facilities, kids' academic performance would continue to fall.

Ajayi (2002), in support of this viewpoint, underlined the need of having physical materials available in the educational system in order to improve teacher effectiveness. Students' academic performance would invariably improve as a result. In a related study, Mba (1994) found that providing and maintaining appropriate school plant is a treatment (solution) for any academic burden. This means that administering a school system without proper provisions and maintenance of school infrastructure can be extremely difficult for instructors. In support of this, Nwankwo (2014) stated that physical amenities such as buildings, laboratories, libraries, equipment and so on are critical for effective and efficient school administration and improved academic achievement (on the part of students).

In addition, a study conducted by Okunamiri (2018) on the provision and utilisation of school amenities in several selected secondary schools in Nigeria found that while appropriate facilities were supplied in some schools, they were not properly utilised. He also underlined the importance of ensuring that the educational system's aims and objectives are met in an effective and efficient manner. This means that having physical amenities does not automatically improve learning; rather, proper use of these facilities can only drive pupils to learn and improve their academic achievement (Okunamiri, 2018). According to his research, the majority of secondary school buildings in Ondo State, Nigeria were old and dilapidated. Many of the classrooms, laboratories, examination halls, libraries and office furniture were in poor physical condition and not conducive for teaching and learning activities (Okunamiri, 2018). The majority of the windows were closed, posing a safety danger and the fluorescent tubes used to provide energy were out of place.

According to Nwankwo (2014), the availability of exercise facilities in the community is one example of a built environment feature that has the potential to encourage residents to engage in physical activity. However, research into the link between exercise facility accessibility and physical activity has yielded mixed results (Nwankwo, 2014). Another study found that access to physical activity places and trails rose with higher levels of education and income among 1796 people living in six North Carolina counties (Jeong and So, 2020).

According to Okunamiri (2018), a detailed examination of secondary schools' performance in Ondo State, Nigeria, among ten schools revealed that a lack of physical resources and a compelling learning environment may be to blame for poor academic performance. Most schools appeared to lack the required resources to facilitate successful teaching and learning; therefore, little is expected of students in terms of

academic achievement (Okunamiri, 2018). Furthermore, inadequate physical amenities have been shown to have a negative impact on students' motivation to learn and as a result, their academic performance may suffer (Okunamiri, 2018). It has been noted by Akomolafe (2016) that when students do not have access to basic facilities such as a sports ground, a multipurpose gym hall, sports equipment, library equipment and insufficient seating in the classroom, this might lead to poor student performance both in Physical Education subject, numeracy and other subjects.

Apart from providing protection from the sun, rain, heat, cold, there should be sufficient space for physical education classes, sports equipment, seats, laboratory and internet facilities and a variety of other physical amenities that could improve students' motivation and academic achievement (Akomolafe, 2016). Students were reported to have demonstrated over the state of facilities at Nigerian public schools in the October 2015 issue of "The Nation", a Nigerian daily newspaper. As a result, it was hypothesised that where suitable facilities are available, pupil performance improves (Akomolafe, 2016).

2.6.2 Health of structural infrastructure

The provision of PE facilities is crucial, but a lack of key resources has led to a significant decline in the value of its standing in Botswana (Shehu, 2019). Inadequate maintenance of large pieces of equipment that are permanently installed, such as slides, swings and climbing frames, as well as inadequate maintenance of smaller, moveable pieces of equipment, such as toy cars, tyres, balls, beanbags, hoops, relay batons, bats and rackets, can also lead to accidents (Shehu, 2019). Moreover, accidents might be caused by broken play equipment, loose bolts in swings, metal climbers and slides,

climbing frames and other tiny mobile gear such as toy vehicles, tyres, balls, beanbags, hoops, relay batons and rackets. Broken play equipment, loose bolts in swings, metal climbers and slides may all easily cause falls, which can result in learners fracturing their fragile bones (Stoppard, 2011).

The presence of sharp objects such as stones, thorns, sticks, broken bottles or nails in the playground and broken metallic play facilities can cause pricks or cuts (Stoppard, 2011). Furthermore, torn bean bags, on the other hand, could spill and cause eye injuries to learners. Stoppard (2011) elaborates that playgrounds with open holes or pits, surfaces that are not levelled, the presence of sharp objects such as stones, thorns, sticks and broken bottles or nails in the playground hamper the teaching PE in schools. Since dry sand may easily be blown into children's eyes when they are playing in the playground, if it is not first moistened, it poses a risk for eye injuries to the children (Stoppard, 2011).

According to findings from Mugo (2015), injuries to learners may be attributed to a variety of causes such as improper maintenance of play facilities in the play environment. These causes are responsible for around 70% of all accidents that are incurred in secondary schools in the town of Kasane, Botswana. Therefore, children's play facilities need to be adequately maintained at all times and made available in sufficient quantities so that they may be used effectively.

Rozbboril and Antala (2011) point out that it would seem that good standard physical facilities that are well maintained, especially in our public secondary schools, are a key cause for worry for educators in the modern day. A study in the town of Kasane, Botswana revealed that there were dilapidated and worn-out physical education facilities, and it is reported that the dilapidation is caused the lack of maintenance and

the increase in the number of students attending public schools (Rozbboril & Antala, 2011). Moreover, it has been determined that one of the most important factors in terms of enabling and motivating educational programmes is the availability of proper and well-maintained physical amenities in schools because they are necessary for teaching in a setting in which working conditions are perfect (Rozbboril & Antala, 2011).

2.6.3 Attributes of educators

Munthali et al. (2017) state that insufficient training and professional development opportunities for Physical Education teachers contributes to the challenges faced in teaching PE. In addition to that, many PE teachers lack specialised training, pedagogical skills and knowledge of current best practices, leading to ineffective instructional strategies and limited student engagement (Munthali et al., 2017).

According to Jenkison and Benson (2010), PE teachers serve as vital role models for young people and are crucial in encouraging children and teenagers to participate in physical exercise and sports. PE teachers must be well-trained not only in providing traditional sports opportunities but also in having a good understanding of physical activity for health in order to ensure that PE is of high quality and provides opportunities that interest all students, particularly those who are most in need of physical activity (Jenkison & Benson, 2010). According to Palonsk (2019), teachers in certain nations are still untrained in health- promoting physical activity. Furthermore, this needs to be addressed so that early exposure to physical activity builds lifelong habits and an interest in sports and other forms of exercise (Palonsk, 2019).

Teachers' attributes can influence the teaching of PE as discussed in this section. This is because of the different characteristics, perceptions and behaviours towards PE that they possess individually, based on their upbringing as teachers (Jenkison & Benson,

2010). Physical Education is the most effective and inclusive way of providing all children, regardless of ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding necessary for lifelong participation in physical activity and sports. It is the only school subject whose primary focus is on the body, physical development and health (Palonsk, 2019).

The Utilisation-of-Learning Opportunities Model (Palonsk, 2019), the Model of Professional Teaching Competence (Palonsk, 2019), and the Multilevel Supply–use Model of Student Learning, for example, depict the teacher’s role and the associated opportunities and challenges regarding his or her effectiveness as a measure of job performance (Tucker, 2019). The models mentioned above specifically highlight the teacher’s personality as an important aspect of teaching. The idea of Utilisation-of-Learning Opportunities Model and Professional Teaching Competence Model was validated by the meta-analysis of Armour (2014). Turker (2019) and Palonsk 2019 claim to have identified important person-related aspects and came up with a personality definition for the instructor. Nelson (2016) declares the teacher’s personality to be a synergy of relatively stable general personality traits and general interests as well as less stable motivational characteristics. Nelson’s (2016) concept takes a broad picture of the teacher’s personality and uses this as a starting point for identifying key personality traits.

First and foremost, general personality extraversion, agreeableness, conscientiousness, neuroticism and openness (the so-called “big five”) are five lexically derived categories that are used to define a person’s general personality (Hendricks, 2012). The Big Five are frequently investigated in the workplace, for example, as mood

influencing elements (Hango, 2012) or as predictors of job performance and therefore used in job selection procedures, including in the teaching profession.

Extraversion, conscientiousness and openness have a favourable relationship with teacher effectiveness (Kim et al., 2019) or work satisfaction (Hoy, 2019), but a negative relationship with burnout (Van Deventer, 2015). Teachers' retention is also linked to their conscientiousness (Van Deventer, 2015). Neuroticism, is defined as a trait that reflects a person's level of emotional stability and agreeableness which is defined as a personality trait that manifests as behaviour that is perceived as kind, sympathetic, cooperative, warm and frank, on the other hand, are seen to be unsuitable for teaching (Maryellen, 2015). Agreeableness has a negative influence on teacher effectiveness as well as student accomplishment (Maryellen, 2015). Neuroticism has a negative on teachers' mood or encourages burnout (Maryellen, 2015).

Second, general interests are commonly interpreted and quantified in terms of Holland's (1994) RIASEC theory which states that people seek out work situations that match their talents and interests. Staying in the teaching profession requires a good fit between surroundings and interests (Bailey, 2016). Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC) where Holland's six interest orientations and the teaching profession was placed in the *Social* sector. As a result, those who choose and succeed in the teaching profession often have a strong Social (S) interest.

General personality traits and general interests are largely stable, allowing for the description of a teacher's basic traits and their application in the classroom, for example, by analysing their correlations to student outcomes. Third, motivational characteristics are defined as developable qualities that are distinctive to a profession or environment (Bailey, 2016).

Teacher self-efficacy (Ross and Lars, 2016), teacher enthusiasm (Hoy, 2019), and teacher vocational interests have all been found to be important in studies looking at teacher motivational characteristics that positively influence learning outcomes (Ross & Lars, 2016). There is a link between teacher self-efficacy and teacher effectiveness, as well as student accomplishment, according to research (Hoy, 2019). A three- factor structure of teacher self- efficacy has been shown in several studies (Ross & Lars, 2016), comprising of instructors' competence in instructional strategies, classroom management and student engagement. Teachers' ability to use instructional strategies, for example, is linked to academic success (Stroot, 2018).

The ability of instructors to manage classrooms has a favourable impact on children' adaptive academic growth as well as the psychological well-being of teachers (Stroot, 2018). Teacher enthusiasm has been linked to good outcomes such as teacher effectiveness and student accomplishment (Kunter & Klusmann, 2013) or students' motivation to learn (O' Neill, 2004).

Studies have found favourable connections between teaching enthusiasm and teachers' occupational well-being (Jenkinson & Benson, 2010), classroom management competence (Bleck, 2018), instructional quality and student enjoyment (Jenkinson & Benson, 2010). Teacher vocational interests have also been linked to effective teaching practices (Sattelmair & Ratey, 2019). Sattelmair and Ratey (2019) discovered a three-factor structure that distinguishes between subject, didactic, and educational interests and found that instructors' educational interests, for example, are linked to student motivation (Kathleen et al., 2011)). Kathleen et al. (2011) found that didactic and educational interests are inversely connected to burnout in teachers. The research on teacher self- efficacy, teacher enthusiasm and teacher vocational interests in relation to learning success outcomes on the teacher and student sides, as well as their proven

complementary interrelationships, supports their joint inclusion as motivational characteristics in Mayr's (2014) understanding of the teacher's personality, which can be applied to the PE setting and PE teachers' personalities in particular.

Until now, research has solely looked at the individual components. According to Hardman (2018), an aggregated and holistic examination of the teacher's personality is desirable in order to properly describe the teacher's personality and highlight potential links between the components. This knowledge may be used to enhance teachers' professional development, starting with student-teacher recruitment and education, both of which have an impact on teacher effectiveness (Darling-Hammond, 2017). The supply-use model of Hardman (2018) of teacher education illustrates how teachers acquire and increase professional competence, as well as how they achieve and develop effectiveness. Teacher personality, according to Hardman's (2018) model, which is based on a holistic view of teacher competence, contributes to teachers' professional growth process and, as a result, impacts instructional conduct as well as well-being. The notion highlights the importance of context in the growth process. The research addressing various components of the teacher's personality listed above have usually focused on the school setting in general or a classroom-based school topic in particular. PE is given a significant place in the educational curriculum. The uniqueness of the Physical Education subject is that it differs significantly from conventionally classroom-based school courses in terms of context, content or teacher-student interaction processes, posing specific difficulties to instructors (Ammah & Kwawe, 2018) and by this, Physical Education teacher in the Physical Education context specifically and taking the subject's peculiarities and demands into account when interpreting findings on teachers' personal characteristics in order to concretise the description of PE teachers and deduce PE-specific teaching strategies, also at the

teacher education level. PE instructors, teacher educators and education policymakers all benefit from understanding the structure and linkages of PE teachers' personal qualities (Darling-Hammond, 2017). Furthermore, reflecting on and making the greatest use of current personal resources enables teacher education to be aligned correctly or to expressly support the development processes (Darling-Hammond, 2017). This necessitates a full description of the personal qualities of PE teachers. Differentiating across genders, age groups and school kinds improves the description and provides for more comprehensive implications for PE research and education (Hardman, 2018).

2.6.3.1 Certification of educators

It is possible for teachers' characteristics such as professional training and credentials, as well as their job experience after graduation from teacher training programmes, to have an impact on the way they instruct or provide Physical Education to students. For instance, training contributes to the development of teachers' perspectives on the significance of PE (Gitonga et al., 2012). According to a study by Minnie (2015), in Namibia, PE teachers get training all the way up to the degree level via a curriculum that lasts for four years . After finishing the programme, the teachers are offered jobs as PE teachers or instructors or as gym instructors, and they are assigned a number of schools where they are responsible for teaching just physical education (Minnie, 2015).

According to the findings of the study on the mentality of instructors towards PE , Minnie (2015) found that teachers and individuals in preparation for teaching had favourable views about physical education, with gender differences that were not statistically significant. Minnie (2015) states that it is important for teachers to get

training that focuses on developing self-assurance as well as an awareness of the significance of maintaining personal health and well-being via physical exercise . Therefore, it is required of educators to provide young students with the tools necessary to assume responsibility for their own lives. A PE teacher will participate in a rigorous and intense training programme that will provide them with the knowledge and skills necessary to design and administer sports programmes in both school and community settings (Mwangi et al., 2013). Learners from disadvantaged backgrounds have been pushed by trained teachers to situations in which they have acquired sports scholarships, which further motivates them to perform better academically (Mwangi et al., 2013). Trained teachers have experience as well as an understanding of the benefits of physical activities.

When it comes to hiring a PE teacher, 91% of school principals in the study by Minnie (2015) in Khomas Region, Namibia, said that their institutions required applicants to have a certification that is well-recognised in the field of Physical Education. On the other hand, it would seem that a significant number of principals claimed they were unable to create room in their schools for a PE job (Minnie, 2015). As a result, educators who lacked the necessary training to instruct PE participated in the delivery of PE and games. As a result, there has to be more PE positions supplied to schools as it appears to be the standard that any teacher may take a PE class (Minnie 2015). It would seem, according to the findings of the study, that in certain instances, there is an understanding that this practise does not improve PE in many schools, even our non-qualified instructors are teaching PE. The status of PE is being seriously jeopardised by these challenges (Minnie, 2015).

2.6.3.2 Teachers' disposition

The way in which teachers feel may have a significant impact on their students' ability to learn, both in and out of the classroom (Gbore & Daramola, 2013). A negative example might be set in the classroom by teachers who act inappropriately. According to Gbore and Daramola (2013), a teacher's professional conduct has a significant impact on whether or not students engage actively in class and whether or not they leave with a positive or negative outlook on learning. The author elaborated by stating that students could have been inspired to have a more positive attitude toward learning after seeing examples of effective professional teaching behaviours (Gbore & Daramola, 2013).

Teachers' apathy for Physical Education may have a chilling impact on students' progress in the field. Some educators, instead of instructing their students in the PE classroom or on the playground, would sit down and do something else, like check their phone (Gourneau, 2015). Moreover, students are more likely to develop a habit of laziness if they see their teachers modelling the same conduct in the classroom (Gourneau, 2015). Actually, students would be well-served to avoid lecturers like that. A teacher's primary role in PE classrooms should be to foster a climate of students' active engagement (Gourneau, 2015).

According to Gourneau (2015), the success of PE programmes in schools depends heavily on the mindset of educators and other school stakeholders. When asked why they had decided to become teachers, pre-service teachers usually say they want to make a difference in their students' lives, as stated in an article by Gourneau (2015) on the five attitudes of successful teachers. Teachers also believe they can improve their craft and become more effective educators (Gourneau, 2015).

Himberg (2018) argues that educators often rely on their own personal pedagogical practises while instructing their students. In his work, " Attitudes toward physical education activities and class tendencies of Turkish school students", Arabaci (2009) points out that numerous research studies have recognised family influence and support as a significant component contributing to attitude development. When it comes to girls and young women, "attitudes are related with parents" when it comes to sports engagement (Arabaci, 2009).

In Zambia's Mansa District, where Shimishi and Ndhovu (2015) conducted their research, instructors' attitudes about PE as a subject matter were studied. The research was motivated by the fact that all primary schools in Zambia must provide Physical Education as a pillar to support students' educational, health and personal development in light of the Government's acknowledgment of practical courses in the Zambian secondary school curriculum (Shimishi & Ndhovu, 2015). The research was conducted to establish how primary school teachers in the Mansa District of Luapula Province, Zambia, see PE as a pedagogical tool. Focus group discussion, semi-structured interviews and classroom observations were used to compile data for a case study using a qualitative method. Exactly 49 people were included in the sample. Although PE is mandated by the state in most states, the majority of instructors in the study had a poor impression of the curriculum (Shimishi & Ndhovu, 2015). The topic was disregarded, mocked and considered a distraction from students' education (Shimishi & Ndhovu, 2015). Educators' unfavourable attitudes regarding PE were supported by the data, leading the authors to the conclusion that PE was viewed negatively by teachers and school officials who felt it diverted students' attention from more important topics (Shimishi & Ndhovu, 2015). The research concluded that in order to guarantee that practical courses like PE are taught in secondary schools throughout

Zambia, the responsible Ministry of Education should keep an eye on the situation (Shimishi & Ndhovu, 2015).

The decision of teachers and principals to include Physical Education in their curriculum is crucial and has far-reaching effects on the delivery of PE in Namibian schools. According to research conducted by Zealand (2011), academic subject instructors in Namibia often cancel PE lessons in order to utilise the allotted time for other, non-examinable topics. The PE hour is often the first to be re-allocated in times of unfavourable circumstances or when more time is required for academic or other school activities (Zealand, 2011). In particular, this occurs around exam times, when students are expected to forego class time in favour of studying for tests and reviewing old test questions (Zealand, 2011). When it comes to scheduling, other topics are often given more importance, and PE is commonly scheduled as the final class of the day, when students and instructors are both exhausted (Zealand, 2011). PE teachers' mindsets are crucial to the success of their classrooms.

Gitonga et al. (2012) conducted a study on teacher-trainee attitudes toward Physical Education in Kenyan primary schools. According to the source cited (Gitonga et al., 2012), PE is a required course for all aspiring teachers, regardless of major, gender, age or living situation. Students and faculty alike, it seems, hold the topic in low regard, and trainee teachers take their bad attitudes and behaviour with them to the schools where they are placed (Gitonga et al., 2012).

Students' motivations for participating in PE programmes in Kenya were studied by Tara et al. (2014). Students' attitudes and performance in PE were found to be

overwhelmingly favourable and much above average by Tara et al. (2014). Similar practises may be seen in the approaches used to teaching PE. Based on the data shown above, PE instructors have an opportunity to serve as inspiration in the classroom and as role models for their students. In a study by Kenya Tara et al. (2014), overweight teachers have been demonstrated to have a detrimental impact on student views of PE instructors.

Tara et al. (2014) state that being a teacher calls for extensive study and practise in the subject matter, the cultivation of pedagogical abilities, the development of appropriate attitudes and the acquisition of practical expertise in making sound decisions. This means that educators, fresh out of teacher preparation programmes, need to have the resources they need to have a meaningful influence on their students' individual levels of knowledge and competence.

A study in the United Kingdom looked at the perspectives of hurdles to teaching Physical Education and physical exercise in secondary school contexts from the viewpoints of heads of Physical Education and heads of schools, as opposed to the generalist teachers who face them (Arabaci, 2009). Arabaci (2009) and Arabaci (2008) found that teachers perceived that students were lured by the greater availability of sedentary opportunities and thus suggested that lower levels of fitness and lower physical ability in students might be impacting on both delivery and participation in PE and physical activity.

PE teachers are in charge of leading a variety of educational activities. As a result, they must acquire the necessary information and skills, which are the most important needs

in teaching (Al-tamimi, 2009). As a result, caring for education is the first step in reforming education, and equipping instructors with the necessary abilities is the most effective way to improve learning, particularly in PE (Al-tamimi, 2009).

Furthermore, trends and attitudes among instructors play a significant role in directing and shaping their teaching practices. Attitudes are a proclivity to respond positively or negatively to a particular idea, item, person or situation (Alsawari, 1996). An individual's attitude has an impact on their actions and responses to challenges, incentives and rewards (Sylibeh, 1999).

Parker (1995) investigated high school PE teachers' perceptions of effective teaching and the rationales that underpin these definitions. There were 14 experienced high school Physical Education teachers among the participants. Critical occurrences, the Q-sort approach, Q-sort approach is a systematic study of participants viewpoints (William, 1930), and informal interviews were used to gather information. The key incident forms were examined using inductive content analysis, and the resulting themes were used to create the Q-sort items. In informal interviews, the teachers' underlying rationales for the Q-sort ranks were investigated. The majority of the teachers in the survey defined effective teaching as a hierarchy of pedagogical techniques in which organisation, administration, discipline and control serve as the foundation, with student success serving as the final aim (Parker, 1995).

Meanwhile, Ganser (1996) investigated pre-service and in-service teachers' views and conceptions about themselves as teachers, the students they educate and the classroom context. Pre-service teachers enrolled in teacher training programs at the University of Wisconsin-Whitewater and in-service teachers employed in three Wisconsin school

districts were among the participants in the study. Three different stages of teacher training field experience were represented by the students in the study. Participants were asked to distribute 100 points among ten characteristics that can be linked to a teacher's overall performance, and the results showed some striking patterns. Teacher variables (intelligence, personality, background and preparation program) contribute more to overall effectiveness of teachers and disproportionately so, than student factors (intelligence, personality and background) or other person characteristics, according to all respondents (other teachers, principal, other school professionals) (Ganser, 1996).

Hartherm (2015) investigated the efficiency of Physical Education teachers' instruction in North-East Badia, Jordan. The findings revealed that characteristics connected to teachers, such as personal competence and the quality of preparatory programs, were more beneficial than those related to pupils, such as family background and social backgrounds, as well as school-related factors. The goal of Aql (2011) was to investigate effective teaching among English male and female teachers in the governorate of Nablus, Jordan. Classroom management, performance and educational ability were found to be the most commonly practiced fields by instructors, while evaluation and professional development were ranked last (Aql, 2011). Meqdad (2009) investigated PE instructors' perspectives of effective teaching concepts as perceived by their supervisors, in Nablus, North-East Badia, Jordan. According to the data, the teaching basics domain ranked first, followed by teaching tasks domain and finally students' domain, (Meqdad, 2009).

2.6.3.3 Gender differences of teachers

There has only been a few research studies done on the topic of how the gender of Physical Education instructors affects the delivery of PE activities in schools.

It is abundantly obvious that the effect of the instructor, regardless of their gender, is very significant for the involvement and ultimate value of PE for the students (Shehu, 2019). There is a history of gender stereotyping in PE in England (Shehu, 2019). In 1992, the English Department of Education found that male physical education instructors had a strong tendency to see dancing as a more female-appropriate activity, while female teachers had a marked tendency to view outdoor sports as more male-appropriate (Mayr, 2014).

Shehu (2019) found that the gender of the instructor had a discernible impact on the manner in which lessons were delivered in the classroom. According to the findings of the research, female educators believed that the command style was the most useful to pupils, while divergent and guided exploration were considered the least effective (Shehu, 2019). The more hands-on approaches that male educators use are the ones that students benefit from the most (Shehu, 2019).

Physical Education is not segregated by gender at any of Namibia's institutions; students of all sexes are encouraged to participate (Minnie, 2015). After posting, prejudice in PE instruction and particularly in certain activities starts to become evident, with certain activities being perceived as more masculine and others as more feminine (Shehu, 2019).

2.6.3.4 Physical Education staff ratios in schools

According to a 2011 study by Zealand, a significant proportion of Namibian schools' Physical Education instructors are either untrained or have received training in an area other than PE.

If the number of PE teachers in schools is to be increased, according to Zealand (2011), the Ministry of Education, Arts and Culture should create a department or directorate of physical education charged with coordinating the dissemination of information among all parties involved in the selection of educational officers; the design and implementation of curricula; the assessment of teachers' performance; the allocation of class time and the induction and continuing education of educators.

Furthermore, school administrators regularly complain about not being able to hire a Physical Education teacher due to a lack of available vacancies availed by the Ministry of Education, Arts and Culture in Namibia (Minnie, 2015) . On the other hand, several school administrators mentioned very high numbers, such as 525 being assigned to a single PE instructor (Minnie, 2015). Moreover, Kenya's secondary schools, the number of learners per PE teacher often ranges from around 40 to 50 individuals per classroom (Hoy, 2019). However, effective PE teachers are better able to gain their students' cooperation and respect when they get to know them as individuals. This is because it is difficult for teachers to know their students in this situation and to appropriately understand their backgrounds and experiences (Hoy, 2019)

2.6.4 Lack of textbooks

Jenkinson and Benson (2010) stated that textbooks are one of the most important instructional materials to enhance effective learning, and they are enlightening; therefore the availability of textbooks in schools has a significant effect upon students' academic performance. According to the World Bank (1998), along with the provision of textbooks, suitable consideration should be given to the quality of the textbooks in terms of relevance and utility to develop higher knowledge and better problem-solving capacity of the learner.

According to Hammond (2022), PE textbooks are necessary in order to establish a critical relationship with PE, and they could help promote alternative teaching learning models and curricular contents among learners. Moreover, an analysis conducted in one of the most notable studies by Peiró et al. (2022) involved the use of printed curricular materials by PE teachers in 310 secondary schools in Spain. Peiró et al. (2022) reported that printed teacher support resources in PE such as data logging materials were very often used for tasks such as recording attendance and that students' textbooks were used for observation notes. Classroom journals were the most widely used materials by teachers with less experience, while textbooks were the most widely used materials by more experienced teachers.

In the same, Barroso and Darido (2022) analysed the modifications made by PE teachers to the didactic material for teaching the sport classification system in the eighth and ninth grades in Spain and whether these changes would suit other teachers working in the same education level. The method used was action research involving three categories: understanding and evaluating the sport classification system, understanding and evaluating the didactic material and implementing the didactic material on the sports classification system. The first demonstrated that the positive

factors were greater than the possible difficulties; the second indicated that teachers were favourable to the use of pedagogical books, and the third revealed the importance of materials being adaptable (Barroso & Darido, 2022). Furthermore, Barroso and Darido (2022) observed that teachers were in favour of using didactic books during pedagogical practice, as long as the teacher is free to substitute exercises, activities, tasks and other factors in order to provide pedagogical flexibility. On the other hand, Barroso and Darido (2022) maintained that it was essential for teachers to understand the need for making modifications to suit their educational reality on the premise that any material is improved and made more appropriate when teachers are able to implement, evaluate and transform it for their own teaching practice.

2.6.5 Working conditions

Nelson (2016) summarises the factors that hinder the teaching and learning process in Physical Education as disciplinary problems, which include the negative attitude of students, physical support items of adequate facilities and materials and administrative support that would provide a conducive school environment. Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments (Nelson, 2016) . In addition, learning environments are made up of physical, psychosocial and service delivery elements (Nelson, 2016).

2.6.6 Learners' motivation, attitude and interest

It has been observed that the majority of students' performance in PE is below average owing to a lack of enthusiasm (Hoy, 2019). They are not driven to engage and learn, and they do not do what they are asked to do even when they are given the opportunity (Hoy, 2019). According to the findings of a number of studies, motivation is the only

element that has a direct influence on academic performance; all other variables only impact performance indirectly via the effect of motivation (Hendricks, 2012).

The attitude of the students is the single most important factor in determining their level of success in the topic of PE (Ross & Lars, 2018). According to the definition provided by Greyling (1987), an attitude is "an internal condition that impacts an individual's choice of conduct toward certain items, person, and/or event" (p. 85). It's possible that the learners' attitudes will influence whether or not they like or do not like PE classes. When it comes to PE, having a positive attitude may lead to enthusiasm, a desire to engage and positive outcomes, but having a negative attitude may lead to bad class delivery as well as poor performance (Hoy, 2019). Learners' perspectives and levels of interest in PE may contribute to ineffective lesson delivery as well as bad performance, and furthermore, when learners demonstrate unfavourable attitudes towards PE, it leads to lack of motivation which affects both their involvement and performance in the subject (Johnson & Christensen, 2004).

In addition, Johnson and Christensen (2004) observed that students who approached a topic with a positive attitude performed better than students who approached the topic with a negative attitude. People who have a positive attitude are constantly happy and looking forward to their PE classes, and the excellent results they get in the evaluations reflect this excitement and anticipation (Johnson & Christensen, 2004).

Equally essential, making PE classes entertaining may contribute to the development of a good attitude in students, which, in turn, may result in an increase in excitement and the desire to study (Johnson & Christensen, 2004). One of the benefits of having engaged learners in the classroom is that there are less disciplinary issues to deal with

since the students are invested in the content that they are studying (Johnson & Christensen, 2004).

According to Mackendrick (1996), attitudes are formed by one's views about himself or herself and objects. Attitudes influence one's conduct in a variety of ways and decides one's engagement in one's everyday activities (Hardman, 1999). Silverman and Subramaniam (1999) developed a theoretical framework for rational action, which further clarified how attitudes move from beliefs to intents and acts. Teachers' intentions are determined by two fundamental factors: (a) one's own attitude toward a behaviour and (b) one's attitude toward others (i.e., classmates, teacher/leader and parents) (Silverman & Subramanian, 1999).

The individual's positive or negative evaluations for performing the behaviour are the first determinant; as Silverman and Subramaniam (1999) pointed out, with positive beliefs, one will have a favourable attitude toward the object of the beliefs. Otherwise,, one will have an unfavourable attitude toward the object of the beliefs. The person's impression of social pressure to do or not execute the activity based on others' judgment is the second determinant. As a result, attitudinal and normative considerations are developed, both with varying degrees of strength in influencing one's conduct toward better or poor outcomes (Jenkinson & Benson, 2009).

Hardman and Marshall (2000) pointed out that people's views and attitudes are expressed on a daily basis through their actions and words. In PE, gaining insight into students' views is crucial for understanding their attitudes, as well as their interests and engagement in the program (Strand & Scantling, 1994). Researchers found that children with more favourable attitudes about physical exercise are more likely to

participate in physical activity outside of school (Chung & Phillips, 2002; Ding, John & Millan, 2006; McKenzie, 2003; Portman, 2003) and had greater levels of physical activity (Hardman & Marshall, 2000). According to a review of literature on children's attitudes toward Physical Education/Activity (ATPEA) by Solmon (2003), children's traits and contextual circumstances are two important aspects that are associated with children's attitudes. Children's traits include their age, gender and athletic ability. The quality of Physical Education programs and the availability of after-school physical activities are examples of contextual influences.

2.6.7 Learners' discipline

A secure and well-organised setting is necessary for teaching and learning. Thus, it is essential that students maintain discipline. According to Nyoroge and Nyabuto (2014), lack of discipline results in subpar academic achievement, making discipline essential for the effective process of teaching and learning.

Indiscipline also disturbs the learning environment, wastes time and damages the connection between teachers and students (Nyoroge & Nyabuto, 2014). Teaching time may not be utilised effectively if more time is squandered on attempting to reprimand students. Additionally, disobedient students often have strained relationships with their professors who may believe that they lack respect for them (Nyoroge & Nyabuto, 2014). Moreover, teaching and learning may be hampered by a strained connection between the instructor and the student (Nyoroge & Nyabuto, 2014). For instance, the professors may not be interested in hearing from such a disobedient student. The performance of students might be impacted by a variety of improper behaviours. The most common offences committed by students include tardiness, disobedience, absenteeism and harsh language (Yaghambe & Tshabangu, 2013). The absence of support services, guidance and counselling, inadequate learning materials, a bad

teacher-learner connection and dismissing students' concerns are some of the school-related variables that have an impact on discipline, according to Nyoroge and Nyabuto (2014). Lack of self-discipline on the part of students leads to their underachievement in class (Stanley, 2014).

Teachers must consequently develop methods for correcting students' behaviour if they are to continue doing their most important duty of instructing them. Having a mandatory warm-up at the beginning of each session, physical work and counselling, detention, suspension, parental participation and effective education are some of the methods utilised to accomplish good discipline during PE sessions (Njoroge & Nyabuto, 2014).

2.6.8 Overcrowded classrooms

Davis (2013) outlines that an overcrowded classroom means the learner's number has exceeded the recommended capacity for which the class is designed. It is a fundamental human right to be able to get an education (Epri, 2016), and as a result, a great number of nations' governments are obligated to make educational opportunities available to their populations. Learners are enrolled in schools even when there is insufficient infrastructure available, which results in overcrowded classrooms (Davis, 2013). When there are too many students in a classroom, the quality of instruction and education may suffer as a result. Epri (2016), in a study in schools in Papua New Guinea, observed that overcrowded classrooms lead to teachers being overwhelmed with work, which made it difficult for them to provide a smooth and effective lesson to their students. According to Muthusamy and Nirashnee (2015), many Physical Education teachers feel uncomfortable while teaching a large number of learners, and students are not comfortable while learning as well. Moreover, to

increase the students' participation in PE, presenting learning activities and assessing a large number of learners may not be an easy task for teachers. As a result, if teachers are not able to do so, they get stressed, and that result distraction in the teaching-learning process (Muthusamy & Nirashnee, 2015). Al-Jarf (2006) states that when classes have a large number of learners, teachers do not have time to pay attention and an opportunity to participate and speak to every student. Consequently, shy and weak students are ignored and left behind in overcrowded classrooms (Al-Jarf, 2006).

Al-Jarf (2006) affirmed that students cannot have proper interaction with a teacher, cannot easily ask and answer the questions, do not get proper attention from the teacher, their concentration is diverted in the class and they lack active participation in teaching-learning process; therefore, child learning ability is affected in overcrowded classrooms.

2.6.9 School management and leadership

The acts of people who are entrusted with the tasks of formulating and executing policies and procedures, as well as ensuring the smooth functioning of an organisation and the organisation continued future growth, are referred to as leadership (Miller, 2003).

In order to successfully carry out their missions, institutions such as schools need capable leadership. Teachers' performance is impacted when there is ineffective leadership in schools (Stephanus, 2008). A lack of effective school leadership may result in a total collapse of discipline on the part of both instructors and students, which would have a severe influence on the teaching and learning that took place in the school (Stephanus, 2008). In addition to providing appropriate learning infrastructures, there

should be good leadership structures in place to guarantee a commitment to attaining the most optimal learning objectives (Stephanus, 2008).

According to Robinson et al. (2008), leaders are responsible for ensuring a supportive and well-ordered atmosphere in which instructors can concentrate on teaching and students can concentrate on learning. Because a school leadership that does not react to its people might have an effect on school discipline, it is important for schools to have leadership that is ready to listen to students, teachers and anyone else who interacts with the school (Nyoroge & Nyabuto, 2014).

Learners have the right to have their voices heard since they are an integral member of the school community. Ignoring the concerns raised by students may lead to a breakdown in classroom discipline (Nyoroge & Nyabuto, 2014). This is probably due to the fact that students tend to feel underappreciated (Nyoroge & Nyabuto, 2014). In schools, students have a forum to voice their opinions either via their class prefect or the learner representative council (Robinson et al., 2008). Learners should be provided opportunities to share their thoughts and opinions during the course of the instruction as well as the opportunity to ask questions about anything that they do not comprehend since it is possible that it will encourage them to go to school, which will ultimately lead to an improvement in their performance because they will be actively participating (Robinson et al., 2008).

In order to foster an atmosphere in which teaching and learning may take place in peace, educational institutions have a responsibility to provide assistance for both instructors and students and to be able to address their concerns as quickly as feasible. One method that the administration of a school may use to show support for the teaching staff is to make classroom visits, during which administrators would be able

to evaluate the instructors' abilities and provide feedback, as well as lend an ear to students and teachers (Robinson et al., 2008). Positive feedback from the administration of the school is likely to enhance both the delivery of material and the management of classrooms, both of which might contribute to improvements in teaching and learning, and therefore, improvements in academic achievement (Robinson et al., 2008). Nevertheless, some of the supervisors either do not carry out this responsibility or, if they do, they fail to provide the instructors with constructive comments, which may contribute to improvements in both teaching and classroom management (Stephanus, 2008).

When doing an observation of a classroom, Dean (2002) advised that the following should be taken into consideration.

1. Has the educator effectively prepared for the learning of the class, the groups and the individuals? This outlines whether the teacher has prepared a lesson plan or a road map of what students need to learn and how it will be done effectively during the class time. Furthermore, the lesson plan should be designed appropriately for learning activities targeting groups and individual learners as per their needs. Having a carefully constructed lesson plan that targets the whole group and individuals allows the teacher to enter the classroom with more confidence and maximises their chance of having a successful teaching and learning period with the learners.
2. Does the educator have an understanding of the material being taught?
3. Does the educator choose effective strategies for classroom teaching?
4. Is the educator able to exercise effective control over the pupils?
5. To what extent does the educator make use of praise?

6. Does the educator have access to a variety of test administration methods?
7. Does the classroom have the characteristics of an effective learning environment?
8. Does the educator make productive use of the time?
9. Does the educator make effective use of the available resources to benefit the pupils?
10. Does the giving of homework really serve to enhance the students' educational experience?

The task of leaders and managers is to raise the levels of teaching and achievement of learners (Dean, 2002). Team teaching, improvising, giving learners more work and giving remedial lessons among others could be used to improve teaching the Physical Education subject in schools (Lebata & Mudau, 2014).

2.6.10 Age, gender and physical activity

According to research, the exercise habits acquired throughout youth tend to persist into adulthood (Njororai et al., 2015). A hypothesis in a study by Efrat (2009) asserts that it is quite concerning that levels of physical activity appear to be naturally declining beginning from the age of 10 going upwards. Furthermore, girls are mostly less active than boys in general (Riddoch et al., 2004), putting females at an even higher risk of falling short of recommended levels of physical activity. A study done on Norwegian children aged 9-15 by Lounsbery et al. (2013) discovered substantial disparities in physical activity between males and females, as well as a decline in physical activity during adolescence.

According to Klasson-Heggebo and Anderssen (2013), approximately 12% of boys and 20% of girls in the 9-year-old age group of 80 children did not meet the

recommended 60 minutes of moderate physical activity per day whereas approximately 39% of boys and 50% of girls in the 15-year-old age group did not meet the recommended 60 minutes of moderate physical activity.

Furthermore, a study that analysed physical activity levels in children aged 9 to 15 in four European nations (Norway, Estonia, Denmark and Portugal) reached similar outcomes (Lounsbery et al., 2013). Riddoch et al. (2013) discovered that at the age of 9, males were 21% more active than females, and at the age of 15, boys were 26% more active than girls. Furthermore, there was a considerable decrease in physical activity with age. At 9 years old, males were 94 percent more active than their 15-year-old counterparts in moderate-intensity activities, and 9-year-old girls were 129 percent more active than their 15-year-old counterparts in moderate-intensity activities (Lounsbery et al., 2013).

Some research sought to determine if the physical changes of puberty impact children's activity levels during adolescence. Finnel et al. (2011) investigated the impact of physical maturation on physical activity and discovered that chronological age was a considerably more relevant influence in physical activity drop than puberty timing or puberty status. According to the scientists, social factors may be more influential than physical reasons in the loss of physical activity during adolescence (Finnel et al., 2011). Physical activity is heavily influenced by how boys and girls view themselves and each other (Finnel et al., 2011). A study incorporating semi-structured interviews with 120 teenage girls and boys was conducted in Texas, USA to investigate gender and physical activity perspectives (King et al., 1998; Sevic et al., 2000). While females were more inclined to consider other active girls as inspiring, healthy and fit, boys frequently viewed physically active girls negatively, believing that physically active girls were attempting to be like boys and were therefore less appealing (King et

al., 1998; Seivick et al., 2000). The study also discovered that both boys and girls saw girls who were physically active and involved in sports as being excessively aggressive or "tomboys" (King et al., 1998; Seivick et al., 2000). In addition, both the boys' and girls' groups in the survey cited girls as a major impediment to participation in physical exercise. The boys said that the ladies were uninterested in athletics and didn't want to get filthy or sweaty. The females claimed that they did not want to participate in physical exercise due to a lack of enthusiasm, low self-esteem and shyness (King et al., 1998; Seivick et al., 2000).

Furthermore, Vu et al. (2009) discovered that the teenage females in their study saw boys as their largest obstacle to physical exercise. The females questioned in the study stated that they were taunted by the males, that the boys claimed they didn't grasp the rules of sports and that the boys made them doubt their ability (Vu et al., 2009).

Australian research from the New South Wales Department of Education and Communities has shed further light on why females are less likely than boys to participate in sports (Biddle et al., 2004; Cale & Harris, 2005). The department discovered that the main reasons for girls not wanting to participate in sports were when the activity was "repetitive and boring, serious and competitive, played with boys, boys watch girls play, girls are treated differently than boys, and girls are made to feel inadequate, due to a lack of skills" (Biddle et al., 2004; Cale & Harris, 2005).

Osborne, Baur and Sutlif, (2019) point out that PE taught in class of both girls and boys has been shown that it is a site for the reproduction of gender-stereotyped beliefs in schools and society. Furthermore, the gender-stereotypes affects the teaching of PE (Osborne et al., 2019). Boys from Oklahoma City High School, United States of America, expressed how they did not complete Gymnastics or Dance classes often in

school as they are ‘more girly sports’. It has become apparent that in the PE context, “gender appropriateness of physical activities is one of the most important factors that reflects gender-stereotyped beliefs”, (Koca, 2019, p. 56). Tsolidis and Dobson (2019) found that PE teachers deemed sports such as gymnastics, tennis and volleyball more appropriate for girls, and football, basketball, wrestling and weightlifting as more appropriate for boys.

To assure that Physical Education is delivered and taught equally among girls and boys, teachers must implement different strategies to ensure that gender-stereotyped beliefs are not evident in the classroom. In a school setting, PE can be promoted through sporting both female and male role models; in today’s society, there are many more female sporting role models compared to the past, making this a lot easier (Koca, 2019).

It is apparent that girls' and boys' ideas of themselves or the opposite sex have a substantial impact on their engagement in physical exercise, which subsequently affects the teaching of PE in schools (Koca, 2019).

2.7 Chapter summary

This chapter outlined a review of literature points and focused on the challenges influencing the teaching of Physical Education in secondary schools. The chapter reviewed the main causes of the challenges and the possible ways of minimising the challenges were also suggested.

Although the reviewed literature has identified a number of challenges influencing the teaching of Physical Education, the main causes of challenges and some possible ways of minimising those challenges, it is not known if the same challenges were prevailing in Lüderitz, //Kharas Education Region, Namibia. This study therefore sought to find

out the challenges influencing the teaching of Physical Education in secondary schools in Lüderitz //Kharas Education Region, Namibia. The next chapter describes the research methodology used in this study.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The main focus of this chapter is to describe the methods that were used in the study to collect and analyse data. This includes the research design, population and sample, the sampling techniques, the research instruments, pilot study, data collection procedure, the methods of data analysis and ethical considerations.

3.2 Research design

The research design adopted in the study is a qualitative research design, supported by some qualitative research. This approach, as advocated by Creswell (2009), is chosen to enhance the depth and breadth of understanding in the study. Additionally, a descriptive survey research method, in accordance with Ormord's (2014) definition, was utilised. A descriptive study is valuable for revealing the multifaceted nature of a specific situation, setting, process, relationships, systems or people. The choice of research design is influenced by the changing landscape of approaches to the study of Physical Education (PE) and related fields, as highlighted by Williams (2018). The researcher considers the characteristics of PE to be investigated as well as their individual perspective, which is grounded in the nature of the research issue. These considerations lead to the recognition of research paradigms, including positivist vs. interpretive, quantitative vs. qualitative and objective vs. subjective perspectives.

As explained by Thomas et al. (2011) positivists view the world as akin to the world of natural occurrences, believing in its objective reality, observability, quantifiability and suitability for investigation through surveys and academic research. Mixed method research, as per Thomas et al. (2011), is a pragmatic approach where the research questions guide the choice of technique. This allows for studies that are predominantly

quantitative with a qualitative component, leading to the terminology of a parallel or contemporaneous mixed-methods study when both quantitative and qualitative aspects are conducted simultaneously.

Caruth (2013) also emphasises the growing acceptance of mixed method research as a legitimate alternative to using either purely quantitative or purely qualitative research designs. The significance of this approach lies in its ability to provide greater insights into the phenomena under investigation and capture information that might be missed with just one research design. Researchers are not limited to a single approach, enabling them to address a broader array of potential research questions and, in turn, expanding the existing body of knowledge and generating new areas of interest for future research.

To acquire the desired research findings in the study, qualitative and quantitative research methods were merged and combined. Data were collected from respondents in sample schools in Lüderitz Town using various techniques, including observation, interviews, open-ended and closed-ended questionnaires. This comprehensive approach allowed for a more holistic exploration of the research topic, incorporating both structured and in-depth data.

3.3 Population

Neuman (2011) defined population as the abstract idea of a large group of many cases from which a study draws a sample and to which results can be generalised. The study targeted secondary schools in Lüderitz town, //Karas Region, Namibia as the research focal area in determining the challenges that influence the teaching of Physical Education.

The study sample included school principals, heads of departments, teachers and learners within the chosen schools to obtain data from them, which are used for analysis to come up with research results. Lüderitz consists of two secondary schools. Therefore, from the two schools, the researcher targeted the school principals and their heads of departments as well as three PE teachers and 50 learners from each school as the research respondents. This made up a total sample size of 110 participants.

3.4 Research sample

In order for the researcher to gather sufficient information to come up with research results, the researcher determined an adequate number of respondents who are able to provide adequate responses. Therefore, the researcher used both the random non-probability sampling technique and the purposive sampling technique to determine the sample of respondents that participated in the study. The non-probability sampling technique allows the research to determine a feasible number of respondents who can respond to the research instruments. Purposive sampling is a non-probability form of sampling; therefore, the researcher cannot generalise to a population. This sampling technique allowed the researcher to choose respondents from a pool of the targeted population based on his judgment regarding who was able to provide answers that allowed the researcher to obtain adequate data for analysis.

The sample of this study consisted of 100 learners and six PE teachers, who are involved in the teaching and learning of PE, purposively selected from two secondary schools in Lüderitz, in the //Kharas education region. In this sample, 10 learners were selected from each of the secondary school class groups between grades 8 to 10. In addition, two school principals and two heads of departments of PE teachers were selected from each secondary school.

3.5 Research instruments

The study used primary data collection methods as research instruments. These comprised open-ended and closed-ended questionnaires as well as observation notes. The qualitative data collection method was utilised to gather data through observation notes, as well as open-ended questionnaires that allowed participants a wide range of possible answers and encouraged respondents to provide detailed and personalised responses. Quantitative data was used to collect data through structured questionnaires that were distributed to school principals, heads of departments, PE teachers and learners within the selected research sample. The quantitative data collection method enabled the researcher to obtain data that is quantifiable in order to assess the challenges influencing the teaching of PE in secondary schools.

3.5.1 Questionnaire

Questionnaires are primary data collection methods that involve a tailored question and answer sheet given to the respondent to provide the answers (Canals, 2017). This data collection method does not involve the direct participation of the researcher and respondent. In addition, the research instrument used at this stage (data collection), in this study, is a research data collection software and application titled (Enketo Smart Paper). The process included a link to the questionnaire that was distributed to respondents via the schools' email; each respondent participated using a computer or a mobile smart phone to complete the questionnaire. In addition, all learners participated using their school's computer lab. The questionnaire (Appendix H) consists of open-ended questions, in which the researcher could freely provide his question without being limited; it also included also closed-ended questions in which respondents had to choose a provided answer by use of a tick. Therefore, the use of a questionnaire restricts the respondent in only providing answers to the given questions,

and there is no room for seeking clarity to the questions before answering (Canals, 2017). On the other hand, questionnaires enable the respondent to freely provide his/her opinion to the asked question.

3.5.2 Observations

The observation proceedings were used to obtain information from the schools' sports facilities, Physical Education classes, playgrounds and school libraries to comprehend and determine their condition and capabilities in supporting the teaching and learning of PE in secondary schools. In this case, the researcher played an observational role as a non-participant observer which is defined as an observer who visits the research site and records notes without becoming involved in the activities of the participants (Creswell, 2014).

3.6 Data validity

To confirm that the research instruments used in the research were effective in stimulating the responses needed for the study, pre-test activities were performed. The tests were carried out on the interview guideline and the questionnaires regarding the use and structure of the language, significance and the validity of questions through the involvement of experts in the field of the study who were issued with the interview questions and questionnaires. The experts did not form part of the research population. As a result, if ambiguities within the questions were discovered, necessary corrections were made by redesigning the questionnaire guide to eliminate any ambiguities in line with the goal of the researcher. The test was beneficial to the study as it gave the researcher assurance that responses were useful in meeting the research objectives.

3.7 Data analysis plan

The research adopted both qualitative and quantitative data analysis approaches in analysing the research data obtained through observation notes and questionnaires. The qualitative data analysis made use of the themes that were obtained from the observation notes and open-ended questionnaires, and the themes were used to determine the factors influencing the teaching of Physical Education within the secondary schools in Lüderitz. This was further done by making use of previously obtained data from different scholars as presented in the previous chapter.

The quantitative data analysis approach made use of the descriptive statistics data presentation style which included the use of statistical formulas that enabled the researcher to show relationships between tested variables. To ensure this, questionnaires were coded numerically with codes to trace errors and incomplete completion of questionnaires. The Stata 14 statistical data analysis software was used to analyse the coded data obtained from the questionnaires. Descriptive methods such as tables, diagrams and measures of tendency such as mean, mode, median and standard deviation were included. The study followed a mixed method approach. The descriptive statistics also used the correlation coefficient to explain the relationship between two or more variables to determine how close they are to each other.

3.8 Ethical considerations

After approval of the proposal, the researcher first obtained an ethical clearance letter from the University of Namibia Research Ethics Committee (UREC). Moreover, a research permission letter was sought and acquired from the University of Namibia's Centre for Research Services. Thereafter, the researcher wrote a letter to the Executive Director in the Ministry of Education, Arts and Culture respecting for permission to

carry out the research in secondary schools in the Lüderitz, //Kharas Region. After permission was granted by the Executive Director, further permission was requested and granted from the Director of Education in //Kharas Region as well as from the principals of the selected schools. Participants were requested to give their consent and for minors (learners); thus, consent was obtained from their parents to allow them to participate in the study after school hours. Before data was collected from the participants, the purpose of the study was clearly explained to them after which they were asked to give their information voluntarily, and participants were assured of confidentiality by informing them not to write their names and the names of the schools on the questionnaires. Participants were also informed that data collected will be used solely for the purpose of the study. The participants were also assured of their right to withdraw from the study anytime they wished to. The researcher treated participants fairly and with respect. Finally, the study did not damage the interest of the participants, the schools or that of the university.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The previous chapter outlined the research methodology that was used to gather data on the factors influencing the teaching of Physical Education (PE) in secondary schools in Lüderitz, Namibia. This section will present, analyse and interpret results from the collected data using the outlined research methodology. The research instruments used included the questionnaire that was distributed to the respondents via the schools' email. The Statistical Package for the Social Science (SPSS) Version 24 was used to analyse quantitative data. Tables, pie charts and bar graphs were used to statistically present the generated data. The inductive thematic analysis approach was used to analyse qualitative data that constituted the significant part of data analysis. Section 4.1 represents the response rate, Section 4.2 presents the demographics, and Section 4.3 presents the challenges that influence the teaching of Physical Education. The last section outlines the solutions to cope with the associated challenges.

4.1 Response rate

The response rate refers to the total number of surveys completed and submitted to the researcher as compared to the number of survey links distributed in relation to the sample size. The completion rate was calculated using the following formula: $\text{survey response rate} = [(\text{surveys submitted}) / (\text{surveys distributed})] * 100$. The response rate results are shown on Table 4.1 below.

Table 4.1: Response rate

Respondents	Surveys distributed	Number of surveys submitted	Response rate
PE learners	100	100	100%
PE teachers	6	6	100%
Principals and HODs	4	4	100%

Table 4.1 above shows that of 110 survey links distributed to research participants, 110 were successfully completed and submitted to the server for extraction. The response rate translated to 100% which was very high for ensuring credible data analysis and reliability of the research findings. Constant reminders through instant messaging and emails ensured a high response rate.

4.2 Demographics

Physical Education teachers, principals, head of departments and learners indicated their personal characteristics that included their, sex, age and qualifications. These were investigated in order to determine their attitudes, knowledge and perceptions towards the challenges in teaching and learning PE.

4.2.1 Physical Education learners

Gender of Physical Education learners

Figure 4.1 below shows the sex category distribution of Physical Education learners in the present study.

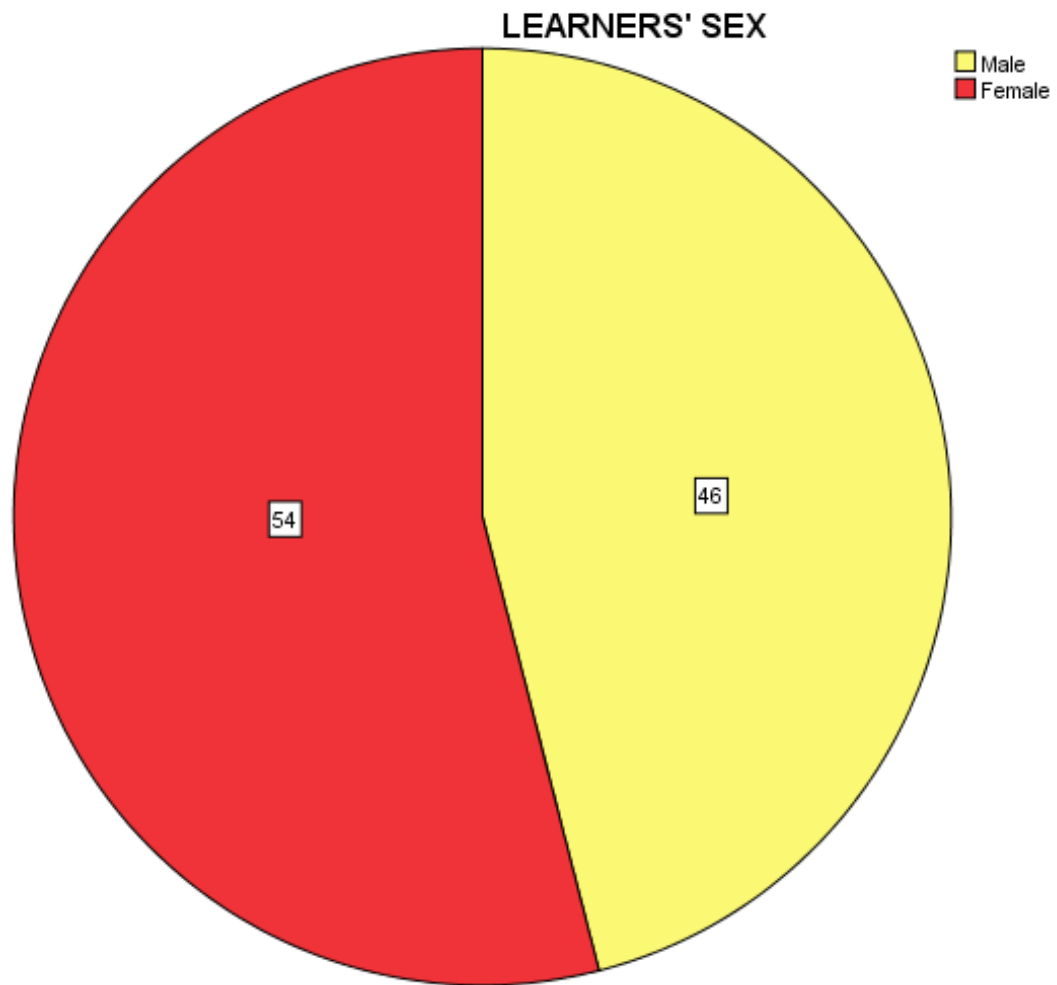


Figure 4.1: Sex of Physical Education learners

Figure 4.1 above shows that about 54% of the PE learners were female while 46% were male. The results mean that there is almost an equal distribution of the sexes between participants which can give credible insights to the research.

4.2.2 Physical Education teachers

Table 4. 2 below shows Physical Education teachers' sex category distribution in the present study.

Table 4.2: Sex of Physical Education teachers

Gender			
		Frequency	Percent
Valid	Male	3	50.0
	Female	3	50.0
	Total	6	100.0

Table 4.2 shows that (50%) (n=6) of the PE teachers in this study were male, while 50% were female. This means that there was a balance of males and females which was ideal to collect data from and to make logical deductions based on sex.

Age of Physical Education teachers

Table 4.3 below shows respondents' ages.

Table 4.3: Ages of Physical Education teachers

A2. In which age group do you fall?			
		Frequency	Percent
Valid	21-30 years	2	33.3
	32-40 years	3	50.0
	40-60 years	1	16.7
	Total	6	100.0

Table 4.3 above shows that the majority of teachers were between the ages of 32-40, while 33.3% of the teachers were between the ages of 21-30. About 16.7% of the respondents were between the ages 40-60 years. This implies that the majority of the respondents were between the ages of 32-40 years.

Qualifications

The table below shows the respondents' academic qualifications.

Table 4.4: Physical Education teachers' qualifications

		Frequency	Percent
Valid	Master's Degree	1	16.7
	Honours Degree	4	66.7
	Diploma	1	16.7
	Total	6	100.0

Table 4.4 shows that the majority of the respondents had obtained an honours degree (66%), while 16.7% of the teachers had obtained a diploma and master's degree, respectively. This means that the majority of the respondents had an honours degree.

4.2.3 Head of departments and principals

Sex of heads of departments and principals

Table 4.5 shows the sex category distribution of heads of departments and principals.

Table 4.5: Sex of heads of departments and principals

		Frequency	Percent
Valid	Male	1	25.0
	Female	3	75.0
	Total	4	100.0

Table 4.5 shows that (75%) (n=4) of the heads of departments and school principals in the study were female, and 25% were male. This means that there was a balance of males and females which was ideal to collect data from and to make logical deductions based on sex.

Ages of heads of departments

The table below shows the ages of heads of departments in the study.

Table 4.6: Ages of heads of departments

In which age group do you fall?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40-60 years	4	100.0	100.0	100.0

Table 4.6 shows that all the heads of departments and principals were between the ages of 40-60. This implies that the majority of the respondents were of a mature age.

4.2.3 Qualifications of head of departments

Table 4.7 shows heads of departments' academic qualifications.

Table 4.7: Qualifications of heads of departments

		Frequency	Percent
Valid	Master's Degree	1	25.0
	Diploma	3	75.0
	Total	4	100.0

Table 4.7 shows that the majority of the heads of departments and principals had obtained a diploma (75%), while 25% had obtained a master's degree respectively. This means that the majority of the heads of departments and principals obtained a diploma as their highest qualification.

4.3.Challenges that influence the teaching of Physical Education in secondary schools in Lüderitz, Namibia

This section explores the particular challenges that influence the teaching of PE based on the responses from the Physical Education learners and teachers in the present study.

4.3.1 Number of PE lessons per week

When asked about the number of PE lessons they had per week, most PE learners indicated that they had only one period as illustrated in Table 4.8.

Table 4.8: Number of PE lessons per week

		Frequency	Percent
Valid	1.00	99	99.0
	2.00	1	1.0
	Total	100	100.0

Table 4.8 above that 99% of PE learners had one PE lesson per week; this is also in alignment with the syllabus adopted by the National Institute for Educational Development (NIED) under the Ministry of Education, Arts and Culture. On the other hand, only 1% indicated that they had PE twice every week. The result shows that periods allocated to PE lessons are very few in the two schools.

4.3.2 Sufficient periods for PE lessons

Having noticed the number of PE lessons allocated weekly, learners were asked if the periods were sufficient. The results are illustrated on Figure 4.2 below.

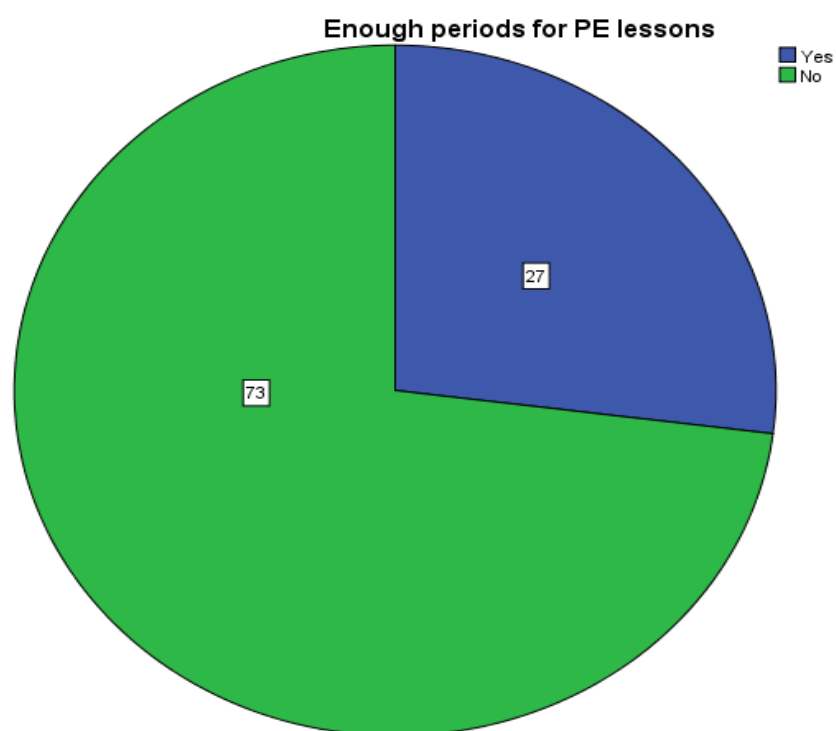


Figure 4.2: Sufficient periods for lessons

Figure 4.2 shows that 73% of the PE learners indicated that the periods allocated for PE were not enough, while only 27% indicated that the periods allocated were enough. The results show that periods allocated to PE lessons are not enough in the two schools. Through the questionnaire, learners attributed this mainly to lack of sufficient time for full PE and to the fact that it did not make the period productive. They suggested that one lesson was not enough as they need more periods to boost their energy levels; to stay physically active; to have a healthy mind and body; to cool down after physical activities; to improve their fitness; to promote their mental and physical health and to change clothes and to warm up and engage in physical activity.

4.3.3 Teacher Motivation

When asked on how PE teacher motivate learners, most PE learners indicated that PE teachers motivate students by the way they conduct lessons as illustrated in Table 4.9.

Table 4.9: Teacher Motivation

		Frequency	Percent
Valid	Yes	59	59.0
	No	41	41.0
	Total	100	100.0

Table 4.9 above shows that 59% of the PE learners indicated that PE teachers motivate students in the way they conduct lessons, while only 27% indicated that PE teachers did not motivate students in the way they conduct lessons. The learners attributed poor motivation mainly to the fact that teachers were on their mobile phones or busy with other work not related to PE such as marking on doing lesson plans for other subjects

or doing other work during PE lessons. Further, the teachers did not use their time effectively and did not encourage any sort of physical education. On the contrary, those who opined that their teachers motivated them noted that that was because the teacher encouraged learners never to give up; made everything fun and enjoyable; made learners to feel stronger and energised; taught them discipline and applauded learners and encouraged them to do great things and to work hard. Others said the teacher treated everyone equally- those who are fit and not fit; they informed them about the importance of Physical Education; informed them about the importance of PE and a healthy body; encouraged them to participate and applauded learners during class. They also indicated that teachers informed them that PE will help keep fit and boost their immune systems.

4.3.4 Learners' assessment and opinion on the attitudes of non-PE teachers

When asked on the attitudes of non- PE teachers towards the teaching of PE subject, most of PE learners indicated that non-PE teachers' attitudes towards the teaching of PE subject were positive. The responses are illustrated in Figure 4.3.

Attitude of some non-PE teachers towards the teaching of PE as a subject

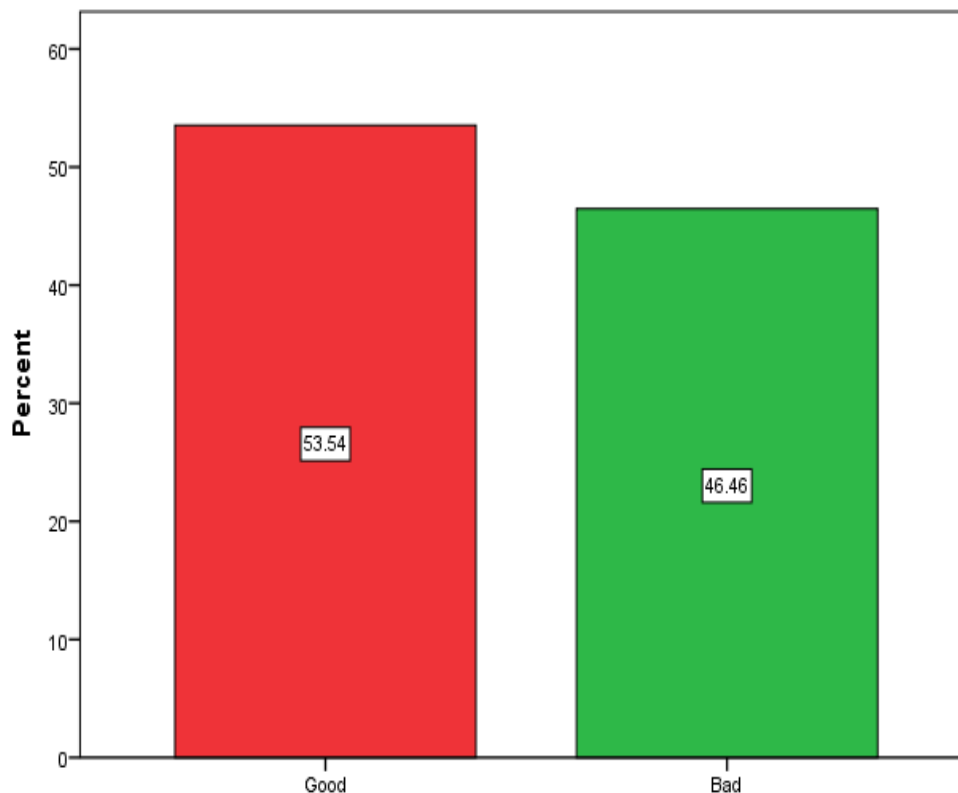


Figure 4.3: Attitudes of non-PE teachers

Figure 4.3 shows that 53% of the PE learners indicated that non-PE teachers' attitudes towards the teaching of PE subject were positive while only 46% indicated that non-PE teachers' attitude towards the teaching of PE subject were negative. The learners attributed the positive attitudes to the act that as some non-PE teachers felt that PE was important; they encouraged PE; they were supportive, and they encouraged learners to partake in PE. However, 46% of the attitudes were negative because teachers always gave them work to do during PE lessons; they did not talk to PE teachers to motivate them; they used PE for other subjects such as Geography, Mathematics or for writing summaries. Other non-PE teachers thought that it was a distraction for learning and a waste of teaching periods.

4.4 Physical Education teachers

4.4.1 Effect of numbers in the teaching of PE

When asked whether the numbers of students pose a challenge in the teaching of Physical Education, most PE teachers indicated that such numbers do not pose any challenge in the teaching of PE, and the views are illustrated in Table 4.10.

Table 4.10: Effect of numbers in the teaching of PE

		Frequency	Percent
Valid	Yes	2	33.3
	No	3	50.0
	Total	5	83.3
Missing	System	1	16.7
Total		6	100.0

Table 4.10 shows that 50% of the PE teachers indicated that student numbers do not pose any challenge in the teaching of PE, and 33% indicated that such numbers do pose many challenges in the teaching of PE. The teachers stated that a large group is difficult to control, and there is lack of space to move around or do physical activities.

4.4.2 Other challenges

When asked on other challenges faced in the teaching of PE in their respective schools, PE teachers agreed with the dimensions that the researcher used in determining other challenges as illustrated in Table 4.11. In the table, 1 represents *Strongly Disagree*;

2. *Disagree*; 3. *Partially Agree*; 4. *Agree* and 5. *Strongly Agree*. The table below shows the results as follows.

Table 4.11: Other challenges

		Frequency	Percent
Valid	Facilities not adequate at the school	1	16.7
	Lack of PE equipment, PE hall, PE management books.	1	16.7
	Lack of PE of study materials such as textbooks and lack of interest and commitments in some students.	1	16.7
	Lack of sports equipment. Schools need trained PE teachers at schools.	1	16.7
	Sports area	1	16.7
	Teaching both girls and boys on the same court	1	16.7
	Total	6	100.0

Table 4.11 above shows the other challenges that were opined to have an impact on the teaching and learning of Physical Education. These challenges were: inadequate facilities at schools; lack of PE equipment, PE hall; lack of PE study materials such as textbooks; lack of interest and commitments in some students; lack of sports

equipment and lack of trained PE teachers at schools. About 16.7% of the respondents for each challenge mentioned above were prevalent. All the dimensions had a similar threshold of 16.7%.

4.4.3 Female student participation in PE lessons

PE teachers were asked on the extent of female student participation in PE lessons. The results are illustrated in Figure 4.4.

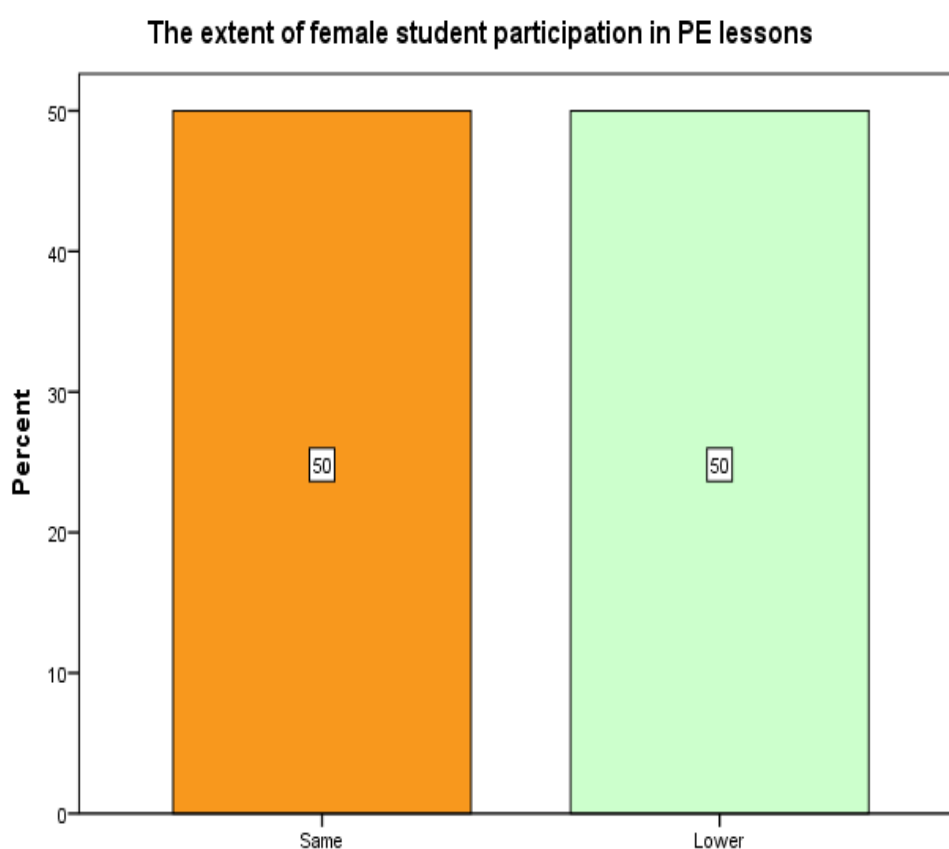


Figure 4.4: Female participation

Figure 4.4 shows that 50% of the physical education teachers indicated that female students participated in PE lessons, and 50% indicated that female students did not participate in PE lessons.

4.4.4 Principal and head of department support

The teachers were asked whether school principals and heads of departments were supportive in the teaching of PE in schools. The results are illustrated in Figure 4.5.

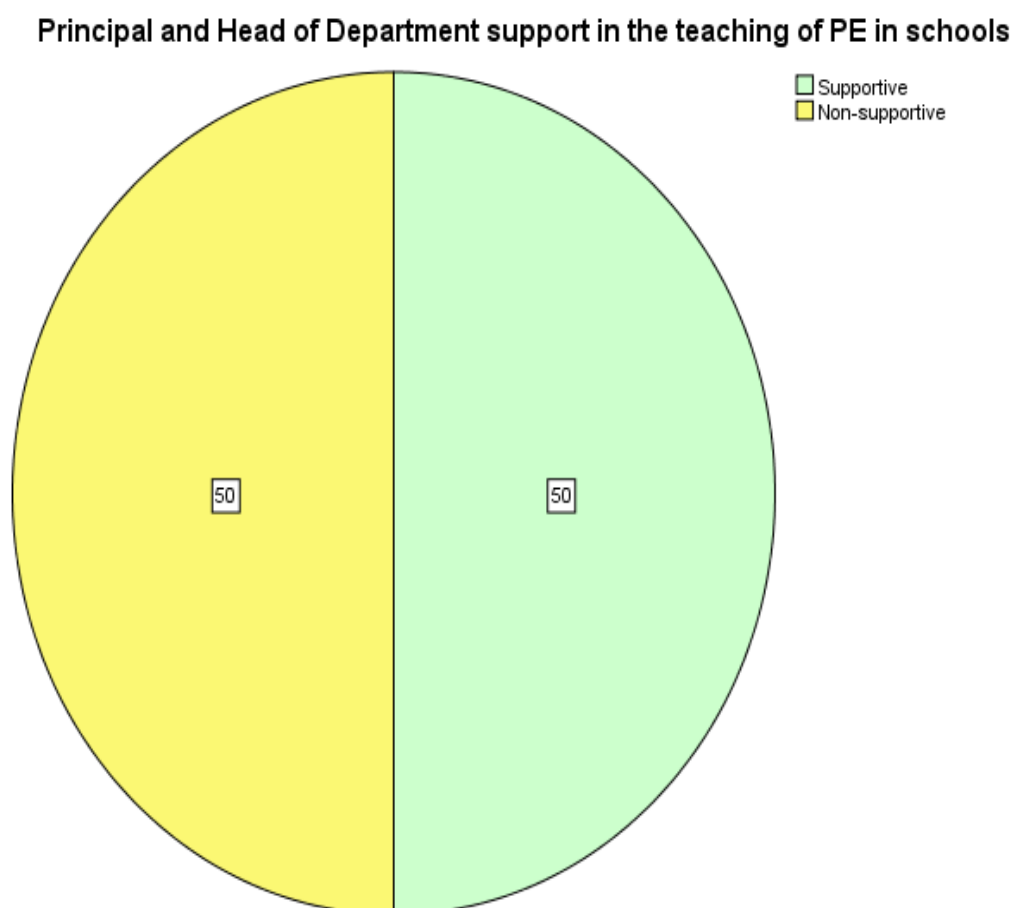


Figure 4.5: Principal and head of department support

Figure 4.5 above shows that 50% of PE teachers indicated that the principals and heads of departments were supportive in the teaching of PE. They mentioned that both emphasise and motivate learners to be active participants in PE and encouraged teachers not to utilise PE lessons as their admin lessons. On the contrary, 50% of the PE teachers indicated that principals and heads of departments were not supportive in the teaching of PE. They noted that the principals and heads of departments did not

provide a budget in order to procure and avail facilities or classes for PE, and they did not visit PE classes regularly. Moreover, principals and heads of departments did not instruct PE teachers to plan for PE lessons; they did not ask for lesson plans and preparation files, and they did not supervise PE teachers at all.

4.4.5 Resources to support Physical Education

Teachers were also asked if there were teaching resources, such as textbooks, facilities and equipment to facilitate the teaching of PE at their schools. The results are illustrated in Figure 4.6.

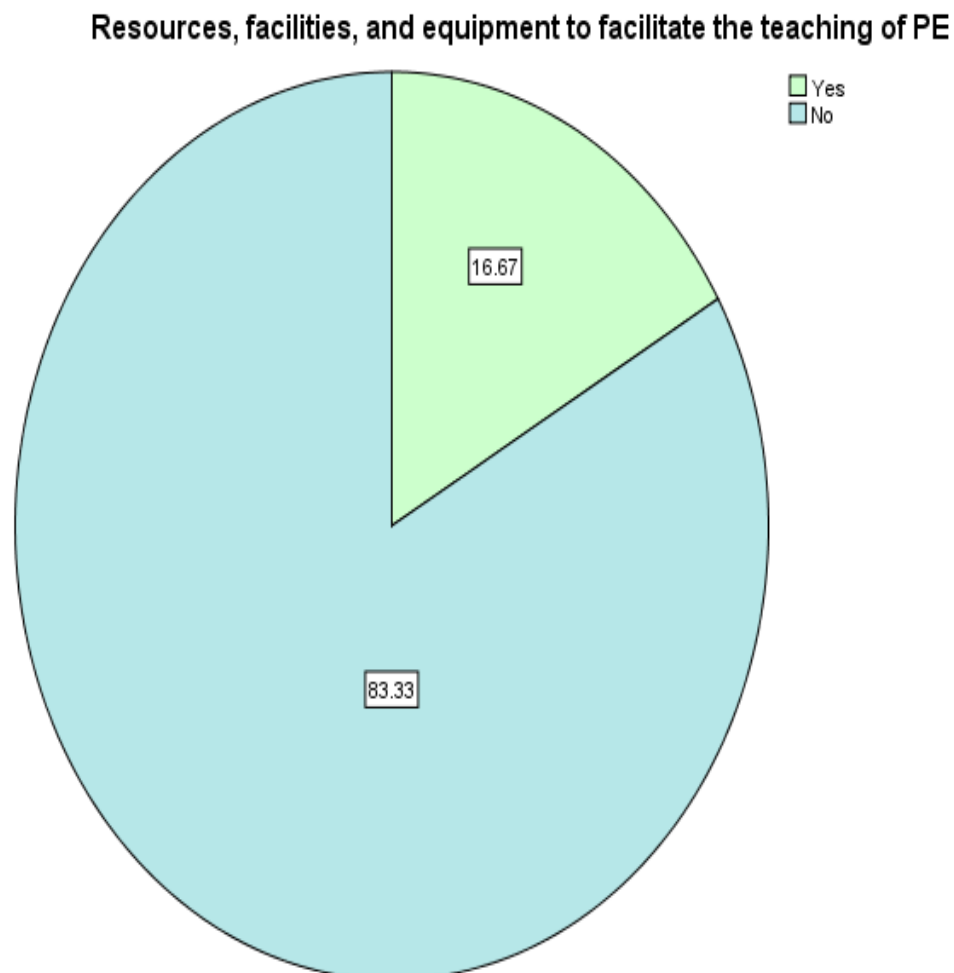


Figure 4.6: Resources to support Physical Education

Figure 4.6 shows that 83.33 % of the Physical Education teachers indicated that they did not have PE resources, facilities and equipment to facilitate the teaching of PE. The respondents noted that teachers had to come up with innovative ideas and alternative methods and improvise with available resources. Thus, they had to go outside and conduct PE, teach all learners in one large group and share equipment. About 16.67% indicated that they had resources, facilities and equipment to facilitate the teaching of PE.

4.4.6 PE teachers' motivation

The teachers were asked if they were motivated as PE teachers. Most Physical Education teachers in the study indicated that they were not motivated, and the results are illustrated in Table 4.12.

Table 4.12: PE teacher's motivation

		Frequency	Percent
Valid	Yes	1	16.7
	No	5	83.3
	Total	6	100.0

From Table 4.12, about 83.3% indicated that they were not motivated. They mentioned that they were not trained as PE teachers, and they do not possess PE knowledge and PE teaching skills. Moreover, they were not motivated because PE is not a promotional subject; there were no teaching resources, and facilities were inadequate to conduct PE classes. Learners also saw PE it as just another relaxing subject. About 16.7% indicated that PE teachers were motivated because they loved sport and physical

training; this motivation helped them to also motivate their learners to fully participate in all activities with effort and keenness.

4.4 .7 Other routine challenges

The teachers were also asked to elucidate other challenges in the teaching and learning of Physical Education. The results are shown in Figure 4.7.

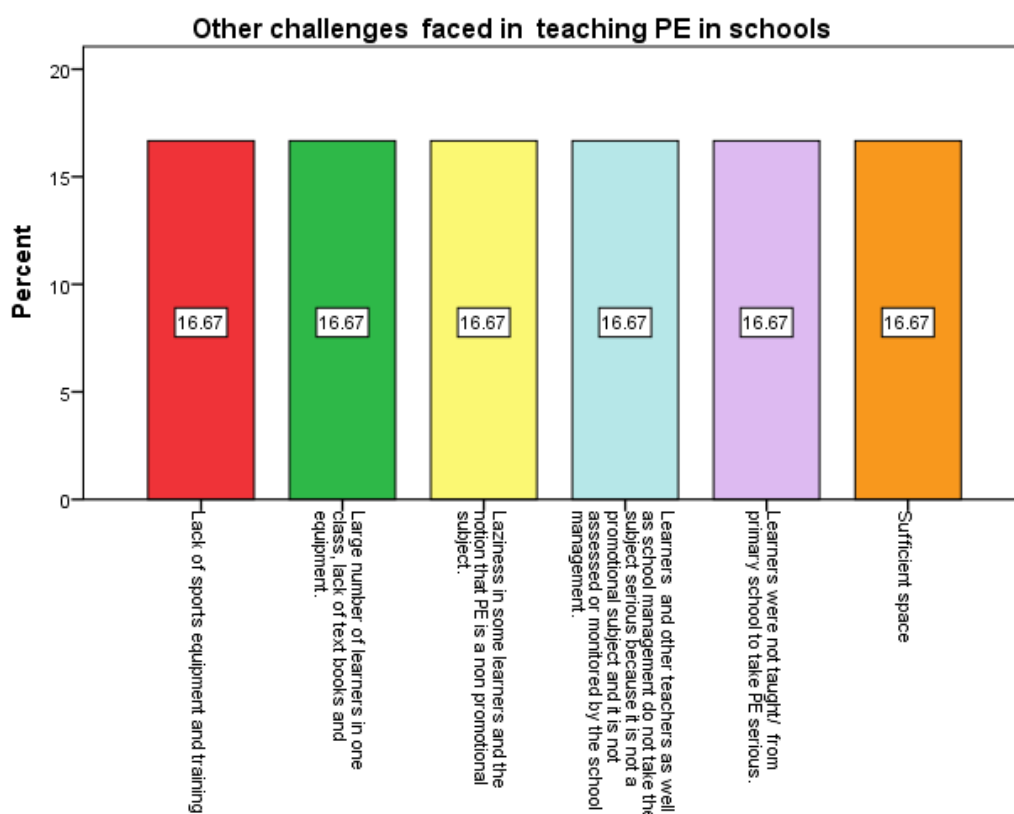


Figure 4.7: Other routine challenges faced in teaching PE in schools

Figure 4.7 shows the other challenges that were identified by PE teachers. These are: lack of sports equipment and training; large number of learners in one class; lack of textbooks and PE equipment; laziness in some learners and the notion that PE is a non-promotional subject. Other challenges include the idea that learners and other teachers as well as school management did not take the subject seriously because it is not a

promotional subject, and it is not assessed or monitored by school management; learners were not taught/ from primary school to take PE seriously, and there was insufficient space to conduct PE lessons.

4.4.8 Teaching approaches

The respondents were asked to indicate the degree to which they disagreed or concurred with the statements used to assess the teaching approaches used. On the scale, 1 represents *Strongly Disagree*; 2. *Disagree*; 3. *Partially Agree*; 4. *Agree* and 5. *Strongly Agree*. The figure below shows the results.

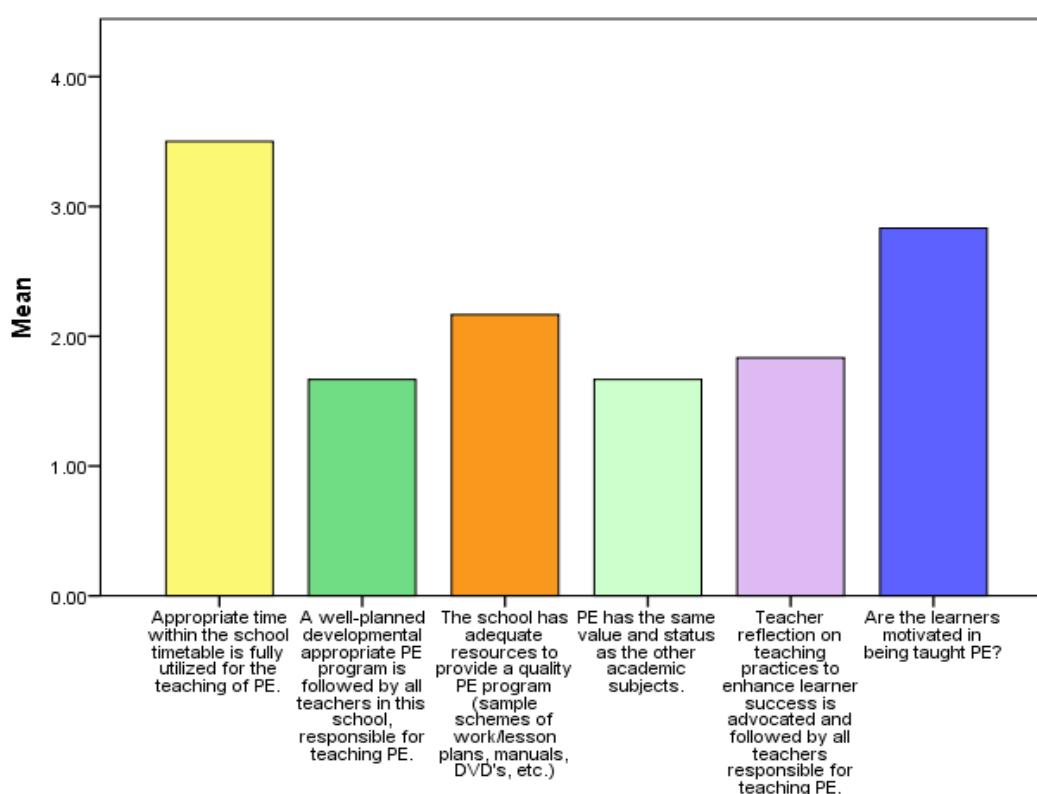


Figure 4.8: Teaching approaches

Figure 4.8 above indicates that the average mean score for the dimensions used to assess the teaching methods in the two schools. The mean score for the dimensions ranges between 1.7 and 3.5. The dimension with the highest mean score is, *Physical*

Education is given sufficient time in the school schedule with a mean of 3.6. Respondents were in agreement with the statement, *all of the educators at our school who are in charge of Physical Education adhere to a well-designed, age-appropriate curriculum*, and a mean score of 1.7 was recorded, which was the minimum of all dimensions used. The respondents were also in agreement with the statements: *in order to ensure that Physical Education (PE) receives the same attention and respect as the other school subjects, it is imperative that all PE instructors engage in regular self-reflection on their teaching approaches with the goal of improving student outcomes and make sure the learners are motivated in being taught PE*. These had a mean score of 1.8, 1.9 and 2.6, respectively.

4.5 Curriculum and assessment

4.5.1 Curriculum

The respondents were asked to indicate the extent to which they agreed or disagreed with the statements used to assess the curriculum used. On the scale, 1 represents *Strongly Disagree*; 2. *Disagree*; 3. *Partially Agree*; 4. *Agree* and 5. *Strongly Agree*. The figure below shows the results.

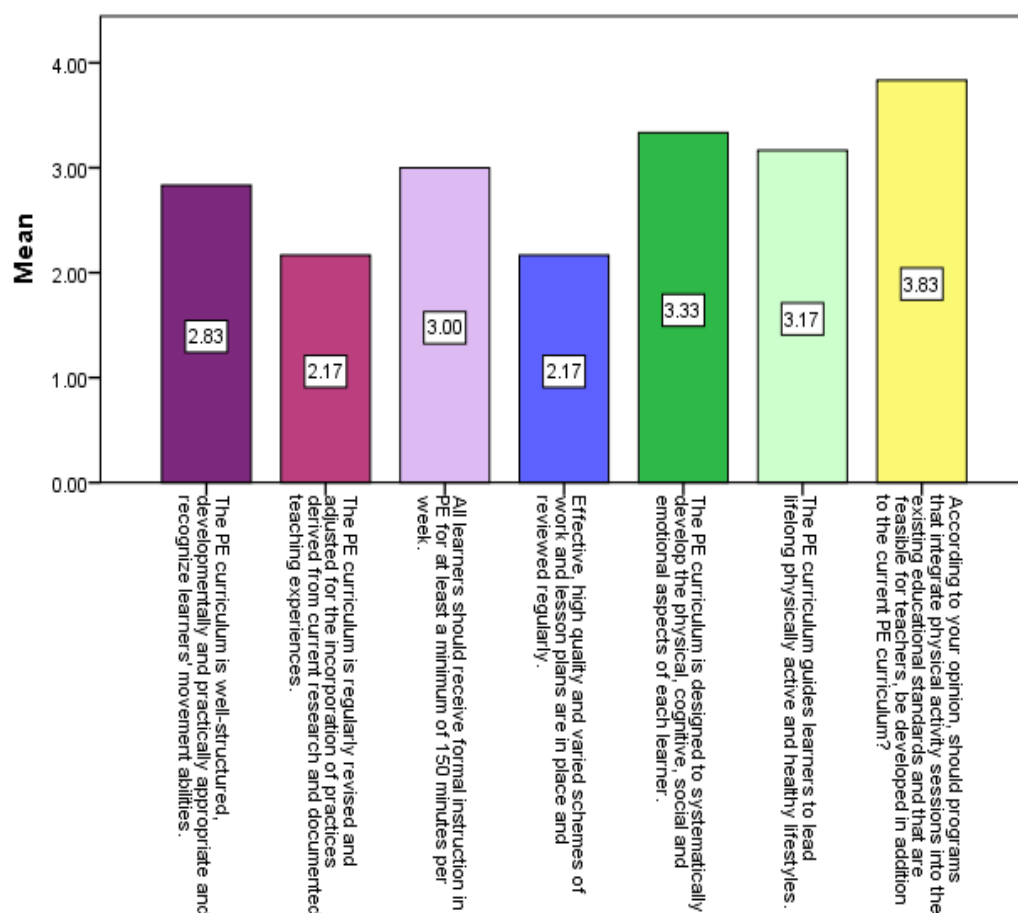


Figure 4.9: Curriculum

Figure 4.9 above shows the average mean scores for the dimensions used to assess the curriculum in the two schools. The mean score for the dimensions ranges between 2.17 and 3.83. The dimension with the highest mean score is, *Is it worthwhile, in addition to the present PE curriculum, to create programmes that make it possible for instructors to include physical activity sessions within the established educational standards?*, with a mean of 3.6. Respondents were also in agreement that students' cognitive, social, emotional and physical selves will all benefit from participating in a rigorous PE programme, and the dimension had a mean score of 3.3. The respondents were also in agreement that, *the Physical Education curriculum is well-structured, developmentally appropriate and acknowledges students' movement skills; its goal is*

to inspire students to maintain a lifetime of physical activity and health. All students should have access to at least 150 minutes per week of structured Physical Education instruction and the curriculum is continually changed and altered to include techniques drawn from current research and recorded teaching experiences are also some of the dimensions with which the respondents were in agreement.

4.5.2 Professionalism

The respondents were asked to indicate the extent to which they agreed or disagreed with the statements used to assess the level of professionalism. On the scale, 1 represents *Strongly Disagree*; 2. *Disagree*; 3. *Partially Agree*; 4. *Agree* and 5. *Strongly Agree*. The figure below presents the results.

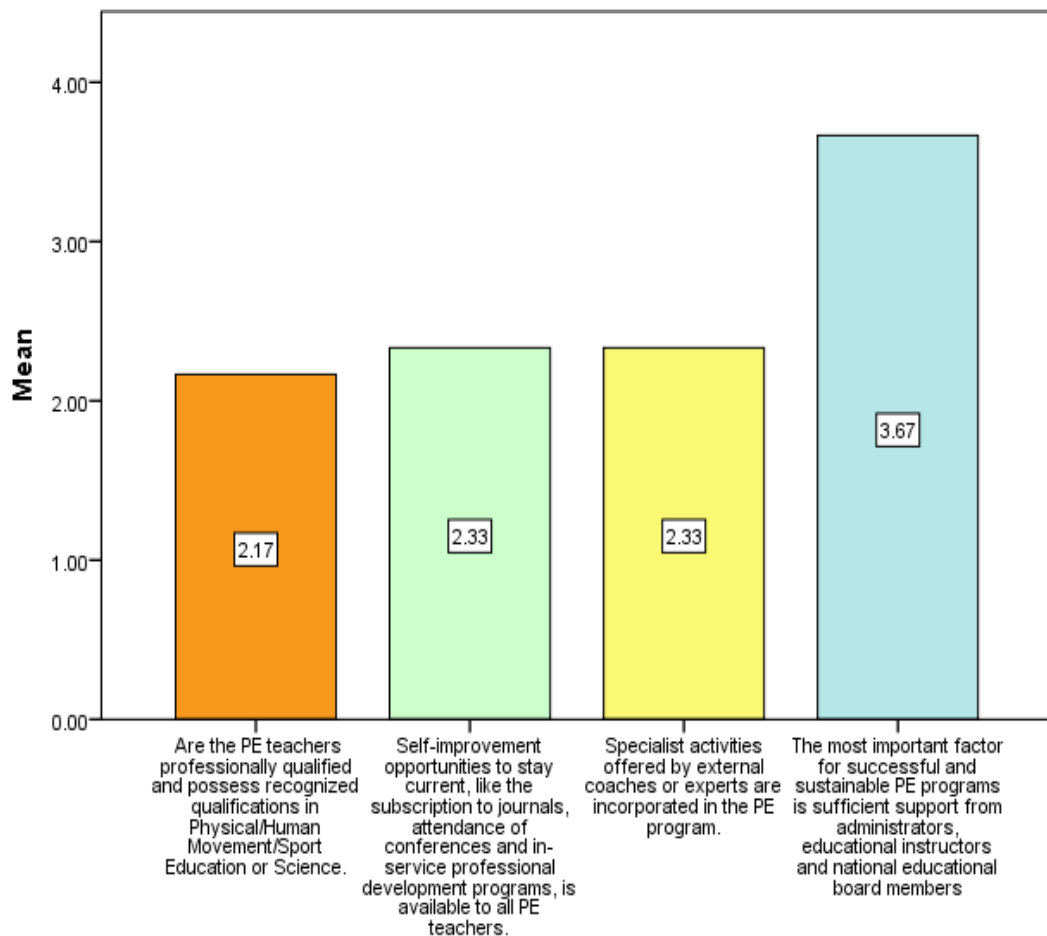


Figure 4.10: Professionalism

Figure 4.11 above indicates the average mean score for the dimensions used to assess the level of professionalism in the two schools. The mean score for the dimensions ranges between 2.17 and 3.67. The dimension with the highest mean score is, *Sufficient support from management, teachers, and national education authorities is crucial to the effectiveness and longevity of Physical Education programmes*, with a mean score of 3.67. The results show that the dimension with least mean score is, *Are the PE teachers professionally qualified and possess recognised qualifications in Physical/Human Movement/Sport Education or Science*, with a mean score of 2.17. The results means that teachers responsible for teaching PE were not professionally qualified, and some did not possess recognised qualifications for teaching PE.

4.5.3 Assessment

The respondents were asked to indicate the extent to which extent they agreed or disagreed with the statements used to determine the level of assessment. On the scale, 1 represents *Strongly Disagree*; 2. *Disagree*; 3. *Partially Agree*; 4. *Agree* and 5. *Strongly Agree*.. The figure below shows the results.

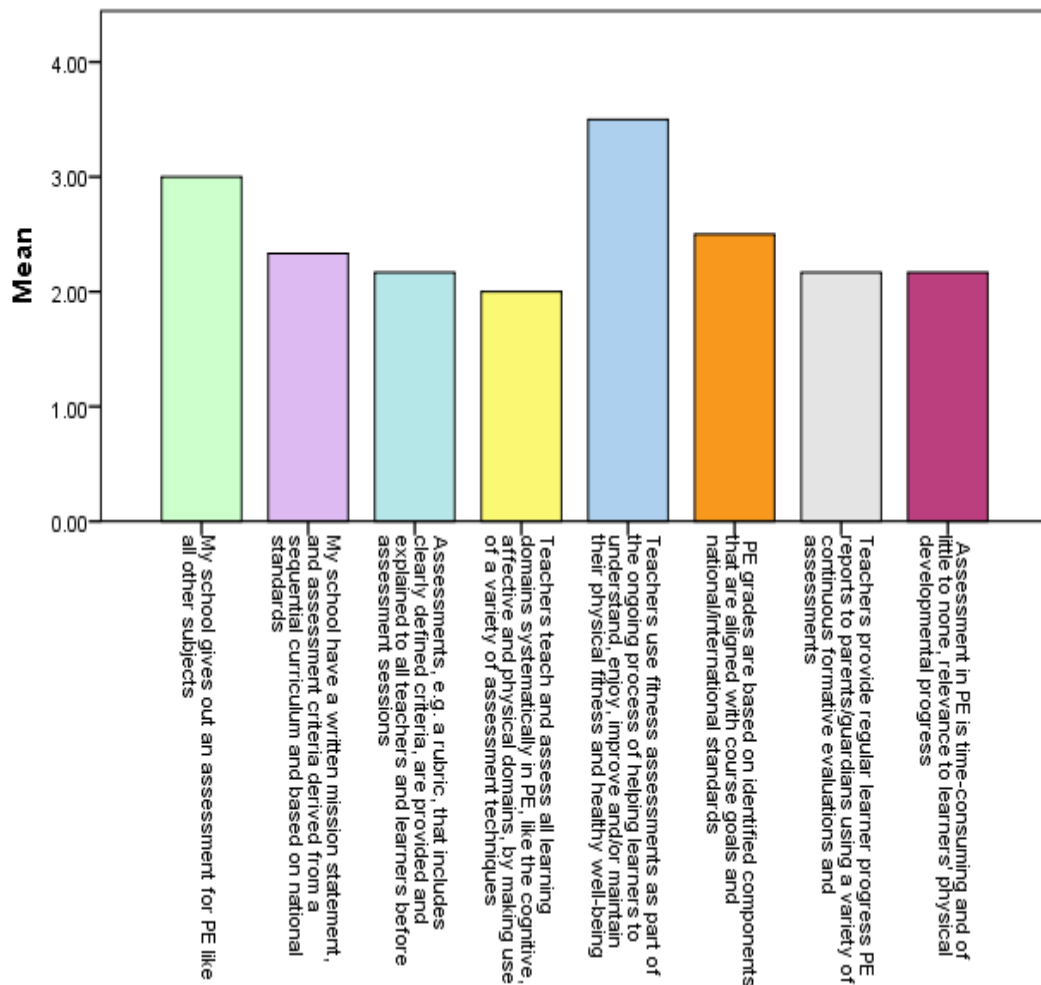


Figure 4.12: Assessment

Figure 4.12 above indicates the average mean score for the dimensions to assess the degree of assessment in the two schools. The mean score for the dimensions ranges

between 2.0 and 3.5 The dimension with the highest mean score is, *Fitness evaluations are used by educators as part of an on-going process of assisting students in comprehending, appreciating, enhancing and maintaining their physical fitness and healthy well-being*, with a mean score of 3.5. The results show that the dimension with least mean score is, *Physical Education teachers employ a wide range of evaluation strategies to systematically educate and evaluate students' progress in all learning areas, including the cognitive, emotional and physical*, with a mean score of 1.9.

4.6 Remedies to the challenges

Having identified the challenges, the researcher sought establish from the participants whether there could be solutions to the prevalent challenges in the teaching of Physical Education in schools. The proposed solutions are discussed below.

- PE facilities such as halls, courts and sport fields should be provided.
- Employ teachers who possess qualifications in Physical Education, human movement or sport sciences to teach PE.
- Set a policy or rule that PE should only be taught by qualified PE teachers in all schools.
- School-based programs should be introduced to increase physical activities.
- Physical activities/lessons should be incorporated into classroom lessons.
- School should host monthly sport events to cultivate a culture of sport, encourage and motivate learners to engage in physical activities.
- The Government should invest more in sports equipment at school level to support the teaching of PE.
- The Government should provide sufficient PE resources, such as PE textbooks and teachers' guides in secondary schools to support the teaching of PE.

- Annual workshops and ongoing training for PE teachers should be provided to update skills.
- Make PE a promotional subject or change it from PE to Sport Science. This will boost interest and motivate teachers and learners to take the subject seriously.
- Assessment should be conducted in PE like in any other subject. Without assessment, learners and teachers are not motivated to teach or learn because their efforts are not assessed, and there is no progress report for what they taught or learned throughout the year.

In addition, respondents provided solutions that could be used to address the challenges encountered on a daily basis in the teaching of PE. The figure below shows the results.

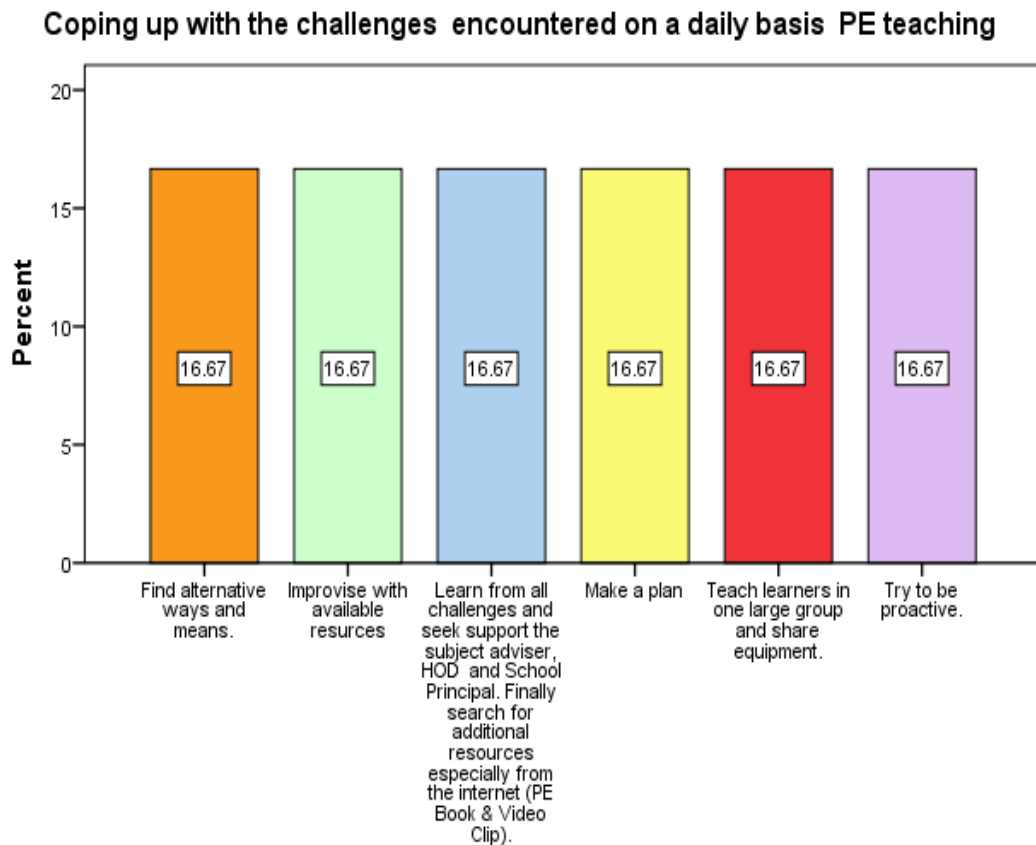


Figure 4.13: Coping with the challenges encountered on a daily basis in PE teaching

Figure 4.13 shows the solutions that can address the challenges encountered on a daily basis in teaching Physical Education . All the respondents were in agreement that schools should improvise with available resources; learn from all challenges and seek support from the subject advisor, head of department and school principal. Finally, another helpful solution is searching for additional resources especially from the internet, i.e., Physical Education books and video clips.

4.7 Heads of departments and principals

4.7.1 Specialisation in Physical Education

The heads of departments and school principals were asked whether they possess own qualifications focused or specialising in Physical Education/Human Movement/Sport Education or Sports Science. As illustrated in Table 4.13, all heads of departments and principals indicated that they did not possess any qualification focused or specialising in Physical Education/Human Movement/Sport Education or Sports Science.

Table 4.13: Principal and Head of Department specialisation or qualification in Physical Education

Specialisation in Physical Education/Human Movement/Sport Education or Sports Science			
		Frequency	Percent
Valid	No	4	100.0

Source: Primary data 2021

From Table 4.13, it is evident that all the heads of Departments and principals (100%) indicated that there was no specialisation in Physical Education/Human Movement/Sport Education or Sports Science.

4.7.2 Number of teachers

The heads of departments and principals were also asked whether the number of teachers teaching PE in their schools was sufficient. As illustrated in Figure 4.14, the majority of the heads of departments and principals indicated that the number of teachers teaching PE in their schools was insufficient.

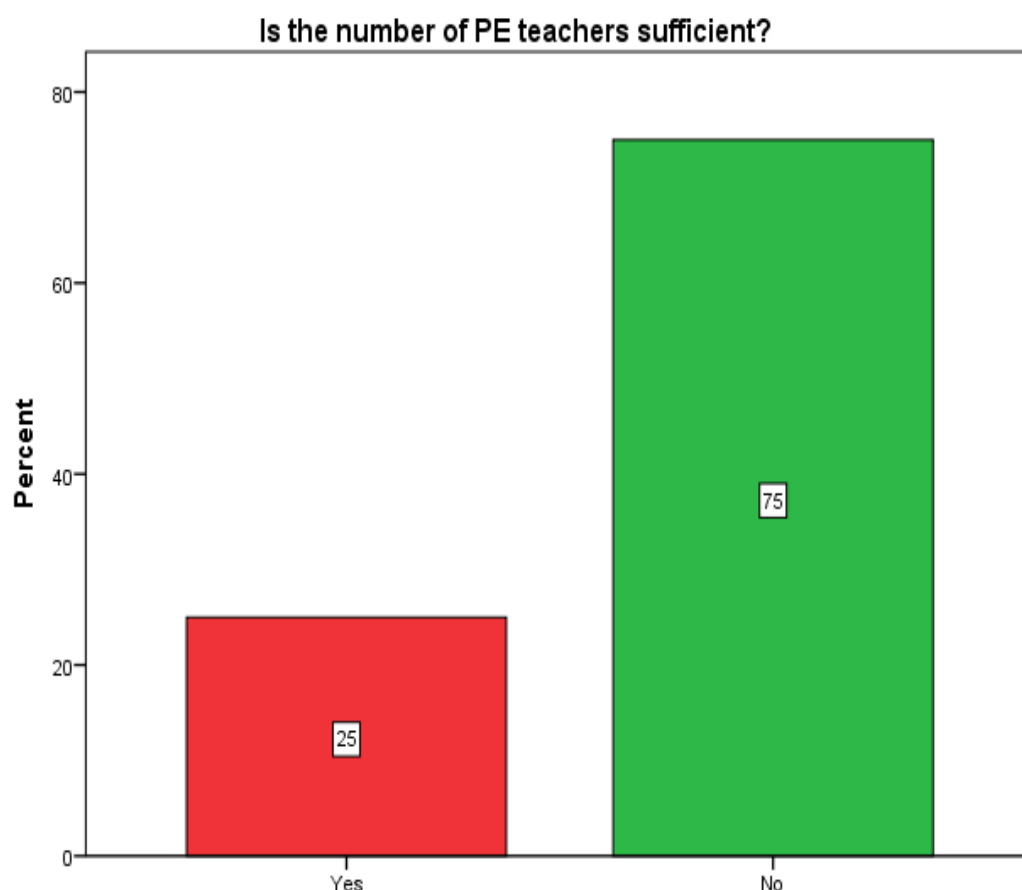


Figure 4.14: Number of teachers

Figure 4.14 shows that 75% of the heads of departments and principals indicated that the number of teachers teaching PE at their respective schools was insufficient, while 25% indicated that the number of teachers teaching PE in their schools was sufficient

4.7.3 Teacher qualification

The heads of departments and principals were asked whether the teachers at their school were professionally qualified and in the position of a recognised qualification in Physical Education/Human Movement/Sport Education or Science. The results are illustrated in Table 4.14 below

Table 4.14: Teacher qualification

		Frequency	Percent
Valid	No	4	100.0

All heads of departments and principals (100%) indicated that the teachers at their schools were not professionally qualified and not in the position of a recognised qualification in Physical/Human Movement/Sport Education or Science.

4.7.4 Attitudes of Physical Education teachers' towards the teaching of PE

Heads of departments and principals were asked about PE teachers' attitudes towards the teaching of PE. The results are illustrated in Figure 4.15.

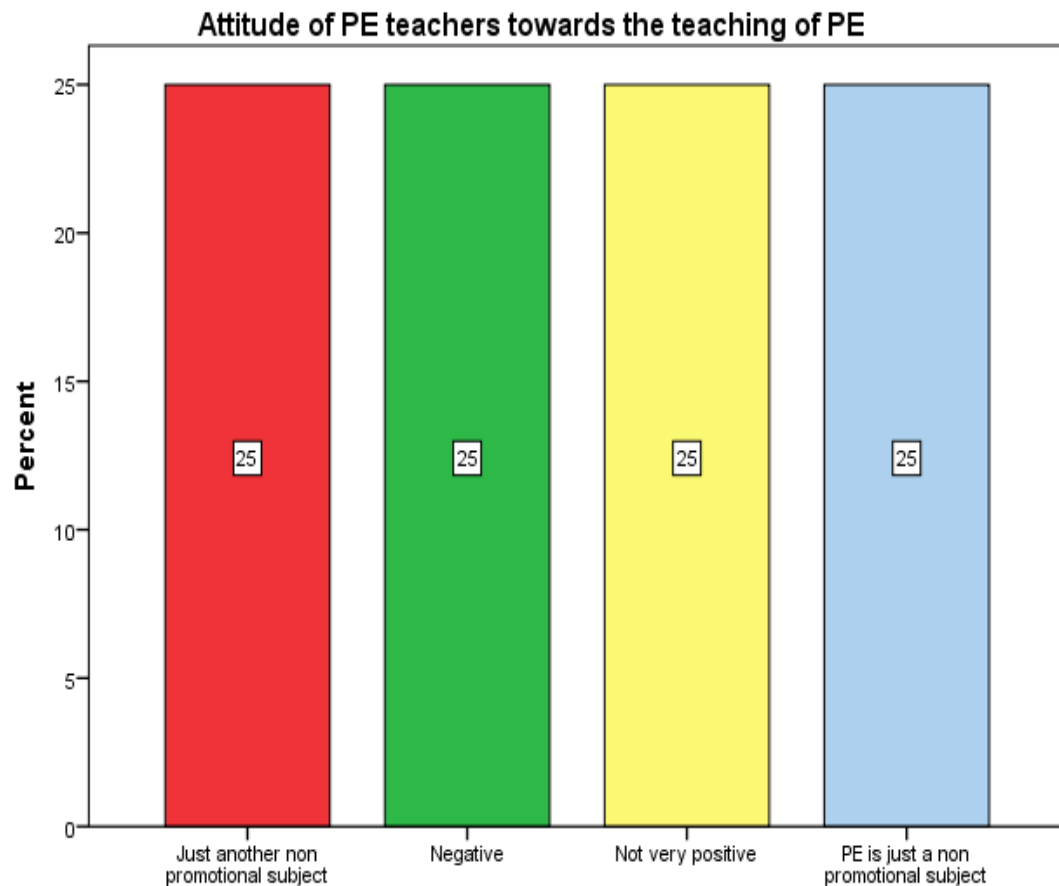


Figure 4.15 Physical Education teachers' attitudes

Figure 4.15 shows that all heads of departments and principals indicated that the attitudes of PE teachers towards the teaching of PE were summarised as: negative, positive, just another non-promotional subject and PE is a non- promotional subject with a threshold of 25% each.

4.7.5 Challenges in teaching PE

The heads of departments and principals indicated that there were challenges affecting the teaching of PE. The results are shown in the table below.

Table 4.15: Challenges in teaching PE

Does your school have challenges in teaching PE?			
		Frequency	Percent
Valid	Yes	4	100.0

From Table 4.15, all heads of departments and principals (100%) indicated that their respective schools had challenges in teaching PE. The challenges were further explained as shown in Table 4.16.

Table 4.16: Challenges in the teaching of PE

If yes, what challenges does your school face in the teaching of PE?			
		Frequency	Percent
Valid	Lack of PE equipment, lack PE hall, lack of qualified PE teachers	1	25.0
	Insufficient PE teaching equipment, Teaching boys and girls on the same court	1	25.0

	Unsuitable sports/playgrounds	1	25.0
	Space to conduct PE	1	25.0
	Total	4	100.0

Table 4.16 shows that all heads of departments and principals indicated that the teaching of PE faced challenges namely, insufficient PE teaching equipment, teaching boys and girls on the same court, unsuitable sports/playgrounds and space to conduct PE, and each identified challenge had a threshold of 25%.

4.8 Findings from observation notes

Observation notes were taken by the researcher in two secondary schools where learners, teachers, heads of departments and school principals formed the samples for the study. This was done to enable the researcher to make a personal assessment of the Physical Education and sports facilities available to learners for use during PE lessons and to witness the processes and practices happening during PE lessons. It was observed that only one out of the two secondary schools had a concrete netball court which was in a dilapidated condition, and that was where PE lessons took place. In addition, it was observed that both schools lacked a PE hall, sport grass field, sport gravel field, swimming pool, tennis court, volleyball courts and basketball courts.

Moreover, it was observed at both schools that during test week, learners and teachers used PE classes or lessons for studying and revision for subjects such as Mathematics and Biology.

The situation at the schools is such that PE was not taught according to the Ministry of Education, Arts and Culture's programme or syllabus due to lack of teachers' interest in the subject and lack of supervision from school management. Thus teachers, went to any open space inside the school and did random activities that were not planned according to the syllabus.

It was also observed that the libraries in the schools had no PE related textbooks that could be used by learners during PE classes. As a result, learners only did random activities spontaneously. Furthermore, it was observed that teachers did not put in the same effort in teaching PE as they did into teaching other subjects, like English and Geography and other promotional subjects.

It was observed that during PE lessons, learners did not change into PE clothes; they attended PE lessons wearing their usual school uniform. For this reason, some male students and female students did not feel comfortable during PE classes because they did not want their uniforms to get dirty. Further, due to the girls' dressing code which was school dresses and skirts, they could not move around and participate freely. As a consequence, most female learners refused to participate in PE classes, resorting to sitting down and sunbathing or just relaxing while the boys participated.

4.9 Discussion of findings

4.9.1 Challenges that influence the teaching of Physical Education in secondary schools in Lüderitz, Namibia

Swart's (2000) study found that while PE appears on Namibian school schedules, the times are not utilised for Physical Education instruction. PE was likewise deemed less significant than other educational subjects because it is not a promotional subject, and learners do not get assessed or write examinations for PE (Swart, 2000). These findings are consistent with this research study as all the categories reflected PE as not important. Some learners indicated that during PE lessons, some teachers were on their mobile phones or busy with other things. Furthermore, teachers were noted to be doing other work during PE lessons; they did not use their time effectively nor did they encourage any sort of physical education. The present study's results show that 99% of the Physical Education learners were taught PE lessons once, while only 1% indicated that the subject was taught twice every week. The result shows that periods allocated to PE lessons were very few.

The results also indicated that 73% of the PE learners said periods allocated for PE were not enough because they only receive one period per week which was insufficient time for fitness activities, learning different sport codes and playing different sport games. On the other hand, only 27% indicated that the periods allocated were enough because PE classes were not given enough attention by teachers, and learners just loitered around the school yard doing nothing. This shows that periods allocated to PE lessons in the two schools were insufficient. Carlson et al. (2008) further discussed a

number of intervention studies that were carried out to ascertain the impact of enhancing Physical Education and activity programmes during school hours with a focus on actions associated with academic success. The worry was that continuing or extending Physical Education lessons may cut into other topics and have a detrimental impact on students' academic performance. The results of the research of Carlson et al. (2008) unquestionably suggested that children may perform better if they participated in Physical Education more often. Carlson et al. (2008) are set in their belief that Physical Education programmes should continue to be promoted due to their numerous health benefits and that there is no justification for their elimination or reduction out of concern that more PE time might have a negative impact on academic performance. Additionally, research showed that incorporating physical exercise into classroom settings enhanced students' academic performance and on-task behaviour (Erwin et al., 2011). Howie and Pate (2012) state that academic accomplishment and PE have been researched for the last 50 years, and many researchers are sure that there is enough data to design school PE programmes that will enhance academic performance or at the very least not harm it.

This is consistent with Dinan-Thompson (2009) who asserted that educational results in schools are intimately related to the use and suitability of teaching and learning tools in various contexts; lack of facilities, poor utilisation or underutilisation, may negatively affect the quality of teaching PE. This notion is also consistent with the present study's results as these challenges were prevalent in the study. These challenges were: inadequate facilities at schools; lack of PE equipment, PE hall, PE management books; lack of PE study materials such as textbooks; lack of interest and commitment in some students and teachers; lack of sports equipment. The major problem was schools did not have trained PE teachers at schools; as a result, PE was

taught by teachers who did not possess any knowledge PE. In addition, Shehu (2019) claims that PE's position has been severely diminished in Botswana due to insufficient financing, a lack of necessary resources and the view of PE as a non-intellectual course.

In accordance with a study by Zealand (2001), it is up to the educators to decide how Physical Education will develop in Namibian classrooms. Because attitudes regarding Physical Education are ingrained in schools, whether good or bad, what instructors do and how they do it are seen as being very important for the future of PE in Namibia. It was also found in this study that the teachers' attitudes towards the teaching of PE were either negative, positive. Additionally, respondents (learners) opined that the attitudes were negative mainly because teachers always gave them work to do while they are in the PE lesson; they did not talk to the PE teachers to motivate them; they used PE for other subjects such as Geography, Mathematics or writing summaries. Others thought that it was a distraction for learning and wasting teaching periods.

4.9.2 Possible solutions to the challenges affecting the teaching of Physical Education

Minnie (2015) proposed that the Physical Education curriculum and syllabus should be changed and adapted to meet the requirements of the vast majority of Africans in general and specifically in the context of Namibia. This is in agreement with the findings of the study, as respondents were in agreement that the Physical Education curriculum is routinely revised and adjusted to incorporate practises derived from current research and documented teaching experiences. The fact that all students

should have access to a structured Physical Education programme for at least a minimum of one hundred and fifty minutes per week is another feature with which the respondents were in agreement. Zealand (2001) suggested that the Ministry of Education, Arts and Culture should conduct an immediate review of the situation in schools, mandate the teaching of Physical Education and elevate the subject's status by designating it as a promotional subject. He also suggested that the Ministry should enforce the teaching of Physical Education (p. 73). According to the findings of this research, Physical Education is not only a topic that promotes health, but it develops the learners holistically.

According to the findings of the research, there are far too many students enrolled in each class. It is suggested that the number of students enrolled in courses should be reduced significantly. Myton (2013) suggested that the number of pupils per classroom in Australian schools be lowered to twenty. When there are fewer students in a class, it is much simpler for the teacher to keep everyone under control and make efficient use of the resources that are at their disposal. According to Jenkinson and Benson (2010), the provision of facilities and equipment in a PE session is also an essential factor. Jenkinson and Benson (2010) state that it is anticipated of schools that they will remain current with the latest technological developments, therefore providing students with the skills necessary to make successful use of technology. Woods et al. (2018) suggest making heart rate monitoring equipment available to monitor or evaluate a student's heart rate and level of exertion while they are participating in physical exercise.

The development of an appropriate curriculum, the provision of an adequate budget for the staging of a variety of competitions and the utilisation of technology to raise awareness of the significance of sports and other forms of physical activity in our day-to-day lives are the future challenges that need to be overcome in order to make this field interesting (Wanyama, 2011).

The responsibility of ensuring that the significance of their field of study is recognised and embraced as an integral component of the educational experience provided by their respective institutions lies squarely on the shoulders of those who teach Physical Education. It is more important than ever before to establish a connection between the subjects taught in PE classes and the general health and happiness of the students as they go through their academic careers. Lessons acquired at a young age tend to carry over into one's adult life, as has been previously said. In addition, there is a lack of recognition of the significance of engaging in physical exercise as a means of fostering increased attention in the classroom.

According to McKenzie and Lounsbery (2013), proper PE teacher training plays a crucial role in improving PE teaching in public schools because it equips teachers with the knowledge, skills and strategies necessary to create engaging and effective PE programs that promote physical activity, health and overall well-being among students. In addition, comprehensive PE teacher training programs enhance teachers' content knowledge and equips teachers to design and deliver developmentally appropriate lessons that align with national curriculum standards (McKenzi & Lounsbery, 2013).

Moreover, Graham et al. (2015) stated that ongoing professional development opportunities for PE teachers are essential to ensure they stay updated with current

research and trends and best practices in PE teaching. These opportunities can include workshops, conferences, online courses and collaboration with other educators. Continuous professional development helps teachers refine their skills, expand their knowledge base and implement innovative teaching strategies (Graham et al., 2015).

4.10 Chapter summary

This chapter looked at the data presentation and analysis of research findings on the factors influencing the teaching of Physical Education (PE) in secondary schools in Lüderitz. It looked at four categories of respondents namely, learners, teachers, principals and heads of departments. SPSS Version 24 was used to create a summary of results, tables, graphs and simple statistics. Challenges and the solutions were demystified. The following chapter will look at the summary of results, conclusions and recommendations.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter looked at the research findings regarding the factors influencing the teaching of Physical Education (PE) in secondary schools in Lüderitz. This chapter presents the research summary, conclusions and recommendations.

5.1 Summary of the study

The purpose of the study was to analyse the factors influencing the teaching of Physical Education (PE) in secondary schools in Lüderitz. The general problem statement was that several curriculum projects have failed because insufficient attention has been paid to the factors that facilitate change. The absence of relevant content and method of presentation that can develop students' knowledge, cognitive abilities and behavioural change by level and adequate problem-solving ability and attitude, are some of the major problems of teaching PE. Literature was reviewed by linking to the challenges influencing the teaching of PE in secondary schools. The study commenced with laying down the theoretical literature, perceptions on school PE, importance of the subject in school as well as in learners' lives, as well as deliberates on the challenges influencing the delivery of the PE lessons in schools.

A qualitative research design, supported with some qualitative research design, using questionnaire and observations was adopted in this study and the results are shown below.

5.2 Summary of results

5.2.1 Challenges influencing the teaching of Physical Education

The study revealed that there are challenges in the teaching of PE. These challenges among others are: inadequate facilities at schools; lack of PE equipment, PE hall; lack of PE of study materials such as textbooks; lack of interest and commitment in some students; lack of sports equipment and lack of trained PE teachers at schools.

5.2.2 Possible solutions to the challenges affecting the teaching of Physical Education

The study's findings point to some concrete, actionable next steps for the future of teaching Physical Education in the face of the many obstacles that have been identified as impacting the field. More motivation and exercises and more activities should be improvised to make learners enjoy PE class. There should be more equipment and learners should follow a program or syllabus and not to do random activities. Schools should create a program for teachers which they can follow and to provide more equipment for Physical Education to support the learning process and make it easier. The schools should include equipment and more games to make PE interesting and also to involve local games to make the lesson more interesting. Sport fields should be built, more physical activities and exercises should be provided. More organised exercises should be implemented and the PE teacher should have knowledge and experience in PE. The school should provide learners with playing areas like courts, textbooks and learning resources. Teachers should teach in an active way by interacting with learners and using different teaching approaches. Teachers should teach in serious way by giving tests and examination. Teachers should use different approaches in line with the curriculum and syllabus.

5.3 Recommendations

Although it is well understood that Physical Education is crucial to a child's growth and development in Namibia, more has to be done by policymakers, teachers and parents to ensure that children get a high-quality PE programme throughout their school years.

National and regional subject advisors, directors, inspectors, principals and heads of Departments should support, oversee and push teachers to teach PE with the same attitude and seriousness they apply when teaching promotional subjects. There must be an introduction of school-based programs to increase physical activities and schools should incorporate physical activities/lessons into classroom lessons.

Furthermore, schools should host monthly sport events just to encourage and motivate learners to engage in sport and Physical Education activities. The Government and Ministry of Education, Arts and Culture should invest more in sports equipment and facilities at schools and also provide sufficient PE resources to secondary schools such as textbooks.

The Ministry of Education, Arts and Culture school must employ qualified PE teachers. It should be made a prerequisite that PE must be taught by qualified PE teachers only. There must be provision of PE teaching workshops and other ongoing training for PE teachers. Also, the Ministry of Education, Arts and Culture must transition PE from a non-promotional subject to a promotional subject or change it from Physical Education to Sport Science so that teachers and learners can take it seriously. Assessment for PE as a subject should be done as is the case for any other subject.

It is also of vital importance that whenever new schools are being built, it should be compulsory that basic PE facilities should be built in the new schools. In addition, all schools should have the same quality indoor and outdoor amenities.

It is imperative that schools properly examine and offer sufficient equipment and resources for Physical Education.

It is undeniable that a more than great PE programme in schools is necessary to support children's physical well-being, holistic development, health and academic accomplishment. As a result, the Namibian system needs to include local assistance that might be offered by sport groups, the community and governmental entities to expand prospects for greater physical exercise for Namibian learners.

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APPENDICES

Appendix 1: University Of Namibia Ethical Clearance Certificate



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: SoE-DEC100621/14 Date: 30 June 2021

This Ethical Clearance Certificate is issued by the University of Namibia
Decentralised Research Ethics

Committee (DEC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus/Unit Research Ethics Committee.

Title of Project: AN ANALYSIS ON THE CHALLENGES INFLUENCING
THE TEACHING OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS
IN LUDERITZ, NAMIBIA

Nature/Level of Project: MASTERS

Researcher: STEFANUS ET NGOLO

Student Number: 201310357

Faculty: EDUCATION & HUMAN SCIENCES

School: EDUCATION

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the DEC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the DEC.
- (c) The Principal Researcher must report issues of ethical compliance to the DEC (through the Chairperson of the Faculty/Centre/Campus/Unit Research Ethics Committee) at the end of the Project or as may be requested by DEC.
- (d) Approval is valid for a period of one year from the date of issue.
- (e) A mid-year report to be submitted to DEC (where applicable).
- (f) The DEC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research. DEC wishes you the best in your research.

HM - 2

.....
Dr Helena Miranda

School of Education -DEC Chairperson



Appendix 2: University of Namibia Centre for Research Services Permission Letter

CENTRE FOR RESEARCH SERVICES

Office of the Pro-Vice Chancellor: Research, Innovation & Development
University of Namibia, Private Bag 13301, Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park, Office F223 - Fblock, Second Floor
☎ +264 61 206 4673; E-mail: kmbulu@unam.na; URL: <http://www.unam.edu.na>



13 July 2021

RESEARCH PERMISSION LETTER

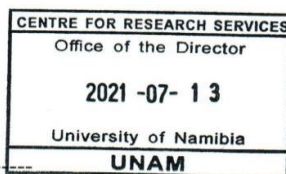
Student Name : Stefanus ET Ngolo
Student number : 201310357
Programme : Master of Education (By Research)
Approved research title : AN ANALYSIS ON THE CHALLENGES INFLUENCING THE TEACHING OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN LUDERITZ, NAMIBIA

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards



Prof. Nelago Indongo
Director: Centre for Research Service

Appendix 3: Ministry of Education, Arts and Culture Permission Letter to conduct research


REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

<i>Enquiries: Mr. G. Munene</i> <i>Tel: +264 61 - 2933202 2</i> <i>Fax: +264 61 - 293392</i> <i>Email: Gibson.Munene@moe.gov.na</i> <i>File no: 13/2/9/1</i>	<i>Luther Street, Govt. Office Park</i> <i>Private Bag 13186</i> <i>Windhoek</i> <i>Namibia</i>
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Mr. Stefanus Ngolo
Email: ngolaset@gmail.com

Dear Mr. Ngolo,

SUBJECT: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN ||KHARAS REGION

The Ministry wishes to acknowledge receipt of your email dated 8 July 2021 seeking for permission to conduct academic research at schools for your Masters studies which is focusing on: *An Analysis on the Challenges Influencing the Teaching of Physical Education in Secondary Schools in Luderitz, Namibia.*

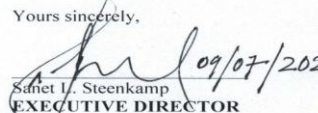
Permission has been granted to you. However, you have to seek for further clearance from the ||Kharas Regional Director of Education, Arts and Culture to ensure that:

- the school principals are aware of your presence;
- teaching and learning should not be interrupted;
- participation is voluntary;
- you obtain consent from parents of learners under the age of 16 years.

Furthermore, you are kindly requested to share your research findings with the Ministry after completion of the research project. You may contact Mr G. Munene on the above provided contacts at the Directorate: Programmes and Quality Assurance (PQA) for submission of your research findings at the above indicated details.

We wish you the best in conducting your research and the Ministry looks forward to hearing from you upon completion of your studies.

Yours sincerely,


Sanet L. Steenkamp
EXECUTIVE DIRECTOR

09/07/2021



All official correspondence must be addressed to the Executive Director

Page 1 of 1

Appendix 4: //Kharas Regional Director of Education Permission Letter to conduct research



//Kharas Regional Council Directorate of Education, Arts and Culture

Private Bag 2160, KEETMANSHOOP | Tel: +264 63 227000 | Fax: +264 63 223800

12 July 2021

Ref: 15/1
Enq: |Awebahe Johannes ||Hoeseb

Mr Stefanus Ngolo
Regional Sports Officer: //Kharas Region
Ministry of Youth, Sports & National Service
+264817774844

SUBJECT: Approval to conduct research at public secondary schools in Lüderitz

1. Your request for permission to conduct research at secondary schools in Lüderitz, submitted via electronic mail on 12 July 2021, bears reference.
2. **Permission is hereby granted** to you, **Mr. Stefanus Ngolo**, to **conduct research** at **Lüderitz Secondary School** and **Angra Pequena Senior Secondary School** in Lüderitz, Namib Circuit, !Nami-nūs Constituency, on the topic "*An Analysis on the Challenges Influencing the Teaching of Physical Education in Secondary Schools in Lüderitz, Namibia.*", on condition that the anonymity of respondents like teachers and the learners that will form part of the intended research sample would be guaranteed.
3. You should please **present this letter** to the respective **Principals** of **Lüderitz Secondary School** and **Angra Pequena Senior Secondary School** and agree on the most suitable dates/days and time-slots for your research engagements.
4. Note must, however, be taken of the limitation that the **engagements** with the teachers and the learners at Lüderitz Secondary School and Angra Pequena Senior Secondary School **are not supposed to lead to the disruption and or interruption of teaching and learning programmes and or processes, or the discontinuation of the teaching duties of teachers during normal school hours.**
5. Lastly, but not the least at all, the Regional Management Committee of the Directorate of Education, Arts and Culture in the //Kharas Regional Council would like to formally request you, Mr. Stefanus Ngolo, to **share the findings of the study with this regional directorate for enhancing insightful planning purposes.**

Yours faithfully

.....
|Awebahe Johannes ||Hoeseb
Regional Director of Education, Arts and Culture
//Kharas Regional Council



All official correspondence must be addressed to the Chief Regional Officer

Appendix 5: School Principal Consent form

Principals 'consent form

Consent form for the School Principal

Mr Stefanus Edison Tupanduleni Ngolo is hereby given permission to useSchool as the research site for the research study he is required to conduct in fulfilment of a degree in MASTER OF EDUCATION (BY THESIS) of the University of Namibia.

I understand that: the study will conduct questionnaires and interview sessions, and the researcher will take observation notes about the school Physical Education grounds and information may be used in the final report of this study.

I have been assured that the school, the teachers and learners will have anonymity in the final report and the information collected will be used for the sole purpose of the study.

_____/_____/ 2021

Principal's signature Date

Appendix 6: Learner's Parent's Consent Form

Consent form: Learners parents

Instruction: Please fill out this consent form and return it.

I, _____, the parent of
_____ a grade____
learners atSenior Secondary School in
Lüderitz, //Kharas Region hereby give consent for my child to be a subject in the study
entitled "AN ANALYSIS ON THE CHALLENGES THAT INFLUENCE THE
TEACHING OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN
LUDERITZ, NAMIBIA" by attending to and answering questionnaires and attend
interview sessions.

I understand that:

1. My child is under no obligation to participate, and may withdraw from the study at any point prior to the publication or presentation of research results.
2. Anonymity will be maintained through the entire process. The name of my child will not be requested.
3. The research will be used for academic and professional presentations and publications only.

_____/____/2021

Signature Date

Appendix 7: Interview guide for School Principals and Head of Departments



Interview guide for School Principals and Head of Departments on their perceptions regarding the challenges influencing the teaching of Physical Education in Secondary Schools in Lüderitz, Namibia.

I am Stefanus Ngolo; I am conducting research about challenges influencing the teaching of Physical Education specifically in secondary schools in the town of Lüderitz, //Karas Region. The research project is a requirement for the Degree of Master of Education (By Research). The research project is conducted under the supervision of Prof. Cilas Jacobus Wilders in the Department of Mathematics, Science and Sport Education in the Faculty of Education.

The purpose of this research is to document the challenges influencing the teaching of Physical Education and to identify possible solutions and/or best practices for teaching Physical Education. Your answers to the questions I am going to ask you will help me understand your educational needs and concerns based on the challenges influencing the teaching of Physical Education in Secondary Schools in Lüderitz, Namibia. This is not a test, and there are no right or wrong answers. Your responses will be kept strictly confidential and will only be used for the purpose of this study. Please be assured that your answers will not prejudice you in any way.

Before we start, are there any questions?

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [] Female []
2. In which age group do you fall?
 - a) Below 20 years

- b) 21-30 years
- c) 32-40 years
- d) 40-60 years

4. How long have you been teaching?

- a) Less than 2 years
- b) 2-5 years
- c) 6-9 years
- d) More than 9 years

5. Qualifications: PhD ☐ Master's Degree ☐ Honours Degree ☐ Diploma ☐.

6. Do you have a qualification with a specialisation in Physical Education/Human Movement/Sport Education or Sports Science? Yes ☐ No ☐.

SECTION B:

1. Is PE taught in this school? Yes ☐ No ☐

2. Is PE important to students? Yes ☐ No ☐

2. How many PE teachers do you have in this school? Is this number sufficient?

- Number of teachers:
- Is the number sufficient:
.....

3. Are the teachers at your school professionally qualified and in the position of a recognised qualification in Physical/Human Movement/Sport Education or Science?

4. What are the attitudes of your PE teachers towards the teaching of PE?

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5. Do P.E teachers have P.E preparation files like all other school subjects? Yes ☐ No ☐.

6. Do teachers prepare and submit lesson plans for P.E classes? Yes ☐ No ☐.

7. Does the Teachers gender influence the delivery of P.E lessons? Yes ☐ No ☐.

8. How many PE periods are there on the timetable per week? Is this in line with the curriculum requirement? If not, why?

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9. Does your school have challenges in teaching PE? Yes ☐ No ☐.

If yes, what challenges does your school face in the teaching of PE?

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10. How do your teachers manage to continue teaching PE despite the challenges?

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11. What do you think can be a long-term solution to the challenges influencing the teaching of PE in secondary schools?

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12. Learning environment

Please indicate the extent to which you agree or disagree with the following statements based on the current situation at your school and based on observations of a conducive environment (facilities, equipment, learner preparedness, etc.) available for the sustaining of a successful PE program in your school.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

- | | | | | | |
|--|---|---|---|---|---|
| a. An adequate space (PE hall, multifunctional room, etc.) is available for the teaching of all indoor PE movement activities where learners can move freely and safely. | 1 | 2 | 3 | 4 | 5 |
| b. Outdoor facilities such as a sports field, pitches, courts, paved areas, etc. are available for the teaching of all outdoor PE activities. | 1 | 2 | 3 | 4 | 5 |
| c. Changing rooms and drinking fountains are available close to instructional areas. | 1 | 2 | 3 | 4 | 5 |
| d. All learners are wearing the required PE sportswear during PE classes. | 1 | 2 | 3 | 4 | 5 |
| e. Enough small and large equipment for all sports activities included in the curriculum (gymnastics, dance, athletics and all team sports) are available. | 1 | 2 | 3 | 4 | 5 |

g. The PE class sizes range around a ratio of 20:1 to ensure safe, effective instruction.	1	2	3	4	5
This school is receiving sufficient support for the sustaining of efficient PE and sports programs, from the government, community parents/caretakers and donors.	1	2	3	4	5
Proper funding per pupil ratio, is available for the purchasing and maintenance of all needed equipment and facilities.	1	2	3	4	5
The PE class sizes are overcrowded, and it is a challenge to effective instruction	1	2	3	4	5
The school has P.E textbooks	1	2	3	4	5

Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned statements:

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13. Teaching Approaches

Please indicate the extent to which you agree or disagree with the following statements:

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

a. Appropriate time within the school timetable is fully utilised for the teaching of PE.	1	2	3	4	5
b. A well-planned developmentally appropriate PE program is followed by all teachers in this school, responsible for teaching PE.	1	2	3	4	5
c. The school has adequate resources to provide a quality PE program (sample schemes of work/lesson plans, manuals, DVD's, etc.)	1	2	3	4	5
d. PE has the same value and status as the other academic subjects.	1	2	3	4	5
e. Teacher reflection on teaching practices to enhance learner success is advocated and followed by all teachers responsible for teaching PE.	1	2	3	4	5
f. Do the teachers have a positive attitude towards the teaching of P.E?					
Are the learners motivated in being taught P.E?					

Any additional comments, suggestions and/or opinions that you would like to add to the

abovementioned,statements:.....

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14. Curriculum

Please indicate the extent to which you agree or disagree with the following statements based on the current situation at your school and based on observations of a well-planned, research-based and effective curriculum for the sustaining of a successful PE program in your school.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

a. The PE curriculum is well-structured, developmentally and practically appropriate and recognise learners' movement abilities.	1	2	3	4	5
b. The PE curriculum is regularly revised and adjusted for the incorporation of practices derived from current research and documented teaching experiences.	1	2	3	4	5
c. All learners should receive formal instruction in PE for at least a minimum of 150 minutes per week.	1	2	3	4	5
Effective, high quality and varied schemes of work and lesson plans are in place and reviewed regularly.	1	2	3	4	5
The PE curriculum is designed to systematically develop the physical, cognitive, social and emotional aspects of each learner.	1	2	3	4	5
The PE curriculum guides learners to lead lifelong physically active and healthy lifestyles.	1	2	3	4	5
According to your opinion, should programs that integrate physical activity sessions into the existing educational standards and that are feasible for teachers, be developed in addition to the current PE curriculum?	1	2	3	4	5
	1	2	3	4	5

Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned statements:

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15. Professionalism

Please indicate the extent to which you agree or disagree with the following statements based on the current situation at your school and observations of PE teachers' professional requirements, professional development and continual growth in subject-related knowledge.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

Are the PE teachers professionally qualified and possess recognised qualifications in Physical/Human Movement/Sport Education or Science.	1	2	3	4	5
Self-improvement opportunities to stay current, like subscription to journals, attendance of conferences and in-	1	2	3	4	5

service professional development programs, is available to all PE teachers.

Specialist activities offered by external coaches or experts are incorporated in the PE program. 1 2 3 4 5

The single most important factor for successful and sustainable PE programs is sufficient support from administrators, educational instructors and national educational board members 1 2 3 4 5

Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned

statements:.....
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16. Assessment

Please indicate the extent to which you agree or disagree with the following statements based on the current situation at your school and your observations of assessment in PE as one of the best practices in ensuring a high-quality program in your school.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

My school gives out an assessment for PE like all other subjects 1 2 3 4 5

A. My school has a written mission statement and assessment criteria derived from a sequential curriculum and based on national standards 1 2 3 4 5

B. Assessments, e.g. a rubric, that includes clearly defined criteria, are provided and explained to all teachers and learners before assessment sessions 1 2 3 4 5

C. Teachers teach and assess all learning domains systematically in PE, like the cognitive, affective and physical domains, by making use of a variety of assessment techniques 1 2 3 4 5

D. Teachers use fitness assessments as part of the ongoing process of helping learners to understand, enjoy, improve and/or maintain their physical fitness and healthy well-being 1 2 3 4 5

E. PE grades are based on identified components that are aligned with course goals and national/international standards 1 2 3 4 5

F. Teachers provide regular learner progress PE reports to parents/guardians using a variety of continuous formative evaluations and assessments 1 2 3 4 5

G. Assessment in PE is time-consuming and of little to no relevance to learners' physical developmental progress 1 2 3 4 5

Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned statements:

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Appendix 8: Questionnaires for Physical Education School Learners



Questionnaires for Physical Education school learners

Dear prospective participant

This questionnaire is for a research project being conducted by Mr Stefanus Ngolo at the University of Namibia. The research project is conducted to fulfil the requirements for the Degree of Master of Education (By Research). The research project is conducted under the supervision of Prof. Cilas Jacobus Wilders in the Department of Mathematics, Science and Sport Education in the Faculty of Education.

Title of Research Project: An analysis on the challenges influencing the teaching of Physical Education in Secondary Schools in Lüderitz, Namibia.

This questionnaire has been developed to examine the challenges influencing the teaching of Physical Education specifically in secondary schools in the town of Lüderitz, //Karas Region, Namibia with the assumption that findings will assist to identify possible solutions and/or best practices for teaching Physical Education.

You have been identified as a potential respondent to assist in providing relevant data relating to the objectives of this research project in Physical Education. Therefore, you are kindly requested to participate in this research project because you could provide meaningful information regarding the challenges influencing the teaching of Physical Education in secondary schools. The purpose of this research is to document the challenges influencing the teaching of Physical Education and to identify possible solutions and/or best practices for teaching Physical Education.

INSTRUCTIONS

- This questionnaire will be administered to Physical Education Learners in the //Kharas Education Region.
- Your participation is essential for making the results of this study comprehensive, accurate and relevant.
- This questionnaire must be completed anonymously, and all answers will be kept confidential.
- Information gathered will be used to identify possible solutions and/or best practices for teaching Physical Education.

Thank you in advance for your time and cooperation!

QUESTIONNAIRE FOR PHYSICAL EDUCATION LEARNERS

TITLE OF RESEARCH: AN ANALYSIS ON THE CHALLENGES INFLUENCING THE TEACHING OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN LUDERITZ, NAMIBIA

SECTION A: BACKGROUND INFORMATION

AGE:

GRADE:

SEX: Male ☐ Female ☐

SECTION B

1. Do you think PE is an important subject? Yes ☐ No ☐.

2. How many periods of PE lessons do you have per week?

-

3. Do you think this number of periods is enough for PE lessons? Yes ☐ No ☐ If no, why?

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4. Do you dislike PE lessons? Yes ☐ No ☐. If Yes, What do you dislike about PE lessons?

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5. Does your PE teacher motivate you in the way he/she conducts PE lessons? Yes ☐ No ☐ Give a reason for your answer.

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-

6. What are the attitudes of some non-PE teachers towards the teaching of PE as a subject? Good ☐ Bad ☐ Give a reason for your answer.

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7. Is there anything that you feel should be done to improve the teaching of Physical Education?

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8. What do you think should be done to make the teaching of PE more interesting for students in secondary schools?

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Thank you for taking the time to complete this questionnaire.

Appendix 9: Questionnaires for Physical Education Teachers



Questionnaires for Physical Education Teachers

Dear prospective participant

This questionnaire is for a research project being conducted by Mr Stefanus Ngolo at the University of Namibia. The research project is conducted to fulfil the requirements for the Degree of Master of Education (By Research). The research project is conducted under the supervision of Prof. Cilas Jacobus Wilders in the Department of Mathematics, Science and Sport Education in the Faculty of Education.

Title of Research Project: An analysis on the challenges influencing the teaching of Physical Education in Secondary Schools in Lüderitz, Namibia.

This questionnaire has been developed to examine the challenges influencing the teaching of Physical Education specifically in secondary schools in the town of Lüderitz, //Karas Region, Namibia with the assumption that findings will assist to identify possible solutions and/or best practices for teaching Physical Education.

You have been identified as a potential respondent to assist in providing relevant data relating to the objectives of this research project in Physical Education. Therefore, you are kindly requested to participate in this research project because you could provide meaningful information regarding the challenges influencing the teaching of Physical Education in secondary schools. The purpose of this research is to document the challenges influencing the teaching of Physical Education and to identify possible solutions and/or best practices for teaching Physical Education.

INSTRUCTIONS

- This questionnaire will be administered to Physical Education teachers in Lüderitz town, //Kharas Education Region.
- Your participation is essential for making the results of this study comprehensive, accurate and relevant.
- This questionnaire must be completed anonymously, and all answers will be kept confidential.
- Information gathered will be used to identify possible solutions and/or best practices for teaching Physical Education.

Thank you in advance for your time and cooperation!

QUESTIONNAIRE FOR PHYSICAL EDUCATION TEACHERS

Section A: Background Information

1. Gender: Male [] Female []

2. In which age group do you fall?

- e) Below 20 years
- f) 21-30 years
- g) 32-40 years
- h) 40-60 years

3. How long have you been teaching?

- e) Less than 2 years
- f) 2-5 years
- g) 6-9 years
- h) More than 9 years

4. Qualifications: PhD [] Master's Degree [] Honours Degree [] Diploma [].

5. Do you have a qualification with a specialisation in Physical Education/Human Movement/Sport Education or Sports Science? Yes [] No [].

SECTION B

1. Is PE taught in this school? Yes [] No []
2. Is PE important to students? Yes [] No []
2. Do PE students like the subject? Yes [] No []
3. What do you think is the status of PE as a subject compared to others in the school curriculum? Same [] Higher [] Lower []
4. How many PE teachers are in this school? Is this number of PE teachers sufficient to handle all PE lessons in this school? Yes [] No []
 -
 -
 -
5. In your own opinion, what is the status of a PE teacher compared to other subject teachers? Same [] Higher [] Lower []
6. How many periods do you have for PE per week? Is this by following curriculum requirements? Yes [] No [] If no, why?
 -
 -
 -
7. Do you have large numbers in your Physical Education classes? Yes [] No []
8. Do such numbers pose a challenge in your teaching of Physical Education? Yes [] No [] If yes, how?
 -
 -
9. What other challenges do you face in the teaching of PE in your school?
 -
 -
10. What is the extent of female student participation in PE lessons in this school?
11. Is the Principal and Head of Department non-supportive or supportive in the teaching of PE in schools? Supportive [] Non-Supportive [] Give illustrations for your answer

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12. Does this school have enough resources, facilities and equipment to facilitate the teaching of PE? Yes [] No [] If yes, list a minimum of four facilities, equipment or resources at your school.

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If no, explain how you manage to conduct your PE lessons in the inadequacy or absence of the above.

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13. Do you teach all disciplines which are in the PE curriculum content in this school? Yes [] No [] If no, why?

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14. Are you motivated as PE teachers? Yes [] No [] Give a reason for your answer.

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15. How often are you monitored in your teaching of PE by Subject Advisers and your school administration (Principal or Head of Department)?

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16. What other challenges do you face in your teaching of PE in schools?

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17. What do you do to cope with the challenges that you encounter on a daily basis in your PE teaching?

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18. What do you think are the long-term solutions to these challenges in the teaching of PE in secondary schools?

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19. Learning environment

Please indicate the extent to which you agree or disagree with the following statements based on the current situation at your school and based on observations of a conducive environment (facilities, equipment, learner preparedness, etc.) available for the sustaining of a successful PE program in your school.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

- | | | | | | |
|--|---|---|---|---|---|
| a. An adequate space (PE hall, multifunctional room, etc.) is available for the teaching of all indoor PE movement activities where learners can move freely and safely. | 1 | 2 | 3 | 4 | 5 |
| b. Outdoor facilities, such as a sports field, pitches, courts, paved areas, etc., are available for the teaching of all outdoor PE activities. | 1 | 2 | 3 | 4 | 5 |
| c. Changing rooms and drinking fountains are available close to instructional areas. | 1 | 2 | 3 | 4 | 5 |
| d. All learners are wearing the required PE sportswear during PE classes. | 1 | 2 | 3 | 4 | 5 |

e. Enough small and large equipment for all sports activities, included in the curriculum (gymnastics, dance, athletics and all team sports), are available.	1	2	3	4	5
f. The PE class sizes are overcrowded, and it is a challenge to effective instruction.	1	2	3	4	5
g. Do undisciplined learners affect the teaching of PE at your school	1	2	3	4	5
h. This school is receiving sufficient support for the sustaining of efficient PE and sports programs, from the government, community parents/caretakers and donors.	1	2	3	4	5
I. The school has PE textbooks?	1	2	3	4	5
j. Proper funding per pupil ratio is available for the purchasing and maintenance of all needed equipment and facilities.	1	2	3	4	5
Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned statements:					
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20. Teaching Approaches

Please indicate the extent to which you agree or disagree with the following statements.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

a. Appropriate time within the school timetable is fully utilised for the teaching of PE.	1	2	3	4	5
b. A well-planned developmentally appropriate PE program is followed by all teachers in this school, responsible for teaching PE.	1	2	3	4	5
c. The school has adequate resources to provide a quality PE program (sample schemes of work/lesson plans, manuals, DVDs, etc.)	1	2	3	4	5
d. PE has the same value and status as the other academic subjects.	1	2	3	4	5
e. Teacher reflection on teaching practices to enhance learner success is advocated and followed by all teachers responsible for teaching PE.	1	2	3	4	5
Are the learners motivated in being taught PE?	1	2	3	4	5

Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned statements:.....

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21. Curriculum

Please indicate the extent to which you agree or disagree with the following statements based on the current situation at your school and based on observations of a well-planned, research-based and effective curriculum for the sustaining of a successful PE program in your school.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

a. The PE curriculum is well-structured, developmentally and practically appropriate and recognises learners' movement abilities.	1	2	3	4	5
b. The PE curriculum is regularly revised and adjusted for the incorporation of practices derived from current research and documented teaching experiences.	1	2	3	4	5
c. All learners should receive formal instruction in PE for at least a minimum of 150 minutes per week.	1	2	3	4	5
Effective, high quality and varied schemes of work and lesson plans are in place and reviewed regularly.	1	2	3	4	5
The PE curriculum is designed to systematically develop the physical, cognitive, social and emotional aspects of each learner.	1	2	3	4	5
The PE curriculum guides learners to lead lifelong physically active and healthy lifestyles.	1	2	3	4	5
In your opinion, should programs that integrate physical activity sessions into the existing educational standards and that are feasible for teachers, be developed in addition to the current PE curriculum?	1	2	3	4	5
	1	2	3	4	5

Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned statements:

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22. Professionalism

Please indicate the extent to which you agree or disagree with the following statements based on the current situation at your school and observations of PE teachers' professional requirements, professional development and continual growth in subject-related knowledge.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

Are PE teachers professionally qualified and possess recognised qualifications in Physical/Human Movement/Sport Education or Science.	1	2	3	4	5
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Self-improvement opportunities to stay current, like the subscription to journals, attendance of conferences and in-service professional development programs, is available to all PE teachers.	1	2	3	4	5
Specialist activities offered by external coaches or experts are incorporated into the PE program.	1	2	3	4	5
The most important factor for successful and sustainable PE programs is sufficient support from administrators, educational instructors and national educational board members	1	2	3	4	5

Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned statements:.....
.....
.....

23. Assessment

Please indicate the extent to which you agree or disagree with the following statements based on the current situation at your school and your observations of assessment in PE as one of the best practices in ensuring a high-quality program in your school.

1. Strongly Disagree; 2. Disagree; 3. Partially Agree; 4. Agree; 5. Strongly Agree

My school gives out an assessment for PE like all other subjects	1	2	3	4	5
A. My school has a written mission statement, and assessment criteria derived from a sequential curriculum and based on national standards	1	2	3	4	5
B. Assessments, e.g. a rubric, that includes clearly defined criteria, are provided and explained to all teachers and learners before assessment sessions	1	2	3	4	5
C. Teachers teach and assess all learning domains systematically in PE, like the cognitive, affective and physical domains, by making use of a variety of assessment techniques	1	2	3	4	5
D. Teachers use fitness assessments as part of the ongoing process of helping learners to understand, enjoy, improve and/or maintain their physical fitness and healthy well-being	1	2	3	4	5
E. PE grades are based on identified components that are aligned with course goals and national/international standards	1	2	3	4	5
F. Teachers provide regular learner progress PE reports to parents/guardians using a variety of continuous formative evaluations and assessments	1	2	3	4	5
G. Assessment in PE is time-consuming and of little to no relevance to learners' physical developmental progress	1	2	3	4	5

Any additional comments, suggestions and/or opinions that you would like to add to the abovementioned statements:.....
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