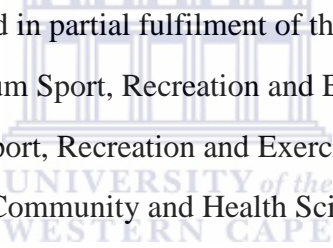


**THE PERCEPTIONS AND ATTITUDES OF SECONDARY SCHOOL  
LEARNERS FROM THE ZAMBEZI REGION OF NAMIBIA TOWARDS  
PHYSICAL EDUCATION**

By

GERALD KELA



A full thesis submitted in partial fulfilment of the requirements for the  
Degree Magister Artium Sport, Recreation and Exercise Science in the  
Department of Sport, Recreation and Exercise Science in the  
Faculty of Community and Health Sciences at the  
University of the Western Cape

**Supervisor:** Prof A. L. Travill

**Co-Supervisor:** Dr M. Young

**November 2016**

**THE PERCEPTIONS AND ATTITUDES OF SECONDARY SCHOOL LEARNERS  
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Gerald Kela

**KEYWORDS**

Perceptions

Attitudes

Secondary

School

Learners

Zambezi Region

Namibia

Towards

Physical Education



## Declaration

I declare that the thesis titled ‘**The perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards Physical Education**’ is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full name: Gerald Mwilima Kela

Date: November 2016

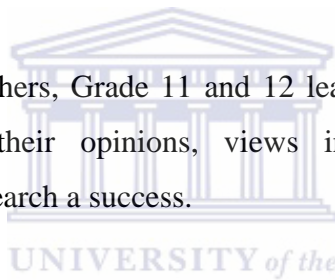
Signed



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- The Zambezi Regional Education Directorate for granting me permission to visit and conduct the study in ten senior secondary schools.
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- My family, Rosemary Mubita, Salomi Kela, Liseli Kela, Namubi Kela, Likezo Kela, Nanvula Kela, Mubita Kela and my close friends Israel Maswahu, Kahimbi Likando, my kids: Kazungwe Kela, Liseli Kela Jr, Mambo Kela, Muniile Kela, Rivers Kela, and Mwilima Gerald Kela Jr who stood firmly by my side through difficulties that emerged during my studies.





## **Dedication**

I wish to dedicate this thesis to my late cousin Benson Kachibonwa Regan and to my late father, Sir Gabriel Kela Mubita, who inspired me all through my youthful until I was an adult. To you Paps I say, thank you for the wonderful gift of education a father can ever give to his loved son.

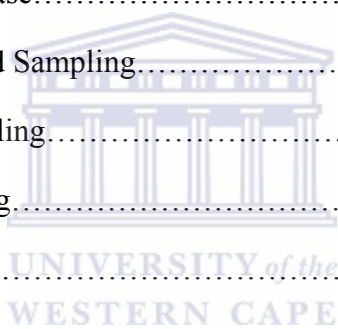


# Table of Contents

Keywords.....	ii
Declaration .....	iii
Acknowledgements .....	iv
Dedication.....	v
Table of Contents .....	vi
List of Tables .....	xii
Abstract .....	xiii
Abbreviations .....	xv
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background .....	1
1.2 Statement of the Problem.....	4
1.3 Aims.....	5
1.4 Objectives.....	5
1.5 Research Questions.....	6
1.6 Hypothesis for Quantitative Analysis.....	6
1.7 Definitions of Terms.....	7
1.8 Thesis Structure.....	7
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>9</b>
2.1 Introduction.....	9
2.2 The Intellectualisation of Key Concepts.....	9
2.2.1 Perception Intellectualisation.....	10
2.2.2 Teachers' Perceptions Intellectualisation.....	10
2.2.3 General Perception on PE.....	11
2.2.4 Perceptions of Learners on PE.....	12

2.2.5 Perceived Teachers' Challenges in Implementing PE Curriculum in Schools.....	12
2.2.6 Teachers' Perceptions on Facilities and Equipment in Schools.....	13
2.2.7 Learners' Perceptions Conceptualisation.....	14
2.3 Status of PE Conceptualisation.....	15
2.3.1 Theories on Status.....	15
2.3.2 Status Attainment Theory.....	16
2.3.3 Identity Diffusion Theory.....	16
2.3.4 Identity Foreclosure Theory.....	17
2.3.5 Identity Moratorium Theory.....	18
2.3.6 Identity Achievement Theory.....	18
2.4 Status of PE.....	18
2.5 The importance and benefits of PE for Children.....	19
2.6 Theoretical Framework.....	21
2.7 Theories about Perceptions.....	22
2.7.1 Self-Perception Theory.....	22
2.7.2 Disjunctivist Theory.....	22
2.7.3 Direct Perception Theory.....	23
2.7.4 Unconscious Perception Theory.....	23
2.8 Factors Associated with Low and High Status of PE in Schools.....	23
2.9 Physical Education.....	25
2.10 PE as a School Subject.....	26
2.11 History of PE in Namibia.....	26
2.12 Health Related Physical Fitness.....	27
2.12.1 Fitness Principle of Specificity.....	28

2.12.2 Fitness Principle of Overload.....	29
2.12.3 Improved General Fitness.....	29
2.13 Curriculum.....	30
2.14 Chapter Summary.....	32
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>33</b>
3.1 Study Aim.....	33
3.2 Study Objectives.....	33
3.3 Research Design.....	33
3.4 Research Setting.....	35
3.5 Phase 1: Qualitative Phase.....	35
3.5.1 Population and Sampling.....	35
3.5.2 Teacher Sampling.....	35
3.5.3 Pupil Sampling.....	36
3.6 Research Instruments.....	36
3.7 Validity and Reliability.....	37
3.8 Data Collection.....	37
3.9 Data Analysis.....	38
3.10 Phase 2: Qualitative Phase.....	39
3.10.1 Population and Sampling.....	39
3.11 Focus Group Discussions.....	39
3.12 Data Analysis.....	41
3.12.1 This research conformed to Creswell’s approach to analyse the data.....	41
3.13 Validity and Trustworthiness of Qualitative Data.....	42
3.13.1 Dependability.....	42
3.13.2 Conformability.....	43



3.13.3 Transferability.....	43
3.13.4 Credibility.....	43
3.14 Delimitations.....	44
3.15 Ethics.....	44
3.16 Chapter Summary.....	46
<b>CHAPTER FOUR: RESULTS AND DISCUSSIONS QUANTITATIVE.....</b>	<b>47</b>
4.1 Introduction.....	47
4.2 Demographic Profile of Participating Teachers.....	47
4.3 Status of PE in Schools.....	47
4.4 Availability of Facilities and Equipment.....	49
4.5 Attitudes of Learners.....	49
4.6 Comparisons between Boys and Girls Results.....	53
4.7 Discussions.....	55
4.7.1 Lack of PE Qualified Teachers.....	55
4.7.2 Limited Time allocated to PE.....	56
4.7.3 Lack or Shortage of PE Facilities and Equipment.....	56
4.7.4 Gender Barriers and Cultural Aspects.....	57
4.7.5 The Curriculum.....	58
4.8 Chapter Summary.....	58
<b>CHAPTER FIVE: RESULTS AND DISCUSSIONS: QUALITATIVE .....</b>	<b>60</b>
5.1 Introduction.....	60
5.2 Profile Characteristics of Key Informants.....	61
5.3 Themes for Exploration and Analysis.....	62
5.3.1 Theme 1: Learners' feelings on the Importance of PE at their School.....	62
5.3.1.1 Discussions.....	64

5.3.2 Theme 2: Learners feelings of PE in Comparison with other School Subjects.....	64
5.3.2.1 Discussions.....	67
5.3.3 Theme 3: Availability and Suitability of Resources.....	70
5.3.3.1 Discussions.....	72
5.3.4 Theme 4: Impact of Lack of PE Equipment on learners in Schools.....	73
5.3.4.1 Discussion.....	75
5.4 Chapter Summary.....	76
<b>CHAPTER SIX: SUMMARY, RECOMMENDATIONS AND CONCLUSION .....</b>	<b>78</b>
6.1. Introduction.....	78
6.1.1 Summary.....	79
6.2 Limitations of the Study.....	81
6.3 Conclusions.....	82
6.4 Recommendations.....	84
6.4.1 Recommendations for Practice.....	84
6.4.2 Recommendations for Future Research.....	86
6.5. Study Conclusion.....	87
<b>REFERENCES.....</b>	<b>89</b>
Appendix A.....	98
Appendix B.....	101
Appendix C.....	102
Appendix D.....	103
Appendix E.....	104
Appendix F.....	106
Appendix G.....	107

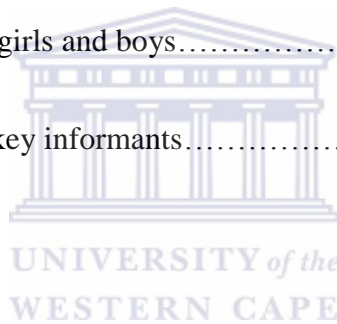


Appendix H.....	108
Appendix I .....	109
Appendix J .....	110
Appendix K.....	111
Appendix L .....	113



## List of Tables

<b>Table 1:</b> Teachers' responses to whether PE is offered at their respective schools .....	48
<b>Table 2:</b> Demographic profile of participating learners.....	48
<b>Table 3:</b> Learners' responses to whether they received formal PE classes during primary or junior school .....	49
<b>Table 4:</b> Percentages results per Likert scale category derived from 22 item questionnaire .....	50
<b>Table 5:</b> Mean scores and standard deviations per item category.....	52
<b>Table 6:</b> Comparative statistics of girls and boys.....	54
<b>Table 7:</b> Profile characteristics of key informants.....	61





## **Abstract**

### **THE PERCEPTIONS AND ATTITUDES OF SECONDARY SCHOOL LEARNERS FROM THE ZAMBEZI REGION OF NAMIBIA TOWARDS PHYSICAL EDUCATION**

Gerald Kela

Childhood obesity and its associated major health risk factors such as dyslipidaemia, type II diabetes mellitus and cardiovascular disease, is a growing problem across the globe, with physical inactivity being considered a major contributing factor. At present it appears that we are losing the fight against inactivity and obesity in young people. According to some researchers we are raising the most sedentary and unhealthy generation in history.

However, the existence of Physical Education in schools is under continuous threat. An overview of the literature on the global status of Physical Education highlights the non-existence of the subject in many parts of the world especially in developing regions, while some national governments proposed either the removal of Physical Education from the curriculum or a reduced curriculum time allocation. Therefore, the overall aim of the study is to assess the current status of Physical Education in the Zambezi region of Namibia and to assess the attitudes of senior secondary school learners towards the subject. Quantitative and qualitative research approaches were used to obtain information about the official status of Physical Education in Namibia and the Zambezi region in particular; whether it is offered and taught; barriers (facilities; teacher qualifications; time-tabling, etc.) and learners' experiences, feelings, beliefs and perceptions on the status of the subject in the region.

Questionnaires and focus group discussions were used to gather the data. The study population consisted of all the PE teachers and Grade 11 and 12 learners from all 10 senior secondary

schools in the Zambezi region. Learners' and teacher's responses to each item in the questionnaires were analysed using Statistical Package for Social Sciences V22 (SPSS) software programme. The study was conducted according to ethical practices pertaining to human subjects, as specified by the Faculty of Community and Health Sciences Research Ethics Committee of the UWC. A lack of qualified teachers was found to be one of the factors that cause low status of Physical Education in schools in the region. The study further found that lack or shortage of facilities was established to be a major crisis in all schools across the Zambezi Region. The 'non-educational' status of Physical Education come forth when learners were accorded time to express their feelings by answering the questions: "Do you consider Physical Education to be an important subject at a school?" and "Do you consider Physical Education to be as important as other subjects like Mathematics?" The findings too revealed that learners felt Physical Education is not as important as Mathematics, because Physical Education is a non-promotional subject with no examinations written, while Mathematics is a promotional subject with examinations. Physical Education was found to be offered to both boys and girls without discrimination based on gender or cultural background. Girls and boys differed on all items tested. Boys were found to be a lot more negative about Physical Education. The study further found that monitoring, supervising and inspection of Physical Education in schools were inadequate. There were no inspectors from the regional education offices to oversee whether the subject was being taught according to the national standards outlined in the curriculum.

Both phases of the study found that the school curriculum's goals and objectives were clearly stated in some of the schools' syllabi, though it was not fully emphasised or given effect to in the implementation phases. This was also one of the factors contributing to the low status of Physical Education in schools in which learners established that the curriculum was uninteresting.

## **Abbreviations**

**PE** - Physical Education

**SPSS** - Statistical Package for the Social Sciences

**UNESCO** - United Nations Educational, Scientific and Cultural Organization

**UNICEF** - United Nations Children's Emergency Fund

**WHO** -World Health Organisation



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

The health, social, psychological and economic benefits of an active lifestyle are undisputed and its significance has been acknowledged by the World Health Organisation (2015). At present it appears that we are losing the fight against inactivity and obesity in young people. According to Charlotte (2010) we are raising the most sedentary and unhealthy generation in history. Sport and Physical Education (PE) have far reaching consequences and is much more than a “nice to have” as some people perceive them to be. The importance of PE as a subject is reflected in the UNESCO, International Conference on Education (2010) position paper, which holds that all children have the right of access to PE and that it has the potential to contribute to the lifelong education of the child in a holistic way. Based on the overwhelming proven benefits of PE and sport, one would assume that justifying the maintenance or inclusion of the subject in the school curriculum would be a straightforward task with little opposition. However, the existence of PE in schools is under continuous threat. An overview of the literature on the global status of PE highlights the non-existence of the subject in many parts of the world in both the developed and developing regions (Hardman, 2010). Some national governments proposed either the removal of it from the curriculum or a reduced curriculum time allocation (Hardman, 2010).

Despite the re-introduction of daily PE in Australian state schools, the subject has a poor branding image in the country, which starkly contrasts with the successful branding of sport (Chan, 2008). There is far greater recognition of the contribution of sport throughout the community (Saunders, 2009). In dealing with the problem of inactivity among children, the

Australian government turned to the sporting community and not to the PE profession (Saunders, 2009). The concern is that unless the PE profession can find a more relevant and strident voice, the delivery of activity in schools will be pursued without it and it will be condemned to a persistent marginalised state in a world of change and opportunity (Saunders, 2009).

In New Zealand, the concern is more on deficiencies and the quality of teaching and learning rather than on image of the subject, its curriculum and time allocation which is usually met (Hollard, 2007). Elsewhere in the region, the Pacific islands countries generally adhere to the ‘mixed messages’ theme from a non-existing PE programme in Nauru and no primary school PE in American Samoa, through limited growth of PE and school sport in Guam and growing stature of the subject in the Cook Islands to an integral curriculum role for PE in Kiribati to weekly PE and sport in Tuvalu (Skinner, 2010).

Schools in the developing world have not been spared to the diminishing status and the demise of PE. In several Latin American countries, recent legislation has made PE in elementary and middle schools a compulsory subject, but timetable allocation, for which there are no legal prescriptions, is generally low (Tubino, 2009). Despite the legislation requirement, in most countries (Chile and Colombia are exceptions); there has been a decrease in the actual number of PE classes (Anon, 2008).

On the African continent, and specifically in South Africa, PE no longer exists as an independent subject but it is incorporated as a component of the learning area “Life Orientation” along with health promotion, personal and social development, and orientation to the world of work foci in grades R-9 (Van Deventer, 2011). Furthermore, in some primary schools PE is not presented as per time allocation stipulated in the national curriculum. Learning areas such as Literacy and Numeracy are given extra time in these schools as the development of programmes are the

responsibility of the schools and can be discarded on discretion of school administrators” (Hardman, 2014). Besides its reinstatement, institutions are struggling to convince the government to offer it in schools (Du Toit *et al.*, 2006).

The major challenges associated with the reinstatement of PE in both established and non-industrialized societies include: inadequate time to implement the curriculum optimally, educators who are not sufficiently qualified, low prestige of the subject due to the absence of theoretical assessment of learners, and practical problems involving cultural assortment in classes (Baloka, 2013). On the other hand, the major challenges facing schools in developing countries are the lack of available apparatus and facilities and discipline problems (Van Deventer, 2011).

In Botswana PE is time-tabled but inadequately resourced and there are very few qualified PE teachers (Toriola, 2010). Scarcity of facilities and adequately trained staff are commonly reported throughout the continent as are the fringe value of the curriculum (regarded as non-educational, non-productive use of time and as recreation/play time especially in primary schools), and insufficient monitoring inspections in secondary schools e.g. in Benin, Botswana and Uganda (Nkongo, 2011). Generally, priority is accorded to language and Mathematics with even meagre PE resources often diverted to other subjects. In some countries, like Malawi PE for girls often suffers from ‘optional status’ with many preferring not to take part; this situation is exacerbated by a dearth of amenities such as changing rooms (Ndee, 2009).

A cursory overview of PE in Namibia, suggest that the status of the subject is diminishing rapidly at school level. PE in senior secondary schools (Grade 11-12) is regarded as a non-promotional subject and, therefore, has low status, get little support from school managers and is frequently taught by un-qualified teachers (Simataa, 2013). It is at this level of learning where

physical inactivity is experienced by these learners as they are exposed to an ever growing range of sedentary alternatives to physical activity, which includes; television, chat rooms, mobile phones, computer games and the internet (Stergiadis, 2014).

## **1.2 Statement of the Problem**

PE has been shown to have major health, social and psychological benefits (Stergiadis, 2014), that render its significance in the school curriculum indisputable. However, an overview of the status of PE globally suggests that there is a significant decline in the offering of the subject in schools (Hardman 2010). The decline or non-existence of PE in schools is also evident in developing countries (Anon, 2008). The main aim of the current study was to assess the current status of the subject in senior secondary schools in the Zambezi Region of Namibia. Since teachers are knowledge givers and learners are knowledge recipients, this could close the teaching-learning gap and wipe out the stereotype and prejudice that currently exist on the status of PE in Namibia. Moreover, the study's results could encourage stakeholders to make meaningful contributions towards PE in order for all to help to improve the status of the subject for the benefit of the learner's well-being.

Attitudes towards physically active lifestyles are instilled at school level (Hardman, 2014). These may either be positive or negative. Whichever way this goes depends on what learners learn from their teachers. Thus, it can be concluded that the future of PE lies in the hands of PE teachers since they function at grass-root level, face to face with pupils (Anon, 2008). What they do and how they do it, will be absolutely critical to the future of the subject and the profession in the Zambezi Region of Namibia. Knowledge and an understanding of the attitudes of learners toward physical activity and their perceptions of PE classes are important as they can influence

an individual's decision to begin or to continue participation in an activity (Stein, 2013). In order for PE to be responsive to the needs of all children, it should reflect the culture in which it is practiced. PE is continually challenged by the needs of learners in a rapidly changing socio-economic environment. This goal can only be realized if we remain cognizant of the attitudes of learners towards PE (Stergiadis, 2014).

Deficiencies which led to the demise of the subject in the educational programme were discovered through empirical research. The PE syllabus in senior secondary schools is the guidelines intended to accomplish specific educational goals. The current study, therefore, was intended to help identify deficiencies in the educational programmes in order to rectify them. It is also hoped that the information obtained from the study will form the basis for recommendations to the relevant authorities on areas that need to be improved or changed in senior secondary schools or in the curriculum to better serve the needs of the Namibian nation and specifically the teaching and learning of PE in schools (Santo, 2010).

### **1.3 Aim**

This study's aim was to investigate the perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards PE.

### **1.4 Objectives**

The objectives were:

#### **Phase 1**

1. To investigate current status of PE at senior secondary schools:



- a. Whether the subject is included in the school time-table and offered.
- b. How often it is offered.
- c. Whether it offered to both boys and girls.
- d. Whether it is taught by qualified PE teachers
- e. What facilities are available for PE
- f. Perceptions and attitudes of learners towards PE (quantitative)

## **Phase 2**

1. To explore the perceptions and attitudes of learners towards PE (qualitative).

### **1.5 Research Questions**

1. What is the status of PE in secondary schools in the Zambezi district of Namibia in consideration to whether the PE is offered at school, how regularly is it offered and whether it is offered to both boys and girls?
2. What are the learners' insight perceptions and attitudes towards the status of PE as a school subject?

### **1.6 Hypothesis for Quantitative Analysis**

The attitudes and perceptions of most of the learners towards PE as a school subject are that it occupies a low status within the school curriculum and they have a very negative attitude towards the subject.

## 1.7 Definition of terms

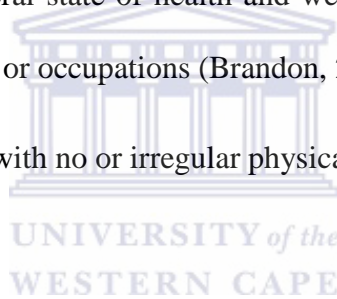
**Attitude** - refers to the way you think and feel about someone or something, a feeling or way of thinking that affects a person's behaviour, a way of thinking and behaving that people regard as unfriendly, rude (Webster, 2014).

**Curriculum** - refers to the lessons and academic content taught in a school or in a specific course or program (Curriculum, 2014).

**Physical Education (PE)** - refers to formal classes at school in which children are taught how to play games, sport and dance activities by rules and regulations (Alexandra, 2007).

**Physical fitness** - refers to a general state of health and well-being and, more specifically, the ability to perform aspects of sports or occupations (Brandon, 2009).

**Sedentary lifestyle** - is a lifestyle with no or irregular physical activity (Stergiadis, 2014).



## 1.8 Thesis Structure

Chapter one serves as an introduction to the study. It outlines the background of the study, statement of the problem, aims and objectives of the study, research questions definitions of concepts and summary of research methodology are all briefly discussed in this chapter.

Reviewed literatures are presented in chapter two; furthermore, this chapter provides an overview of literature on teachers and learners perceptions and attitudes on PE as a school subject. Furthermore, the chapter outlines theories on attitudes and perceptions related to the topic.

Chapter three outlines the study's methodology and research design. This chapter describes what was done, how it was done, what was needed, what data gathering devices were employed with an evaluation of validity and reliability. Moreover, the chapter outlines how the sources of data were selected and how data were analysed to reach conclusions.

The results and a discussion of the quantitative data are presented in chapter four. The qualitative data are discussed in chapter five. Chapter six provides a summary, recommendations conclusion regarding the findings of the current study.



# **CHAPTER TWO**

## **LITERATURE REVIEW**

### **2.1 Introduction**

Part of the literature review reflects on how different authors intellectualise and theorise on concepts such as the “general perceptions on PE”, “perceptions”, “teacher’s perceptions”, “learner’s perceptions” and status of PE, which in turn inform and form the intellectual basis for the current study. The confirmation that emerged from the literature helped to appraise the design of data gathering instruments and the interpretation of the gathered data for the current research.

This section further gives a transitory discussion about the conceptualisations of key concepts in this study and similarly offers a fleeting argument of the hypothetical backgrounds that have been identified to frame diverse studies on the perceptions and attitudes of learners towards PE in schools.

### **2.2 The Intellectualisation of Key Concepts**

This subdivision is well-versed by an appreciation that different researchers and scholars comprehend and interpret the perceptions, teachers’ perception, learners’ perception and status of PE concepts differently (Bibik & Orsega-Smith, 2008). It is for this reason that the portion of the literature review recounts to the generation of supporting intellectualisation of these key concepts in the study.

### **2.2.1 Perception Intellectualisation**

Perception refers to the ability to understand the true nature of something within a particular given environment of learning (Spittle *et al.*, 2012). According to Jamie (2014), perception refers to the process of obtaining information about both the external and internal environment which results, via integration, and interpretation of object, object relationships, and events. Centre (2014) describes the concept of perception as an idea, a belief or an image you have as a result of how you see or understand things based on your thoughts, experiences and philosophies. 'Perceptions' refers to teachers and learners' thoughts, experiences and beliefs on the status of PE in schools and is of the opinion that the concept can be applied to a variety of situations (Isaac, 2011).

Regardless of the conceptual differences, there appears to be an agreement that perceptions are thoughts, beliefs or learnt behaviours emanating out of our external environments, which is triggered by our learning experiences (Charlotte, 2010). Stereotypes and perceptions are important in understanding how people develop their self-knowledge and social identity, become members of groups, and view groups and their members (Spittle, Petering & Kremer, 2012).

### **2.2.2 Teachers' Perceptions Intellectualisation**

Teachers' perceptions refer as the organization, identification, and interpretation of sensory information in the mainstream classroom in order to represent and understand a subject and the learning environment (Jamie, 2014).

Perceptions vary from teacher to teacher. Different teachers perceive things about the same situation differently. But more than that, they assign different meanings to what they perceive.

Moreover, the meanings might change for a certain person. One might change one's perspective or simply make things mean something else (Isaac, 2011).

Research suggests that the typical perceptions of PE teachers involves being: fit, healthy, athletic, and able-bodied (Shimwe, 2009), masculine and male (Norman, 2013), organised, unintelligent, muscular, bullies, patronizing and aggressive (Gram & Frank, 2008).

### **2.2.3 General Perceptions on PE**

Researchers have often wondered who enters the PE profession; what type of person they are; why they choose PE; what perceptions they have about PE teachers and teaching in general; the experiences they had in sport and PE at school; and what influenced their decision to become physical educators (Stevenson, 2015).

PE has for a long time been perceived by many societies as restricted to sports, and that its importance is to satisfy the play and recreational drives of 'man' (Techno, 2007). It appears that the popular opinion about PE in Tanzania evolved from this context and it is regularly referred to as 'michezo' which means 'sport', and often reduced to 'mchaka-mchaka' meaning jogging (Adenuga, 2010).

The research that was conducted by Bibik & Orsega-Smith (2008), on high school students' attitudes toward PE in Delaware indicated that approximately 45% of the students would enjoy having more sports or games in their PE curriculum. The majority (74%) of the students indicated they preferred coeducational classes and 64% preferred working with other students of similar abilities. 43% of the students also indicated that PE was important to their high school education, rating it just after Mathematics, English, and Science (Bibik & Orsega-Smith, 2008).

#### **2.2.4 Perceptions of Learners' on PE**

Perceptions develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Larson, 2013). There are several variables that influence senior secondary school learners' attitudes towards PE. (Safania, 2013) Examined high school learners' negative attitudes toward PE and found that some learners did not feel PE filled a need in their lives and consequently did not find it valuable. A lack of student input gave some students a feeling of powerlessness thereby making them feel as though they did not have any control over what happened in the gymnasium. This finding concurs with (Larson, 2013) who hypothesized that teachers who allow some input into classroom decisions, while maintaining control of instructional processes may foster positive attitudes toward PE. Finally, (Safania, 2013) concluded that learners who were less skilled felt isolated from their peers because they were not readily included in team activities or they were ridiculed for their lack of skill. The National Association for Sport & Physical Education (2007) also found students with negative attitudes felt uncomfortable or unsafe learning and practicing physical skills. These students did not participate in class or they used strategies to avoid conflict with the teacher. These attitudes were the same regardless of gender.

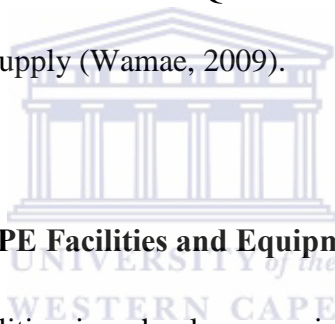
#### **2.2.5 Perceived Teachers' Challenges in Implementing PE Curriculum in Schools**

Research on teachers' perspectives on the challenges of teaching PE in urban schools showed that teachers reported five unique challenges that significantly shaped their perceptions about learners and their careers, along with strategies they used to overcome or manage those challenges (John, 2009) The challenges were: (a) insufficient instructional resources; (b)

implementing culturally relevant pedagogy; (c) dealing with community violence; (d) integrating more games in curricula; and (e) teaching in a culture of basketball.

In his study, Stergiadis (2014) confirmed that PE teachers have struggled to achieve professional status in schools. It would seem that the non-examinable status contributes to teachers struggling to construct a professional identity within the academic hierarchy of the school (Kaole, 2013)

A study conducted by Wamae (2009) in Kenya vividly demonstrated that teachers do not take PE seriously since it is non-examinable subject. New dietary guidelines and healthier food offerings were introduced in schools; however, physical activities have been ignored. PE classes are forced to function with limited class time and resources. Qualified PE teachers in developing countries around the world are also in short supply (Wamae, 2009).



### **2.2.6 Teachers' Perceptions on PE Facilities and Equipment in Schools**

Ehlamenotor (2012) describe facilities in schools as equipment, buildings, furniture such as tables, chairs, for example, which enables workers to perform their work effectively. Facilities are those factors which enable production workers to achieve the goals of an organization.

Trying to teach PE without the availability of the basic facilities could be frustrating. Although most previously disadvantaged schools in Southern Africa have an open piece of ground that serves as a multi-purpose sport field, the condition of the field is usually in poor state (Gabriel, 2013) many fields are sloppy, uneven, overgrown or unturned, which renders them less suitable in inclement weather.



Large scale developments of existing PE facilities are needed in Zimbabwe; South Africa included (Benson, 2013). These should be the combined responsibility of the government, private sector, communities as well as the schools and parents. In Namibia, the majority of children, especially those in rural areas, have either not had the opportunity to attend PE classes or were in schools where PE was neglected or totally omitted because of lack of facilities or qualified teachers (Mbumba, 2011)

In his report, Hardman (2014) observed that the quality of facilities for physical education in most countries was below average and was limited in quantity; this was particularly the case in developing countries including Namibia. They also revealed that quality of facilities was rated as average/inadequate in all Central and Latin American countries (Hardman, 2010). It was the same case in Africa with 67% of African countries having facilities rated as average or inadequate.

A study carried out in Nigeria by Bibik and Orsega-Smith (2008); found that a relationship existed between the availability of school facilities and the implementation of the school curriculum. In Papua New Guinea, PE equipment consisted of one volleyball, a basketball and occasionally football; however maintenance and follow-up was very poor (Spittle, Petering & Kremer, 2012).

### **2.2.7 Learners' Perceptions Conceptualisation**

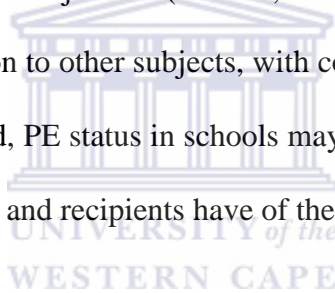
Zealand (2011), define learner's perception as a way of how students view or encounter PE as a subject in schools in Namibia. Researchers in the field of PE indicate that identifying and understanding the factors that are associated with children's physical activity participation are

critical to the promotion of current and lifelong physical activity participation (Chung & Phillips 2007).

Rikard and Banville (2006) states that perceptions of learners are born from beliefs that one has about him or herself and things. Perceptions shape ones' behaviour in many ways and determine one's involvement in him or her daily activities (Rikard & Banville, 2006).

### **2.3 Status of PE Conceptualisation**

Physical Education's status is referred to as either a high or low educational position that makes other people respect and admire the subject PE (Gabriel, 2013). Moreover, PE status implies the legal position of a subject in relation to other subjects, with consideration of levels of importance (Jameson, 2014). On the other hand, PE status in schools may refer to the labelled, perceived and inherited thoughts education givers and recipients have of the subject (Evans, 2016).

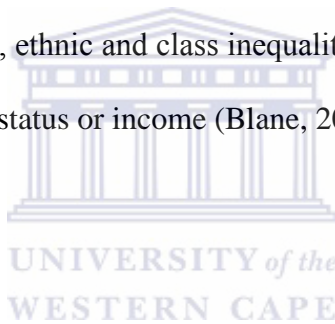


#### **2.3.1 Theories on Status**

Theories are analytical tools for understanding, explaining and making predictions about a given subject matter (James, 2014). A theory is a supposition or a system of ideas intended to explain something, especially one based on general principles independent of the thing to be explained (Thomas, 2011). The following theories will be highlighted as they relate to sense of identity in determining small or large choices and commitments made regarding certain personal and social traits by learners in schools towards PE as a subject (Kaole, 2013).

### **2.3.2 Status Attainment Theory**

The status attainment theory deals largely with an educational subject's position in schools, society, or class (Robert, 2015). Status attainment is affected by both achieved factors, such as educational attainment and ascribed factors, such as school income. It is achieved by a combination of teachers, learners' parents' and the ministry's efforts and abilities in educational realms. The idea behind status attainment is that one person, can influence the other person, either upwardly or downwardly, in the form of a class system (Marshal, 2013). Status attainment is based on the idea that inequality results primarily from differences in characteristics such as education, parents' occupation, academic achievement, mental ability, values and motivation. From this perspective, race, gender, ethnic and class inequality result from an individual's ability to compete successfully for higher status or income (Blane, 2008).



### **2.3.3 Identity Diffusion Theory**

The Identity Diffusion theory suggest a status stage in which a learner does not have a sense of having choices; he or she has not yet made (nor is attempting/willing to make) . Moreover, the ministry of education's decision to make PE a non-examinable subject in all public schools in Namibia leaves learners with no choice to commit to the importance of the subject (Kroger, 2010). The portrayed status of learners who have typically experienced a crisis of limited PE equipment, facilities and lack of qualified teachers, undergone identity explorations and made commitments that its acceptable to live with or without PE or sports related issues (Hardy, 2006). Identity development starts with a learners' consciousness that they are detached and exceptional

individuals. Initial signs of this awareness are evident in learners when they begin to recognize themselves within their given environments (Cote, 2008).

#### **2.3.4 Identity Foreclosure Theory**

This theory points out that the status in which the adolescent seems willing to commit to some relevant roles, values, or goals for the future. Adolescent learners in this stage have not experienced an identity crisis. They tend to conform to the expectations of others regarding their future (e.g. allowing parents to determine a career direction) as such; these individuals have not explored a range of options (Santrock, 2010). "The foreclosure status is when a commitment is made without exploring alternatives. Often these commitments are based on parental ideas and beliefs that are accepted without question" (Santrock, 2010, p,115). Adolescents may foreclose on the handed-down identity willingly or under pressure. The case of "negative-identity" occurs when adolescents adopt an identity in direct opposition to a prescribed identity (Morris, 2012). This theory suggests further those learners who have made commitments to beliefs and a future with sports related activities but without truly exploring options (Sartor, 2012).

In other words, learners who believe strongly in certain ideas, such as physical activities or sports, but they have never really questioned these beliefs or examined them from a critical thinking point of view prior (Patel, 2016) They might choose a career simply because it's what their family expected of them, even though they never thought about whether they would really enjoy the job (Tavares, 2013).

### **2.3.5 Identity Moratorium Theory**

This theory alludes that the status in which the adolescent is currently in a crisis, exploring various commitments and is ready to make choices, but has not made a commitment to these choices yet (James, 2014). Moreover, identity moratorium theory reveals that learners know exactly what is available and what is not in their schools, they also know that their schools might be in crisis of lack of facilities and equipment, lack of qualified teachers and less time allocated to PE on their school timetable.

### **2.3.6 Identity Achievement Theory**

This theory claims that at this stage the status in which learners and teachers has gone through an identity crisis and has made a commitment to a sense of identity (i.e. certain role or value), that he or she has chosen (Patel, 2016) . Identity achievement of learners at this stage student think about their goals and values that their teachers set for them, if teachers do not outline these goals clearly it creates confusion in the attitudes, beliefs and aspirations (Linville, 2012)

## **2.4 Status of PE**

First and foremost, the status of PE varies in standings in most of the African countries. In Namibia PE appears on school timetables, with no planned formal classes, no equipment and facilities to aid in its teaching and learning (Stergiadis, 2014). In Nigeria, PE is taught and is examinable at Ordinary ('O') and Advanced ('A') levels, however, a lack of equipment and facilities discourage students from participating in practicals (Okonkwo, 2008); whilst in Kenya PE is taught, but is not examinable but still facilities and inspections are considered major

barriers; in Uganda it is timetabled but not seriously taught (Toriola, 2005). In South Africa PE no longer exists as an independent subject, but it is taught as a small component of the learning area “Life Orientation” along with health promotion, personal and social development and orientation to the world of work foci in grades R-9 (Van Deventer, 2011). In Botswana, PE is time tabled but inadequately resourced and there are very few qualified PE teachers (Charlotte, 2010).

Overall, there is a massive shortage of facilities and adequately trained personnel are widely reported throughout the continent (Africa) as are the peripheral value in the curriculum (regarded as non-educational, non-productive use of time and as recreation/play time especially in primary schools) and inadequate monitoring inspections in secondary schools (e.g. in Benin, Botswana and Uganda). Generally, priority is accorded to language and Mathematics with even meagre PE resources often diverted to other subjects. In some countries (e.g. Malawi), PE for community girls often suffers from optional status with many preferring not to take part; this situation is exacerbated by a dearth of amenities such as lack of changing rooms in sports venues (Hardman, 2010).

## **2.5 The Importance and Benefits of PE for Children**

Regular physical activity provides young people with important physical, mental and social health benefits. These includes; healthy growth and development; strong bones and muscles; control of weight and body composition; improved posture; improved cardiovascular health; reduced blood cholesterol; opportunities to make friends and enhance self-esteem; reduced stress, depression and anxiety (Stergiadis, 2014). Participation in regular physical activity promotes normal growth and development by helping youth build and maintain healthy bones,

muscles and joints and helps to reduce the risk of developing obesity and chronic diseases such as type-2 diabetes and cardiovascular disease and also promotes the psychological well-being of a child (Christopher, 2015).

Despite, what is mentioned earlier, PE is unique to the school curriculum as the only program that provides students with opportunities to learn motor skills develop fitness and gain understanding about physical activity (WHO, 2012). Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased mortality and premature mortality and increased mental health (Nyoni, 2016). Physical benefits of PE to high school learners, become increasingly more independent as their daily lives become more complex and diversified (Benson, 2013). High school learners begin to make decisions and choices in taking increased responsibility for themselves. Quality high school PE programs provide students conceptual and practical understanding of: 1) health-related physical fitness; and 2) how to maintain a health-related level physical fitness (Resto, 2011).

Learners learn PE through a variety of modalities (e.g. visual, auditory, tactile, and physical) teaching academics concepts through the physical modality may nurture children's kinaesthetic intelligence during their high school years (UNICEF, 2011). Moreover, students should be given more in-depth learning opportunities so that they can understand the mechanical, physiological and social psychological aspects of physical activity (Moya, 2015). High school students' growing ability to compare and contrast, analyse and synthesise information enables them to apply movement principles in new and meaningful ways. Students can more fully understand the role of physical activity in preventive health and analyse the pros and cons of various types of physical activity in lifelong health (Jennifer, 2014).

On the other hand, the affective benefits of PE in children are to boost and build self-esteem. Quality PE programs enhance the development of both competence and confidence in performing motor skills. Attitudes, habits and perceptions are critical prerequisites for persistent participation in physical activity. Appropriate levels of health-related fitness enhance feelings of well-being and efficacy. During this phase of development, students begin to select activities based more on personal interests. Other factors affecting students' choice of physical activity may be their level of health-related physical fitness, body type, geographical location, socio-economic group or circle of peers (Stergiadis, 2014) .

## **2.6 Theoretical Framework**

Our attitudes are generally expressed through our behaviours and language. According to Rikard (2006), our attitudes are born from beliefs which shape our behaviours and determine our involvement in activities and those we decide to abandon. Theory of reasoned action will guide the current study, according to this theory, attitudes flow from beliefs and yields intentions and actions (Kieran, 2009). Gaining insight into student beliefs is an important source for understanding their attitudes, interest and involvement in PE (Rikard, 2006). Understanding learner perceptions enhances our understanding of their views of PE (Malaba, 2008). The researcher will relate and examine the following theories of perception with close reference to learners' perceptions towards PE in schools.



## **2.7 Theories about Perceptions**

Perception is the organization, identification and interpretation of sensory information in order to represent and understand the environment (Daniel, 2011). The following theories on perception are highlighted in this section as they relate closely to learners' perceptions towards PE in schools.

### **2.7.1 Self-Perception Theory**

Self-perception theory is the theory of self-awareness. The learners or teachers create an attitude or belief of another person's attitude during a situation through observation and reflection of the causes of his or her own behaviour. The person believes that his or her own attitudes, inner feelings and abilities are derived from his or her external behaviours, or the way in which he or she interacts with the world. Self-perception theory developed as an explanation for cognitive dissonance, which is when a person believes two contradicting ideas at the same time. This causes discomfort, so a person is most likely to believe that his or her own choice is correct, even in the face of evidence that proves otherwise (Grabe, 2007).

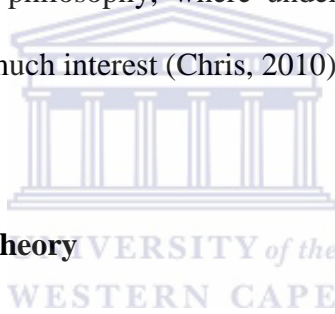
### **2.7.2 Disjunctivist Theory**

Disjunctivist theory point out that perceived objects are mind-independent. When the teacher or learner perceives his or her environment, the mind-independent objects constitute his or her experience (Byrne, 2009). Perceptions involve mind-independent objects, or objects that exist in the environment. Hallucinations have mind-dependent objects; they are perceptions of objects

that do not exist in the environment (Byrne, 2009). During a hallucination, the objects that are perceived are not really there and do not represent what is perceived (Byrne, 2009).

### **2.7.3 Direct Perception Theory**

Direct perception is a theory arguing that sensory perception is the direct result of information from the surrounding environment (Chris, 2010). This conflicts with indirect theories, which argue that learners or teachers use inferences and beliefs to make sense of their sensory experiences. These topics are a subject of lively debate in some corners of academia, as they touch upon both psychology and philosophy, where understanding how people perceive the world around them is a subject of much interest (Chris, 2010).



### **2.7.4 Unconscious Perception Theory**

Unconscious perception is a term used to describe mental impressions that occur beneath the threshold of conscious awareness (Gary 2010). Evidence of this type of perception may affect or include sensory, auditory and visual perception. Unconscious perception is the area of consciousness where certain habits may form and is one of many theories of perception. Also referred to as subconscious thought, unconscious perception is often vulnerable to subliminal suggestions (Gary, 2010).

## **2.8 Factors Associated with Low and High Status of PE in Schools.**

In his study Stephen (2014), find the following aspect to be the major contributors of low and high status of PE in schools. Lack of qualified teachers, lack or shortage of facilities, lack of

equipment, gender barriers, cultural aspects, non-educational status, inadequate monitoring inspection, less time allocated to PE on the timetable in comparison with other subject like Mathematics or English and being declared a non-promotional subject by other countries in the world. On the other hand, Stephen (2014) suggests that, the high status of PE comes fourth when schools have availability of sports equipment and facilities, well trained and qualified teachers, regular monitoring and inspection of the subject, increased time allocated for PE, exam orientation status for PE and give the subject and educational status like other subjects worldwide.

Barriers in PE are either institutional (out the teachers' control) or teacher-related arising from teachers' behaviour (Kate, 2010). The teacher-barriers described include possessing low levels of confidence or interest in teaching PE, being unable to provide safely planned and structured lessons, having had personal negative experiences in PE and lacking training, knowledge, expertise and qualifications to provide PE (De Corby, 2015). Institutional-barriers include budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment (Armstrong, 2013).

Learner-barriers described included adolescents 'decision making favouring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of learners, learners unwillingness to participate, a dislike of activities, a lack of understanding of the benefits of physical activity, and a decline in learner interest (Boyle, 2008).

## 2.9 Physical Education

PE does not have a universally acknowledged definition but as can be derived from the name, it concerns the physical aspect of education (Zealand, 2011). In educational context PE is understood to be a subject (discipline of study) that is based on scientific facts and includes various sub-disciplines such as: Sociology of Sport, Psychological Aspects of Sports, and Physiology of Exercise, Perceptual-motor aspects Kinesiology, Movement Physiology, Philosophical Aspects of PE, Motor Learning, and Biomechanics (Franklin, 2012).

According to Rashid (2014), PE consists of three distinct societal forms. Firstly, educational activities, such as dance, games, play and sport are taught to children, clubs and other groups. Secondly vocational and professional courses in PE, which prepare teachers and coaches to teach and coach educational activities. Thirdly, academic courses of higher education establish a theoretical and academic body of knowledge related to PE traditionally, the relationship between these three forms of PE, has involved a constant interchange of knowledge.

Rashid (2014) claims that, in recent years a concern for autonomy has dramatically changed the relationship between these forms from integrations to fragmentation. The knowledge explosion in PE has drastically changed the traditional conception of the role of PE in society. On the other hand, in various senior secondary schools the term PE has fallen into disfavour because it is claimed to be too limited (Bengani, 2008). Many names have been suggested to replace the term “physical education”. Human movement, sport science, sport studies, exercise science, activity sciences, kinesiology, kinanthropometry and movement exercise are some recent suggestions. In fact, some institutions have re-named the PE departments with one of these terms (Zealand, 2011).

## **2.10 PE as a School Subject**

As defined by Zealand (2011, p ,39 - 40) “PE, is an integral part of the total education process, is a field of endeavour that has as its aim the development of physically, mentally, emotionally, socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes”.

Hardman (2010) further contends that in most of schools globally PE is more focused on the practical component of the discipline and very little of theory. The attitude towards PE as a subject in the curriculum has altered over the past decades. Hardman (2010) claims that through the 19th and early 20th century, man was believed of as follows: man consisted of a body in which the nucleus of man, the soul, is found and PE should educate the child’s body, mind and soul.

The body must be well exercised so that it can satisfy the demands of the soul. These exercises were known as physical exercises. After 1900, this approach changed to the following: Exercises were not there to prepare the body for the demand of the soul but to contribute to the total education of man (Hardman, 2014).

## **2.11 History of PE in Namibia**

As emphasized in his report Fredrick (2010) point out that, PE started in Namibia in an informal modus during the latter part of the 19th century. The missionaries responsible for the overview amongst the native populaces taught them free-standing exercise and games and dances. It was only during the occupation of Europeans that they started playing ball games, like soccer and netball. In the white schools and during the German colonial period, the “tumen” of Jahn was

presented. These activities consisted mainly of “tumgames”. Free-standing exercises, track and field events and apparatus gymnastics (Du Toit, 2009).

Moreover, Since South West Africa was administered by South Africa as a mandate; the South African influence was strong after the First World War. The majority of teachers were trained in South Africa. However, with the strong German cultural heritage, as well as the presence of many German teachers, the German schools paid special attention to tumen, while the Afrikaans and English schools preferred games like rugby, field hockey, tennis and netball. All educational departments followed the PE syllabus, but severe shortage and the lack of facilities and equipment, occurred in especially the black schools (Fredricks, 2010).

As an illustration, in the course of 2009, nineteen years after gaining independence, the Presidential Commission on Education, Culture and Training, concluded that one of the problems that is hampering the development of sport in Namibia is lack of PE in schools and it is noted that although PE is part of the school curriculum, it is not implemented in many Namibian schools. In addition, it was noted that although the subject is part of school curriculum, and that it was compulsory in all Namibia schools, the time allocated to it was either usually used for teaching other academic subjects or was used as a free period (Draft Report, Presidential Commission on Education, Culture and Training, 2009).

## **2.12 Health Related Physical Fitness**

Kenneth and Copper (2015) defined health-related physical fitness as an aspect of health. This type of physical fitness is primarily influenced by an individual’s exercise habits; thus, it is a dynamic state and may change. Physical characteristics that constitute health-related physical

fitness include strength and endurance of skeletal muscles, joint flexibility, body composition and cardiorespiratory endurance. Kenneth and Copper (2015) included flexibility or range of motion around the joints that also ranks as an important component of health-related fitness. He emphasise that lack of flexibility in the lower back and posterior thigh is thought to contribute to low back pain. Extreme lack of flexibility also has a deleterious effect on the quality of life by limiting performance. Physical activity has shown favourable effects upon bone destiny, in so far as it appears to slow the loss of bone mineral due to aging (Kenneth & Copper, 2015). Research indicates that excess body fat is clearly related to several health problems, including cardiovascular disease, type II (adult-onset) diabetes mellitus and certain forms of cancer. Body composition is affected by diet, but exercise habits play a crucial role in preventing obesity and maintaining acceptable levels of body fat (Kenneth & Copper, 2015).

On the other hand, research in exercise training has led to the recognition of a number of general principles of conditioning, which must be applied to the development of a successful exercise programme (Molly, 2012).

### **2.12.1 Fitness Principle of Specificity**

The principle of specificity derives from the observation that the adaptation of the body or change in physical fitness is specific to the type of training undertaken. Quite simply, this means that if a fitness objective is to increase flexibility, then flexibility training must be used. If one desires to develop strength, resistance or strengthening exercises must be employed. This principle is indeed simple; however, it is frequently ignored. Many fraudulent claims for an exercise product or system promise overall physical fitness from one simple training technique.

A person should be suspicious of such claims and should consider whether or not the exercise training recommended is the type that will produce the specific changes desired (John, 2010).

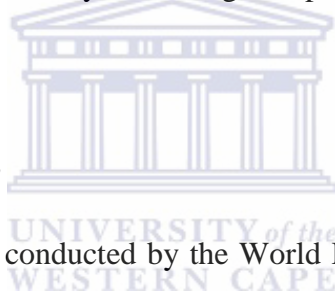
### **2.12.2 Fitness Principle of Overload**

The principle of overload is found by Rodriguez (2013) to be the second most important principle, which means that in order to improve any aspect of physical fitness the individual must continually increase the demands placed on the appropriate body systems. For example, to develop strength, progressively heavier objects must be lifted. Overload in running programs is achieved by running longer distances or by increasing the speed.

### **2.12.3 Improved General Fitness**

Recent research on general fitness conducted by the World Health Organisation (2011) showed that the greatest benefit of a regular exercise programme is an improvement in overall fitness. Moderate exercise can be effective in improving mood and reduce anxiety. Conversely, WHO (2011) finds sedentary life style to increase the risk of morbidity and mortality for certain chronic diseases so much that sedentary behaviour is now considered to be a cardiovascular disease risk factor (WHO, 2011). Physical inactivity was found to prevent the development of obesity, hypertension, cholesterol and coronary diseases (WHO, 2011).

Research indicates that an important step in becoming physically fit and promoting positive attitudes towards fitness is learning the concepts and principles of health-related physical fitness (Stergiadis, 2014). Learners and teachers should be made aware of the importance of learning and teaching physical fitness and be held accountable for their actions.





### 2.13 Curriculum

With the exception of Corbin and Pangrazi (2008), researchers have consistently claimed that American children are inactive and unfit (Peter, 2007). This trend continues into adulthood where two-thirds of American adults do not exercise regularly (Centre for Disease Control, 2005), and only 22% of people aged 18 and older engage in at least 30 minutes of activity five or more times per week (U.S. Department of Health and Human Services, 2009). Additional research has shown that most Americans lack adequate knowledge of physical fitness concepts (Lund, 2010)

These trends have motivated professionals in the field of PE to question the feasibility of PE programmes taking responsibility for making children fit (Kasser, 2015). Moreover, (Gabriel, 2013) stressed physical fitness as a central curricular issue, on the other hand, (Santrock, 2010) saw attaining physical fitness as a primary component of PE curriculum, either as a series of activities leading to physical fitness or as exposure to concepts that promote physical activity and fitness.

Lund (2010) suggested that many PE programmes lack a strong fitness component. Studies have indicated that PE programmes primarily focus on team sport (Kasser, 2015) stressed that low fitness scores will continue if the traditional sport skill model of PE is continued. However, it may be difficult to alter the sport skill model since many PE teachers complain that they do not know what else to teach (Salomi, 2014). These complaints suggest a need to examine the emphasis placed on acquisition of physical fitness concepts in preparation programmes for prospective PE teachers. According to the NCATE/NASPE PE Guidelines (2005), prospective PE teachers should be prepared to demonstrate skill and knowledge regarding exercise and health-related fitness so they can plan, implement and evaluate PE programmes.

The reported low levels of physical fitness in American children and adults and the complaint from PE teachers regarding lack of knowledge that would allow them to teach outside a sport skill model both support a need to examine the degree to which teacher preparation programmes provide prospective teachers with adequate knowledge of physical fitness and of methods and activities to develop optimal fitness levels in children (Hardman, 2010). Prospective PE teachers should demonstrate superior knowledge of physical fitness when compared to their peers (Salomi, 2014).

Patty (2009) illustrated that effective curricula match the content to the students' needs and interests. Most PE programmes probably have not changed very much in the last 40 years. However, anyone who has taught or even visited a school recently, is well aware of tremendous changes that have occurred in student population during the same period. Students represent many different ethnic, religious and culturally different groups, as well as coming from different regions and countries, each with their own customs and preferred forms of physical activity. For example, students from the Northern Regions in Namibia prefer to play only football, while students from the central regions will participate in all sporting codes (Lufwinho, 2015) .

Similarly, girls from the Northern parts of Namibia may prefer traditional dances. We must therefore continue to increase our own knowledge by talking, reading, listening and reflecting in an effort to design curricula for all learners in our classes (John, 2009).

Despite what John (2009) postulated, Fredricks (2010) argued that our values and beliefs influence the decisions we make in PE classes. If we believe that students should be fit, we structure our programmes to emphasize fitness components. On the other hand, if we believe learners should use sport and activity to develop a positive self-concept, our programmes might include a variety of activities that are challenging, but well within the range of learner's ability

(Gabriel, 2013). The extent, to which we teach skills and sport and choose to link PE to other subject areas, depends on our educational beliefs. If we had an unlimited amount of time to teach PE we could teach all the content that we believe to be important. Because of limited contact time with learners, we have choices. Teachers, therefore, reflect carefully about the match between content and learners' needs and interest. Quality PE depends on student achievement within the limitations of time, facilities, staff and equipment (Kalcata, 2013)

The present PE syllabus of Namibia has been criticized for been largely westernized: no cognizance has been taken of endemic activities, traditional dances and games (Santrov, 2010)). It has been defined as an alien PE syllabus which makes no provision for the personal, environment and cultural habits of the black child (Anon, 2008).

African traditions of collective association, emphasizing social interaction and group values have been ignored by western oriented education, which focuses on individual achievement (Lucin, 2015). Curriculum should take into consideration the needs of pupils regardless of their race or gender and advocate that a curriculum committee should comprise of administrators, pupil representatives, teachers, curriculum specialists, community representatives and subject advisors.

## **2.14 Chapter Summary**

In summary, the perceptions and status conceptualizations underpinning this study, the theoretical explanations of both teachers and learners' perceptions on the status of PE and research findings emerging from various studies regarding factors associated with these phenomena have been presented.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Study Aim

The aim was to investigate and generate a better understanding of the perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards PE.

#### 3.2 Study Objectives

1. To investigate current status of PE at senior secondary schools:
  - a. Whether the subject is included in the school time-table and offered.
  - b. How often it is offered.
  - c. Whether it offered to both boys and girls.
  - d. Perceptions and attitudes of learners towards PE (quantitative)
2. To explore the perceptions and attitudes of learners towards PE (qualitative).

#### 3.3 Research Design

This study employed a mixed methods sequential research design (Creswell, 2009). Mixed methods refer to a procedure which involves the collection, analysis, and integration of both quantitative and qualitative data within a single study for the purpose of gaining a better understanding of the research problem (Tashakkori & Teddlie, 2003; Creswell, 2005). The

sequential explanatory mixed methods design involves the collection and analysis of quantitative data followed by the collection of qualitative data in two consecutive phases.

In the mixed-methods sequential design, the quantitative and qualitative phases are connected (Hanson 2005) in the intermediate stage when the results of the data analysis in the first phase of the study inform or guide the data collection in the second phase. The researcher typically connects the two phases while selecting the participants for the qualitative follow-up analysis based on the quantitative results from the first phase (Creswell, 2003). Another connecting point might be the development of the qualitative data collection protocols, grounded in the results from the first quantitative phase, to investigate those results in more depth through collecting and analysing the qualitative data in the second phase of the study (Ivankova, 2006).

In the sequential explanatory design priority is often given to the quantitative component because the quantitative data collection comes first in the sequence and often represents the major aspect of the mixed-methods data collection process (Ivankova, 2006). The first phase of the current study was quantitative since it was descriptive in terms of the availability of PE facilities and qualified PE teachers and the frequency and duration of the subject on the school time-table. The first phase also included a quantitative analysis of the learners' perceptions and attitudes of the status of PE. This information was gathered via structured questionnaires targeting both PE teachers and learners (Appendix J & K).

The results of the quantitative and qualitative phases were integrated during the discussion section to create a meaningful picture of the outcomes as they relate to study objectives

### **3.4 Research Setting**

Data were collected at 10 senior secondary schools in the Zambezi region of Namibia. Three (3) of the senior secondary schools are located in urban settings, while the remaining seven (7) are in rural areas. Questionnaires were dispatched by the researcher to the 10 senior secondary schools and the focus group discussions were conducted in the language centre auditorium at the University of Namibia, Katima Mulilo campus.

### **3.5 Phase 1: Quantitative Phase**

#### **3.5.1 Population and Sampling**

A research population is generally a large collection of individuals or objects that is the main focus of a scientific enquiry (Explorable, 2012). However, due to the large sizes of populations, researchers often cannot test every individual in the population because it is too expensive and time-consuming. Gabriel (2013) refers to a population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Participants for the quantitative phase of the research included teachers and learners from all the senior secondary schools in the region. The population in this study consisted of 3000 learners from 10 senior secondary schools in the Zambezi Region.

#### **3.5.2 Teacher Sampling**

Two PE teachers from each of the participating schools were purposively selected to respond to the “teachers’ questionnaire”. It was assumed that these teachers have sufficient background knowledge, experience and relevant information about the subject they offered. The contribution

from the teaching staff was to provide demographic, infrastructural and curriculum information regarding PE at their respective schools.

### **3.5.3 Pupil Sampling**

The population of this study consisted of 3000 Grade 11 and 12 learners from 10 senior secondary schools in the Zambezi Region of Namibia.

The Yamane (1967)'s formula was used to calculate the sample size:

$$N = \frac{N}{1 + N(e)^2}$$
 Where, N= the sample size; N = the size of population and e = the error of 5, 5 percentage points (Yamane, 1967: p.59).

The final sample consisted of 300 learners. To ensure an equal spread of learners across all participating schools, 30 Grade 11 and 12 learners were randomly selected from each of the 10 senior secondary schools. Grade 11 and Grade 12 pupils were alphabetically listed according to their gender and assigned a number starting with one (1) and ending with the total number of boys and girls in those grades. 15 random numbers were then generated using random number tables. This was done for boys and girls separately and the process was repeated at all 10 schools.

### **3.6 Research Instruments**

Quantitative information was acquired through two questionnaires directed at PE teachers and learners. The teacher's questionnaire sought information on the status of PE at their respective

schools, i.e. whether it is offered, how regularly it is offered, whether it is offered to both boys and girls and the facilities available for PE classes (Appendix A). Students' attitudes and perceptions towards PE were tested using a Likert-type scale survey developed by Subramaniam and Silverman (2000) (Appendix B). The 5-point Likert-type scale survey consists of 20 items. The five possible responses range from 1 = strongly disagree, 2 = somewhat disagree, 3 = neutral, 4 = somewhat agree, to 5 = strongly agree.

### **3.7 Validity and Reliability**

Cook and Campbell (1979 p.78-83) define it as the "best available approximation to the truth or falsity of a given inference, proposition or conclusion." Reliability is the consistency of measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects (Trochim, 2010).

The validation of the instrument was carried out in multiple phases in this study, which included: elicitation study which implied information gathering from learners, pilot study involved giving questionnaires to a small group of learner prior to the commencement of the study to evaluate, feasibility, time and cost of the study. content validity, reliability and validity. Each construct demonstrated acceptable psychometric evidence of reliability with Cronbach's alpha reported as .86 for enjoyment and .84 for perceived usefulness (Subramaniam & Silverman, 2000).

### **3.8 Data Collection**

Letters accompanying the questionnaires and introducing the purpose of the investigation as well as requesting assistance from learners and teachers were personally delivered to the principals of all 10 senior schools (Appendix C). A special request was forwarded to the Ministry of



Education's Regional Director, requesting their support and permission to conduct the study in schools and their assistance to encourage participants to complete the questionnaires (Appendix D). Documentary proof of approval from all relevant authorities to conduct the research at selected schools is on file with the researcher.

### **3.9 Data Analysis**

Although the recent expansion in the use of qualitative research methods has relieved some of the challenges many social scientists experience, they still rely on quantitative measures to assess attitudes and perceptions. The difficulty associated with measuring attitudes is in transferring these qualities into a quantitative measure for data analysis purposes. When a Likert scale is used to assess attitudes and perceptions, composite scores are calculated from four or more Likert-type items (Boone & Boone, 2012). The composite score for Likert scales items should, therefore, be analysed at the interval measurement scale (Boone & Boone 2012). Descriptive statistics recommended for interval scale items include the mean for central tendency and standard deviations for variability (Boone & Boone, 2012).

Learners' and teacher's responses to each item in the questionnaires were analysed using Statistical Package for Social Sciences V22 (SPSS) software programme. Descriptive statistics (means and SDs) for each one of the questions (categories) were analysed. This was done for the group and for boys and girls separately. Learner's responses were also analysed and reported per Likert scale category.

Based on the results of a Shapiro-Wilk's test ( $p < 0.5$ ) (Shapiro & Wilk, 1965; Razali & Wah, 2011) and a visual inspection of histograms and normal QQ plots it was pre-concluded that the

attitude scores for both girls and boys were not normally distributed. Non-parametric statistics were employed to compare the attitude scores of boys and girls.

### **3.10 Phase 2: Qualitative Phase**

#### **3.10.1 Population and Sampling**

The population consisted of the 300 learners who participated in the quantitative phase of the study. One boy and one girl per school were randomly selected from all the participants in phase one. This means the sample size for phase two of the study was 20.

A simple random selection strategy was employed to identify participants for the second phase of the study. To ensure that each school was represented by a boy and a girl two similar but separate selection processes were conducted at each of the targeted schools. Each boy and each girl from the target schools were assigned a number from 1 – 15. An independent teacher was asked to draw a number from a hat which contained folded-up numbers 1 to 15. This process was repeated in the same school to select 1 boy and 1 girl. The entire process was repeated at all 10 schools. The students were informed in phase 1 that some of them were going to be selected to participate in the second phase as well.

#### **3.11 Focus Group Discussions**

A focus group discussion enables in-depth discussions and involves a relatively small number of people (Hennik, 2007). It is focused on a specific area of interest that allows participants to discuss the topic in greater detail. Interaction is a unique feature of the focus group interview. Indeed, this characteristic distinguishes the method from the individual in-depth interview. The

participants usually have shared social and cultural experiences (such as age, social class, and gender, ethnicity, and religion and education background). A facilitator, who is often also the researcher, introduces the topic and assists the participants to discuss it, encouraging interaction and guiding the conversation. The facilitator plays a major role in obtaining good and accurate information from the focus groups (Barbour, 2007).

Focus group discussions were conducted in the second phase to elicit more in-depth explanations from learners on their views, beliefs and experiences on responses given in the questionnaires. The focus group discussions were facilitated by the researcher at an arranged time and venue after permission was obtained to record the interview. Focus groups were separated by gender.

Construction of the interview questions was guided by the findings from the quantitative phase of the research. A semi-structured focus group interview guide (Appendix CC) was developed and refined. Questions focused on the following areas: the importance of PE relative to other school subjects; availability of equipment for PE; the fun/enjoyment value of PE; fitness value of PE and the health value of PE. Sample questions included the following: do you consider PE to be an important subject at school? Is it as important as other subjects like Mathematics? Do you have adequate PE equipment at school? Does it impact on your enjoyment of the subject?

The focus group discussion was conducted at the University of Namibia's language centre auditorium. Permission was asked and granted to use the premise for the research by the Language Centre Department. The researcher and the learners agreed to converge on a Friday afternoon of their free weekend, 20 minutes prior to the focus group interview. Consent to participate in focus group was read and signed prior in the first phase of data collection (See Appendix D). Before the interview's commencement welcoming remarks, rules and regulation were read aloud and recorded (See Appendix N). Both girls and boys were recorded on the same

day, but separately. Boys were recorded first and girls later. Focus group discussions lasted for about 2 hours 50 minutes each. A laptop was installed with voice recording software Adobe Audition 1.5 version to capture learners' voices. A round table setting arrangement was used in which learners set around the recording table/device to ensure that they were closer and audible while the recording was in session. Participants were randomly given an opportunity to speak and the facilitator ensured that every learner was given an opportunity to say something.

### **3.12 Data Analysis**

The Thematic analysis approach suggested by Creswell (2009) was employed to analyse the data collected in phase 2 of this study.

#### **3.12.1 This research conformed to Creswell's approach to analyse the data**

Firstly, the researcher organised and prepared data for analysis. This included the transcribing of interviews and focus group discussions, typing the field notes and organising data into different types depending on the information generated. Data was transcribed verbatim in English onto word and then onto Excel data base spread sheet, thereafter the transcripts were thoroughly read to get a general meaning of the data and to reflect on its content. Predetermined themes that emanated from the quantitative data included the following: **Theme 1:** The importance PE at their school; **Theme 2:** PE status relative to other school subjects; **Theme 3:** Availability and suitability of resources; and **Theme 4:** Impact of lack of PE equipment on learners in schools. Data were coded and analysed according to these themes for new emerging themes and sub-themes. The findings will be presented in chapter 5 using a narrative approach and discussing the themes and sub-themes in detail. Finally, the data were interpreted to provide meaning to the

content in order to expand on the lessons learned and to bring information in line with literature reviewed.

### **3.13 Validity and Trustworthiness of Qualitative Data**

To ensure rigor and trustworthiness of the study, strategies proposed by Lincoln and Guba (1985) were integrated and used. Creswell (2013) stated that trustworthiness in qualitative research revolves around Lincoln and Guba's (1985) idea concerning dependability, conformability, transferability and credibility which states that validity in qualitative research is inherent in the researcher's use of procedures of authenticity.



#### **3.13.1 Dependability**

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

### **3.13.2 Conformability**

Conformability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997). Conformability was achieved through an audit trail that allowed any non-researcher to trace the course of the research via decisions made and steps leading up to those decisions. The audit trail involved an examination of the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data were collected, recorded and analysed (Li, 2004; Bowen, 2009).

### **3.13.3 Transferability**

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

### **3.13.4 Credibility**

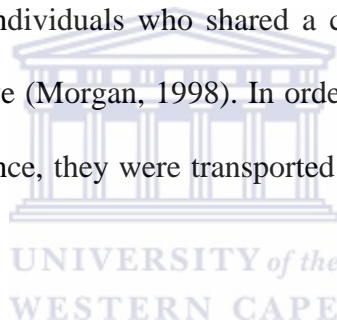
Credibility is defined as the confidence that can be placed in the truth of the research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Credibility was established through members checking the transcripts to assess whether they captured what the participants intended to say. Adequate contextual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

The research design, including the operational detail of data gathering and reflective appraisal was reported in detail to foster the dependability of the qualitative data (Shenton, 2004).

### **3.14 Delimitations**

Delimitations are characteristics that limit the scope and define the boundaries of a study and are under control of the researcher/s (Simon, 2011). The study was confined to (Grade 11 to 12) senior secondary schools in Zambezi educational region of Namibia. The attitudes and perceptions of only the learners as primary beneficiaries of PE were examined.

The focus group consists of 10 individuals who shared a common interest in the process we focused on and we tried to improve (Morgan, 1998). In order for all participants to be recorded in the focus group discussion at once, they were transported from their respected schools to the University of Namibia.



### **3.15 Ethics**

Ethics clearance and permission to conduct the study were obtained from the Research Ethics Committee of the University of the Western Cape. The study was conducted according to ethics practices pertaining to the study of human subjects. The purpose of the study was explained both verbally and in writing to the participants. Other information explained included the methods that were used, the possible outcomes of the research, as well as the associated demands, discomforts, inconveniences and risks that participants could face. Issues surrounding confidentiality was explained and participants were encouraged to ask questions which the researchers answered candidly in order to ensure that the participants were fully informed before making a decision

whether or not to participate. All this information was provided in the information letter which was written in English (Appendix E). Once they read the information letter, and all questions were answered to their satisfaction, participants were asked to sign an assent form which was written in English (Appendix F), if they wished to participate in the study. No participants were coerced to participate in this study and all participants were informed that their participation is voluntary and that they may withdraw at any time from the study without any negative consequences. Focus group consent forms were signed prior to commencement by both learners and parents for learners' participation in the focus group discussions. The researcher respected the decision of the participant without the latter being required to give a reason.

Issues surrounding confidentiality were explained and ensured. The participants were assured that no one who is not directly involved in the study had access to the information provided and that all forms of communication and client records were protected. In addition, the participants' personal details were captured in alpha-numeric coding in all written documents that further ensured participant confidentiality. Pseudonyms were allocated to ensure that participants' identity is withheld or remained anonymous. All records are kept in a bolt paper banker and disposal of all these records will be done after a minimum period of 3 years. Any research report(s) and/or publication(s) that may result from the study will not contain information that may identify the participants and their communities. Permission was obtained from the Namibian Education Department and principals of individual schools to conduct the research on their school premises. All sources that were used were acknowledged and information taken from other literature was correctly referenced.



### **3.16 Chapter Summary**

In this chapter the researcher discussed the research and methods used to conduct the research and gather and analyse data. The next chapter will present the quantitative findings on perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards PE.



# **CHAPTER FOUR**

## **RESULTS AND DISCUSSIONS: QUANTITATIVE**

### **4.1 Introduction**

In this chapter the quantitative results of the perceptions and attitudes of learners from 10 senior secondary schools of the Zambezi region in Namibia regarding the status of PE are presented and discussed.

### **4.2 Demographic Profile of Participating Teachers**

Twenty teachers participated in the survey, fifteen (75%) were male and five (25%) were female. Only three (15%) of the participating teachers had relevant, tertiary PE qualifications. Although the remaining 17 (85%) had university degrees, none of them majored in PE. The age of the participating teachers ranged from 25 to 35 years.

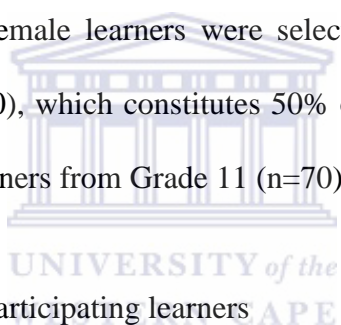
### **4.3 Status of PE in Schools**

Table 1 below illustrates that all participating schools offered some form of PE. It is a compulsory part of the curriculum of schools in the Zambezi Region of Namibia and according to the teacher survey one period per week was allocated to PE on the time-table of all participating schools. However, only 7 teachers indicated that PE was offered on a regular basis, while 13 reported that not all PE periods were used for PE lessons.

**Table 1:** Teachers' responses to whether PE is offered at their respective schools

Questions/ statements	Response (No/Yes)	Frequency (n)	Percent %
Is PE classes offered at school	Yes	20	100
	No	0	0
Is PE offered on regular basis (Once or more times per week)	Yes	7	35
	No	13	65
Are all periods used for PE class?	Yes	4	20
	No	16	80

Table 2 below, shows that 150 female learners were selected from Grade 11 (n=70, female learners) and from Grade 12 (n=80), which constitutes 50% of the sample, while the remaining 50% was made up of 150 male learners from Grade 11 (n=70) and Grade 12 (n=80).



**Table 2:** Demographic profile of participating learners

Grade	Male (n)	Female (n)	Total
11	70	70	140
12	80	80	160
Total	150	150	300

According to Table 3 below, 11% of the Grade 11 learners received formal PE classes during their primary school years, while 89% did not. For Grade 12's, only 19% received formal PE during their primary school years.

**Table 3:** Learners' responses to whether they received formal PE classes during primary or junior school

<b>Grade</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Total (%)</b>
11	17 (11)	133(89)	150 (100)
12	29(19)	121(81)	150 (100)

#### **4.4 Availability of Facilities and Equipment**

The teacher's survey revealed a severe shortage of sport and PE facilities and equipment at all schools. None of the schools had a tennis court, athletics track, combi-court, gymnasium or swimming pool. Four schools reported the availability of either a volleyball or netball court, while only 2 schools had a hall. Available equipment was limited to balls for soccer, netball and basketball, with a small number of schools (6) reported the availability of athletic equipment. This implies that tennis equipment such as tennis rackets and tennis balls, PE apparatus and swimming apparatus were not present in any of the schools.

#### **4.5 Attitudes of the Learners**

Learners (N=300) were asked to indicate their level of agreement or disagreement on 22 questions, which relate to their attitudes towards PE on a 5-point Likert Scale. Table 4 contains a summary statement of the total group's (boys and girls combined) responses to the 22 questions.

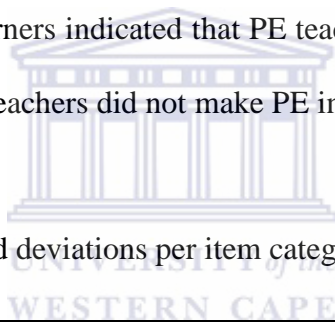
**Table 4:** Percentages results per Likert scale category derived from 22 item questionnaire.

	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Neutral</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>
	(%)	(%)	(%)	(%)	(%)
<b>Item 1:</b> The games that I learn in PE make my PE more interesting for me	21	19.3	30.7	12.7	16.3
<b>Item 2:</b> The games I learn in PE class make learning unpleasant for me	42.3	11	21.7	11.7	13.3
<b>Item 3:</b> The games I learn in PE make me excited about PE	29.7	19.3	22.7	13	15.3
<b>Item 4:</b> My PE teacher makes PE seem unimportant to me	34.7	16.3	16.7	7.3	25
<b>Item 5:</b> I feel that the games I learn in PE is boring for me	28	12.7	16.7	17	25.7
<b>Item 6:</b> I feel the games I learn in PE are useless to me	27	20.7	15.7	19.7	17.0
<b>Item 7:</b> The games I learn in PE seem important to me	43	8.7	17.3	7.7	23.3
<b>Item 8:</b> The games I learn in PE are useful	44.7	6.3	20.0	12.7	16.3
<b>Item 9:</b> My PE teacher makes PE seem important to me	54.0	9.3	13.7	8.7	14.3
<b>Item 10:</b> My PE teacher makes PE interesting for me	56.3	5.7	13.7	6.3	18.0
<b>Item 11:</b> The games I learn in PE are useful to me	49.0	7.7	15.7	9.3	18.3

<b>Item 12:</b> PE has improved over the last 3 years (more facilities, more periods, etc.)	70.0	12.7	12.3	3.0	2.0
<b>Item 13:</b> I feel my PE teacher makes learning in PE fun for me	52.7	6.0	14.3	10.0	17.0
<b>Item 14:</b> I feel my PE teacher makes PE boring for me	20.0	6.7	77.7	12.3	53.3
<b>Item 15:</b> I feel the games I learn in PE are valuable to me	31.7	19.7	8.0	9.3	31.3
<b>Item 16:</b> The games I learn in PE seem unimportant to me	48.7	12	14.7	8.7	16.0
<b>Item 17:</b> My PE teacher makes learning in PE unpleasant for me	19.7	7.3	14.0	14.7	44.3
<b>Item 18:</b> My PE teacher makes PE useful for me	34.3	22.3	13.0	11.3	19
<b>Item 19:</b> I feel my PE teacher makes learning in PE class valuable for me	38.0	19.0	11.3	11.3	20.3
<b>Item 20:</b> I feel my PE teacher makes learning easy for me	33.0	23.3	11.0	12.7	20.0
<b>Item 21:</b> My PE teacher gets me excited about PE	33.0	23.7	8.7	15.7	19.0
<b>Item 22:</b> I feel the games I learn in PE makes learning fun for me.	36.3	19.3	13.7	10.3	20.3

Table 5 below, indicates that five items that yielded the highest scores were items 1, 5, 14, and 17. The highest score of 3.72 (1.61) was recorded for item 14 in which the participants indicated that the teacher made PE boring for them. The second highest score was recorded for item 17 in which the learners indicated that the teacher made PE unpleasant for them. Item 5, which deal

with learners' beliefs that the games they learn in PE are useless to them, had the 3<sup>rd</sup> highest score. The five lowest mean scores were reported for items 9, 10, 12, 13 and 16. Keep in mind that low scores mean disagreement with the statement. The lowest score of 1.47 (0.88) was recorded for item 12 in which the participants expressed their belief that PE has not improved over the last 3 years in terms of more facilities, more periods, etc. The 2<sup>nd</sup> lowest score was recorded for item 9, in which learners indicated that PE teachers made PE seem unimportant to them. The 3<sup>rd</sup> lowest scoring item was item 16, in which learners indicated that the games they learn in PE seem unimportant to them. The 4<sup>th</sup> lowest recorded score was for item 13, in which learners felt their PE teachers make learning in PE fun for them, while the 5<sup>th</sup> lowest item recorded was item 10 in which learners indicated that PE teachers made PE interesting for them. This means learners believed that teachers did not make PE interesting or fun for them.



**Table 5:** Mean scores and standard deviations per item category.

Item		Mean	Standard Deviation
<b>Item 1</b>	The games that I learn in PE make my PE classes more interesting for me	<b>2.84*</b>	<b>1.34</b>
<b>Item 2</b>	The games I learn in my PE make me excited about PE	<b>2.43</b>	<b>1.46</b>
<b>Item 3</b>	My PE teacher makes my PE class seem unimportant to me	<b>2.65</b>	<b>1.47</b>
<b>Item 4</b>	I feel the games I learn in PE class boring for me.	<b>2.72</b>	<b>1.6</b>
<b>Item 5</b>	I feel the games I learn in my PE class are useless to me.	<b>3.00*</b>	<b>1.57</b>
<b>Item 6</b>	The games I learn in my PE class seem important to me.	<b>2.79</b>	<b>1.46</b>
<b>Item 7</b>	The games I learn in my PE class are useful	<b>2.60</b>	<b>1.63</b>
<b>Item 8</b>	My PE teacher makes my PE class seem important to me	<b>2.50</b>	<b>1.54</b>
<b>Item 9</b>	My PE teacher makes my PE class seem important to me	<b>2.20**</b>	<b>1.51</b>
<b>Item 10</b>	My PE teacher makes my PE class interesting for me	<b>2.24**</b>	<b>1.59</b>

<b>Item 11</b>	The games I learn in my PE class are useful to me.	<b>2.40</b>	<b>1.59</b>
<b>Item 12</b>	PE has improved over the last 3 years (more facilities, more periods, etc.)	<b>1.47**</b>	<b>0.88</b>
<b>Item 13</b>	I feel my PE teacher makes learning in my PE class fun for me	<b>2.33</b>	<b>1.58</b>
<b>Item 14</b>	I feel my PE teacher makes PE class boring for me	<b>3.72*</b>	<b>1.61</b>
<b>Item 15</b>	I feel the games I learn in my PE class are valuable to me.	<b>2.89*</b>	<b>1.68</b>
<b>Item 16</b>	The games I learn in my PE class seem unimportant to me.	<b>2.31**</b>	<b>1.52</b>
<b>Item 17</b>	My PE teacher makes learning in PE class unpleasant for me.	<b>3.57*</b>	<b>1.57</b>
<b>Item 18</b>	My PE teacher makes my PE class useful for me.	<b>2.58</b>	<b>1.52</b>
<b>Item 19</b>	I feel my PE teacher makes learning in my PE class valuable for me.	<b>2.57</b>	<b>1.57</b>
<b>Item 20</b>	I feel my PE teacher makes learning easy for me.	<b>2.63</b>	<b>1.53</b>
<b>Item 21</b>	My PE teacher gets me excited about PE	<b>2.64</b>	<b>1.53</b>
<b>Item 22</b>	I feel the games I learn in my PE class makes learning fun for me.	<b>2.59</b>	<b>1.55</b>

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

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#### 4.6 Comparisons between Boys and Girls

Table 6 below, indicates the comparative scores of boy and girls ranging from -2.009 (SE=0.198) to 2.053 (SE= 0.198) and a kurtosis of 1.607 (SE=0.395) to 3.998 (SE.394) for boys and -.752 (SE=.199) to 2.045 (SE=.199) and a kurtosis of -1.845 (SE0.395) to -1.845 (SE=0.395) for girls. Based on the results of a Shapiro-Wilk's test ( $p < 0.5$ ) (Shapiro & Wilk, 1965; Razali & Wah, 2011), and a visual inspection of histograms and normal QQ plots, it was concluded that the attitude scores for both girls and boys were not normally distributed. Consequently, non-parametric statistics were employed to compare the attitude scores of boys and girls.



**Table 6:** Comparative statistics of girls and boys

<b>Item</b>		<b>Girls Mean (SD)</b>	<b>Boys Mean (SD)</b>
<b>Item 1</b>	The games that I learn in PE make PE more interesting for me.	3.48 (1.33)	2.19 (0.98)**
<b>Item 2</b>	The games I learn in PE class make learning unpleasant for me	3.14 (1.53)	2.19 (0.98)**
<b>Item 3</b>	The games I learn in PE get me excited about PE	3.40 (1.39)	1.90 (0.978)*
<b>Item 4</b>	My PE teacher makes PE seem unimportant to me	2.40 (1.49)	1.90 (0.96)8*
<b>Item 5</b>	I feel the games I learn in PE are boring for me.	2.32 (1.44)	3.03 (1.63)8*
<b>Item 6</b>	I feel the games I learn in PE are useless to me.	3.55 (1.39)	3.67 (1.37)8*
<b>Item 7</b>	The games I learn in PE seem important to me.	3.32 (1.64)	2.02 (1.07)8*
<b>Item 8</b>	The games I learn in PE are useful	3.18 (1.57)	1.87 (1.26)8*
<b>Item 9</b>	My PE teacher makes PE seem important to me	2.707 (1.67)	1.80 (1.16)8*
<b>Item 10</b>	My PE teacher makes PE interesting for me	2.88 (1.74)	1.60 (1.09)8*
<b>Item 11</b>	The games I learn in PE are useful to me.	3.13 (1.65)	1.67 (1.11)8*
<b>Item 12</b>	PE has improved over the last 3 years (more facilities, more periods, etc.)	1.43 (0.79)	1.50 (0.96) **
<b>Item 13</b>	I feel my PE teacher makes learning in PE fun for me	3.00 (1.70)	1.64 (1.08)**
<b>Item 14</b>	I feel my PE teacher makes PE boring for me	2.98 (1.80)	4.46 (0.94) **
<b>Item 15</b>	I feel the games I learn in PE are valuable to me.	3.52 (1.62)	2.26 (1.48) **
<b>Item 16</b>	The games I learn in PE seem unimportant to me.	1.62 (1.01)	3.00 (1.63) **
<b>Item 17</b>	My PE teacher makes learning in PE unpleasant for me.	2.89 (1.71)	4.24 (1.05) **
<b>Item 18</b>	My PE teacher makes PE useful for me.	3.22 (1.57)	1.94 (1.14) **
<b>Item 19</b>	I feel my PE teacher makes learning in PE valuable for me.	3.20 (1.63)	1.94 (1.21) **
<b>Item 20</b>	I feel my PE teacher makes learning easy for me.	3.30 (1.54)	1.96 (1.18) **
<b>Item 21</b>	My PE teacher gets me excited about PE	3.23 (1.56)	2.04 (1.25) **

<b>Item 22</b>	I feel the games I learn in PE makes learning fun for me.	3.16 (1.61)	2.01 (1.24) **
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\*\* P<0.01

\* P<0.05

Girls and boys differed on all 22 items tested.

## 4.7 Discussion

The aim of this study was to investigate and generate a better understanding of the perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards PE. This section includes references to outcomes of similar studies as reported in the literature. Moreover, the discussion also links the findings to extant theories where such links exist (Maswahu, 2012). The factors below were identified by both learners and teachers to either have positive or negative influences on learners' attitudes and perceptions towards PE.

### 4.7.1 Lack of Qualified Teachers

Only 15% of the teachers were found to have relevant PE qualifications. According to De Corby's (2015), teachers without PE qualifications possess low levels of confidence or interest in teaching PE. They fail to provide safe, planned and structured lessons because some of them had personal negative experiences in PE, lack training, knowledge, expertise and qualifications to present quality PE lessons. This results in a loss of confidence in the teachers by the learners and erodes their interest and motivation to participate in PE. This could be one of the main reasons why learners expressed overwhelming negative experiences towards their PE lessons. They felt their lessons were uninteresting, boring and the activities they learn are useless to them.

#### **4.7.2 Limited Time Allocated to PE**

PE was found to be timetabled and scheduled to be offered at least once per week at all schools. This limited time dedicated to PE compared to the four or five periods allocated to other subjects such as Mathematics and languages, is perceived or interpreted to be indicative of the importance or significance education authorities attached to the subject. Stergiadis (2014) points out that in Namibia, PE appears on school timetables, but it is offered in an unstructured and informal manner. The situation is exacerbated by the fact that 65% of the teacher respondents in the current study indicated that PE was not offered on a regular basis and 80% indicated that not all PE periods were used for PE classes. This all adds to the perception that PE is not a worthy component of the school curriculum.

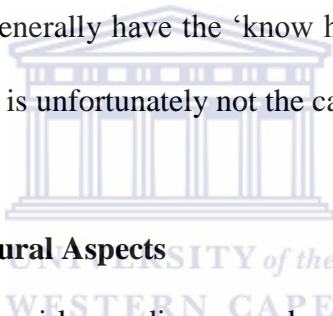
These findings relate to Kroger's (2010) identity diffusion theory, which claims that in the status stage, a learner does not have a sense of having choices. For instance, the Ministry of Education and the schools' decision to allocate limited time for PE on the timetable, and further label it to be a non-examinable subject in all public schools in Namibia, leaves learners with no choice but to question and doubt the importance and the benefits PE as a school subject.

#### **4.7.3 Lack or Shortage of PE Facilities and Equipment**

According to teachers' responses, a lack or shortage of facilities was found to be a major challenge in all schools across the Zambezi Region. Both girls and boys strongly agreed that equipment and facilities are inadequate and have not improved over the past three years. The similarities of this situation are found in Hardman's (2010) report which observed that the quality of facilities for PE in most countries were below average and limited in quantity; this was particularly the case in developing countries, Namibia included. The report further revealed that

the quality of facilities was rated as average or inadequate in all Central and Latin American countries (Hardman, 2014). It is the same in Africa with 67% of African countries having facilities rated as average or inadequate. Trying to teach or learn PE without the availability of the basic facilities could be frustrating and boring to both teachers and learners (Scott, 2009). The boringness of PE lessons came strongly to the fore in the current study.

Pupils' perceptions that their PE lessons are boring, non-educative and not enjoyable could partly be due to a lack of equipment. Equipment allows for variety in the contents of lessons. It is important to keep in mind that specialised sport and PE equipment in the hands of unqualified teachers can do more harm than good. The situation would have been less calamitous if PE was taught by qualified teachers who generally have the 'know how' to function in under resourced environments. Results showed this is unfortunately not the case in the schools under discussion.



#### **4.7.4 Gender Barriers and Cultural Aspects**

Although there are countries where girls are discouraged or not allowed to participate in sport and PE due to gender and cultural beliefs, PE was found to be offered to both boy and girls without discrimination based on gender or cultural background in the Zambezi Region. This outcome corresponds with the results reported by Simbagwee (2015), which indicated that gender barriers and cultural aspects were found not to have much influence on the perceived status of PE in the Zambezi region.

Boys were found to be a lot more negative about PE compared to girls. They generally strongly disagreed with the positive statements and agreed with the negative statements. Boys felt very strongly that PE classes were "boring" (item 14) and the teacher made the lessons unpleasant for them (item 17). Both boys and girls felt that PE has not improved over the last three years in

terms of facilities and class time and that the games they learn in PE are useless to them.

#### **4.7.5 The Curriculum**

The school curriculum's goals and objectives were found to be clearly stated by the school syllabus, but its implementation was found wanting. The implementation of PE in schools neither, was found unmonitored nor was it evaluated by subject advisers or inspectors. There is, therefore, no accountability or pressure on teachers to comply. The situation is exacerbated by schools that often see PE as a free period or a catch-up period for the "more important subjects". One of the objectives of PE is to get learners to be physically active and to participate in life long activities. It is, therefore, important that the curriculum and PE activities are aligned with the environment (physical and cultural) of the region where it happens. The Namibian PE curriculum does not speak to students' and teacher's needs as alluded by teachers and learners who participated in the study. One of the key challenges is, therefore, to align the curriculum with the community interests and needs.

#### **4.8 Chapter Summary**

This chapter reports on the factors which impact on the attitudes and perceptions of learners' from 10 senior secondary schools of the Zambezi Region towards PE. The key influencing factors that crystallised out of the quantitative phase were identified as themes for further investigation in the qualitative phase and include the following:

The importance and value attached to any school subject are reflected in the resources and time dedicated to the subject. The quantitative analyses revealed that PE was mainly taught by unqualified teachers, that limited or no resources were allocated to the subject and the time

dedicated to it on the timetable was significantly less than that for the other subjects. The next chapter will focus on learners' understanding of the importance of the subject and what influenced their knowledge and perceptions.

In order to put PE's status into perspective, learners' opinions of PE in relation to other subjects will also be further explored under this theme which emphasise on the importance of PE in Schools. This relative importance is the focus of the 2<sup>nd</sup> theme which accentuate on PE status in relation to other school subjects. Learners were acutely aware of the fact that PE has very limited time-table space and even that limited time was squandered on meaningless games or used for other purposes. PE was furthermore not subject to external monitoring.

The 3<sup>rd</sup> theme will focus on the availability and suitability of human and physical resources. The quantitative results suggest that all schools were severely under-resourced in terms of facilities and equipment and in 85% of the schools the subject was taught by unqualified teachers. This concern was highlighted by both learners and teachers. The successful presentation of PE lessons is dependent on relevant and adequate resources.

The 4<sup>th</sup> theme focuses on the impact of PE equipment and facilities and was, therefore, included for further investigation to elucidate the consequences inadequate resources had on the status of the subject in the minds of learners.

## **CHAPTER FIVE**

### **RESULTS AND DISCUSSIONS: QUALITATIVE**

#### **5.1 Introduction**

The aim of this study was to investigate and generate a better understanding of the perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards PE. The analyses of the quantitative results revealed that a lack of qualified teachers, inadequate facilities, time dedicated to the subject and the curriculum were major factors which impacted on learners' perception of the status of PE. These conclusions were reached on the basis of teachers and learners questionnaires which, by their nature, limited the extent and depth of the responses of participants. This is especially true for the Likert scale questionnaire completed by learners.

The areas that were identified for more in-depth research under the quantitative section were further pursued qualitatively under the following four themes:

- 1) The importance of PE
- 2) The importance of PE relative to other school subjects
- 3) Available resources allocated to PE
- 4) The impact PE equipment and facilities.

These themes emerged from literature reviewed, characteristics of the phenomena being studied, local common-sense constructs and from personal experience of the researcher with the subject matter (Mathew, 2008). Focus group discussions were conducted to elicit more detailed and in-depth information of the learners' experiences, beliefs, attitudes and perceptions regarding the status of PE in schools (Mabuti, 2015). These focus groups further created an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in

their own words and add meaning to their answers (Hancock, 2007). Twenty learners participated in this phase of the research.

**Table 7:** Profile characteristics of key informants

<b>Pseudonyms</b>	<b>Age</b>	<b>Gender</b>	<b>Grade</b>	<b>School Code</b>
Learner A	17	M	11	A
Learner A	18	F	12	
Learner B	17	M	11	B
Learner B	18	F	12	
Learner C	17	M	11	C
Learner C	18	F	12	
Learner D	17	M	11	D
Learner D	18	F	12	
Learner E	17	M	11	E
Learner E	18	F	12	
Learner F	18	M	12	F
Learner F	17	F	11	
Learner G	18	M	12	G
Learner G	17	F	11	
Learner H	18	M	12	H
Learner H	17	F	11	
Learner I	18	M	12	I
Learner I	17	F	11	
Learner J	18	M	12	J
Learner J	17	F	11	



### 5.3 Themes for Exploration and Analysis

This section gives and discusses the detailed narrative responses from learners in relation to themes that emerged in Chapter Four. The 1<sup>st</sup> theme for exploration and analysis is the learners' feelings of the importance of PE at their school.

#### 5.3.1 Theme 1: Importance of PE in Schools.

PE's status is referred to as the educational position it occupies and it either makes people disregard it or respect and admire it (Gabriel, 2013). According to Zealand (2011), PE is the only subject in the school curriculum that educates a child as a whole. Most people are ignorant regarding the importance and value of PE. They give a sceptical point of view when asked to give their views on the subject. Feelings, according to Dinah (2011), are described as something that you experience through the mind or through your senses driven by ideas, belief, attitudes, perceptions and understanding.

The majority of learners' responses indicated that they felt that PE was important to them despite its position in schools. This is evident in the following responses:

Learner B from the boys' group said that:

*Yes, PE is important simply because it keeps a person fit let's say for instance you are doing exercises daily or get yourself involved in sports activities like boxing or athletics you'll be fit and also it helps a learner be free from stress in time when you are stressed with your books.*

Similarly, in support of the importance of PE in schools Learner E from the boys' group said that:

*Yes, PE is important as it was medically proven that if you engage yourself in physical activities or exercising daily you will be fit and look healthy.*

Learner J from the girls' group concurred with the boys:

*Yes, PE makes learners look healthy and it reduces stress in their academic lives, it also makes learners look strong and boosts their moral and confidence, more over PE help learners to socialize with other learners and even other schools during competitions also it help learners to cope with the reality that winning and losing is part of the game in sports.*

In contrast to the responses above some learners felt that PE as a subject was not important at their schools. The following statements illustrate the negative opinions some learners had regarding the importance of PE:

Learner A from the boys group felt that:

*No PE is not important because to me it's a waste of time doing all the running and exercising rather than concentrate fully to examinable subjects like English for instance.*

Learner C from the boys' group had a similar opinion and said:

*No, PE is not important because it is a non-promotional subject in schools.*

In support Learner G the from girls' group said:

*No, I don't consider PE to be an important subject at a school, simply because there are some times when you find that other learners are in class then you have to go to the sport field while others are in classes, you run around, you sweat and you become very dirty whilst you still have another theoretical class/period afterwards, when the teacher comes in will find learners dosing, their minds tired which will lead to poor and you failure to participate.*

Learner I from the boys' group said that:

*No, PE is not important because it interrupted normal class time table, when you are from PE you will be sweating and the class will be smelly which is unhealthy.*

### **5.3.1.1 Discussion**

Learners who indicated that they knew and understand the importance of PE, participated in PE and sport at primary school and they consequently had some ideas and understanding of the importance and values of sports and physical activities. Some are currently still participating in sports activities at school level as a consequence of their earlier experiences in the field. The findings of this study are consistent with those of Stergiadis (2014) who argued that children who have a good childhood sports background are likely to be familiar with the value and benefits of sport activities and will participate at any given time or later as adults.

In contrast, some of the students who felt that they did not know the importance of PE, had little or no prior background of sports and PE. They displayed a clear lack of knowledge of the importance of the subject. These findings are consistent with the findings of Zealand (2011) who argued that prior knowledge in sports or PE at primary school has a major impact on the youth's future decision of sports or sports related issues. Hardman (2014) contended that the foundation of PE or sports related activities should be laid at primary school in order for learners to be fully oriented towards active life styles and involvement at senior schools and tertiary institutions levels.

### **5.3.2 Theme 2: PE Status Relative to Other School Subjects**

Learners' perceptions of the importance and status of PE relative to other school subjects were also probed. PE's status is referred to as the educational position it has and it either makes people disregard the subject or respect and admire it (Gabriel, 2013). In most schools in the Zambezi region of Namibia, the subject's importance towards career opportunities is the most frequently asked question. In this regard PE is always considered lower on the priority list (Simataa, 2013).

Participants in both focus groups felt that PE was important compared to other examinable subjects like Mathematics or history. They elucidated a range of experiences that back their opinions as to why they consider PE to be more important than Mathematics. Some of the learners expressed the importance of PE as a mother body to all sports careers, as can be seen in the following responses:

Learner B from girls group believed that:

*Yes PE is important because physical education it is the mother and foundation of all careers in sports, for example, we do have athletes like Usain Bolt, these people they discovered their talents in school, that I am good in running that is why they decided to do that, we have boxers like Mike Tyson they did that in school, it was not something they did after Grade 12 or whatever they discovered that in school, to add on that Oscar Pistorius he is a Paralympic, he discovered that he was good at running in school, back to Namibia we have Johanna Benson she won a gold medal she is a Paralympic, she was also discovered through PE at school .*

Learner J from girls group contended that:

*Yes, PE is important the only subject in the school curriculum that educate the child as a whole, by this I mean PE see to it that the hands catch the ball, throw the ball, the legs kicks the ball, whereas in geography and maths we use cognitive thinking. PE covers all components like physical, social, mental, emotional, spiritual, let me explain a little bit about social, social the learners socialize with others they do exercise, when it comes to physical they do run around the sports field and jog around. Mental they enhance reading of books, emotional is the ability to know and be familiar with problems and know to solve them. We go to spiritual well-being whereby you should be connected to*

*unifying forces like going to church or practicing any religions of your choice.*

Learners G, H and I from boys group further agreed by saying:

*Yes PE is important, the reason being, it appears on the school timetable and the second point is that it is part and parcel of the school curriculum so it should be treated equally. PE is important because involvement into PE teaches people to reduce sedentary lifestyle which is a lifestyle without physical activities, for example, children stay at home playing TV games. Yes, PE is important because we have to take all subjects as important subject.*

Although most of the learners recognised the importance of PE in their schools, some strongly disagreed and felt that PE is not as important as other ‘promotional’ school subjects like Mathematics.

Learner A from the boys group disputed this:

*No, I don't, because PE is a non-promotional subject and Mathematics it is a promotional subject, therefore, let me give an example, learners they do write examination in Mathematics while in PE they don't. This shows clearly that PE is on the same level as life skills that are taught without examinations.*

Learner C and D from the boys group agreed by saying that:

*No, PE is not important as school subjects like Mathematics because maths, because Mathematics you need to study its content hard so that you can be promoted to the next grade.*

Learner E from the girls group argued that

*No, PE is not important like Mathematics ... because you see that the ministry has not provided learners with books in PE time. Also teachers are not there to monitor learners in time of PE sometimes the teacher goes to relax.*

Equally, Learner G from the boys group added to Learner E's statement by saying that:

*No. The reason behind is even when you go around all schools in the region you will find that there are no enough equipment that are offered by the ministry of education for learners to participate in physical education. And there is an ignorance by our teachers they don't follow us when we are going for physical education practicals. We usually do it on our own without supervision.*

Lastly, Learner I from the girls group stated that:

*No, PE is not important because Mathematics has qualified teachers, taught in formal classes with some syllabus and is included in the curriculum and PE is not included and if it is included most of us learners do not know that it is.*

### **5.3.2.1 Discussion**

The perceived importance of PE varies amongst learners. Some believe it is useless and some believed it is very important. It was also found that learners who perceived PE not to be as important as Mathematics pinned faults on schools and the government for not doing much to support the subject's full implementation. Learners felt that PE was not important because schools, the education ministry and the government determined its fate by declaring it a non-promotional subject unlike 'promotional' subjects like Mathematics. Moreover, some learners argued that PE was not offered or is not being taught by qualified teachers as is the case with Mathematics. It was also not monitored by inspectors from the regional education directorate. These reasons were presented as the basis for the learners' belief that PE was not important. These results correspond with Aicine's (2009) reports in which she argued that the importance of PE should be clarified clearly to learners by the ministry, curriculum designers and schools,

otherwise learners will not see the importance of the subject in schools. The stereotype and prejudice portrayed by learners towards PE in comparison to Mathematics aligns with Chris' (2010) direct perception theory which argues that sensory perception is the direct result of information from the surrounding environment, when there is lack of facilities, equipment and lack of qualified teachers.

Stergiadis (2014) argued that PE is very important for the human body, as it relieves some of the stress and is a way out to avoid sedentary life style and sports inactivity. Stergiadis (2014) further argued that a lack of information in young people towards the importance and benefits of PE is growing among youth. Despite some learners' negative perceptions of PE, others believed that it is as important as Mathematics because it appeared on the timetable and it had a curriculum in place.

Monitoring, supervising and inspection of PE in schools were found to be inadequate. There were no inspectors from the regional education offices to oversee whether the subject was taught according to the national standards outlined in the curriculum. This inadequacy was evident at all levels, from government, to the ministry of education, to the regional education directorate, and lastly to school level, to teachers and learners (Mwemba, 2010). Results revealed that learners were not satisfied with this inadequacy and they felt that it drove the status of PE down. Learners want PE to be monitored like any other subjects so that they benefit fully from the subject (Benson, 2013).

Monitoring or inspection of the subject's development and status is considered to be vital as it informs all the stakeholders of its strengths and shortcomings. Besides highlighting strengths and weaknesses, monitoring and inspection also ensure that all responsible parties, especially teachers are held accountable for giving effect to the successful implementation of the subject at

school level. Kaelyn (2014) sees the absence of inadequacy of monitoring and inspections as a major contributing factor to pushing the subject into a perilous state.

The 'non-educational' concerns were raised when learners responded to the question: 'Do you consider PE to be an important subject at a school?' and 'Do you consider PE to be as important as other subjects like Mathematics? Their responses were mainly driven by the fact it is a non-promotional subject with no examinations written. These findings relates to a study carried out by Stephen (2014) who found the major contributors to the status of PE in schools to be: 'the non-educational status of the subject' in addition to a lack of qualified teachers, a lack or shortage of facilities, a lack of equipment, gender barriers, cultural aspects, inadequate monitoring inspection, less time allocated to PE on the timetable in comparison with other subject like Maths or English.

These findings relate to Robert's (2015) status attainment theory which claims that the subject's educational position in schools, society, or class is affected by both achieved factors, such as prior information, stereotype, prejudice, educational attainment, and ascribed factors, such as school income, equipment and facilities. Blane (2010) argued that the status attainment is based on the idea that inequality of PE in comparison to examinable subjects like History results primarily from differences in characteristics such as proclaimed prestige, future career opportunities and personal benefits perceived. The declared non-educational status of PE makes learners perceive the subject as useless since they cannot see any future ahead in the world of sports or anything related to physical activities (Anon, 2008).



### 5.3.3 Theme 3: Availability and Suitability of Resources

All learners considered the lack of PE equipment and facilities at their respective schools to be a crisis. Furthermore, the existing facilities were in a bad or poor condition and some of them have not been used for the past three to five years.

Learner A from the boys group felt strongly about this saying that:

*No we don't have soccer balls, the soccer balls are not in good shape like most of the time we used to have balls that are made out of plastic papers and we need to mend with a rope.*

On a same note Learner B from girls group said:

*No, We don't have enough equipment at our school, more specially I will talk on behalf of our school, apparatus like javelin, discuss we only use them when we go for regional competitions at our own school we don't normally use them at all .Those thing we don't have access to them every time. What I mean is that those things we don't have them when we go for competitions we see those things for the first time, and we tend to make mistakes even seeing them for the first time.*

Furthermore Learner C from the boys group who concurred with others said that:

*No, we have no swimming pool where we can do swimming activities and we don't have volleyball court. The sports field is not in a good condition and the balls that we have is like you having to play 5 minutes and you have to pump it again. We also don't have the volleyball net, we usually use the rope.*

Learner D from the boys group further said that:

*Yes, we don't have adequate facilities but our school recently bought new jerseys for football, soccer boots, and new balls yes they are enough, they bought for both primary*

*and secondary level.*

Learner E from girls group's response corresponded with others:

*No, I would say everything is not there, but we only have 0.1% of it, for soccer we only have footballs, no nets, we just run around the sports field, the field is not in a good condition, the basketball court is not there, no netball court. Yes, we don't have access at all.*

Learner G of boys' group agreed by saying that:

*Yes, I agree we do have enough equipment at our school. we normally participate in Zonal Competitions and we use to be the best meaning we use to challenge other schools without equipment and we use to win them because us we are well-up. Yes we do have access, than rural schools; sometimes we borrow from neighbour schools. Yes sir, as I have said practice makes it perfect, whatever yes those students without these equipment.*

Equally Learner H from the boys said that:

*We have very old balls and hula-hoops, the hula-hoops are broken it's us students use cello tape to mend. The sports field is very rough it was made out of a place they use to take gravel.*

From the girls group Learner A stated that:

*No, we don't have a basket court, and a tennis balls and I think they are not in proper condition, like netball court it's just full of stones.*

Learner B from the girls said that:

*No, we don't have a volleyball court, tennis court and a swimming pool. They are in a bad condition, like the volleyball court, we don't have the net we use the rope, we tie from one pole to another, which means we just improvise.*

Learner C from the boys group said:

*No, at our school we don't have a gymnasium and a swimming pool, the things we have at our school is a netball court and that netball court is not in good condition its full of pothole meaning we are prone to injuries such as ankle twist whatever just to mention a few.*

Learner D from the girls group revealed that:

*No, we don't have a tennis court, tennis rackets, we don't have a gymnasium we don't have a swimming pool and swimming apparatus, we only have volleyball court, netball court, basketball court but all are not paved and sport field does not have a loan.*

Learner E from the girls group mentioned that:

*No, we don't have the swimming pool, basketball court, soccer balls and tennis balls. We have a sport field but it is not in a good condition it's full of thorns.*

Similarly, to other respondents Learner F from the boys group indicated that:

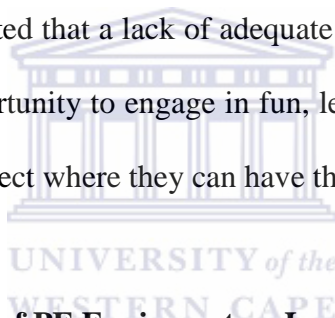
*No we don't have swimming pool, tennis court and a basketball court. We just have a tennis court, netball court and some PE apparatus.*

### **5.3.3.1 Discussion**

Theme 3 focussed on the lack and shortage of PE equipment and facilities in schools. The findings of the current research correspond with those reported by Nkongo (2011) who pointed out that the lack and scarcity of facilities and inadequately trained staff are commonly reported throughout the African continent and other developing nations. PE is seen as being of fringe value in the curriculum, regarded as non-educational, non-productive use of time and as recreation/play time especially in primary schools, and insufficient monitoring inspections are

conducted in secondary schools. Benson (2013) argued that a lack of adequate PE equipment and facilities was one of its driving forces behind the subject's demise, since it influences and causes negative attitudes in both teachers and learners in most public schools in developing countries.

Equipment and facilities are teaching and learning aids in PE. A lack of facilities therefore hampers the PE teaching-learning process. Zealand (2011) argued that, an absence of PE equipment does not create an environment which is conducive to learning and teaching of the subject. The results drawn from participants in this study further indicated that there was no improvement in these facilities over the previous 2 to 5 years. There was also no indication that new equipment will be acquired or that existing ones will be revamped and repaired in the foreseeable future. Learners indicated that a lack of adequate PE equipment and facilities at their schools deprived them of the opportunity to engage in fun, leisure time activities. They perceive this to be the most appropriate subject where they can have this experience.



#### **5.3.4 Theme 4: Impact of Lack of PE Equipment on Learners in Schools**

Learners did not only see a lack of equipment as effecting their enjoyment, but it also discouraged or drove them away from participating in sport in their daily lives, which consequently leads to sports illiteracy, sedentary lifestyle and physical inactivity as can be seen in the response of the following learners:

Firstly, Learner A from boys group said that:

*Yes, playing volleyball without a net it would be boring, and hockey with inappropriate sticks without paved flours provided just the soil, just Bundas. Bundas means the facility is not adequate enough so it means it is beyond the level of improvisation whereby you just mimic or you just play the imaginary game thinking that the net is there while it is*

*not there, thinking that the land is paved while it is not paved that's what Bundas means.*

Additionally, Learner B from girls group said that:

*Yes, it's discouraging and not educative at all, it is like watching a movie without sound.*

Learner C from boys group concurred with emphasis that:

*Yes, it has an impact, because when you go for PE without having the court for netball it will be boring or when you go for soccer and play in dust you might catch cough, yes.*

Learner D from the girls group said that:

*Yes, if you don't have soccer boots for soccer you will get injuries and this will decrease the number of attendance.*

Learner A from the girls group said that:

*Yes, if there are no equipment for PE learners will feel left out during PE, if equipment won't be enough, some of the learners will feel bored during PE they won't participate because there are no equipment.*

Learner B from the girls group said that:

*Mmm yes, learners can refuse to go to PE because of few equipment, you find that if the netball is only or may be two and learners who want to play there are many, some of them won't go there.*

Learner C from the girls group said that:

*Yes, because learners will end up making noise and some of the things because they are not using some of the equipment.*

Learner D from the girls group said that:

*Like for example, if you have one page in a lesson and you have more than hundred kids in a classroom you need more time if the equipment are not there.*

Learner E from the girls group said that:

*Yes, without PE equipment we are forced to stay in class and deprived from exploring and that way the subject is besides us, and the theories we learn in class doesn't help, because we need to practice, what we are taught.*

Learner F from the girls group said that:

*Yes, because, for example you only have one netball court in the whole school, let me say 100 or more than 100 learners, the sport cannot accommodate 100 learners at once it will affect the learners.*

Learner G from the girls group said that:

*Yes, it has, the learner will not be participating because there is not enough equipment, only a few learners will be using equipment there rest of them will be watching.*

Learner H from the girls group said that:

*Yes, it has a serious impact, for instance class groups may plan a competition between each other, without the availability of soccer balls to train and perfect our skills prior to the competition it will be difficult at all.*

#### **5.3.4.1 Discussions**

Theme 4 pursued the impact of a lack of equipment and facilities on learners' attitudes towards PE. Learners indicated that the lack of equipment detracts from the enjoyment they derived from PE and discouraged them to participate. This resulted in a range of negative outcomes including the promotion of sedentary lifestyles, sports illiteracy, inactivity, promoted boredom and deprived leisure times at school. Zealand's (2011) expressed concern about the demise of the subject as he feels that PE is the only school subject that educate the child holistically without concentrating on cognitive aspects of learning only.

Moreover, a lack of equipment has an impact on learners' future participation in sports since

participation at a young age is considered to be related to participation into adulthood and old age. Stergiadis (2014) reported that PE's health, social, emotional and physiological consequences ensures that learners enjoy a balanced life, since it allows for social interaction with children from within the same school or other schools; physiological and health benefits derived from involvement in physical activities such as running, jumping, volleyball and soccer; spirituality which focuses on faith and religious connections; mental aspects which emphasise the need to enhance mental capacity either by studying and reading books, and emotional capacity which focuses on how learners deal with and solve problems i.e. emotional competence.

#### **5. 4 Chapter Summary**

Chapter Five explored learners' perceptions on the importance of PE at school, its relative importance when compared to subjects like Mathematics, the conditions and suitability of PE equipment and facilities, as well as the impact a of lack of PE equipment had on their attitudes towards the subject.

There were mixed responses to questions related to the importance PE. It appears that learners involved with sport, or had PE in primary school, had a better understanding of the importance of the subject. This is in agreement with results reported in the literature (Stergiadis, 2014). The non-examinable status of the subject was also put forward as a factor influencing the academic standing of the subject. All focus group participants felt that PE was less important when compared to subjects like Mathematics, History and English. These perceptions were influenced by the time allocated to the subject on the time-table and the "non-examinable" or non-educational status of the subject. The absence of monitoring and inspection of PE by external education authorities was also interpreted as an indication that PE was not important. The

learners also perceived the absence or limited availability of PE facilities and equipment as indicative of the value attached to the subject by schools. They felt the lack of facilities and equipment impacted on the enjoyment they derived from PE and also discouraged them from participating in sports.

Chapter Six gives a summary of the findings, conclusions, recommendations for practice and recommendations for further research.





## CHAPTER SIX

### SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

#### 6.1 Introduction

In this study, quantitative data were collected and used to inform the qualitative phase of the research. Conversely, the qualitative phase unpacked and explained the numerical data of the quantitative phase.

The existence of PE in schools is under continuous threat. An overview of the literature on the global status of PE highlights the non-existence of the subject in many parts of the world, especially in developing regions, while some national governments proposed either the removal of PE from the curriculum or a reduced curriculum time allocation. There is paucity in the literature on the factors contributing to this threat. One of the main contributing reasons for the demise of the subject is the low status it occupies amongst stakeholders including learners as the primary end users. The main aim of this study was, therefore, to investigate and generate a better understanding of perceptions and attitudes of secondary school learners from the Zambezi region of Namibia towards PE.

A sequential mixed methods approach was used to solicit quantitative and qualitative data from participants. A total of 20 teachers and 300 learners from 10 senior secondary schools from the Zambezi region participated in the quantitative phase of the study. Boys and girls focus group discussions were conducted in phase two to gain a deeper understanding of learners' attitudes towards the subject. Data collected from the first phase informed the themes that were pursued in the second phase.

### 6.1.1 Summary

The objective of the first phase of the study was to establish the current status of PE in senior secondary schools in the Zambezi region of Namibia in terms of whether the subject is included in the time-table and regularly offered, how often it is offered, whether it is offered to both boys and girls, is it offered by qualified teachers, what facilities available at the schools, implantation of PE curriculum and the perceptions and attitudes of learners towards the subject.

PE was found to be time-tabled and offered in all participating schools, it is offered once per week though the classes were not formal in comparison to other subjects like Mathematics, which is offered four to five times per week in a formal structured format. This is in concert with the findings of Stergiadis (2014), who pointed out that PE in Namibia appears on school timetables, it is offered, but not in a formal or structured manner and PE classes often end up as free periods slots or are been used for other ‘major’ subjects. The reduced PE class time is perceived by learners as an indication of the importance (or lack thereof) of the subject within the school curriculum.

PE was offered to both boys and girls without discrimination based on gender or cultural background (Simbagwee, 2015). Gender barriers and cultural aspects were, therefore, found not to have much influence on or, contributed to the low status of the subject. Boys were a lot more negative about PE. They generally strongly disagreed with the positive statements and agreed with the negative statements on the 22 item questionnaire. Boys felt very strongly that PE classes are “boring” (item 14), and the teacher makes the lessons unpleasant for them (item 17). Both boys and girls felt that PE has not improved over the last three years in terms of facilities and class time and that the games they learn in PE are useless to them. This is disconcerting as the subject forms part of the curriculum. The state of affairs could be due to the fact that the

implementation of the subject is not monitored by subject advisors or inspectors. This, in the eye of beholder, suggests that education authorities and principals do not deem the subject to be important enough to justify spending resources on monitoring it.

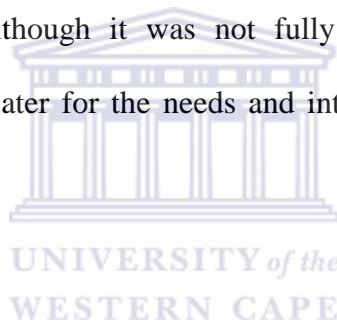
A lack of qualified teachers was identified to be one of the factors that contributed to perceived low status of PE in all senior secondary schools in the region. According to De Corby (2015) teachers without PE qualifications have low levels of confidence or interest in teaching PE and they do not have the skills and know-how to provide safe, planned and structured lessons. Moreover, the absence of qualified PE teachers in schools compared to subjects like Mathematics and English that are taught by appropriately qualified teachers further contributed to pupils' negative perceptions of importance of the subject.

The study further found a lack or shortage of facilities which is considered a major crisis in all schools across the Zambezi Region. Both girls and boys felt strongly that facilities were not adequate or conducive for the effective teaching and learning of PE. The similarities of this situation are contained in Hardman's (2010) report which observed that the quality of facilities for PE in most countries were below standard and was limited in quantity; this was particularly the case in developing countries including Namibia. The report further revealed that quality of facilities was rated as average or inadequate in all African, Central and Latin American countries (Hardman, 2014). Trying to teach or learn PE without the availability of the basic facilities could be frustrating and boring to both teachers and learners Kastiania (2007). The learners in the current study indicated that it was boring, un-educative and unrealistic to enjoy PE practicals without appropriate equipment. Some learners did point out that some sports activities like running, does not require equipment. The provision of PE facilities and equipment, like all other subjects is the responsibility of the Ministry of Education. The fact that they do not provide

sufficient, relevant facilities and equipment for the presentation of the subject can once again be interpreted as to the status and importance the department of education attached to the subject.

The impact of PE as a ‘non-educational’ subject also appears to have a significant consequence on the perceived status of the subject. Results revealed that there were no inspectors from the regional education offices to oversee whether the subject was taught according to the national standards outlined in the curriculum. This lack of monitoring, supervision and inspection of PE in schools were interpreted as being an indication of the significance of the subject in the eyes of the education authorities.

Both phases of the study found that the school curriculum’s goals and objectives were clearly stated in the school syllabus, although it was not fully implemented. The Namibian PE curriculum does not consider or cater for the needs and interests of both the learners and the teachers.



## **6.2 Limitations of the Study**

One of the outcomes of PE is to introduce children to activities that they can pursue over their lifespan. This outcome can only be realised if PE programmes are aligned with cultural and religious practices of relevant communities. A country like Namibia is vast and has many different cultural practices and belief systems. The current study was limited to ten senior secondary schools learners (as the end users) in the Zambezi region of Namibia. Research related to formal degrees also face significant time pressures. This also limited the width of the research. Primary schools did not form part of the study. Transport fares and food for the learners to attend the focus group discussions was a challenge. The study generated an in-depth understanding of the perceptions and attitudes of learners towards PE, which would not be

generated without a mixed methods approach. A validated questionnaire was used which limited the questions that could be pursued although the qualitative section of the research allowed for more in-depth questioning. However, the questionnaire was not tested for validity and reliability within the Zambezi region's cultural context. Furthermore, the questionnaire used was self-reported which can have honesty concerns. The researcher could probe further if he felt he needed to triangulate some of the quantitative responses.

### **6.3 Conclusions**

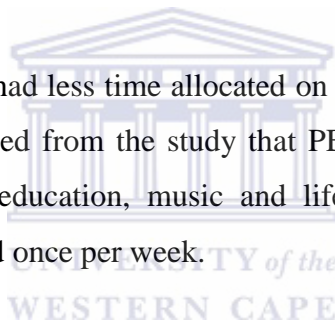
This study envisioned to probe the perceptions and attitudes of learners towards PE in Zambezi Region of Namibia. While the researcher acknowledges the limitations of the study it achieved its main objectives. The finding of this study showed that learners perceived PE to be of low status which has negative consequences for role of the subject in schools and the levels of participation by both teachers and pupils.

The study concludes that there is:

- An absence of qualified PE teachers in schools. Participants felt that qualified teachers were better informed and had good level of expertise to teach the subject.
- A shortage of PE facilities and equipment emerged to be a big challenge as participants felt that it was useless to have PE on the timetable without teaching and learning facilities put in place to support the learning process. The impact of a lack of equipment and facilities was emphasised in both the quantitative and qualitative phases to the extent that participants felt that their rights to education was violated since they were deprived to learn appropriately.
- The 'non-educational' status of PE was also raised as a concern by learners. They felt that

because PE is 'non-educational' it is not comparable to other 'high-status' school subjects like Mathematics. PE is also not a required subject for entry into university.

- The study found that there was lack of information about the benefits and importance of PE in schools. This could be due to the absence of qualified PE teachers in schools.
- The study further revealed that there was inadequate monitoring of PE in schools by subject
- Advisors and education inspectors to see to it that the subject was been implemented according to expected standards.
- The study showed that PE had less time allocated on the time-table compared to subjects like Mathematics. It emerged from the study that PE was one of the core subjects like arts, religious and moral education, music and life skills, they all appeared on the timetable and all are offered once per week.
- In Namibian education system the curriculum does not accommodate everyone and it was mainly benefitting learners from the urban setting and neglected or failed to address the needs of poorer rural communities. The researcher found that there were schemes of work, lesson plan templates, and syllabuses available in schools. However, it was not implemented because of the shortage of trained personnel and facilities and no one is held accountable.



## 6.4 Recommendations

### 6.4.1 Recommendations for Practice

Based on the results of this study, the following recommendations are made with the intention and hope of changing the status of the subjects across all educational sectors:

1. Learners felt that the limited time allocated to PE on the time table equates to the perceived or acknowledged significance attached to the subject. There is, therefore, a call for an increase in PE class time. As a starting point, it is important that all existing PE periods be used for that purpose and not as a free period or catch period for the “more important” subjects.
2. Results showed that most of the learners had no exposure to PE at primary school level. It is for this reason that the background knowledge of the subject is either non-existent or minimal when they reach secondary school. The learners who indicated that they understand the importance of the subject were also the learners who had primary school exposure to PE or sport. The importance of early exposure of school children to PE and sport is, therefore, of utmost importance if we wish to develop an active nation who appreciates the value of PE. The Ministry of Education should, therefore, be urged to redress the current situation in schools at all levels and enforce the teaching of PE as a school subject.
3. Qualified PE teachers should be responsible for presenting the subject at schools. Unqualified teachers can do more damage than harm and bring the subject into further disrepute. It is important that those entrusted with the subject has a good knowledge and understanding of its importance and have the necessary skills to present properly

structured lessons. PE teachers should be the ‘champions’ for the subject and not contribute to its demise through ignorance. In-service training for PE teachers without formal relevant qualifications is strongly recommended to up-skill teachers. High quality full-time and part-time PE programmes for prospective PE teachers should be presented by higher education institutions.

4. There is a perception that because PE is a non-examinable subject and is not considered for promotional purposes, that it not an important subject. It is recommended that serious consideration should be given to changing the subject from a ‘non-educational’ to an ‘educational’ one in order for learners to gain both theory and practical benefits from the subject.
5. Effective, enjoyable and safe PE classes are dependent on the availability of sufficient and proper equipment and facilities. The Ministry of Education should take responsibility for providing schools with basic PE and sport equipment. Teachers should also be taught the necessary skills to be innovative in making their own PE equipment and presenting PE in the absence of standard equipment.
6. The Ministry of Education should ensure that PE teaching, like any other subject under their control, be monitored by subject advisors and education inspectors to ensure that teachers are implementing and administering the subject according to curriculum’s national standards.
7. Learners should be encouraged to participate in sports at primary school level because it:
  - Contributes towards the physical development of children
  - Increases participation the physical ability of children (physical literacy)
  - Enhance children’s confidence, self-esteem, self-control and development of



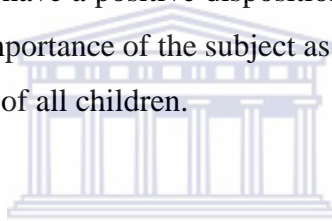
physical and mental coordination.

- Contributed to lay basis for life-long participation in physical activities

Help learners to work as a team cooperatively

Helps learners to be active in sports to avoid sedentary lifestyles.

8. The PE curriculum and syllabi should be developed with inputs from end users – learners and PE teachers and even community sports organisations. Lesson content should be aligned with community interests.
9. Positive attitudes towards PE could only be instilled in learners if all stakeholders communicate on a regular basis with one another. The Ministry of Education should ensure that all stakeholders have a positive disposition towards the subject. This could be done by emphasizing the importance of the subject as well as reintroducing it as a priority for the proper development of all children.



#### **6.4.2 Recommendations for Future Research**

The existence of PE in the school curriculum is continuously under threat. The main contributing factors to the state of affairs are the attitudes and perceptions that various stakeholders have towards PE. There are a number of gaps in our knowledge of the attitudes and perceptions of learners, teachers, governmental bodies such as the Ministry of Education and the general public towards PE. This study only deals with the curriculum, perceptions and attitudes of secondary school learners in a specific region of Namibia.

It is recommended that the battle for the reinstatement of PE should be informed by an in-depth exploration of the attitudes and perceptions of all relevant stakeholders including principals, teachers and learners from both primary and secondary schools of all different

regions of Namibia, Education ministries.

It would further be helpful to capture both quantitatively and qualitatively, the experiences and perspectives of stakeholders who have mixed or negative feelings and attitudes towards PE since they may be less likely to support any reintroduction initiatives.

Further research might also explore the experiences of marginalised and seldom heard from groups involved in physically activity programme delivery such as sport federations, the fitness industries and Non-Governmental Organisations.

Active lifestyle, promoted through PE also has health consequences. It is, therefore, imperative that future research includes the health sector.

## **6.5. Study Conclusion**

This study set out to explore the perceptions and attitudes of secondary school learners and teachers from the Zambezi region of Namibia towards PE. An extensive literature review was conducted to establish the status of PE globally. The learners' perception and attitudes were evaluated by means of a questionnaire and focus group discussions. The results show that learners generally have negative attitudes and perceptions towards PE, mainly due to a lack of qualified teachers, inadequate monitoring of PE in schools by subject advisors and education inspectors, a lack of PE equipment and facilities in schools, the 'non-educational' status of the subject, a lack of information about the benefits and importance of PE, less time allocated on the time-table (relative to other subjects), and the PE curriculum did not speak to the needs and interest of all the learners. Findings from this study made numerous meaningful contributions to the contemporary literature as it recounts the status and perceptions of learners towards PE in

schools in the Zambezi region in specific. Based on the results of this study, a list of recommendations are presented which when implemented should contribute to a change in the attitudes and perceptions of learners towards PE and enhance its status in general.



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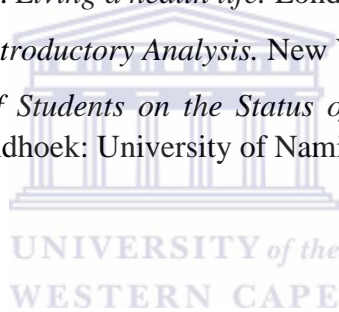


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## Appendix A



### UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa  
*Tel: +27 21-959-2350, Fax: 27 21-959- 3688*  
**E-mail: [atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)**

### INFORMATION SHEET

**Project title:** The perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards Physical Education.

#### **What is this study about?**

This is a research project being conducted by Gerald Kela at the University of the Western Cape. We are inviting you to participate in this research project because you could provide us with meaningful information regarding the status of Physical Education in schools. The purpose of this research is to document the status of PE and the extent to which perceptions of learners on the status of Physical Education in senior secondary schools in Zambezi Region, contribute to the existing status of the subject in the country generally.

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

You will be asked to:

- Complete questionnaires. It will take approximately 20 – 30 minutes to complete.
- Participate in group discussions which will focus on your attitude towards and perceptions of Physical Education in Schools. The study will be conducted in one of the more centrally located schools in the region. The discussions sessions will not exceed 2 hours.

#### **Would my participation in this study be kept confidential?**

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

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

### **What are the risks of this research?**

There may be some risks from participating in this research study. All human interactions and talking about self or others carry some amount of risks. Some of the know risks that may result from participating in the research are psychological, social and emotional. If participants are embarrassed, fatigued or uncomfortable with answering questions they could withdraw from the study or refuse to answer some questions. We will nevertheless minimize such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

### **What are the benefits of this research?**

This research is not designed to help you personally, but the results may to help and inform principals, teachers, learners, parents, school board members, the education directorate, the education policy makers, subject advisory teachers, the ministry of education, the ministry of sports and may help the investigator to learn more about the status of Physical Education in the Zambezi Region of Namibia.

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

Partaking in this study is entirely voluntary. You may select not to take part at all. If you agree to participate in this research, you may stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

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

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

**What if I have questions?**

This research is being conducted by Gerald Kela and the Department of Sport, Recreation and Exercise Science (SRES) at the University of the Western Cape. If you have any questions about the research study itself, please contact Gerald Kela at +264813720351 or +264811662547 or e-mail: [gkela@unam.na](mailto:gkela@unam.na) or [mackenziekela@yahoo.com](mailto:mackenziekela@yahoo.com)

Should you have any questions concerning this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department and Supervisor: Prof Andre Travill

University of the Western Cape

Private Bag X17

Bellville 7535

Email: [atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)

Dean of the Faculty of Community and Health Sciences:

Prof José Frantz

University of the Western Cape

Private Bag X17

Bellville 7535



## Appendix B



### UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa  
*Tel: +27 21-959-2350, Fax: 27 21-959- 3688*  
**E-mail: [atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)**

#### CONSENT FORM

#### LEARNER

**Title of Research Project:** The perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards Physical Education.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

**Participant's name**.....

**Participant's signature**.....

**Date**.....



## Appendix C



**UNIVERSITY OF THE WESTERN CAPE**

Private Bag X 17, Bellville 7535, South Africa  
**Tel: +27 21-959-2350 Fax: 27 21-959-3688**  
**E-mail: atravill@uwc.ac.za**

### **PARENTAL PERMISSION FORM**

**Title of Research Project: The perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards Physical Education.**

We are inviting your child to participate in the study investigating the status of physical education in the Zambesi Region of Namibia. Your child will be requested to share information by complete a questionnaire/ participate in a focus group discussion as explained in the information sheet. He/she will not be requested to reveal any personal information. Should your child feel uncomfortable at any stage, he/she may withdraw from the study.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my child's participation will involve and I agree that he/she may participate in the study out of own choice and free will. I understand that his/her identity will not be disclosed to anyone. I understand that he/she may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

**Participant's name.....**

**Parent's name.....**

**Parent signature.....**

**Date.....**

## Appendix D



### UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa  
*Tel: +27 21-959 2350, Fax: 27 21-959 3688*  
E-mail: [atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)

### FOCUS GROUP CONFIDENTIALITY BINDING FORM

**Title of Research Project: The perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards Physical Education.**

.

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

I agree to uphold the confidentiality of the discussions in the focus group by not disclosing the identity of other participants or any aspects of their contributions to members outside of the group.

**Participant's name.....**

**Participant's signature.....**

**Date.....**

## Appendix E

### Letter to the Regional Education Director requesting permission to do research.

P. O. Box 2367  
Ngweze  
Namibia  
13 April 2015  
Cell no.: +264813720351

The Regional Director  
Caprivi Education Region  
Private Bag 5006  
Katima Mulilo  
Namibia

Dear Sir

#### **REQUEST FOR PERMISSION TO VISIT TEN SENIOR SECONDARY SCHOOLS IN THE ZAMBEZI REGION FOR RESEARCH PURPOSES.**

I hereby wish to request permission to visit 10 senior secondary schools in the Zambezi Region with the intention of gathering information on the attitudes and perceptions of Senior Secondary School learners towards Physical Education for research purposes. My research visits to schools will take place from June to November 2015. The secondary schools I wish to visit are Kizito College, Caprivi Senior Secondary, Ngweze Senior Secondary, Mafwila Senior Secondary, Sanjo Senior Secondary, Sikosinyana Senior Secondary, Mayuni Senior Secondary, Sangwali Senior Secondary, Simataa Senior Secondary and Siskeke Senior Secondary Schools.

As indicated earlier the objective of my study is to investigate the attitudes and perceptions of learners from Zambezi Region of Namibia toward Physical Education. I further intend to investigate the attitudes and perceptions of learners who are supposed to be the primary beneficiaries of school Physical Education on the status of the subject. The study will include questionnaires conducted with the schools', learners and Physical Education teachers. The questions directed to teachers will focus on demographics, infra-structure to support Physical Education, PE teacher qualifications and time-tables. Questionnaires directed learners will be used to gain their perceptions, views and opinions about status of PE in the Zambezi region.

With this study I wish to answer the following research questions:

- Do learners in senior secondary schools receive structured PE programmes during their primary and secondary school education?
- What are the perceptions and attitudes of learners towards PE?
- Where do learners think improvements are needed in PE in senior secondary schools?

I hope this study might be of benefit to both the target schools and the Education Directorate as it will help discover some of the problems that might have not been identified by these education stakeholders in relation to the perceptions and PE status phenomena. I will therefore share any recommendation emanating from this research with all of the above.

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

Yours faithfully

---

Mr G. M. Kela



## Appendix F

### Letter of permission from the Regional Education Director to conduct a study



**REPUBLIC OF NAMIBIA  
ZAMBEZI REGIONAL COUNCIL  
DIRECTORATE OF EDUCATION**

Private Bag 5006, Katima Mulilo, Namibia Tel. 264 66 261917 Fax: 264 66 253187

Enquiries: Teopolina Hamutumua

E-mail: zambezipqa@yahoo.com

08 September 2015

To: Mr. G. Kela  
P.O Box 2367  
Ngweze

**RE: REQUEST TO CONTACT RESEARCH IN 10 SENIOR SECONDARY SCHOOLS  
IN ZAMBEZI REGION**

1. Your letter dated 08<sup>th</sup> September 2015 on the above subject, refers.
2. Permission is granted for you to visit 10 Senior School Secondary Schools in Zambezi Region to gather information for your research; provided that your activities will not interrupt normal teaching and learning hours (07:00 – 14:00). While observations may be done during school hour; we recommend that interviews be done only after school hours.
3. We are counting on your co-operation.

Yours in Education

**Austin M. Samupwa**  
Regional Director: Education, Arts and Culture  
Zambezi Region



Cc. Concerned Principals and Inspectors of Education

## Appendix G

### Sample letter to the principals requesting permission to conduct a study at schools

P.O. Box 2367  
Ngweze  
Namibia  
13 April 2015  
Cell no.: + 264813720351

The School's Principal

Dear Sir

Re: Request for permission to carry out a study at your school

I hereby wish to request permission to conduct research at your school from June to November 2015. The title of the study is "The perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards Physical Education". The research is conducted towards the completion of a MA (SRES) with the University of the Western Cape in South Africa. With this study I wish to investigate the status of Physical Education (PE) in senior secondary schools in the Zambezi Region, Namibia.

The ten selected senior secondary schools will be referred to as school A, B, C, D, E, F, G, H, I and J. You are therefore assured of anonymity and confidentiality in this regard. The study will involve questionnaires that must be completed PE teachers and thirty learners from your school. Questionnaires for PE teachers and learners will focus on the current status of PE at your school. These interviews and questionnaire will take place during breaks or any other convenient times you may suggest avoiding disruption of your normal daily routine activities.

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

I look forward to working with you in this study.

Yours faithfully

---

Mr G.M. Kela

## Appendix H

### Letter to the University of Namibia requesting permission to use the language Centre Auditorium for the focus group discussion

P.O. Box 2367

Ngweze

Namibia

13 April 2015

Cell no.: + 264813720351

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



Dear Madam

Request: to use the language centre auditorium to record the focus group discussion (Research Purposes).

I hereby request permission to use the language centre for the focus group recording purposes if the venue is available. I am a master's student from the University of Western the title of the study is "The perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards Physical Education". I intend to use the venue to record 20 learners' from 10 senior secondary schools from the Zambezi Region. I will appreciate if my request will be acknowledged.

Yours faithfully

Gerald Kela

# Appendix I

## Letter of granting permission to use the Language Centre Auditorium



16 October 2015

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



RE: Use the university language centre for research purposes of the  
WESTERN CAPE

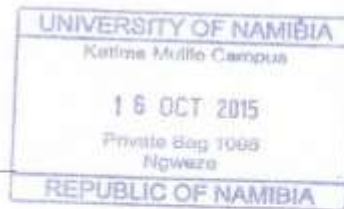
The language centre department hereby grants permission to Mr. Kela Gerald to use the auditorium for the focus group recording on the afternoon of Friday 30 October 2015 From 14:00 – 18:00 at the University of Namibia Katima Mulilo Campus.

Yours faithfully

P.Sitwala

H.O.D.

A handwritten signature in black ink, appearing to be "P. Sitwala", is written over a horizontal line.





## Appendix J

### Teachers' Questionnaire

**Make an X in the appropriate box.**

1.	I am	Male		Female	
----	------	------	--	--------	--

2.	I am a	Qualified		Unqualified		PE Teacher
----	--------	-----------	--	-------------	--	------------

3.	Does your school offer formal PE classes?	Yes		No	
----	---	-----	--	----	--

4.	Is it offered on a regular basis (once or more times per week)?	Yes		No	
----	---	-----	--	----	--

5.	How many periods of formal PE lessons do you have per week?	
----	---	--

6	Are all these actually used for Physical Education?	Yes		No	
---	---	-----	--	----	--

7.	Which of the following facilities and equipment are available at your school?	Yes	No
	Volleyball court		
	Netball court		
	Tennis court		
	Athletic track		
	Basketball court		
	Combi-court		
	Sports field		
	Gymnasium		
	Hall		
	Swimming pool		
	Soccer balls		
	Netballs		
	Tennis Racquets		
	Basket balls		
	PE apparatus		
	Swimming Apparatus		
	Tennis balls		
	Athletic Equipment		

## Appendix K

### Learners' Questionnaire

Learners' Attitude towards Physical Education

**1. Make an X in the appropriate box.**

I am 

Male	
------	--

Female	
--------	--

I am in grade 

10	
----	--

11	
----	--

12	
----	--

**3. Select "Yes" or "No" and mark your choice with an X**

	Yes	No
Did you receive any formal PE classes during primary or junior school?	<input type="checkbox"/>	<input type="checkbox"/>
Do you receive any formal PE classes during secondary school?	<input type="checkbox"/>	<input type="checkbox"/>
Is it offered on a regular basis (once or more times per week)?	<input type="checkbox"/>	<input type="checkbox"/>
Are all these actually used for Physical Education?	<input type="checkbox"/>	<input type="checkbox"/>

**3. Mark your choice with an X**

	Strongly Disagree	Somewh at Disagree	Neutral	Somewh at Agree	Strongly Agree
--	-------------------	--------------------	---------	-----------------	----------------

The games I learn in physical education make my physical education class interesting for me					
The games I learn in my physical education class make learning unpleasant for me					
The games I learn in my physical education class get me excited about physical education					
My physical education teacher makes my physical education class seem unimportant to me					
I feel the games I learn in physical education make my physical education class boring for me					
I feel the games I learn in my physical education class are useless to me.					
The games I learn in my physical					

education class seem important to me. The games I learn in my physical education class are useful to me					
My physical education teacher makes my physical education class seem important to me					
My physical education teacher makes my physical education class interesting for me					
The games I learn in my physical education class are useful to me					
PE has improved over the last 3 years (more facilities, more periods, etc.)					
I feel my physical education teacher makes learning in my physical education class fun for me					
I feel my physical education teacher makes my physical education class boring for me					
I feel the games I learn in my physical education class are valuable to me					
The games I learn in my physical education class seem unimportant to me					
My physical education teacher makes learning in my physical education class unpleasant for me					
My physical education teacher makes my physical education class useful for me					
I feel my physical education teacher makes learning in my physical education class valuable for me					
I feel my physical education teacher makes learning					
My physical education teacher gets me excited about physical education					
I feel the games I learn in my physical education class make learning fun for me					

(Subramaniam & Silverman, 2000)

# Appendix L

## Focus Group Discussion

### Welcome Remarks

Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

My name is Gerald Kela a master's student from the University of the Western Cape in Cape Town South Africa; I will be the moderator of this session this afternoon. The reason we are having this focus group discussion interview is to find out the perceptions and attitudes of secondary school learners from the Zambezi Region of Namibia towards Physical Education.

We need your input and want you to share your honest and open thoughts with us.

### Ground rules

1. We want you to do the talking.

We would like everyone to participate.

I may call on you if I have not heard from you in a while.

2. There are no right or wrong answers

Every person's experiences and opinions are important.

Speak up whether you agree or disagree

We want to hear a wide range of opinions.

3. What is said in this room stays here

We want learners to feel comfortable sharing when sensitive issues come up.

4. We will be tape recording the group

We want to capture everything you have to say.

We do not identify anyone by name in our report. You will remain anonymous.

**Focus group discussion questions included the following:**

1. Do you consider PE to be an important subject at your school? Yes/No support your answer
2. What makes physical education important in your opinion
3. What makes physical education unimportant in your opinion
4. Is physical education important as other subjects like Mathematics? Yes/No support your answer
5. Do you have adequate Physical education equipment at your school? Yes/No support your answer
6. What kind of physical education equipment or facilities do you have?
7. In what conditions are these equipment or facilities
8. Does the condition of the equipment have an impact on your enjoyment of the subject?  
Yes/No support your answer

