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AN ASSESSMENT OF THE IMPLEMENTATION OF PHYSICAL  
EDUCATION SYLLABUS IN NAMIBIAN LOWER PRIMARY PHASE,



Simon Taukeni  
University of Fort Hare  
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A dissertation submitted in fulfillment of the requirements for the degree of Master of  
Education in the School of Postgraduate Studies, University of Fort Hare.

Supervisor: Prof. Symphorosa Rembe

NOVEMBER 2009

## DECLARATION

I hereby declare that An assessment of the implementation of the Physical Education syllabus in Namibian Lower Primary Phase is my work, that it has not been submitted before for any degree or examination in any other University and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

Simon Taukeni



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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## ABSTRACT

The quality of Physical Education (PE) in the national curriculum has been of great concern in Namibian primary schools since the country's independence in 1990. This study reports on the implementation of PE syllabus in the Lower Primary Phase in the Oshakati circuit of the Oshana region in Namibia.

The study adopted a mixed methods approach and used questionnaires, face to face interviews, focus group interviews and document analysis to collect the data. The purpose of the study was to find out how PE is being implemented in the Lower Primary Phase to achieve the objectives outlined in the syllabus.

Twelve primary schools both urban and rural in the Oshakati circuit were purposively selected to form the sample of the study. The participants were the circuit Inspector, Advisory teacher of Lower Primary, school Principals, teachers and learners.



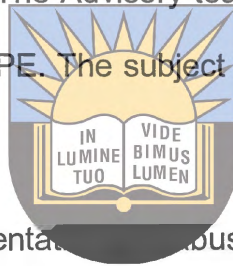
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The results revealed that the majority of teachers had the BETD qualification with a core option. None of the teachers specialized in Physical Education. In terms of experience, the majority of teachers had many years of professional experience and most of them have taught PE for 11 to over 20 years. They are generally experienced teachers. Only two teachers had less than 1 year in both professional experience and in teaching PE. There is no specific in-service training in PE in the Lower Primary Phase. Teachers expressed the need for specific in-service training in PE.

The study also revealed that the planning of PE lessons is done just like for other subjects in the schools curriculum. For instance, teachers do weekly lesson plans using the syllabus and scheme of work. It was further revealed that demonstration is the most frequently used method in PE lessons.

The lack of equipment and facilities provision in schools affects the implementation of the syllabus. Teachers are frustrated and have given up teaching PE in schools because of the lack of equipment and facilities. In some cases, learners repeatedly do the same activity during PE periods and other important activities in the syllabus are excluded due to the inadequacy of equipment and facilities in schools.

The only support teachers get are Ministerial documents such as subject guides, syllabi and assessment sheets. Class visits and other monitoring and evaluation mechanisms are not done in PE. The Advisory teacher and school Principals do not monitor and evaluate teachers in PE. The subject is being ignored despite its health and physical activity benefits.

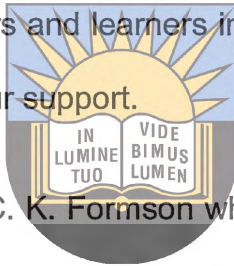


**Keywords:** Assessment, Implementation, Syllabus, Lower Primary Phase, Physical Education.

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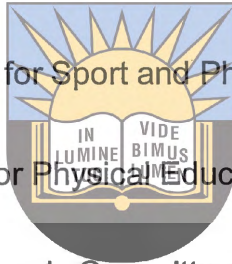
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## ACRONYMS

ABC	Achievement-Based Curriculum
CPD	Continuous Professional Development
LCE	Learner-Centered Education
LPP	Lower Primary Phase
MEC	Ministry of Education and Culture
MBESC	Ministry of Basic Education Sport and Culture
NASPE	National Association for Sport and Physical Education
NCPE	National Curriculum for Physical Education
NNOC	Namibia National Olympic Committee
NIED	Namibia Institute for Educational Development
OCE	Ongwediva College of Education
PE	Physical Education
TGFU	Teaching Games for Understanding



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# CHAPTER 1

## INTRODUCTION

For many years educators have reported the decline in Physical Education (PE) in schools (Hardman, 2008, 2006, 2002; Morgan & Hansen, 2007; Siedentop, 2007; 1994; 1991; 1990; Morgan & Bourke, 2005; Capel, 2004; Webster, 2002; Penney & Evans, 1999; Kgathi, 1997; Dinham, 1995; Tinning, Kirk & Evans, 1993; Faucette & Patterson, 1989). These studies have highlighted some causes of the poor delivery of PE in primary schools. Amongst them are the limited time allocated to PE, the lack of adequate equipment and facilities, unqualified teachers and lack of support for PE programs.



There is also a concern that Namibian school going children are not provided with enough opportunity to develop physically, mentally and socially in the Namibian Lower Primary phase (De Graaf, 2011). Despite the potential contributions of PE in primary schools as outlined in the schools curriculum, some PE teachers in the Oshakati circuit have described the Primary schools PE syllabus as poorly implemented.

The intention of this study was to assess the implementation of PE in Namibian Lower Primary Phase to find out whether it meets its intended objectives as listed in the national curriculum. PE in Namibia is offered in all four Phases: Lower Primary Phase, Upper Primary Phase, Junior Secondary Phase, and Senior Secondary Phase. It is offered as a non- examinable but compulsory subject in all schools (Ministry of Basic Education, Sport and Culture, 1996).

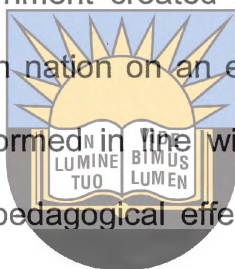
If well implemented PE lays the foundation for future life skills of the child and his/her achievements at school (Keays & Allison, 1995).

## 1.1 Background of the study

When Namibia gained independence on 21 March 1990, education in the country was fragmented along ethnical lines; there was unequal access to education and training at all levels of the education system; irrelevant curriculum and teacher education programs that did not meet the needs of individuals and the nation; and a lack of democratic participation within the education and training system (Ministry of Basic Education and Culture (MBEC), 2004).

The independent Namibian government created one unified education system to provide education to the Namibian nation on an equal basis. The entire education system was transformed and reformed in line with the major post independence goals of access, equity, quality (pedagogical effectiveness and internal efficiency) and democratic participation (Swartz, 1999). These goals necessitated a paradigm shift from content based education to a Learner Centered Education. "A basic tenet of Learner Centered Education is that each and every learner should be empowered to learn to the best of her/ his ability" (National Institute for Education Development, 2003:16).

Since then, there have been significant improvements in access to education, equity and democracy. According to the MBEC (2004), the government adopted a policy of free and compulsory primary education and upheld children's rights to education which made basic education accessible. This resulted in higher enrolment rates in primary schools. The net enrolment ratio for primary schools was 80% in 1998/1999, 80% in 1999/2000 and 82% in 2000/2001. However, the emphasis was not so much on the quality and cost effectiveness of the education system, but on accessibility of education (MBEC, 2004).

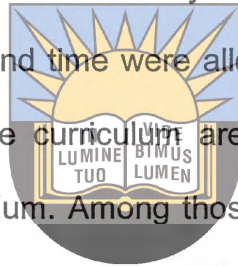


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It is believed that the greatest challenges currently facing the Namibian education system are quality and efficiency. The notion of quality is complex especially in the area of education. Schaefer (1992) describes quality as that which ensures that candidates possess the relevant knowledge and skills that are appropriate for their area of responsibility. These include standards that ensure that teachers are knowledgeable in the subjects they teach and how to teach them.

A number of subject areas on the general education curriculum have been accorded a high status to meet the needs of the country. More resources such as teaching materials, well trained teachers, and time were allocated to these areas (Penney & Evans, 1999). Some areas in the curriculum are not accorded proper status as compared to others in the curriculum. Among those that have not received enough attention and high status is Physical Education (PE).



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Pangrazi and Darst (1985) define PE as an educational process that focuses at increasing people's knowledge and affecting people's attitudes and behaviors. These qualities are acquired through regular participation in exercises, sports, games, dance, aquatic activities and outdoor adventure activities.

The Ministry of Basic Education, Sport and Culture charter (1996:6) explains that the aims of PE in the Lower Primary Phase are "to develop attitudes and practices, further knowledge and activities which promote physical and mental health, co-operation, positive competition, sportsmanship and fair play through participation in games and sports".

The objectives of PE are often stated more specifically than the aims because they consist of particular learning outcomes. The general public often learns about PE

education's worth through an examination of its objectives and their fulfillment. Over the years, PE objectives have increasingly focused on the development of the whole person. Lumpkin (1998:11) outlines the educational objectives of PE as follows:

*Physical: reduces the risk of coronary heart disease, diabetes, obesity, high blood pressure, and colon cancer, improves muscular strength and endurance, flexibility, and cardiovascular endurance, regulates weight, tones bodies and improves body composition, promotes overall health and fitness, strengthens bones and develops movement skills.*

*Mental: Improves academic performance, increases interest in learning, improves judgment, promotes self-discipline, encourages goal setting and achieving these goals.*



*Psychological and Social: Improves self confidence, self esteem, and self control, provides an outlet for stress, strengthens peer relationship, reduces the risk of depression and promotes healthier lifestyles.*

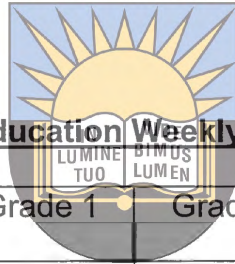
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Thus, it can be argued that the main goal of any PE curriculum at primary level is to enable the learner to acquire competence that enhances health related life skills. It is also believed that PE helps children to stay away from crime, drugs, and alcohol abuse as they spend more time on sport activities (Morgan & Hansen, 2008).

However, all the above is only possible through an effective implementation of the PE curriculum at primary schools level. Currently, there is little evidence that Namibian pupils enjoy that kind of curriculum. The main reason is that there has been an over emphasis on examinable subjects in schools to such an extent that non-examinable subjects such as PE have not received the required attention.

Datar and Sturm (2004) observed that, this may be in part, because school boards, principals and teachers feel pressure to give most of their attention to academic achievement, thus making subjects such as PE, Art, Music and Drama of limited value and therefore a reduced priority in the school.

Most classroom teachers lack the necessary information that PE can contribute to the integral and vital part of a balanced school curriculum (Faucette & Patterson, 1989). The weekly periods allocation of subjects shown in Table 1 highlights the inadequate attention being given to PE in Namibian Lower Primary Phase.



**Table 1: Physical Education Weekly periods allocation**

Subjects:	Grade 1	Grade 2	Grade 3	Grade 4
English	4	6	6	7
Another Language			6	6
Handwriting	3	3	2	1
Mathematics	7	8	8	7
Natural Science	-	-	-	5
Environment Studies	3	3	5	4
Arts	3	3	3	2
Religious Education	2	2	2	2
Physical Education	2	2	2	2
Craft and Technology	-	-	2	2
Total	36	36	36	39

Source: Ministry of Basic Education, Sport and Culture (1996:21).

Table 1 shows that PE is allocated two periods per week in grades 1–4. It also shows that more periods are allocated to other subjects. If the list was done as a priority list

then PE is the second last with only two periods per class. According to Penney and Evans (1999), PE has always been a subject struggling for recognition and resources in schools.

Bennet, Howell and Simri (1983:88) agree that “the facts do indicate that in many countries, PE is still waging an uphill battle for academic recognition and respectability”. Moreover, Kirk (1988) explains why PE may not be as practical as is intended in the syllabus. Many explanations in the literature often point to the teacher, usually describing the primary teacher as ill-prepared, lacking in enthusiasm and also blaming age and gender.



During an interview, Agnes Tjongarero, the current President of the Namibia National Olympic Committee (NNOC), stated that PE is in the curriculum but there are no trained teachers. ~~What a school offers for sport and PE depends on its history.~~ For example, the urban state schools (which used to serve white children) already have adequate facilities and therefore they can offer more sport choices and attract trained teachers.

The NNOC President deduces that unfortunately, getting trained PE teachers and retaining any teacher is an issue at the schools. With low salaries, poor facilities and equipment, and tough issues to deal with, retaining teachers is a struggle (B. Reimann, personal communication, June 7, 2006). However, the president did not state how the PE curriculum is being implemented in the urban and rural state schools which used to serve black and multi-racial children. It is against this background that the study sought to fill the gap by assessing the implementation of the PE syllabus in the urban and rural state schools that used to serve white, black and multi racial children in the Namibian Lower Primary Phase.

## 1.2 Statement of the problem

Despite the official recognition of PE as one of the subjects in the Namibian schools curriculum and its inclusion in the school timetable, the subject is often not given the status it deserves in the Lower Primary. Although it is a non-examinable subject and allocated less time on the timetable, it is an essential subject that is intended to promote good health and basic life skills in children. Dishman (1989) is of the opinion that most evidence suggests that if children become obese, unfit and inactive in childhood, they will remain so throughout their adolescence and adulthood.

Secondly, the manner in which PE is being taught raises a lot of questions about whether it is accorded the recognition stated in the curriculum. Among the factors that have been identified by teachers in their staff meetings and workshops through verbal expression were: a shortage of well prepared teachers; inadequate time allocation; lack of support from administrators; a lack of facilities and equipment. However, no one complained about PE teachers' competence in teaching the subject.

Given the above limitations, the study sought to assess the implementation of the PE syllabus in the Namibian Lower Primary Phase to find out whether it meets its intended objectives as outlined in the national curriculum.

## 1.3 Research questions

### 1.3.1 The main research question

- How has the PE syllabus been implemented in the Namibian Lower Primary?

### 1.3.2 Sub-questions

- What qualifications and experience do teachers need to teach PE in order to achieve the intended objectives?

- What methods and strategies do teachers use in the planning and delivery of PE lessons?
- What PE resources and facilities are available in the Lower Primary Phase?
- What support mechanisms are provided by the circuit and school principals in the interpretation of PE syllabus?
- What is the relevance of PE to the needs of learners in the Lower Primary Phase?

#### 1.4 Purpose of the study

The purpose of the study was to assess the implementation of the PE syllabus in Namibian Lower Primary Phase to find out whether it fulfils its objectives. According to the curriculum, PE provides educational opportunities for school going children, enabling them to become more knowledgeable about themselves and their bodies, become more skilled, display positive social interaction and be able to participate more successfully in sports (Siedentop, 1990).



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#### 1.5 Objectives of the study

1.5.1 To assess how Physical Education is being implemented in the Lower Primary Phase given the limitations of adequate facilities and equipment and a shortage of specially trained teachers to plan and deliver PE lessons.

1.5.2 To find out whether PE meets the expected learning outcomes.

1.5.3 To identify the support mechanisms provided to teachers by the circuit and school Principals.

## 1.6 Assumptions of the study

The study proceeded with the following assumptions:

1.6.1 Some teachers do not have the necessary qualifications or experience to handle the PE syllabus and lessons.

1.6.2 Teachers are not clear about the methods and strategies to use in the planning and delivery of PE lessons.

1.6.3 Primary schools in the Oshakati circuit do not have adequate resources.

1.6.4 Monitoring and class visits are not done in Physical Education lessons.

## 1.7 Significance of the study

It is hoped that the findings of the study will contribute to a better understanding of how the PE syllabus has been implemented in Namibian primary schools. The study is significant in the sense that PE has a big role to play in the mental, physical and social development of school going children.



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The literature available revealed that nothing has been published on the assessment of the implementation of Physical Education syllabus in Namibian Lower Primary Phase. It is hoped that the study has filled some of the existing gaps.

## 1.8 Limitations of the study

The study assessed the implementation of the PE syllabus in twelve Namibian primary schools in the Oshakati circuit to gain insights and better understanding of how teachers have been implementing PE syllabus. It would have been better to conduct a general survey in the whole Oshana region. However due to the limited funds, time and transport, that was not done.

Another major limitation of the study is that the results from these findings can not be generalized to the wider population of the study without some degree of caution, as they are likely to possess certain characteristics that differ from the overall population. However, a wealth of knowledge can be drawn from this study and as such information may be useful to Physical Education teachers, Advisory teachers and other researchers as well.

### 1.9 Delimitations of the study

The study focused on an assessment of the implementation of the Physical Education syllabus in Namibian Lower Primary Phase, grades 1 to 4, in the Oshakati circuit only. This is because PE has been given little attention in primary schools.



### 1.10 Definition of terms

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1.10.1 Assessment: Lin and Gronlund (1995) define assessment as an integrated process for determining the nature and intent of student learning and development as well as obtaining information on which to base educational decisions.

1.10.2 Implementation: Implementation encompasses all the practices involved in the interpretation and execution of the PE syllabus in the Lower Primary Phase.

1.10.3 Lower Primary Phase: The term 'Lower Primary Phase' refers to the foundation phase of formal schooling. According to the Namibia context, this covers grades 1 to 4. "The last stage of early childhood development is the primary school years. These years correspond with primary school, from about ages 6-7 to 13-14" (NIED, 2004: 45).

## 1.11 Chapters outline

The study is divided into the following six chapters:

1.11.1 Chapter 1: Presents background of the study, statement of the problem, research questions, purpose, objectives, significance, rationale, delimitations, and definition of terms of the study and chapters outline.

1.11.2 Chapter 2: Reviews related literature

1.11.3 Chapter 3: Presents the methodology, ethical considerations and limitations.

1.11.4 Chapter 4: Presents the data

1.11.5 Chapter 5: Discusses the findings of the study.

1.11.6 Chapter 6: Presents summary, conclusions and recommendations.



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## CHAPTER 2

### REVIEW OF RELATED LITERATURE

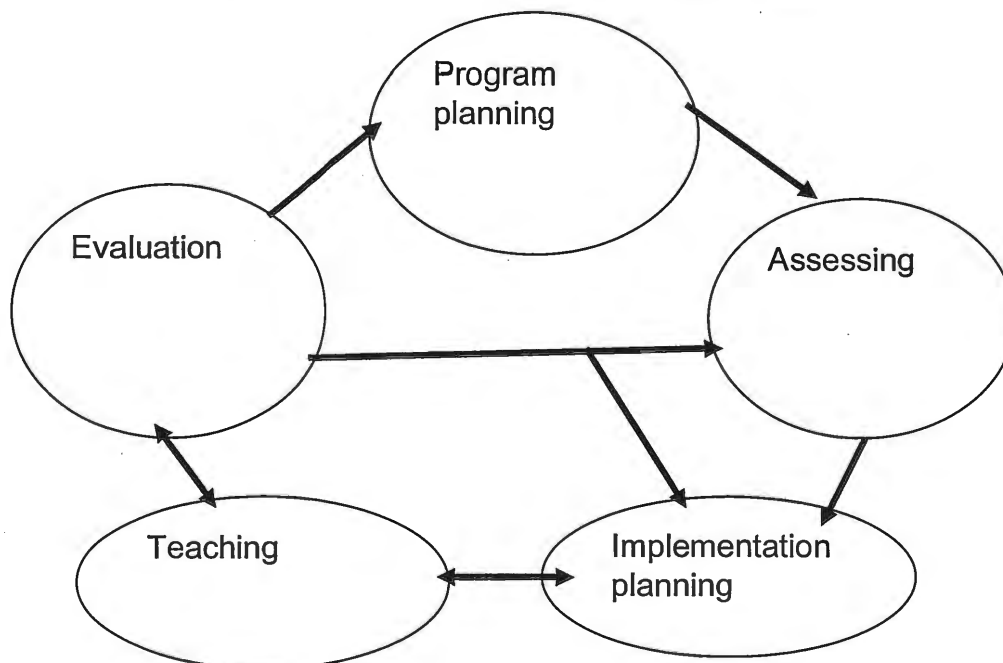
The review of related literature is discussed under the following themes; theoretical framework, qualifications and experience of teachers; methods and strategies of teaching; equipment and facilities; support mechanisms of the circuit and school Principals; and the relevance of PE to the needs of learners.

#### 2.1 Theoretical Framework

The study was guided by an Achievement-Based Curriculum (ABC) model as a framework. ABC focuses on developing a program that best meets the need of all learners and achieves the intended curriculum outcomes. An ABC model presents a breakthrough that guides PE step by step through the process of translating curriculum theory into functional practice (Kelly & Melograno, 2004). See fig 1 below.

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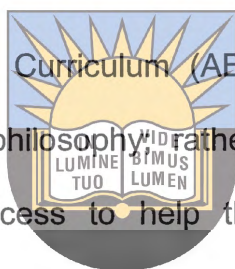
Fig 1: The Achievement-Based Curriculum Model:



Source: Kelly and Melograno (2004:67)

Fig 1 illustrates the five components of the ABC model. The model was created to integrate the program planning, assessing, implementation planning, teaching and evaluation components of PE instruction (Wessel & Kelly 1986). The illustration demonstrates that an effective teacher should follow a specified program plan; continually assess the learners; use assessment data to plan and implement instruction. He/she uses the evaluation data (reassessment) to determine the learners' progress, the effectiveness of teaching and the appropriateness of the program plan (Kelly and Melograno 2004).

Further, the Achievement-Based Curriculum (ABC) model is not bound to any particular curriculum theory or philosophy, rather, it provides educators with a systematic decision making process to help them develop a curriculum that addresses unique and diverse needs (Kelly & Melograno, 2004).



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This model is relevant to the PE syllabus implementation because it would serve as a guide to help teachers develop their programs and monitor the progress of their learners by means of assessment tasks. It also helps the teacher to determine the effectiveness of the program and eventually how to overcome the shortcomings.

If the ABC model is properly implemented by all PE teachers, it will be even easier to assess whether the objectives outlined in the syllabus are met or not. Without such programs in place teachers are bound to relax, become irresponsible and ignore the PE method that results in poor teaching. This model also becomes a driving force that can motivate teachers to implement quality programs and assess their success and shortcomings. It would encourage teachers to discover mechanisms to improve their weaknesses and strengthen their successes from the results of implementation.

## 2.2 Curriculum models

The review of related literature proceeds with brief discussions of PE curriculum models, namely; movement education, sport education, fitness, and social models. Every curriculum area has its own models that facilitate the implementation of that particular subject as does PE that is why these models have been selected for their relevance to this study. The PE syllabus is expected to influence the development of psychomotor skills, cognitive skills, social affective skills and fitness levels (Hardman, 2008). This section reviews some current models for the Physical Education syllabus used in school education programs and some research findings supporting their effectiveness.



### 2.2.1 Movement Education model

The alternative to physical education, in recent times has been movement education (Siedontop, 2007; 1980; Jewett & Bain, 1985). Movement education is principally used at the primary level, particularly grades 1-4 because it provides a movement foundation for all physical skills (Kulinna, 2008).

The importance of movement at this developmental stage was acknowledged by Capel (1986), that movement activities provide learners with the opportunity to exercise and develop their inventiveness, creativity and their spirit of adventure.

Rovegno and Dolly (2006) concur with Capel's ideas, adding that creativity rather than competition is the key underpinning this model. It is largely based on principles derived from constructivist theory and is designed to integrate movement with social and thinking processes. However, concepts of human movement namely; effort, space, body and relationships serve as the basic components of this curricular model. They are commonly divided into educational dance, educational gymnastics

and educational games (Kulinna, 2008). According to Landy and Burrige (2000) a competent mover will gladly keep moving: he or she will engage in such activities as dancing, jumping rope, hanging and swinging on the playground equipment.

Standers (2002) argues that learners who do not develop physical skills are those who get left out of play with their friends and could be those who remain physically inactive throughout life. Similarly, a learner who feels physically awkward and uncoordinated is going to avoid movement and since poor movement habits tend to remain from childhood into adulthood, a physically inactive child is likely to grow up to be an inactive adult (Landy & Burrige, 2000; Dishman, 1989).



Some previous studies on the movement education model, for example, Juha-Pekka, Marja, Tommi, Libbe and Daer (2005) investigated the effectiveness of a school-based movement program for 5 to 7 year old children. The results showed that children with motor learning difficulty improved consistently in the targeted skills.

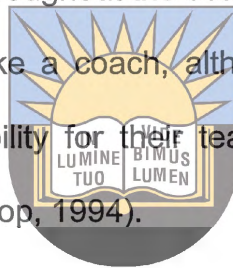
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Chen and Rovegno (2000) found that primary learners could develop critical thinking skills and creative movement after participation in movement education programs. PE in the Lower primary Phase aims to promote physical and mental health, promote co-operation, positive competition, sportsmanship and fair play through participation in games and sports (Siedentop, 1990). This model becomes relevant in assessing the implementation of the PE syllabus because it is based on principles derived from constructivist theory (Rovegno & Dolly, 2006). The Namibian education system is based on this theory. In that sense schools need to use this model and it becomes useful as a tool to assess the syllabus.

### 2.2.2 The sport education model

Sport education is an innovative curriculum model, increasingly used as a component of upper primary and secondary school PE programs and exhibiting many parallels with community junior sport (Alexander, Taggart & Thorpe, 1997).

The sport education model was created to provide learners with a positive, educational and authentic sport experience in PE settings (Siedentop, Hastie & Mars, 2004). At the start of a season learners are selected by or are assigned to teams. They practise as a team throughout the season. They prepare for competition together. The teacher is much like a coach, although the model calls for learner coaches to take major responsibility for their teams to learn the rules of coach, referee and administrator (Siedentop, 1994).



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The sport education model enhances the motivational climate, increases game competence and motor skill level as curriculum outcome (Taggart & Brooks, 2000).

For instance, the assessment of learners during a sport education season shows an improvement in students' understanding of game and game play (Hastie & Buchanan, 2000). And there is also some evidence that sport education can lead to greater inclusion of less skilled learners (Clarke & Quill, 2003). It is developmentally matched to the experience and abilities of learners to meet curriculum goals (Siedentop et al, 2004).

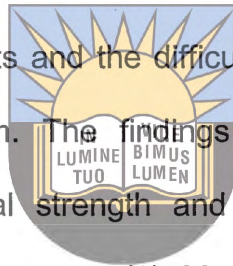
Alternatively, schools could adopt the sport education model to implement the PE syllabus in the Lower Primary Phase. However, it seems that this model creates a lot of loop-holes in a sense that many learners may not be given an equal opportunity to develop physically and mentally through games and other sport activities. This contradicts the aims of PE to develop a learner starting from the foundation phase.

### 2.2.3 The fitness Education model

In the fitness model, the components of physical fitness such as strength, endurance and flexibility are seen as the content of PE. For instance, the fitness model is best implemented at the secondary level. Focusing on the five components of general health-related fitness such as: cardiovascular; muscular strength; muscular endurance; muscular flexibility and body composition (Stillwell & Willgoose cited in Davidson, Laman & Shaughnessy, 2006:16).

Min-hua Chung (2004) investigated the fitness education model focusing on the cultivation of future exercise habits and the difficulty factors in a self-designed and self-implemented fitness program. The findings of the study were (1) cardio-respiratory endurance, abdominal strength and endurance, and flexibility were significantly improved after the course. (2) Most students (76.6%) thought the “Physical Fitness” course was helpful to cultivate future exercise habits; (3) the self-designed fitness programs had four common difficulty factors: the control of intensity, the selection of exercise mode, awards and controls, and the arrangement of activity schedules and (4) the self-implemented fitness programs had three common difficulty factors: laziness or too many excuses; in ability to follow the activity schedule and weather problems.

Implementing comprehensive concepts of the fitness education model at the primary level should maintain a focus on the learners’ enjoyment, social development and motor skill development through exposure to a wide variety of games, dance, sports and activities (Lund & Tannehill, 2005). This is relevant to the PE syllabus in Namibia in that, if fitness model is well implemented in primary schools, learners are likely to benefit from various games and other sport activities at an early age.

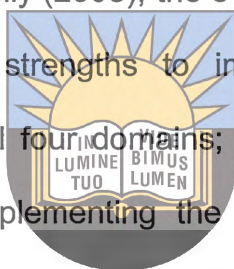


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#### 2.2.4 The social development model

The integrating goals of the many diverse models that together constituted humanistic education were treating learners as individuals and focusing primarily on personal growth and social development rather than on academic achievement. It is often referred to as the “humanistic” model for PE (Jewett & Bain, 1985). It is a social development model, because it has been most widely used for personal growth and social development especially with troubled adolescent learners.

According to Gallahue and Donnelly (2003), the overall goal is to meet the needs of each child by utilizing her/his strengths to improve weakness. The social development model addresses all four domains; cognitive, affective, psychomotor and health-related fitness. In implementing the model in the early grades, the emphasis is on discovery and exploratory activities. The activities are “age-group appropriate” to allow for varying skill levels and interests (Davidson, Laman & Shaughnessy, 2006).



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One could conclude that this model was designed to help learners to cope better and live more positively with social problems that they might encounter in their lives. Considering all the models discussed above, it seems that the movement education model is more appropriate to use in the Lower Primary Phase. It is easy to implement in terms of facilities and equipment. Other models may be appropriate for use at the upper and senior phases. Other models appear to encourage competition which is thought to exclude less talented learners. Further, these models may require a lot of facilities and equipment that schools might not have in order to implement the syllabus. It is for this reason that this study used the movement education model to assess the PE syllabus.

## 2.3 Orientations of curriculum delivery

Orientation is a system of educational values which influence decisions regarding curriculum content (Ennis & Chen, 1995). Curriculum scholars have argued that teachers' decisions about their objectives, content, instructional styles and evaluation procedures have their roots in a set of different philosophical positions or value orientations (Jewett, 1994). For example, in Physical Education, the most frequently used classification scheme has included five value orientations: disciplinary mastery, self-actualization, social reconstruction, learning process and ecological integration (Jewett, Bain & Ennis, 1995).



### 2.3.1 Disciplinary mastery

Disciplinary mastery is the predominant orientation in PE, and is reflected by learners who are able to first demonstrate basic movements, skills, and concepts and then successfully use them in more complex and realistic applications (Lund & Tannehill, 2005). PE teachers in this orientation emphasize the mastery of fundamental movement skills, sport and physical activities and health-related exercise content (Curtner-Smith & Meek, 2000).

Also, it is most effective when teachers have access to adequate facilities and equipment, time for learners to gain proficiency, a class size that allows high rates of practice and frequent teacher feedback, and learners who are interested in learning the content (Lund & Tannehill, 2005).

Ennis and Chen (1995) noted that the value orientations of teachers with between 10 and 20 years of experience are more stable and less likely to change. By the time teachers have 20 years of experience; their belief structures are firmly established

and are very unlikely to change at all. Such experienced PE teachers are more likely to adopt disciplinary mastery orientation than are inexperienced teachers.

### 2.3.2 Self-actualization

Those who place a high value on the self-actualization perspective believe that the curriculum should focus on personal development and specifically, the growth of the learner (Jewett, 1994). For example, when moving toward a self-actualization curriculum, the movement, sport and fitness tasks and activities are designed to match the needs and interests of the learners (Lund & Tannehill, 2005).

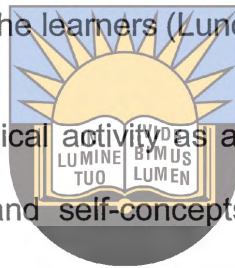
PE teachers view sport and physical activity as a medium through which they can develop pupils' self-confidence and self-concepts (Curtner-Smith & Meek 2000).

However, learners are most successful when they are willing to persevere, even in difficult situations and the teachers are most successful when given the flexibility to design programs with individual learners as the focus (Lund & Tannehill, 2005).

A study by Ennis and Chen (1995) found that teachers who worked in rural schools placed a higher priority on the learning process and disciplinary mastery while teachers who worked in urban schools placed a higher priority on self-actualization and social responsibility.

### 2.3.3 Social reconstruction

Those who place high value on the social reconstruction believe that effective schools emphasize the realization of socio cultural goals (Jewett, Bain & Ennis, 1995). During lessons on sport, physical activity and health-related exercise, pupils are placed in situations in which they must co-operate and take responsibility (Jewett



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et al., 1995). According to Lund and Tannehill, (2005) learners learn to cooperate, examine issues related to fair play, gender roles and equal opportunity through thoughtfully developed, applied and progressive lessons. They further argue that teachers are able to reach these types of outcomes when given the license to offer a flexible PE that has equity and social justice as its focus.

A study by Ennis (1994) examined content and task decisions of urban secondary PE teachers who prioritized social curriculum goals. The findings were that teachers' content decisions were consistent with the goals of cooperation, teamwork and involvement within the social responsibility value orientation.

#### 2.3.4 Learning process

Jewell (1994) found that those who placed a high priority on this perspective argue that it is impossible for schools to cover all the important subject matter properly. Therefore, PE teachers should deliver content in a systematic and progressive way that require learners to grapple with what they are learning, use their knowledge and skills to solve problems and develop their own solutions to situations in physical activity setting (Lung & Tannehill, 2005). For example, they use indirect teaching styles in which pupils discover the answers to problems set within the contents of sport, physical activity and health-related exercise (Jewett, 1994).

Curtner-Smith and Meek (2000) found that teachers with a traditional activity background placed a higher priority on social reconstruction, while teachers with a non-traditional activity background placed a higher priority on the learning process. Correlations data suggested that teachers with higher priorities for self-actualization and social responsibility may find it particularly difficult to deliver National Curriculum for Physical Education (NCPE) in congruence with the latest official policy.

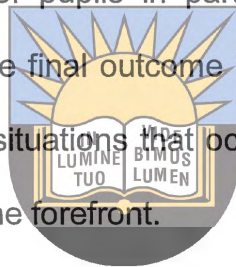


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### 2.3.5 Ecological integration

This orientation focuses on the development of individuals who function effectively as citizens of a single world and whose commitment to a human future goes beyond personal competence, local achievement and national pride (Jewett, et al cited by Curtner-Smith & Meek, 2000). PE teachers are giving equal emphasis to learning the subject matter, the personal development of their pupils and socio cultural goals.

Content is selected from sport, physical activity and health-related exercise which meets the interests and needs of pupils in particular social and developmental contexts (Jewett et. al., 1995). The final outcome is learners who are able to apply what they learn in one setting to situations that occur in another, while keeping the best interest of all participants at the forefront.



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A study done by Ennis and Zhu (1994) examined the extent to which PE teachers made consistent decisions regarding goals for student learning within five educational value orientations. In particular, the study divided teachers into two groups representing high and low priority categories. Chi-square tests were used to examine the data by gender, teaching level and teachers' years of experience. The results indicated that 97% of the PE teachers made consistent curricular and instructional decisions within one or more of the value orientations. There were no significant differences based on gender, level or teaching experience.

In a recent study Curtner-Smith and Meek (2000) described a sample of English PE teachers' value orientations for curricular decision making by assessing their compatibility with the NCPE impact of gender, experience and activity background.

Results indicated that this sample of teachers had a number of different priorities other than teaching the subject matter of Physical Education. There were no significant differences based on gender or experience.

In a written article by Ennis and Chen (1995) on teachers' value orientations in urban and rural school settings within Physical Education, teachers make a significant number of important educational decisions. The decisions include what content to teach, how to teach it and the extent to which the content will be learned by learners. They further said that although PE teachers have an ideal or preferred set of goals or objectives for their learners, they often must modify their expectations based on constraints or limitations within the educational context.



The study uses the above mentioned orientations as a lens through which to assess the teachers' views on the standards of programs and their curriculum decisions to implement the PE syllabus in schools.

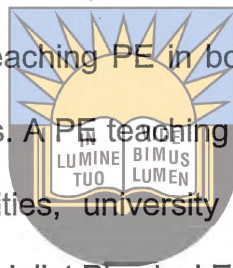
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In summary of the above literature, two broad conclusions which support the purpose of this study can be drawn. The first is that there is a need to assess the curriculum orientations that influence the curriculum decisions of PE teachers to implement the syllabus in the Namibian Lower Primary Phase. In so far as the literature is concerned, that has not been done. The second is that models of PE curriculum that are used in Namibian schools so far are not open about which models schools are supposed to follow in implementing the PE syllabus. The discussions of orientations and models would serve as the eye opener to many Namibian teachers. The next literature is on the qualifications and experience of PE teachers that are necessary to implement the syllabus.

### 2.3 Qualifications and experiences of teachers

Teachers differ in many respects, including their qualifications, expectations, values, work ethics and experiences. Yet, they are all called teachers. Teacher education must be determined by the acquisition of a general education, subject matter preparation, a general professional education and a specialized professional education in a given subject matter. All teaching candidates must have experience in these four areas to be certified as teachers when they graduate (Siedentop 1990).

Hardman (2008) concurs that generally, a bachelor's degree or diploma or the equivalent is a pre-requisite for teaching PE in both primary (including basics) and secondary (including high) schools. A PE teaching degree and diploma qualifications are usually acquired at universities, university colleges, pedagogical institutes, National Sports academies or specialist Physical Education sport institutes.



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In Namibia, it is quite similar in the context that all student teachers in four colleges are offered a compulsory course in PE so that they would teach PE after they graduate. The problem only lies with the teachers who did not obtain this qualification before the country's independence in 1990.

In a neighbouring country, Botswana, for example, PE in most cases is supervised by ill-prepared and unwilling classroom teachers (Mokgwathi, 1998). In South Africa, PE as a school subject no longer exists but is indirectly a small component of the Learning Area called Life Orientation along with health promotion, personal and social development and orientation in grades R-9 (van Deventer, 2007).

This new Learning Area/Life Orientation aims to equip learners with the skills, knowledge, attitudes and values to face life's challenges in an informed, confident

and responsible way (Vambe, 2005; Botha, 2002). Despite that, most of the Life Orientation teachers are not qualified PE teachers. It presents a certain implication for Life Orientation in general and more specifically for growth and development of learners (Van Deventer, 2009).

Placing teachers in situations where they lack expertise creates stress and raises a number of questions about what value is attached to Life Orientation if it is presented by unqualified teachers (Van Deventer & Van Niekerk, 2008). This simply means that even though PE is included in South African schools most of the teachers are not qualified to teach PE.



It is however possible that teachers teaching PE in Namibia might also not be qualified to teach the subject. It is for this reason the study sought to assess the qualifications of PE teachers in Namibia. There has not been any study that assessed the qualifications of teachers teaching PE in Lower Primary Phase in the Oshakati circuit.

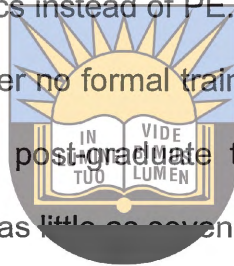
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Hardman (2006) noted a common scenario across Europe; the practice of having qualified, 'specialized' PE teachers at secondary level and 'generalist' teachers at primary level. Some countries do have specialist physical educators in primary (elementary) schools but the variation is wide and there are marked regional differences. In central and eastern Europe, around two-thirds of countries have specialist physical educators in primary schools compared with a third of countries in Western Europe.

In some countries, the generalist teacher in primary school is often inadequately or inappropriately prepared to teach PE and the initial teacher training presents a problem with minimal hours allocated to training in PE teaching (Hardman, 2006).

A worldwide survey reported in Hardman (2008) on the qualifications of PE teachers in Austria, Cyprus, England, Ghana, Ireland, Malta, Nepal, New Zealand, South Africa and Tunisia reveals the following findings:

In Austria, primary schools teachers are not trained well, they often just go for a week or do German or Mathematics instead of PE. Similarly, in Cyprus and England, PE is taught by teachers with either no formal training in teaching PE or with little or no formal teaching. On average post-graduate trainees do 23 hours and under graduates 32 hours. But some do as little as seven and a-half.



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In African countries like Ghana, South Africa and Tunisia, there is a lack of qualified personnel to teach the subject. PE teachers at the basic level are non-specialists. They have only a scant grasp of the subject. Such teachers are not effective PE staff. They tend to infect pupils, staff and heads with their lack of interest.

Further, the majority of teachers who have to present the PE section of Life Orientation are not qualified in South Africa either. Frequently, the PE teachers display limited motivation and a certain degree of indifference a case in Tunisia.

In Ireland, Malta, Nepal and New Zealand primary schools teachers have not a broad enough PE training to be teaching it. There are still a large number of unqualified people who hold teaching posts... who do not know what they are doing. PE teachers are not very well trained. There are very few PE teachers in schools in Nepal. Many teachers were trained before the new curriculum was introduced and

they are struggling with the new concepts and its broader focus on total wellbeing which is now the focus in New Zealand primary schools.

Generally, the survey findings revealed that the majority of teachers have not specialized in PE and that could be one of contributing factors to the poor implementation of the PE syllabus in schools. By so doing learners are not provided with opportunities to enjoy the benefits of PE. This is because teachers may not be competent and knowledgeable to create opportunities for learners to enjoy different activities as listed in the syllabus.



A study done by Webster (2002) found that the young teachers who are in the 20-30 age category were identified as having more recent pre-service training, increased specialization in the PE area, and placed a higher degree of priority and emphasis on PE activities. The possibility of addressing syllabus outcomes seem particularly promising for teachers and students in this age category.

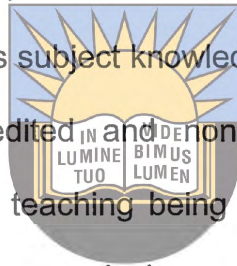
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Furthermore, most teachers in the 20-30 age group are equally enthusiastic about teaching PE regardless of gender. The majority of teachers in this age group report having a positive experience of PE and sport. However, for those over 30 years of age, male teachers are generally more satisfied with their ability to teach PE.

However, most PE teachers and school Principals consider PE content and teaching approaches as self evident and not problematic resulting in what Penney and Evans (2005:21) called "the taken-for-granted routines in Physical Education. It could be an ideal for teachers to possess the necessary experiences in the area of PE and thereby implement the syllabus better.

Dinham (1995) proposes that specific groups of teachers be targeted for personal and professional development. In the case of PE, the need for support seems to be required for teachers in the 40-plus age group in order to achieve syllabus outcomes. It can be argued that personal and professional development activities can help teachers to acquire up to date subject knowledge that will contribute to the necessary experience needed to teach the subject.

Additionally, Capel (2004) stressed that there are many types of Continuous Professional Development (CPD) activities which enable teachers especially inexperienced ones to develop this subject knowledge (e.g. reading current research and inspection evidence, accredited and non accredited courses; attending conferences and seminars, one's teaching being observed; collaborative practices such as peer teaching, and teacher appraisal



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In summary, the review of the literature established that the qualifications of teachers differ from country to country and even from colleges or universities within the same country. However, to qualify as a teacher one has to train in four areas and pass all the courses therein before being accredited as a teacher. Ironically, Namibia was not mentioned in the world survey 1 presented above in terms of qualifications of teachers implementing PE syllabus in primary schools. This study was done to fill some of these existing gaps.

## **2.4 Methods and strategies of teaching**

Physical growth and development, intellectual and emotional development, social skills, and personality factors all affect the ways in which learners learn (Harrison & Blakemore, 1989). Therefore, various methods and strategies of learning should be

adopted for the implementation of Physical Education syllabus in primary schools to achieve the intended outcome.

According to the National Institute for Education Development (NIED) (2004:1) “teachers should be able to create a constructive learning environment in support of Learner-Centered Education and provide continuously for learning activities in the classroom”. The Learner-Centered principles that underscore the PE syllabus activities in Namibia require teachers to be well resourced, and have adequate pedagogical skills in order to meet the needs of all children, foster equal opportunities and develop both physical and social skills among the learners.



Swarts, Dahlstrom, and Zeichner cited in Kasanda, Lubben, Gaoseb, Kandjeo-Marenga, Kapenda and Campbell (2005) that although the rhetoric of Learner Centred teaching seems straightforward and unproblematic, curriculum interpretation shows a more fragmented picture. At least three interpretations of Learner Centred teaching exist side by side.

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The first interpretation focuses on the nature of the selected curriculum content and the degree to which it matches the learners' interest and experience. It stresses the need to use learners' existing knowledge and skills and include their everyday experiences in topics to be taught. These may be used to introduce the topic or as illustrations/demonstrations after presenting the content (Kasanda et al, 2005).

The second interpretation of Learner Centred teaching focuses on involving learners in classroom activities (Dahlstrom cited in Kasanda, et al, 2005). This can be done, for instance, by asking learners to come up with activities or games they play at home. The third interpretation focuses on allowing learners to share

responsibilities for their own learning. In PE, for example, children can be encouraged to be coaches, officials and to select and form their own learning groups.

It is worth noting that Teaching Games for Understanding (TGFU) initiative within the PE profession is child centered rather than subject centered. The focus should be on a negotiated curriculum upon which pupils create a curriculum for themselves which is sensitive to individual interests, abilities and future lifestyles (Payne, 1985).

Meanwhile, PE teachers who feel under-trained and lack appropriate skills, methods and strategies to develop more interesting, stimulating and child centered PE may fall back on the traditional competitive sport, so doing, they may focus only on the better performing learners and consequently excluding the poor performing ones in their classes.



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Evans (1987) noted that success can be more easily achieved by the majority of pupils when they are offered equality in terms of the provision of syllabus content and a pedagogical mode. Every pupil should experience some (but not necessarily the same) level of success, achievement, satisfaction, enjoyment along with an understanding of the principles which underpin different game forms.

Some of the strategies that may fit into the PE instruction process would be: whole group instruction, lecture, and individualized instruction, peer tutoring and team learning, simulation and problem solving (Harrison and Blakemore, 1989). For instance, effective teachers frequently use whole group and well organized small group instructions (Siedentop, 1991).

Previous studies have reported that teachers working with pupils in years 7, 8 or 9 in rural and urban school settings spent most of their time using direct styles of teaching during lessons on athletics, outdoor and adventurous activities, and games and more indirect styles during lessons on dance and gymnastics (Curtner-Smith, Todorovich, McCaughy & Lacon, 2001; Penney & Evans, 1995; Rink, 1985). Indirect teaching styles, creative thinking skills and critical thinking strategies are useful and they can significantly improve children's ability to generate different movement patterns (Cleland, 1994).



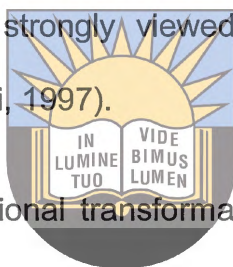
Theodoulides in Hayes and Stidder (2003) explores the extent to which curriculum planners and implementers consider learners with physical disabilities when deciding upon which activities to teach. For example, it might be pertinent to consider whether a learner who is wheelchair-bound would have greater access to the game in the curriculum when taking part in volleyball or tennis. We can see that, by considering the extent to which some activities might be adapted, perhaps some sports have the potential to be more inclusive than others within the school context.

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Williams (2004) concludes that the best way of achieving the outcomes is largely left to the integrity of the teacher and the school's preferred model of delivery of the syllabus. This idea may be true for some teachers who are interested and knowledgeable in PE to implement the syllabus and achieve its objectives. The review on methods and strategies stressed the need for an inclusive approach when teaching PE classes in order to accommodate all learners' interests and abilities.

## 2.5 Equipment and facilities for Physical Education

The facilities and equipment for PE obviously affect what can be taught (choice of activities) and how it will be taught (teaching method) (Siedentop, 1990). However, this is not to suggest that quality PE cannot occur in a primary school without a real PE facility. The issue here is providing adequate facilities and other resources so that teachers can help learners to achieve the full range of benefits in PE. This problem of inadequate provision of facilities and equipment for PE has been reported in most African countries. In Botswana, sport facilities are inadequate both at district and national levels and this is strongly viewed as a major deterrent to sport development in the country (Kgathi, 1997).



However, there has been educational transformation in South Africa that brought Curriculum 2005, an Outcome-Based Education (OBE) and a new learning area called Life Orientation. Most of the Life Orientation teachers in the General Education Training (grades R-9) Bands and Further Education Training (grades 10-12) Bands have reported that facilities and equipment to present PE syllabus are still a problem in the majority of schools (Van Deventer, 2009).

Krotee and Waters (1998) have reported similar findings for fourteen African countries. This trend also is prevalent worldwide, with a continuing de-emphasis and even elimination of school Physical Education programs in most countries (Hardman & Marshall, 2000).

According Hardman (2008) a pervasive feature of concern and particularly so in economically underdeveloped and developing countries is quality and quantity of provision of facilities and equipment because the level of provision can detrimentally affect the quality of PE programs. The world survey conducted by Hardman (2008)

reports that regionally it is not surprising to see that the quality of facilities is generally regarded as low in economically developing regions (Africa, 60%; central/Latin America, 67% and Asia, 59%).

Generally in Northern, Western and some regions in Southern European countries quality and quantity of facilities and equipment are regarded as at least adequate and in some instances excellent (Hardman, 2002). Further, Hardman (2002) noted that in Central and Eastern European countries as well as in Southern Italy, Malta and Portugal, there are reports of inadequacies in both quality and quantity of facilities and equipment.



On a positive note, Hardman (2006) views that there are higher expectations of levels and standards of facilities and equipment in economically developed countries as was demonstrated from some European regions above. A pervasive feature of concern is related to quality and quantity of facilities and equipment. This is particularly the case in most economically underdeveloped and developing countries.

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Namibia being one of the developing countries, it is possible that primary schools are facing the lack of adequate facilities and equipment to implement the PE syllabus. The introductory chapter of this study indicated that PE teachers are finding it difficult to implement the syllabus due to a shortage of facilities and equipment.

Adequate provision of facilities and equipment in schools increases the level of participation in physical activities. Participation in PE activities does not only improve physical fitness and health, but also helps the learners to enhance their interpersonal relationship. Despite that there was a need to assess how the PE syllabus has been implemented in Namibian primary schools without adequate facilities and equipment.

## 2.6 Support mechanisms of administrators

In Namibia the overall school administration and direction of the Physical Education curriculum in the schools is under the Ministry of Education. Some of the responsibilities of the Ministry of Education through its directorates and National Institute for Educational Development (NIED) are as follows: 1) prepare or assist in the development of syllabi for the various levels of schooling 2) establish standards for facilities and equipment 3) allot money for facilities, equipment, programs, and salaries; 4) organize competition for the schools 5) supervise or control the preparation of teachers of Physical Education.

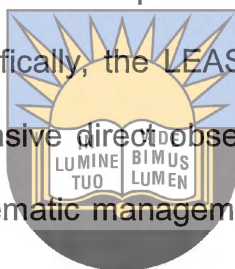
According to Fullan (1999) circuit-level support is difficult to attain, while state-level support is extremely difficult to attain. This could mean that support from administrators is very difficult to find. However, at the local level other teachers and colleagues were considered the best help in implementing the syllabus by offering encouragement and advice (Gibbons, 1995).

Not only that, in many schools non-examinable subjects, including PE have been given a reduced time allowance, fewer resources and generally a lower profile (Raymond, 1998). It is, therefore, not surprising that supporting PE in primary schools might be a difficult task especially in Namibia. However, it is not clear what the situation is like in Namibian primary schools, especially in the Oshakati circuit hence this study was done to assess the availability of facilities and equipment.

Some schools have risen to the demands placed upon them by prioritizing PE needs to raise the standards of PE. A Review group on Physical Education in Scotland (2004) has recommended some of the following support mechanisms:

- Every primary school in each primary cluster should have adequate access to support from a Physical Education specialist.
- Pre-school, primary and secondary teachers should be supported through Continuing Professional Development (CPD) to develop their understanding, skill and expertise in the area of PE.

Additionally, the Local Education Authority (LEA) in Scotland cited in Evans and Penney (1994) envisaged the need for more instant and effective advice and for advisers to be close to schools and help to deliver and monitor the National Curriculum implementation. Specifically, the LEAs were required to develop more systematic monitoring, more intensive direct observation of teaching and learning, better record keeping, more systematic management and greater accountability for the inspection service as a whole and support of specialist curriculum areas.



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The tendency of everyone to ignore PE seems to have been the most formidable obstacle to excellence (Griffin 1986). PE is supposed to be given a high priority in schools. The literature proves that PE is the only subject in the school curriculum that has potential to promote learners' physical, social, psychological and moral development (Lumpkin, 1998; Siedentop, 1991, 1994). School authorities need to create supporting mechanisms to address the many challenges facing PE in schools.

In summary on the above literature, it seems that the circuit and school Principals need to actively consider how best they can improve PE syllabus implementation so that they put in place support mechanisms which can increase the amount of participation in PE lessons in order to raise the standard of PE in schools.

## 2.7 Relevance of Physical Education to the needs of learners

It is believed that PE plays a critical role in educating the whole learner. Authorities generally support the importance of movement in educating both mind and body. Kgathi (1997) notes, that with the introduction of PE in the curriculum it is envisaged that the youth will have a better exposure to sport activities.

According to the National Association for Sport and Physical Education (NASPE, 2001) the healthy, physically active learner is more likely to be academically motivated, alert and successful. In primary years, active play may be positively related to motor abilities and cognitive development. Throughout the school years, quality PE programs are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles (Barton, Fordyce & Kirby, 1999).



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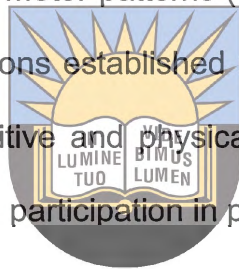
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PE is unique to the school curriculum as the only subject that provides learners with opportunities to learn motor skills develop fitness and gain understanding about physical activity (Lumpkin, 1998). Physical benefits gained from physical activity include; disease prevention, safety and injury avoidance, decrease in morbidity and premature mortality and increase in mental health (NASPE, 2001).

The PE program is the place where learners learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives (Keays & Allison, 1995). If PE is well implemented in Namibian schools then learners would be physically active and enjoy the different physical activities offered in PE. However, as for now, many learners will finish school without enjoying any of the benefit that PE offers.

NASPE (2001) notes that in the Lower Primary Phase the PE program emphasizes the development of fundamental locomotor, non-locomotor and manipulative skills through the main content areas of educational games, dance and gymnastics. The movement framework, (i.e., body, space, effort and relationship) is also a part of the core content and is the basis for developing, expanding and refining pupils' range of motor skills and awareness (NASPE, 2001).

Barton et al (1999) assert that quality instruction by PE professionals is critical if pupils are to develop fundamental motor patterns (e.g. jump, throw, skip, hop, catch and kick). The motor skill foundations established during the Lower Primary grades may enhance pupils' social, cognitive and physical development and increase the likelihood of continued interest and participation in physical activity.

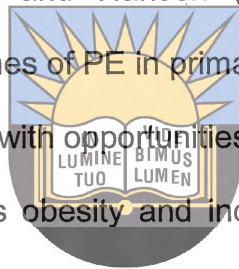


The Namibian Lower Primary Phase syllabus was designed to develop fundamental motor patterns as mentioned above. Although activities are listed in the syllabus many schools might not implement them as expected. This study was done to assess the syllabus and find out if it has been implemented to facilitate the holistic development of pupils in the Lower Primary Phase.

Fitness at Lower Primary grades is supported by a rich experience in many basic movement forms. Learners in Lower Primary Phase acquire knowledge through physical exploration of their environment. These (above) are some of the ideas of Barton et al (1999) on the acquisition of knowledge through movement. Also, PE programs can contribute to the development of self-esteem among learners. Learners who are more active may have greater social success and positive relations with peers (NASPE, 2001).

Learners need many opportunities to experience personal feelings of success and achievement in physical activity settings. Rink (1998) observed that explorations of various movement capabilities contribute to feelings of joy and accomplishment. Physical activity contributes to quality of life, psychological health and the ability to meet the physical work demand. PE can serve as a vehicle for helping learners to develop the knowledge, attitudes, motor skills, behavioral skills and confidence needed to adopt and maintain physically active lifestyles (NASPE, 2001).

Results of a study by Morgan and Hansen (2007) on classroom teachers' perceptions of benefits and outcomes of PE in primary school indicated that teachers believed PE: (1) provides learners with opportunities to improve fitness and be active to counter societal trends towards obesity and increased sedentary behaviors (2) impacts positively on learning and behavior in the classroom (3) helps learners to improve social skills and allows some children an opportunity to experience success in a unique learning environment.



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The outcomes of quality PE programs include the development of learners' physical competence, health-related fitness, self-esteem and overall enjoyment of physical activity (Keays & Allison, 1995). Evidence suggests that the level of participation, the degree of skill and the number of activities mastered as a learner in the foundation phase, directly influence the extent to which learners will continue to participate in physical activity as adults.

Generally, what seems to come out in the review is the fact that PE teachers are not qualified; there are limited facilities and equipment in primary schools and a lack of support. PE is found to be relevant for the holistic development of learners. The main barrier is the lack of adequate facilities and equipment to implement the syllabus.

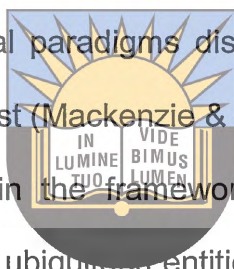
## CHAPTER 3

### METHODOLOGY

This chapter presents the methodology that was employed by the study. The purpose of the study was to assess the implementation of the Physical Education (PE) syllabus in the Namibian Lower Primary Phase to find out whether it meets its intended objectives as outlined in the national curriculum.

#### 3.1 The paradigm and approach of the study

There are a number of theoretical paradigms discussed in the literature such as; positivist, interpretive, post-positivist (Mackenzie & Knipe, 2006). However, this study was guided and conducted within the framework of post-positivist paradigm. A paradigm is a cluster of beliefs, ubiquitous entities and dictates how the research should be done and how results should be interpreted (Bryman, 2004; Tashakkori & Teddlie, 1998 & Guba, 1990).



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O'Leary (2004) states that the post-positivist paradigm aligns in some sense with the constructivist paradigm; claiming that post-positivists see the world as ambiguous, variable and multiple in realities. The post-positivist paradigm values and encourages different approaches and encourages insights that extended beyond the realm of measurable facts (Lincoln & Guba, 1985).

The study adopted the mixed methods approach. The mixed methods approach is the collection or analysis of both qualitative and quantitative data in a single study in which the data are collected concurrently or sequentially (Tashakkori & Teddlie, 2003). For example, numerical and text data are collected and analyzed to address

different aspects of the same general research problem and provide it's more complete understanding (Maree, 2007).

However, one may consider the dimension of paradigm emphasis deciding whether to give the quantitative and qualitative components of a mixed study equal status or to give one method the dominant status (Morgan, 1998; Morse, 1991). Jonson and Onwuegbuzie (2004) add another dimension that pertains to where mixing should occur (e.g. in the objectives, methods of data collection, research methods, during data analysis, data interpretation).

In this study however both quantitative and qualitative components were given equal status and the mixing of methods was done in the data analysis and interpretation.



### 3.2 Research design

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According to Mertens (2005) a mixed method design is one in which both quantitative and qualitative methods are used to answer research questions in a single study. The six mixed methods designs are: sequential exploratory design, sequential exploratory model, sequential transformative design, concurrent triangulation design, concurrent nested design and concurrent transformative design (Creswell, 2003).

The study used concurrent triangulation design. Morgan (1998) noted that the concurrent triangulation design is probably the most familiar of the six major mixed method designs. It is selected as the design to confirm, cross-validate, or corroborate findings within a single study. In this case, the qualitative and quantitative data collection will be concurrent, happening in one phase of the study.

The purpose of the concurrent triangulation design in this study was to validate and cross check data from different sources. Mixing occurred at the data analysis stage by either transforming qualitative themes or codes into numbers and then comparing those numbers with the qualitative results, or by clustering the quantitative results and assigning them themes to compare with other themes that emerge from the qualitative analysis (Maree, 2007).

The purpose of the qualitative phase was to assess the support mechanisms that are provided by the circuit and school Principals to implement the syllabus and the relevance of PE to the needs of learners in the Lower Primary Phase. Qualitative data instruments consisted of unstructured interviews, focus group interviews and document analysis.



The purpose of the quantitative phase was to assess the qualifications and experiences of PE teachers in Lower Primary Phase, the methods and strategies that are used by teachers and the facilities and equipment available in the schools.

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The concurrent triangulation design was particularly appropriate to assess the implementation of the PE syllabus by gathering both forms of data to contribute to a comprehensive and complete understanding of the research questions. It was made possible by the “use of a variety of methods” (Gorard, 2004:7).

Morgan and Hansen (2007) have used questionnaires and interviews to obtain a detailed understanding of important issues facing PE and “increase confidence in the validity of the quantitative data” (Morgan & Hansen, 2007:9). In this way the triangulation design has proved to be useful in the area of PE.

### 3.3 Population, sample and sampling

#### 3.3.1 Population

The population of this study was all Primary schools with a Lower Primary Phase in the Oshakati circuit. It also included the circuit Inspector, Advisory teacher, school Principals, teachers and learners in grades 1 to 4.

To understand specific problems related to PE syllabus implementation in Namibian primary schools, the researcher considered it necessary to meet with those most involved in the administration and supervision of schools and those responsible for delivering the PE lessons.



#### 3.3.2 Sample

The sample of the study consisted of twelve (12) Primary schools in Oshakati Circuit, eight (8) rural schools and four (4) urban schools with a Lower Primary Phase. The participants were the Oshakati circuit inspector, Advisory teacher, four principals, forty eight PE teachers and twenty four grade 4 learners (12 boys and 12 girls). The reason behind the selection of the sample was a purposive one. The sample was thus selected to include people of interest and excluded those who did not suit the purpose of the study.

#### 3.3.3 Sampling technique

The study used purposive sampling. Purposive sampling is the process of selecting individuals who can offer an authentic account of the research topic and who might be considered to share sufficient common experiences with others as to represent a group (Yin, 1994). The study used purposive sampling to select the sample of the study as explained above. The actual sampling was purposively done from the list

that was provided by the Oshakati circuit secretary. I chose the schools that were easily accessible by public transport.

This sampling technique was convenient to use because the study sought information from individuals who could share sufficient common information and experiences. Another reason was the fact that the study assessed the implementation of the PE syllabus in the Oshakati circuit from urban and rural government schools only for comparison purposes.

### 3.4 Data collection procedures and instruments of the study

#### 3.4.1 Data collection procedures

The researcher sought permission to carry out the study from the Permanent Secretary of the Ministry of Education in Namibia and from the Oshana Regional office. Permission was granted without any delay (see appendices B and C).



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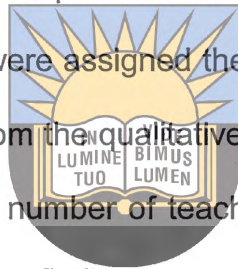
Further, the researcher sought permission from the circuit Inspector, Advisory teacher and school Principals to arrange the dates for conducting the interviews and distribute the teachers' questionnaires. All went as agreed upon.

The researcher collected data using the relevant instruments such as hand written notes, tape recorder and self-administered questionnaires from all participants during official working hours.

Wagstaffe and Moyser (1987) warn that researchers tend to lose important points raised by the participants in hand noted interviews and that due to the fallibility of human memory, researchers find it difficult to elaborate on the points they have written in their notes. For this reason, all the interviews were audio taped and

transcribed and all participants were asked to review the transcripts for verification and to sign the agreement form, allowing the researcher to use the interview data. Forty-eight questionnaires were hand delivered to the office of the school Principal of each school. The school Principals then helped in distributing the questionnaires to their teachers. Of the 48 questionnaires delivered 46 were successfully administered and returned (return of 96%).

Data was manually analyzed and presented using a descriptive procedure. In particular, the data was analyzed and presented in frequency tables using Microsoft office Excel 2007 and the results were assigned themes to validate and cross check with other themes that emerged from the qualitative analysis (triangulation). Informal discussions were also held with a number of teachers and some policy documents were scrutinized to cross validate the findings.



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### 3.4.2 Instruments

The adoption of mixed methods in this study entailed using different kinds of data collection instruments to gather information; namely, interviews, document analysis and questionnaires.

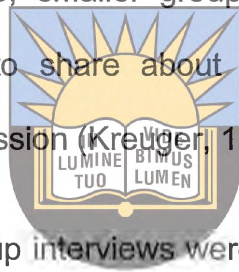
#### 3.4.2.1 *Interviews*

The interview is a widely used tool to access people's experiences and their inner perceptions, attitudes and feelings of reality (Fontana & Frey, 2005). Based on the degree of structuring, interviews can generally be classified under four categories: structured interviews, semi-structure, unstructured and focus group or group interviews (Gratton & Jones, 2004). The study used focus group interviews and unstructured interviews.

a) Focus group interviews.

Focus group interviews were held with grade 4 learners. Kreuger (1988:18) defines a focus group as “carefully planned discussions designed to obtain perceptions in a defined area of interest in a permissive, non-threatening environment”. The recommended number of people per focus group is usually six to ten (MacIntosh, 1993) or as few as four (Kitzinger, 1995).

The number of participants depends on the objectives of the research (Stewart & Shamdasani, 1990). For example, smaller groups 4-6 are preferable when the participants have a great deal to share about the topic or have had lengthy experiences with the topic of discussion (Kreuger, 1988).



It is for that reason that focus group interviews were selected so that children would discuss their experiences on a friendly, positive and non-threatening environment. A group of six learners per school in grade 4 were interviewed to gain an understanding of their experiences of PE lessons.

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The main advantage of focus group interview is the interaction between participants that highlights their view of the world, the language they use about an issue and their values and beliefs about a situation (Kitzinger, 1995). It can be used either as a method in its own right or as a complement to other methods, especially for triangulation (Morgan, 1988).

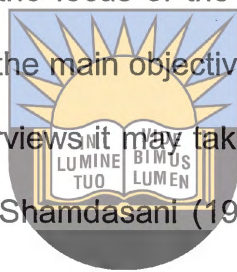
Another advantage is that focus groups elicit information in a way which allows researchers to find out why an issue is salient, as well as what is salient about it (Morgan, 1988). As a result, the gap between what people say and what they do can be better understood.

However, focus group interviews as with every research instrument have limitations. For example, the researcher has less control over the data produced (Morgan, 1988). The researcher has to allow the participants to comment on the topic and express their opinions while having very little control over the interaction other than keeping participants focused on the topic.

In this study the interview guide was used in the focus group discussions to facilitate the interaction between the participants. At some schools the participants brought issues that were not necessarily the focus of the study and the researcher had to intervene to redirect the focus on the main objective of the interview. This study also found that in the focus group interviews it may take a lot of time to discuss just one question. However, Stewart and Shamdasani (1990) suggested that questions be ordered from the more general to the more specific and questions of greater importance be placed early, near the top of the guide, while those of a lesser significance be placed near the end. The interviews were conducted in four of twelve selected schools in the Oshakati circuit. Twenty four learners in group of six were interviewed. The researcher moderated the interviews. All interviews were tape recorded and notes were also taken for cross-checking purposes.

Each interview began as Kreuger (1988:80) suggested, with the welcome, overview of the topic, ground rules and group members introducing themselves. Stewart and Shamdasani (1990) assert that it is a good idea to have group members introduce themselves and say a little about themselves.

The researcher introduced himself first, welcomed the participants, provided the overview of the topic, stated the rules and asked the participants to briefly introduce themselves. All group interviews were conducted in a friendly way.




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## b) Unstructured (non-directive) interviews

There are varied definitions of the unstructured interview. Payne and Payne, 2004:132 define unstructured interviews as “the least structured form of interviews. No pre-defined questions are given and there is no ordering of topics”. The unstructured interview relies entirely on the spontaneous generation of questions in the natural flow of an interaction to expose the researcher to unanticipated themes (Tashakkori & Teddlie 2003; Patton, 1990). It helps to get a better understanding of the interviewees’ social reality and perspectives.

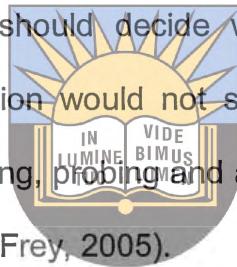
Unstructured interviews were conducted with the circuit Inspector, Advisory teacher and four school Principals in the Oshakati circuit. The main purpose was to find out the support mechanisms that are provided by the circuit and school Principals to implement the PE syllabus in the Lower Primary Phase. However, other issues were also discussed namely; the ~~Qualifications And Experience~~  of teachers, teaching methods and strategies, in-service training and facilities and equipment. Interview sessions in this study covered similar topics to facilitate data comparison across all sessions. The data was analyzed using coding to identify concepts, categories and themes.

When compared with other methods, the unstructured interview is open-ended and flexible (Burgess, 1984). The interviewer can rephrase questions and ask additional ones to clarify responses and secure more valid results (Thomas, Nelson & Silverman, 2005).

The main disadvantages are its cost (in money and time terms) and the potential for interviewer bias. However, “the main benefit is a high response rate from appropriate participants” (Payne & Payne, 2004:132).

Patton (1990) adds that in the unstructured interview a great amount of time is required to collect systematic information especially when the researcher first gets into the field and knows little about the society. It takes time to gain trust, build up rapport and gain access to interviewees.

Another challenge of the unstructured interview is when a new topic emerges in the discussion. It is difficult for the researcher to know whether to follow it and risk losing continuity or stay on the major theme and risk the omission of additional information (Patton, 1990). The interviewer should decide when and how to interrupt the conversation so that the information would not seem irritating. This requires the interviewer to be good at questioning, probing and adjusting the flow of conversation at an appropriate level (Fontana & Frey, 2005).



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The study employed other instruments (document analysis and questionnaire) to minimize the likelihood of bias. In this study, however, the interviewer experienced some challenges for example a lack of confidence in not being able to generate rapid insights and formulate questions quickly and smoothly especially in the first interview with the circuit Inspector.

The circuit Inspector however helped a lot by asking the interviewer if he would like to probe or to make any follow up on what he was saying. David and Sutton (2004) note that confidence is best expressed in the ability to keep silent, or to gently encourage the interviewee to carry on with what he/she is talking about. This requires a level of skill that comes only with practice.

David and Sutton (2004) suggest that it is important for the researcher to identify a time and place where the interviewee will feel comfortable and where the interview

itself can be conducted without interruption. For example, the interviewee's home or work place may have the advantages of comfort and security for interviewee (David & Sutton, 2004).

In this study interviews were conducted at the interviewees' places of work; for example, the circuit Inspector was interviewed at his office at an agreed time. The advisory teacher was also interviewed at her place of work at a time she had communicated as being convenient. All school Principals were interviewed in their offices according to the appointment time decided prior to the interview. All interviews were conducted in a friendly and conducive atmosphere and there were no interruptions of any kind.

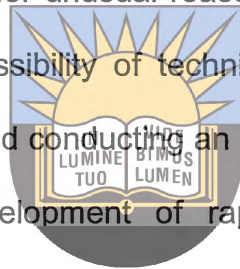


When conducting unstructured interviews, the interviewer develops a 'loose' guide with general questions designed to open up conversation about the topic. Often, this includes a series of follow-up questions or probes prepared in advance in order to elicit certain types of information from the informant (Cohen & Crabtree, 2006). Lofland and Lofland (1984) agreed that interview guides ensure the good use of limited time, they make interviewing multiple subjects more systematic and comprehensive and they help to keep interactions focused.

This study used interview guides during interviews with the circuit Inspector, the advisory teacher and school Principals (see appendices, E, F and G). Interview guides have enabled the researcher of this study to get all questions answered within a limited time in a systematic way. Interview guides were used and, where necessary probes and follow ups were made in order to get more of the information needed. Cohen and Crabtree (2006) note that since unstructured interviews often contain open ended questions and discussions may develop in unanticipated

directions, it is generally best to tape-record interviews and later transcribe these tapes for analysis. Hoepfl (1997) adds that tape recordings have the advantage of capturing data more faithfully than hurriedly written notes might and can make it easier for the researcher to focus on the interview.

Further, whether one relies on written notes or a tape recorder appears to be largely a matter of personal preference (Hoepfl 1997). For instance, Patton (1990:348) suggests that a tape recorder is “indispensable”, while Lincoln and Guba (1985) do not recommend recording except for unusual reasons because of the intrusiveness of recording devices and the possibility of technical failure. Colen and Crabtree (2006) caution that jotting notes and conducting an interview, will result in poor notes and also detract from the development of rapport between interviewer and interviewee. Development of rapport and dialogue is essential in unstructured interviews.



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In this study, interviews were tape recorded and all recordings of the sessions were transcribed in narrative form with identification made of each interviewee. Few notes were also taken to supplement the tape recorder or to be used in case there was any technical failure or other unanticipated problems with the recording devices. Fortunately, there was no problem with the tape recording devices and all tapes used during interviews are available on request.

#### 3.4.2 .2 Documents analysis

According to Maykut and Morehouse (1994) documents for analysis are personal documents that will most likely yield an understanding of the phenomenon under study. Yin (2003) provides examples of documents:

letters, memoranda, and other communiqués; agendas, announcements and minutes of meetings, and other written reports of events; administrative documents – proposals, progress reports, and other internal documents; formal studies or evaluations of the same “site” under study; and news clippings and other articles appearing in the mass media (pg.79).

The study reviewed the following documents; Lower Primary Phase PE Syllabus Guide: Grades 1-4 (2005), Syllabus for Human Movement Education core subject, (2006), Syllabus for Human Movement Education minor option: Grades 5-7 (2001), schools assessment sheets (2008) and lesson plans. Information from documents provided supplementing data gained through interviews and questionnaires.



### 3.4.2.3 Questionnaire

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A self-administered questionnaire was collected in the Lower Primary Phase teachers. A questionnaire is a formal written set of close-ended and open-ended questions that are posed to respondents. Open-ended questions are those which the respondent is asked to provide his/her own answers. Close ended questions are those to which the respondent is asked to select an answer from among a list provided by the researcher (Babbie, 2004). The questionnaire may be self-administered or interviewer administered.

The study gave self-administered questionnaires with close ended questions to forty eight Lower Primary phase teachers. The choice to use close ended questions was influenced by the content of the research questions, the limited time for participants to complete the questionnaire and the method of analyzing the data.

Babbie (2004) notes that closed ended questions are flexible. Many questions can be asked on a given topic, giving the researcher considerable flexibility in his/her analysis. de Vaus (1991) notes that the advantage of closed ended questions is that they do not discriminate against the less talkative and inarticulate participants. Asking people to formulate their own responses is fine for those who can do it but the danger is that researchers will be influenced by these responses and ignore the opinions of the less articulate and less fluent.

Open ended questions make it difficult for the researcher to make comparisons between respondents, as there may be little in common to compare. Also, to complete an open ended questionnaire takes much longer than placing a tick in a rating scale response box (Cohen, Manion, & Morrison, 2000).



The questionnaire was divided into four sections with a total of 30 questions. Section A covered the general background of the school, for example; name, level, grade, type and location. Section B covered the demographical details of the participants, such as; gender, age, qualifications, experience and in service training.

Section C included questions on methods and strategies for example; the planning and delivery of PE lessons. The last section D asked about PE equipment and facilities available at the Lower Primary phase and what option teachers use in case of inadequate equipment. Generally, the majority of questions in each section were answered by the participants of the study.

### 3.5 Trustworthiness

In an effort to establish and maintain the trustworthiness of the results of this study, necessary procedures were employed. There are a variety of procedures which can be followed to establish the credibility of the study. For example: prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy and member checking (Lincoln & Guba, 1985).

Trustworthiness of the study is established when findings reflect as closely as possible the meanings as described by the participants. (Creswell, 2003; Lincoln & Guba, 1985). This study employed member checking and pilot testing procedures to ensure the trustworthiness and credibility of the study.



#### 3.5.1 Member checking

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Member checking is the process of going back to the participants to see if the analysis/interpretation makes sense to them and reflects their experiences (Creswell, 1998, 2003). The researcher went back to ask the circuit inspector and the advisory teacher who participated in the study to comment on whether or not they feel the data were interpreted in a manner congruent with their own experiences.

This is an important strategy, as Padgett (1998) pointed out, that gives authority to the participants' perspective to manage the threat of bias. It also helps in establishing confidence in the findings (Lincoln & Guba, 1985).

The other reason was to allow participants to review findings from the data in order to confirm or challenge the accuracy of the work (Creswell, 2003). A few typing errors were detected and corrected by the participants before they confirmed and signed it.

### 3.5.2 Pilot testing

According to de Vaus (1991) once a questionnaire has been developed, each question and the questionnaire as a whole must be evaluated rigorously before final administration. Evaluating the questionnaire is called pilot testing or pretesting.

Pilot testing is necessary to determine whether the ways in which respondents understand questions are relatively similar across the group and whether the information is easily accessible to participants. It is necessary to ensure that the items are such that responses correlate to what the study intends to measure (Collins, 2003).



Pilot testing in this study was done on two different groups. The first group consisted of Physical Education Lecturers from the Ongwediva College of Education (OCE) around the Oshakati circuit. The two lecturers used had been training and developing PE teachers for a number of years at the OCE Teachers Training College. They were selected because of their vast experience and expertise in the subject to comment on the questionnaire and interview guide items.

The second group consisted of four Lower Primary Phase teachers teaching Physical Education in the Oshakati circuit. They were purposively selected for pilot testing the questionnaire in terms of clarity and content of questions being asked. The time needed to complete the questionnaire was also evaluated. They responded to the questionnaire and the necessary changes were made. The fact that the participants were not asked to write their names and the brief introduction of the purpose of the study both ensured confidentiality.

### 3.7 Data analysis

Data analysis was done according to the research questions and topics under the literature review as categories and themes became apparent during the interviews and the document analysis. The data were analyzed according to the way people interpreted and gave meaning to their experiences. The qualitative data were coded to develop units, sub-themes, themes and categories while the quantitative data were analyzed using frequency. Both qualitative and quantitative data were mixed during data analysis to validate and cross check the findings.



### 3.8 Ethical considerations

The study sought the approval of participants from all relevant bodies including the circuit Inspector, the school Principal, teachers and learners prior to commencement of the data collection. Consent was obtained from all the participants to take part in the study. Grade four learners' consent forms were signed by their class teachers on behalf of the parents.

All participants signed a consent form provided in the University of Fort Hare Postgraduates Qualifications Policies and Procedures, booklet (2008). Participants were given the option to withdraw from the study at any time since their participation was voluntary. Privacy and confidentiality were at all times respected. The entire study was conducted according to the Research Code of Ethics as provided in the University of Fort Hare Postgraduates Qualifications Policies and Procedures Faculty of Education (2008).

This chapter discussed the methodology adopted by the study. The next chapter analyzes and presents the findings of the study.

## CHAPTER 4

### DATA PRESENTATION

This chapter focuses on data presentation as stated in chapter 3. The study endeavored to respond to the main research question which sought to assess the implementation of the Physical Education (PE) syllabus in the Namibian Lower Primary Phase in the Oshakati Circuit. The data presented in this chapter were gathered through questionnaires, interviews and policy documents such as syllabi, subject guides, teachers' lesson plans and Namibian Ministry of Education publications.



The participants are identified as: Lower Primary school teachers (ST1-ST46 urban or rural school), the Oshakati circuit Inspector (circuit Inspector), the Lower Primary Advisory teacher (Advisory teacher), school Principals (SP1 rural, SP2 urban school, SP3 urban school and SP4 rural school), and Grade 4 learners (LFG1 rural school, LFG2 urban school, LFG3 urban school and LFG4 rural school).

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#### 4.1 Demographical details

The chapter begins with the demographical details of the participants. The reason for presenting demographic details is to compare the answers of various demographical subgroups, such as male and female, age ranges, qualifications and experiences.

Also, "demographical information permits inferences regarding the extent to which the results of a research project are generalizable" (Peterson, 2000:58). However this does not imply that the findings of this study will be generalized to the entire population of the study since it is a case study.

As was explained above, the study assessed the gender, age range, qualifications and experiences of Lower Primary Phase teachers in the Oshakati circuit. In Namibia Lower Primary Phase (grades 1-4), teachers teach all the subjects including PE. The gender of teachers was assessed and the results are presented as follows:

#### 4.1.1 The gender of teachers

The gender of the teachers is shown in Table 2.

**Table 2: Gender of teachers**

n=46

Gender	Number	Percentage
Male	6	13.1
Female	40	86.9
Total	46	100

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Table 2 shows that a total number of 46 teachers responded to the questionnaire. Of those, there were more female (86.9%) than male (13.1%) teachers. This seemed to suggest that there were more female teachers teaching in the Lower Primary Phase. This could be attributed to the fact that women are the more favored to teach at the Lower Primary Phase because of their nurturing and caring attitude in dealing with young children.

In support of the above observation during interviews one of the school Principals revealed that female teachers are better at teaching in the Lower Primary Phase than male teachers. He commented:

SP3 (rural school): *Lower Primary is not good to be taught by males especially grade 1s and 2s and we gave them to female teachers and they are really doing their best.*

#### 4.1.2 Age range of teachers

The age range of teachers was examined and the results are presented in Table 3.

**Table 3: Age range of teachers** n=46

Age range	Number	Percentage
Below 20 years	0	0
20-29 years	2	4.3
30-39 years	12	26.1
40-49 years	26	56.5
50-59 years	5	11.0
No response		2.1
Total	46	100

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Table 3 shows that the majority of teachers (56.5%) were between the ages of 40-49 years. These were followed by 26.1% between the ages of 30-39 years. This suggests that the majority of teachers in the Lower Primary Phase were in the middle age range and they could possibly teach PE lessons. Whilst, other teachers about 11% are in the age range of 50-59 and might not be physically active enough to teach PE effectively.

The Advisory teacher and school Principals interviewed did not agree that the age of teachers is a factor in implementing the PE syllabus in schools. They stated that what matters are the creativity, interest and love of sport. They stated:

The Advisory teacher: *It does not matter how old or young the person is, it just depends on the creativity of a person.*

SP3 (urban school): *Age does not matter, but interest and love of sport matter.*


#### 4.1.3 Qualifications and experience of teachers

The qualifications and experience of teachers were presented and analyzed according to the highest professional qualifications, qualifications in PE specialization, teaching experience and experience in PE specialization. They are presented in tables 4, 5, 6, and 8. Table 4 shows the highest professional qualification of teachers.

**Table 4: Highest professional qualification of teachers**

n=46

Qualification	Number	Percentage
BETD	38	82.6
BEEd	1	2.2
PGDE	1	2.2
Other	6	13.0

  
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The assessment of the highest professional qualifications of teachers revealed that the majority of teachers (38 or 82.6%) had Basic Education Teachers Diploma (BETD). One (2.2%) had BEEd and one (2.2%) PGDE, Six (13.0%) had other qualifications. They include Lower Primary Teaching Certificate (LPTC), Education Certificate Primary (ECP), Advanced Education Certificate (ACE) and High Primary Education Certificate (HPEC).

According to Dahlstrom (1995) these certificates were not recognized as proper qualifications for salary purposes in Namibia. They were offered at three northern teacher training colleges before the country's independence in 1990 and were all replaced by the current BETD course which was introduced after independence in 1993 to cater for basic education.

The current pre-service teacher education qualification for primary teachers in Namibia better known as BETD was introduced in January 1993 and is a three year course that places a major emphasis on curriculum theory and practice. One-third of the course is devoted to school-based studies, practical work in classrooms that accompanies academic study (Dahstrom, 1995).

Further, Wilder and Malone (2005) pointed out that the BETD is the basic qualification for all Namibian grade 1-10 teachers. It is also offered as an in-service program for unqualified or under qualified teachers in basic education and seeks to strike a balance between professional insight, skills and subject knowledge. The BETD is based on the democratic and learner-centered pedagogy that promotes active learning through understanding.



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The highest percentage of BETD holders could either be the teachers who graduated from teacher training colleges after independence or teachers who enrolled in in-service training program. The group with other qualifications did not enroll in in-service training program for some reasons such as old age after the introduction of BETD qualification in 1993.

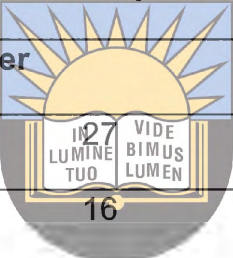
In earlier sections Table 3 showed that about 11.0% of teachers were in 50-59 age range and 2.2% did not reveal the age range, this gives a total of 13.1%. So it is likely that these are teachers with other qualifications who because they are about to retire do not consider getting better qualifications like BETD a priority any more.

#### 4.1.3.1 Qualifications of teachers in PE specialization

It is recognized that one of the key factors influencing quality curriculum implementation in schools is the qualifications of teachers in their specialized areas. However, it was stated in the introductory chapter of this study that some teachers in the Oshakati circuit do not have the necessary qualifications to implement the PE syllabus in schools. It is for this reason that the qualifications of teachers were investigated to find out their specialization in PE. Table 5 summarizes the results.

**Table 5: Qualifications of teachers in PE specialization**

n=46



PE specialization	Number	Percentage
Core	27	58.7
Minor	16	34.8
Major	0	0
Other	3	6.5
Total	46	100

The majority of teachers (58.7%) had done PE at a core level. More than half of teachers (34.8%) had a minor in PE and none of the teachers had majored in PE. Namibia's four teacher training Colleges do not offer PE as major field of study. PE is offered as a core and minor subject only. Documents analyzed revealed that the minor option is being offered only at one teacher training college in Windhoek to a limited number of students. The PE major option is offered by the University of Namibia's main campus.

This means that in Namibian context, BETD has currently two components: one is a core option that is offered to all students to have a general knowledge in PE. The

other one is the minor option offered to students to teach PE in grades 5-7. The last component is the major option offered under Bachelor of Education (BEd) program at the University of Namibia to prepare teachers to teach PE at the senior phases.

It was evident in the Ministry of Basic Education documents that the core subjects aim to equip students with the knowledge, skills and attitudes they need for the holistic development as teachers (Ministry of Education (MoE), 2006). PE minor will provide sufficient grounding to the students to enable them to teach PE in grades 5-7 (Ministry of Basic Education, Sport and Culture and Ministry of Higher Education, Training and Employment Creation, 2001).



In support of the above, an interview with the Oshakati circuit Inspector revealed that qualification wise there are no teachers with PE specialization in the circuit. But teachers were prepared to handle PE lessons from the colleges. He stated:

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*The circuit Inspector: Qualifications wise I would not say that we have specialized teachers in this subject, but what I believe is teachers are receiving a well rounded off teacher qualification at teacher training colleges.*

Similarly, the Advisory teacher reinforced the comment made by the circuit Inspector by saying that if a person was qualified to teach Lower Primary Phase, it means he/she is able to teach Physical Education, because the Basic Education Teachers Diploma (BETD) program offers Human Movement Education as part of the training for Physical Education. That is why the teachers who have undergone BETD would be able to teach Physical Education effectively since it was part of the program. There is no specific specialization apart from being a BETD graduate.

Consequently, school Principals revealed in the interviews with school Principals that as long as the teacher was trained to teach at the Lower Primary Phase he/she could be responsible for teaching PE. Lower Primary teachers were trained to teach all the subjects in a grade including PE. The following are some of their comments:

*SP2 (urban school): We do not need to look at the qualification as long as the teacher is specialized at Lower Primary Phase then automatically is qualified to teach Physical Education.*

*SP3 (urban school): Lower Primary teachers were trained to teach all the subjects in a grade in which PE is included.*



Documents analyzed revealed that in-service BETD graduates did not do Human Movement course as part of their training for PE (MoE, 2007). What this means is that all teachers who enrolled in in-service program were not prepared by the colleges to teach PE in schools. This could also be one of the contributing factors to the poor implementation of PE syllabus in the Namibian Lower Primary Phase.

In support of the above analysis the Advisory teacher concurred in the interview that teachers who have done BETD pre service were taught Human Movement Education course that prepared them to teach PE after they graduate as teachers. However, teachers who have done BETD in-service were not trained to teach PE in schools. This was also confirmed in the Ministry of Education document BETD In-service (2007) that these teachers under this program did not do PE.

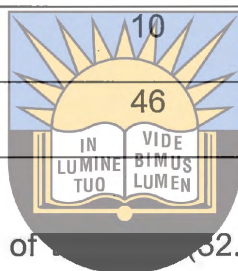
#### *4.1.3.2 Teaching experience of teachers*

In addition to finding out whether teachers are specialized in PE, the study also explored their teaching experiences. The results are shown in table 6.

**Table 6: Teaching experience of teachers**

n=46

Teaching Experience	Number	Percentage
Less than 1 year	2	4.3
1-5 years	5	10.9
6-10 years	5	10.9
11-15 years	9	19.6
16-20 years	15	32.6
Over 20 years	10	21.7
Total	46	100



The table shows that the majority of teachers (32.6%) had teaching experience of 16-20 years. This is followed by 21.7% of teachers for over 20 years. Only 4.3% of teachers had less than 1 year teaching experience.

It is worth repeating that the national teachers program, the Basic Education Teacher's Diploma (BETD) was introduced in 1993. Currently, the first group of teachers trained under this three year program has teaching experience of 14 years.

So what the above table means is that a total 45.7% of teachers had teaching experience of less than 1-15 years. Of these (45.7%), it is likely that they are in above 20-49 age range, had the BETD and had done PE as either core or minor option. The remaining 54.3% had teaching experience of 16 and above years.

There is a higher possibility that the majority of these teachers are in 50-59 age range. Some of these would have done BETD in service and others had other qualifications that were offered before the country's independence, and the majority

did not do PE as a core or minor option. As such they may not have the necessary qualifications and experience to teach PE.

#### 4.1.3.3 Experience of teachers in teaching Physical Education

The experience of teachers considered the length of time they taught PE at Lower Primary Phase was assessed and the results are presented in table 7.

**Table 7: Experience of teachers in teaching PE**

$n=46$

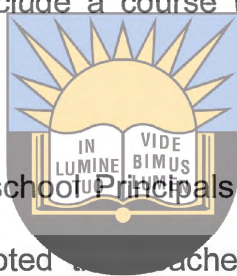
Experience in teaching PE	Number	Percentage
Less than 1 year	2	4.4
1-5 years	8	17.4
6-10 years	8	17.4
11-15 years	10	21.7
16-20 years	10	21.7
Over 20 years	8	17.4
Total	46	100

Table 7 shows that the majority of teachers 21.7% had 11-15 years experience while the same number had 16-20 years of teaching PE. The remaining 17.4% of teachers had over 20 years, 6-10 years and 1-5 years experience in teaching PE.

With regard to the introduction of the BETD program in 1993 as was discussed in earlier sections, teachers who had less than 1-15 years of teaching experience in PE are likely to have the necessary teaching experience. This is because it is likely that most teachers in the 1-15 years teaching experience category had done the BETD pre-service qualification with PE as a core or minor option. It is not likely that they

would have done the BETD in-service program. So they stand a good chance of having been prepared to teach PE in the Lower Primary Phase. The objective of the study was to assess the necessary experience needed to teach PE in the Lower Primary Phase.

Sadly, other teachers with 16 to over 20 years of teaching experience in PE may probably not have the necessary experience needed to implement the syllabus. This could mean that they did not have the BETD qualification or have done the BETD in-service program which did not include a course to prepare them to teach PE in schools.



The interviews with some of the school Principals revealed that experience differs from teacher to teacher. They noted that teachers who experienced success in sports and liked sports at the time they were in the teacher training colleges are likely to teach PE very well. The following are some of their comments:

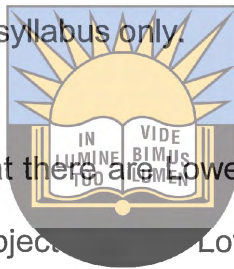
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*SP3 (urban school): Experience differs from teacher to teacher; Physical Education is more related to Sport. Teachers who do not like sport then the experience would be different than the one that like sport.*

*SP4 (rural school): There are teachers who have sport at heart, they are doing a good job unlike the teachers who do not like sport at all, sometimes they just sit down and tell learners to go and play on their own.*

## 4.2 In-service training of teachers

The in-service training of teachers should be regarded as continuing education and it is an essential component of basic education. Teachers were asked about the in-service training they received in PE in the last five years and the responses are presented as follows: The majority of teachers (80.4%) have not received any in-service training in PE in the last five years. Only 19.6% of the teachers received in-service training in the form of workshops. Teachers revealed that the training was general on how to integrate all subjects in the Lower Primary Phase not specific to implement the Physical Education syllabus only.



The circuit Inspector confirmed that there are Lower Primary Advisory teachers who offer in-service training in all subjects in Lower Primary but not specifically Physical Education alone.

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*The circuit Inspector: These advisory teachers in the Lower Primary are the ones catering for the needs of teachers. When there is training for Lower Primary school teachers it is in all subjects. It is not for specific subject that is, it is not for example in Mother tongue or in English or in Sciences like in the case in the Junior Secondary and Upper Primary. In grade 1-4 they are getting this training as one.*

An interview with the Advisory teacher revealed that curriculum developers plan for various workshops or training in particular subjects. However, she pointed out that she had taught for nine years but had not attended any in-service training specifically for PE. The only workshop she attended on PE was given during the revised curriculum. But now that she is an Advisory teacher of the Lower Primary Phase she was asked if there should be a plan for a PE workshop. She said that there was a need, but funding was a problem. She commented:

*The Advisory teacher: We usually recommend workshops but normally the workshops that I have seen being recommended are in the Language Mother tongue, English then Mathematics, but I hardly find workshops being recommended for other subjects like Arts, Religious and Moral Education, Environment studies and PE.*

Interviews with the school Principals revealed that there was no in-service training of teachers specifically for PE in the Lower Primary Phase; it was usually workshops for all subjects in the Lower Primary Phase including PE. However there were some Principals who said that previously, they used to have specific workshops for PE.

The following is a comment from one of them:

SP1 (rural school): *We used to have training and workshops in PE activities but nowadays we do not receive invitation to such workshops.*



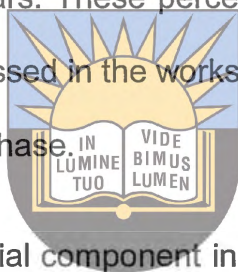
In discussions held with teachers a concern was raised that the Ministry of Education has ignored Physical Education teachers by not updating their knowledge and skills but has rather focused on Environmental study, Oshikwanyama, English and Mathematics. Yet majority of these teachers who are teaching PE finished college many years back.

In response to the above concern the circuit Inspector said that when a Lower Primary school teacher is called for training then definitely that includes also PE. The current trend in the region is that all newly appointed teachers receive training or some form of orientation at the beginning of the year.

The purpose of this section was to find out whether teachers are receiving in-service training in PE. The results however are not very clear as to what is really happening with regard to workshops and other in-service training in PE. As was revealed in the last section, there is high possibility that 39.1% of Lower Primary school teachers in

this study alone that did not have the necessary qualifications and experience to implement PE syllabus in the Oshakati circuit. These figures are quite high and require a drastic step to make sure that teachers are given the opportunity to upgrade themselves in the most needed skills and knowledge.

The circuit Inspector, Advisory teacher and school Principals confirmed that there are no specific workshops in PE organized for teachers in the Lower Primary Phase. At the same time, it was also evident that 80.4% did not receive any in-service training in PE for the past five years. These percentages are an indication that the needs of PE were not being addressed in the workshops that had been organized for all subjects in the Lower Primary Phase.



In-service training is a very essential component in the delivery of quality education, where teachers can get continuing training in areas such as PE to upgrade the skills and knowledge. Many teachers who were interviewed have expressed the need for specific training in PE. Most of them asked for workshops to be organized for them so that they would be able to implement the syllabus and achieve the objectives as outlined in the curriculum. It is not only teachers, but even some schools Principals have suggested holding specific workshops in the Lower Primary Phase. The following is a comment from one of the participating school Principals:

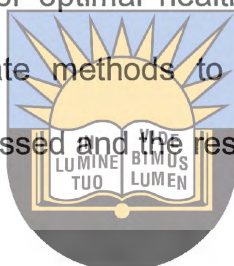
*SP4 (rural school): There is a need for different specific subjects workshops at Lower Primary Phase not for PE only but specific workshop for example on Mathematics, on Oshindonga or Physical Education and other subjects.*

In summary, it is quite clear that there is a need for in-service training from the relevant authorities and policy makers to address the specific challenges that are being faced by teachers in all teaching areas including PE in the Lower Primary.

### 4.3 Methods and strategies teachers use to plan and deliver of PE lessons

It is of paramount importance that a relevant and good foundation in PE is cultivated in all schools in order to create and maintain a healthy lifestyle among school going children. This may be realized through effective teaching practices that give the teacher the opportunity to plan and then deliver lessons that meet the needs of all individual learners and produce positive learning outcomes (Borich, 1996).

PE lessons are the ideal setting for improving learners' fundamental movement skills and increasing physical activity for optimal health. Well trained, experienced and qualified teachers use appropriate methods to implement the syllabus. These methods and strategies were assessed and the results are presented in the following sections.



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### 4.3.1 Planning and delivery of PE lessons *Together in Excellence*

In order to gain an understanding of the methods and strategies teachers use to plan and deliver the lessons, teachers were asked to comment on how they plan and deliver their lessons. Some teachers stated that when they plan for lessons in PE, they use the scheme of work to get a theme, topic, approach and materials to use.

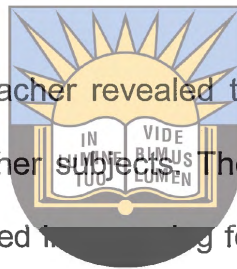
Some of the teachers said that they do a weekly lesson plan using the syllabus and the scheme of work. They draw up a lesson plan that spells out the teacher's activities and learners activities. This means that the lesson plan shows clearly what the teacher and learners are supposed to do in the lesson.

To deliver PE lessons, teachers revealed that they first introduce the lesson and demonstrate to learners how the activities should be done. Some teachers have demonstrated that they first write the lesson plan; practice some activities on their

own before they do them with learners, do warm-up activities with a whole group and start with a lesson or activities as planned. The following are some of their comments:

ST1 (rural school): *I do my weekly lesson plan using syllabus, scheme of work and thematic scheme of work. I indicate teacher's activities and learners activities. First I introduce the lesson and show the learners how they should do their activities.*

ST7 (urban school): *I first write my lessons in a lesson plan format. I practice some activities on my own before I do them with my learners. I first do warm-up activities with a whole group and start with my lesson or activities as planned.*



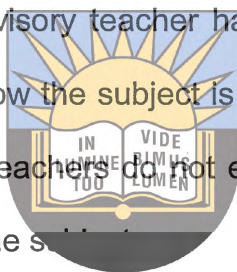
An interview with the Advisory teacher revealed that there is no difference in the preparation of PE lessons and other subjects. The procedure which is followed in other subjects is the same one used in planning for PE lessons. Under the revised curriculum teachers in the University of Port Harcourt are required to prepare their lessons on a weekly basis. For example PE has only two periods per week, it means that the teacher would plan a weekly lesson plan for two days. However, if it is a double period on the timetable then the teacher would plan a lesson for two periods.

Interviews with some school Principals concurred with the Advisory teacher's comment that PE must be planned in the same way as other subjects. It is planned as other subjects are planned. Some of school Principals expressed the view that, sometimes the planning on paper is totally different from what happens in practice. Sometimes the plan is very good on paper but there is no implementation as such or what is being done is totally different from the planning on paper. The school Principals stated that they usually advise teachers on the fact that the lesson plan should go hand in hand with the scheme of work and in line with the syllabus.

An interview with the Advisory teacher further revealed that she had never observed a teacher teaching Physical Education during school visits. It is not clear how she came to know that PE is being planned and taught like other subjects given the fact that she had not observed a PE class. Her comment was:

*The Advisory teacher: I have to observe certain lessons in schools and it is very hard for me to find a teacher teaching Physical Education most of the time that we go there. Hence, I have not observed one teaching PE.*

This is an admission from the Advisory teacher that she did not observe teachers teaching PE in schools. If the Advisory teacher has never observed a PE lesson, then whose task is it to oversee how the subject is being implemented in the Lower Primary phase? It could be that teachers do not even teach PE because they are not held accountable for ignoring the subject.



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The Advisory teacher for the Lower Primary Phase is responsible for all subjects including PE; if she did not observe the PE lesson it is likely that nobody else in the advisory capacity has observed the lessons. This shows that there is a gap that needs to be filled as a matter of urgency.

However the Advisory teacher also stated that during school visits they are required to look at the preparation file and the lesson preparation book for each subject to see how each subject is planned and how the activities are done. For example if there are some components missing in the PE lesson plan then they recommend better ways to plan. However, she did not state categorically clear that she has noticed missing gaps in the PE lesson plan files.

The circuit Inspector observed that the planning and delivery of PE lessons in the Lower Primary is much better than in the Upper Phases. His comment was as follows:

*The circuit Inspector: I would say the planning and delivery of Physical Education lessons in the Lower Primary Phase is much better than in the Junior Secondary and the Upper Primary. Simply because the class teacher, the grade 1-4 teacher is going out with her/his learners into the field and there the teacher has planned that today we will play for example cat and mouse. It is more structured and well planned than the Junior Secondary and Upper Primary where children are just left on their own. Sometimes even when you go into the lesson plans of the teachers, you see activities like jumping, running and others are included.*



However, discussions held with some teachers in the Lower Primary Phase revealed that their schools did not do some curriculum activities due to the limited facilities and equipment. The issue of limited facilities and equipment in schools hinders effective delivery of lessons. If there are inadequate facilities and equipment in schools evidently the teaching of PE will not achieve the objectives stated in the syllabus. The following is a comment from one of the teacher participants:

*ST35 (urban school): I think other schools are teaching all PE syllabus activities because their schools have facilities and equipment. Our school is new that is why may be we do not have necessary facilities like other schools. This means that PE here is very different one from other schools because we are not doing all curriculum activities due to the fact that we do not have facilities.*

Documents analyzed especially teachers' lesson plans revealed that PE teachers use the formal lesson plan like other subjects and these are the plans they use when it comes to lesson presentation.

### 4.3.2 Teaching methods

An assessment of teaching methods of teachers was carried out to find out what methods are used frequently by teachers in delivering PE lessons; results are shown in table 8.

**Table 8: Teaching methods**

$n=46$

Methods	Number	Percentage
Question and answer	8	17.4
Lecture	0	0
Practical work in class	9	19.6
Whole group instruction	15	32.6
Discovery activities	3	6.5
Group projects	1	4.3
Demonstration	8	17.4
Never	1	2.2
Total	46	100

Table 8 shows that the majority of teachers (32.6%) use whole group instruction. Followed by practical work in class (19.6%) and both demonstration and question and answer (17.4%). None of the teachers use lecture method.

It is not surprising that teachers do not use the lecture method because PE is regarded as a practical subject in schools, so this could be the reason why teachers did not opt for the lecture method. However, this does not imply that Lower Primary school teachers use only one method. The question sought to find out the most frequently used teaching methods in PE.

Teachers' lesson plans analyzed showed that demonstration is often the most used method in PE lessons. This was revealed in the lesson plans that were drawn up and used in the lessons by some teachers in Lower Primary Phase.

Interviews with some school Principals revealed that some PE teachers, especially some female ones do not like to stand in the sun. Most of the time, they sit under a tree and watch the learners play a ball game without any demonstration.

This was also evident in the questionnaire where some of teacher participants commented that at times it is too sunny and they saw the need for PE classes to be held in the shade. The following comment was made by one of the teacher participants in this regard:



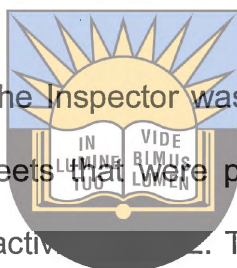
ST13 (rural school): *Many times it is sunny during hot season and we want to have Physical Education in the shade because outside is too hot. If we use shade near classes we may disturb other classes.*

Some school Principals stated that some teachers who love sport always demonstrate to learners how to play a game. It has already been stated in the previous section that sometimes the plan is good but what is in the plan is not practiced and vice versa.

So is possible that the teacher may select a certain method, for instance demonstration but during the lesson the teacher fails to demonstrate to the learners because of factors such as too much sun or their physical ability not allowing them to demonstrate. Some school Principals were of the opinion that teachers can even use the active learners to demonstrate to others so long as they provide clear instructions.

There were some challenges that were identified in the interviews with the circuit Inspector on planning and deliver of PE lessons. He pointed out that one problem of teaching PE in schools is that the learning objectives are not explained to the learners. He made the following comment on the learning objectives:

*The circuit Inspector: Learners could be told, for example: "today we are going for exercise activities and the reason why we are doing these exercises is for the muscle endurance, flexibility and body strength". Children are not given such information. They just made to play a game. If the learning objectives and competencies are explained to learners and they know why the activity is important and how it will assist them in their future lives, then there will be more enthusiasm.*



Another challenge mentioned by the Inspector was about assessment. He learned from the schools' assessment sheets that were provided to the circuit office that teachers do not assess learners' activities. They are only getting marks from the air. He made the following comment on this:

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*The circuit Inspector: It is now our challenge to assist teachers on how to do the assessment because currently I am sure they are just grabbing marks from the air.*

Similarly, interviews with some school Principals concurred with the circuit Inspector. They said that when it comes to assessment marks are fabricated, by the teachers. Because sometimes one finds that all the learners have similar grades for example Bs as if they have the same ability and same level of performance. The following is a comment from one of participant school Principals in this regard:

*SP3 (urban school): If you take learners to the sport field give them the ball they will play this ball at different pace, different level, some are good, some are better, some are weak, some are poor therefore they cannot all have B grades. I have also called some of these teachers in the office to ask why learners got the same grade; do they play the same, do they have the same skill? From there I learned that these teachers did not assess learners while they are playing, they only fabricated the marks especially for those that do not like sport.*

This was also revealed by the assessment sheet provided by the schools to the circuit office that learners were given similar grades in Physical Education.

It was evident in the interview with the circuit Inspector, school Principals and documents analyzed such as the assessment sheets provided by the schools to the circuit office that indeed there is a need for training on how assessment should be done in PE. It is equally hoped that this type of training would be welcomed by all teachers in the Lower Primary Phase. This is attributed to the number of teachers who have not attended any workshop in Physical Education in the last five years in which assessment needs could have been addressed.



During discussions teachers emphasized the need for specific workshops in Physical Education teaching methods. These would eliminate the problem of giving similar grades to all learners in the PE subject with proper assessment being carried out as it was indicated by the circuit Inspector and some school Principals.

#### **4.4 PE equipment and facilities available in Lower Primary Phase**

Among the problems identified is a lack of PE equipment and facilities in the Lower Primary Phase in the Oshakati circuit. The study sought to assess what teachers do in cases of inadequate equipment, since the scarcity of equipment is likely to affect the full implementation of the syllabus in schools.

##### **4.4.1 Teachers were asked to list all the equipment and facilities available in Lower Primary Phase, results are shown in table 9.**

**Table 9: Use of equipment and facilities available in the Lower Primary**

Name of school	Location	Facilities	Equipment
Amutanga . CS	Rural school	Classrooms	Skipping ropes, stones, sticks, palm leave, bean bags, palm fruit, balls
Ehenye JPS	Urban school	Netball court, soccer field, volleyball court, long jump track, running track	Drums, skipping ropes, soccer balls, netball, volleyball, whistle, bean bag, hoops, hurdles, cones
Ekamba JPS	Rural school	Soccer field, playground	Balls, ropes
Emono CPS	Rural school	Playground	Balls, ropes, drum
Erundu CS	Urban school	Soccer field, rugby field, netball court	Balls, hoops, boxes, benches, logs, tires
liviyongo CS	Rural school	They did not indicate	They did not indicate
Joseph Mbangula JPS	Rural school	Soccer field, netball court	Balls, ropes, cricket equipment, netball, soccer balls
Okatana JPS	Rural school	Netball court, soccer field	Soccer balls, soccer outfits, netballs, cricket equipment, wickets, bats, volleyballs
Ondjodjo CS	Rural school	School ground	A ball, ropes, bicycle wheel, stones, palm fruit
Oniimwandi JPS	Rural school	They did not indicate	Balls, palm leaves
Oshakati JPS	Urban school	Playground, classroom	Soccer clothes, skipping ropes, toys, soccer balls, cricket equipment, ropes, bean bags, palm fruit
Oshakati West JPS	Urban school	They did not indicate	Hoops, soccer balls, skipping ropes, whistles, pump

Table 9 revealed Soccer fields and Netball courts as the most frequently reported facilities in schools. Further, balls especially soccer balls were noted to be the most common equipment available in schools. However, other equipment such as Skipping ropes and Hoops were also available in small quantities at some schools.

An interview with the Advisory teacher said that she could not really tell what facilities were available because they varied from school to school. But from the training that they got at college they were required to use bean bags, bottle tops, rulers and to have a playground or enough space where learners could work. She further said that other facilities or equipment which could also be used were balls with which to play various games.

The circuit Inspector concurred that the Ministry of Education has not provided any facilities and equipment for PE in schools. He made the following comment in relation to provision of equipment and facilities for PE:

*The circuit Inspector: Facilities and equipment that is something as a Ministry we are far behind. We are not providing any facilities or equipment when it comes to PE. When we look at the curriculum, there are very expensive equipment that are required for example bars, hoops, mats, planks, and other equipment and apparatus. They are not provided by the Ministry. Teachers can improvise other items such as bean bags which are inexpensive equipment to use in their classes because the Ministry did not plan to provide equipment and facilities for PE, the plan is not there.*

Some of the school Principals agreed that people were focusing more on textbooks, on reading materials, writing materials and they ignored subjects like PE. Even the Government has not provided anything for PE. It did not give balls, ropes, roller hoops. If it could give that type of equipment Physical Education would be enjoyable to the learners as well as teachers



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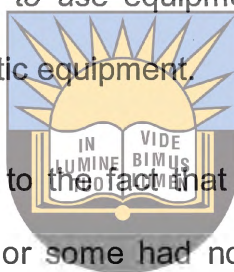
The problem of facilities and equipment was expressed also during discussions with teachers in schools. With inadequate facilities and equipment many teachers have opted to use local materials to improvise for teaching aids. The following is a comment from one of the teachers:

*ST40 (rural school): The problem is that we do not have enough equipment and facilities. There is not even a swimming pool to implement the syllabus. The subject is good but the facilities and equipment we do not have and schools do not have any money to buy these shot put and other equipment. We only use the balls and rope from the palm leaves like that.*

The lack of adequate facilities was also expressed by learners themselves. This was evident in the focus group interviews with grade 4 learners where they suggested that schools build soccer fields and basketball courts.

The circuit Inspector stated that in Namibia when it comes to PE facilities one could say about 90% to 95% of the schools are just using the school grounds without other essential facilities. The remaining 5% of the schools that still use gymnasiums are former white schools that have these facilities all along.

The circuit Inspector noted that even some of the schools which had facilities previously now have to use obsolete and damaged equipment. He visited one school with a fully fledged gymnasium in place but the school could not use it because teachers were not trained in how to use equipment such as the climbing hoops, balancing beam and other gymnastic equipment.



However, this could be attributed to the fact that most teachers in the circuit had done the BETD with core option or some had not done any course in PE at all. Hence they did not know how to use the equipment because they were not trained in the area of gymnastics. Ironically, the study revealed that in some schools in the circuit some PE facilities have been turned into classrooms. The following comment from the circuit Inspector confirmed this when he stated:

*The circuit Inspector: We had a small gymnasium at Erundu Senior Secondary school, that one we had to turn it into a small examination room. It was round about two classrooms size, round about 32 square meters so you could sit about sixty learners in it. It had to be converted into a mini-hall for examination purposes.*

The circuit Inspector suggested that the Ministry of Education could at least provide certain basic facilities and equipment to schools such as soccer balls, volleyballs, sport outfits and other basic equipment. Then, schools would definitely see the difference and change their perception that even the Ministry is serious about providing equipment for PE in schools.

He applauded the effort of the private sector in providing equipment to support schools in the circuit. He gave an example of Standard Bank that provided equipment for hockey and golf and Bank Windhoek provided equipment for cricket in the schools. It was quite successful where schools were using this equipment to train learners in hockey, golf and cricket. He made the following comment:

The circuit Inspector: *I know Standard Bank hockey and Bank Windhoek cricket projects that are in some of our schools and it is quite successful. Even the rural schools could select national players in that particular sport code. I know for example Kandjengedi Primary had many national players in the national team for hockey. Erundu Secondary is with golf and cricket. They also have I think two to three players on the national teams under fifteen. I am saying that if equipment and facilities are provided things will be better.*



#### 4.4.2 Teachers' options when equipment is not adequate

In the questionnaire teachers were asked to state what they use in teaching PE in case of inadequate equipment. The responses are shown in table 10.

**Table 10: Teachers' options when equipment are not adequate**  $n=46$

Option	Number	Percentage
Use the school budget	21	45.7
Repair usable equipment	2	4.3
Improvise by using local materials	16	34.8
Ask learners to bring equipment from home	7	15.2
Total	46	100

Table 10 shows that most teachers (45.7%) use the school development fund to purchase some balls for their classes. Some teachers (34.8%) improvise using local materials while others (15.2%) request learners to bring equipment from home.

Interviews with some of the school Principals confirmed that when a teacher does not have the equipment to use in PE lessons for example balls or other basic equipment, the school uses its limited development fund to buy the equipment. Sometimes teachers attempt to get other inexpensive equipment for themselves because they are supposed to improvise their teaching aids.

The following statements from some of the participant school Principals confirm that sometimes schools use their limited development funds to purchase PE equipment:



SP1 (rural school): *We have the school development fund we can take some money to buy the items which are used in the subject.*

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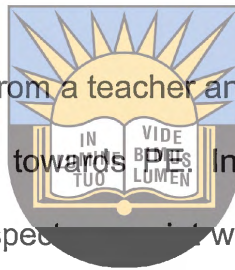
SP4 (rural school): *My dear schools are struggling on their own if the school is not having enough funds to buy its own equipment then the school has to suffer.*

Discussions revealed that the majority of teachers were taught to improvise and become resourceful to implement the PE syllabus. This was evident in the previous section of this study that BETD graduates were taught how to improvise and use local materials in PE.

Other groups of teachers who do not have the necessary qualifications and experience might find it difficult to produce their own teaching materials. However, there is a higher possibility that they would depend on the school development fund or ask learners to bring equipment from home.

It can be argued that if schools do not have enough funds to buy the needed equipment and considering the fact that there are no specific workshops for PE in the Lower Primary Phase, teachers may get frustrated and lost interest. This was evident in the questionnaire responses of teachers where a comment was made by one of the participant teachers that she even hated PE lessons and wished it would be cancelled because there are many problems. The following is her comment:

ST40 (rural school): *I face many problems like we do not know how to teach this subject. There is lack of training. I even hate the lesson of PE I wish this lesson should be cancelled.*



This sounds very serious coming from a teacher and shows the negative attitude that particular teacher has developed towards PE. In support of the above argument during an interview with circuit Inspector [redacted] it was made that most teachers have given up teaching Physical Education in schools because of the lack of adequate equipment and other support towards PE. The following statements from the circuit Inspector confirm that:

*The circuit Inspector: I think one of the challenges is when we split the Ministry way back in 1995 after election because we had the Ministry of Basic Education, Sport and Culture, things were much better. But when they split and put Sport under Ministry of Youth, Sport and Culture is where a lot of teachers have become uncertain of where they belong. They got a feeling that they are not paid by the Ministry of Sport, it should appoint its own teachers for PE. Few teachers that are still teaching PE up to date are simply sport men and women who love sports.*

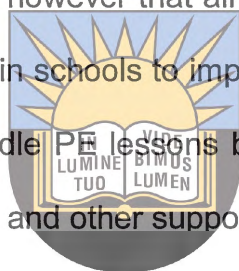
He continued:

*The circuit or the region cannot solve that problem it needs to be sorted out at the national level. For example if the Ministry of Sport can appoint Physical Education teachers for instance one responsible for a cluster of schools three to four schools which are close to one another. They move around schools in the circuit. I think it will improve sport/Physical Education. At the moment, you cannot divorce Physical Education from sport. However, it is true as a Ministry we have that curriculum obligation to prepare the children for the total development in schools unfortunately majority of teachers do not think like that.*

Interviews with some school Principals revealed that some teachers use the Physical Education period for English or Mathematics or other promotional subjects. This is observed from the following statement by one of the participant Principals:

SP4 (rural school): *Sometimes you find a teacher instead of going to PE he/she is teaching English or Mathematic or other promotional subjects and then at the end of the day PE is not given the attention which it deserves. It is because Lower Primary school teacher is the boss of the classroom most of the times, you are in the office instead of the teacher to teach one subject the teacher is just busy with other subjects mostly the promotional subjects.*

Discussion with teachers revealed however that all that is needed is the provision of adequate equipment and facilities in schools to implement the syllabus. The majority of teachers were prepared to handle PE lessons but the only problem they face is the limited equipment and facilities and other support such as workshops in schools.



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### 4.4.3 The use of equipment and facilities *No facilities in Excellence*

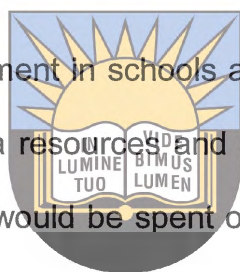
Teachers were asked to comment on the use of equipment and facilities in schools. It was revealed that because of inadequate equipment and facilities in the Oshakati circuit some schools use community facilities to enrich the school curriculum. For example some schools use the Oshakati sport stadium for athletics, soccer and netball activities during official working hours. But the distance from schools to the stadium discouraged some teachers from taking the learners there for PE lessons. They complained about the time it takes to walk from the schools to the stadium and back to schools for other periods.

This was evident in the comments made by teachers that they were left with no option but to use the limited facilities and thereby offer limited PE curriculum activities. The following is a comment from one of the participant teachers:

ST35 (urban school): *Compare to the school where I was last year it was better, because we had facilities to implement the curriculum. Even the scheme of work that we have drawn up, it covered all the sections for example today I do section A or section B or C. We only excluded those sections like Swimming, Gymnastics because we did not have facilities at all, we took those out. But here I am telling you, is not possible to do all sections.*

He further reiterated:

*For example if you are having a period of 40 minutes and you want learners to practice Sprint or Athletics and from here to the field which is Oshakati stadium is already something like 800 meters away almost a kilometer then you will not do anything at all. We only focus on the games and other things which can just be done at a limited space.*



Since there is no adequate equipment in schools as revealed above, some schools do not find it necessary to have a resources and equipment committee that would determine how and when money would be spent on resources and equipment. The committee is supposed to order equipment and inspect equipment periodically to ensure its safety for use.

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It was evident in the interview with some school Principals that they are required to have a sport committee at school but this committee is not responsible for Lower Primary equipment; it is responsible for school sport teams for example the school soccer team. The Lower Primary class teacher is the one responsible for his/her equipment. The following is a comment from one of the participant school Principals:

SP3 (urban school): *We have a sport committee, but sport committee does not really interfere with Lower Primary equipment or PE. Because sport committee will only look at school outfit, balls may be for Soccer, Netball and Basketball for school teams. But if you look at our small ones they do not play Basketball and Soccer using big balls. We are talking about Tennis balls those small ones, roller hoops and skipping ropes. Sport organizer will not have time to look at ropes and hoops, the Lower Primary teacher will take care of equipment for his/her class.*

Sadly, the lack of adequate equipment could be a reason why some teachers feel that there is no need for a committee because there is nothing much to order or inspect. Interviews with some school principals revealed that there are sport organizers who are responsible for ordering and inspecting sport equipment for schools. They said that a sport organizer deals with all the needs of the school including Physical Education.

In the questionnaire teachers were asked to state if there are storerooms in their schools where PE equipment are kept safely. It was revealed that most schools do not have storerooms for equipment and other PE resources. This could also be attributed to the fact that there is no need for the storerooms because there is nothing to store. The limited equipment available is kept in the classrooms or in the offices of the school Principals.



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The circuit Inspector, school Principals and teachers expressed similar concerns that if equipment were available then PE would be an enjoyable subject for learners and teachers. This lack of equipment is the reason why one could find that in most schools PE teachers only teach soccer or every day learners run because they do not have the equipment to use.

This means that the PE syllabus is not being implemented fully in schools and that only some activities are being done repeatedly while others are excluded. It was evident that learners repeatedly do the same activity during PE periods. They either played soccer; especially the boys or the girls did traditional dances using a drum or nothing at all.

#### 4.5 Support provided by the circuit and school Principals in the implementation of Physical Education

The study proceeded further to find out the support provided by the circuit and school Principals for the implementation of the PE syllabus in the Oshakati circuit. It is necessary that the circuit and schools put in place support mechanisms to help teachers implement the syllabus and achieve its targeted objectives. Interviews with the circuit Inspector and school Principals revealed the availability of the following support mechanisms: Ministerial documents, monitoring and evaluation and advice.

##### 4.5.1 Ministry documents

An interview with the circuit Inspector on support mechanisms showed that the Ministry has put in place the necessary support guide like the syllabi as well as the scheme of work. In support of the above, interviews with school Principals revealed that the relevant ministerial documents were provided. They stated that the circuit provided the syllabus and the assessment sheet to be used by teachers.

It was also evident during discussions that some of the teachers were provided with the syllabus, assessment sheets and scheme of work. However, some teachers stated in the questionnaire that they needed to be provided with the subject guide and teachers' manual. The following are statements from three of the participant teachers:

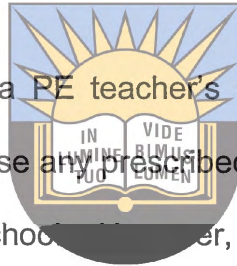
ST29 (urban school): *There is no teacher's guide and manual provided by the circuit.*

ST32 (urban school): *We need to order PE materials like teacher's guide and learner's textbook but the catalogue is not provided at our school.*

ST41 (rural school): *There is no teacher's guide provided at our school.*

When the Advisory teacher was asked in interview about the absence of a teacher's guide she said that she only knows about the scheme of work and subject guide but not the teacher's guide. The following is her comment regarding that:

*The Advisory teacher: I only know about the curriculum, thematic scheme of work and Physical Education syllabus guide. Syllabus guide is having a list of activities, games that guide the teacher to plan accordingly; you can just choose what type of activity is suitable for your particular grade in the Lower Primary Phase. But a teacher's guide for instance English teacher's guide like that one, well all subjects are provided with syllabus guides and there are some subjects which are provided with teachers' guide. I think here is the teacher's guide we do not have the teacher's guide for Physical Education but the syllabus guide.*



The main reason for not having a PE teacher's guide as in the case of English subject was that teachers do not use any prescribed textbooks in PE so there are no textbooks for learners to use in school. However, some of the teachers expressed the wish to have them. This was evident in the questionnaire responses. The following are comments from some of the participant teachers:

*ST3 (rural school): PE in Lower Primary Phase should include equipment as well as textbook and teacher guides.*

*ST1 (rural school): My problem is that I don't have PE teachers book, no enough equipments and never attended workshop of Physical Education.*

This shows that PE is not treated as an important subject in the schools curriculum. There are many problems that teachers encounter in teaching PE in the Lower Primary Phase. The above statements confirm that teachers are not supported at all.

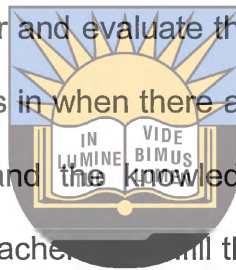
#### 4.5.2 Monitoring and evaluation

Monitoring is about determining whether the policies agreed on are being implemented. Evaluation uses evidence from monitoring to determine whether those policies are the right ones to achieve the stated objectives (Russell cited in Cross,

1998). Monitoring and evaluation of the curriculum is an essential part of quality control for the school and the subjects. There should be, therefore, a whole-school policy on this and the Advisory teacher is expected to contribute (Cross, 1998).

The circuit Inspector however explained that the other support mechanism is through monitoring and evaluation. He revealed that school Principals have a direct responsibility to make sure that teaching and learning is taking place in schools.

It is also a direct responsibility of the circuit Inspector but at the school level it is the school Principals that must monitor and evaluate the teaching and learning process. The circuit inspector usually comes in when there are queries or there are questions about the capability, the skills, and the knowledge of a particular teacher. For example, whether that the class teacher will the curriculum requirements in the school.



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Specifically, if a teacher of PE does not have the capability or skills and necessary knowledge to implement the curriculum as required then the circuit Inspector will lodge an investigation about that particular teacher and make his/her findings to the office of the Director. But that is basically the support the circuit provides on monitoring and evaluation.

Interviews with the school Principals revealed that monitoring and class visits should be done to see how the teacher is teaching and recording marks and then if a teacher is struggling then the office should support the teacher in implementing the syllabus. The following is a comment from one of the participant Principals:

*SP1 (rural school): I think to do a class visit on Physical Education is very necessary to see what the teacher teaches the learners and to make sure that the teaching and learning is being done.*

Another school Principal suggested that the Principal, Head of Department and Lower Primary Phase heads be responsible for conducting class visits to detect the problems facing teachers in their subjects and try to help them. The following are his comments in that regard:

*SP4 (rural school): The Principal, Head of Department and Phase head are given that responsibility to conduct class visit and the aim of the class visit is to detect where the particular teacher is having problems and try to help him/her.*

But there are still some school Principals who do not do any class visit in PE. For example one school Principal said that they planned to do a class visit on PE. Her comment was:



*SP1 (rural school): We did not do class visits in this subject but we plan to do it.*

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It is the idea of the researcher that monitoring and class evaluation are supposed to be systematic and on-going to provide constructive and developmental feedback to the school and subject teachers. But it seemed that the circuit and school Principals were only aware of the importance of monitoring and class visits but in reality they did not do it. There was no evidence to establish that the circuit, Advisory teacher and school Principals are monitoring and evaluating PE implementation. For instance the Advisory teacher commented that she had never observed PE lesson during school visits. The following is her comment in that regard:

*The Advisory teacher: When we go to visit teachers in schools and observe certain lessons it is very hard for me to find a teacher teaching PE most of the time that we go there.*

An interview with the circuit Inspector supported the above point that schools are not trying to develop the child holistically, although teachers were allocated to teach these non-examinable subjects from grade 1-12 and even Physical Education is allocated a teacher and appears on the timetable. Whenever the circuit Inspector is doing the necessary intervention at schools, mainly during school visits, school inspections and even national inspections he experienced a problem of school Principals and teachers not fully implementing the curriculum.

As a result of this, in 2008 the Ministry of Education came up with the evaluation instruments which are old normal class visit reports. The circuit Inspector further revealed that there are three different types of instruments in use; one is for Lower Primary, another one is for promotional subjects in the grade 5-12 and the last one is for non-examinable or non-promotional subjects. This is another intervention from the Ministry to show the school Principals and teachers that the Ministry is serious about curriculum implementation in schools.



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The problem of school Principals and teachers not fully implementing the PE syllabus has raised many questions. However in an interview, the circuit Inspector pointed out the shortage of specially trained teachers for example Music teachers, PE teachers and teachers for other non-examinable subjects. He said that during their school days there were these specific subject teachers and they had knowledge and skills.

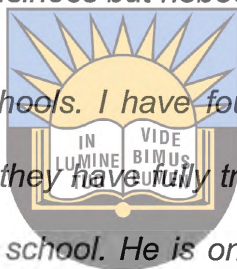
Another issue he pointed out was staffing norms that each school has its own number of learners and some teachers were just given these non-examinable subjects without considering if they have the knowledge and skills to teach the particular subject. The following is his comment in that regard:

*The circuit Inspector: You know in the older days we had these specific teachers, we had Music teacher, Art teachers, Guidance teachers and Physical Education/Sport code teachers. They were at our schools when I was for example in school, and these teachers had specialized at tertiary level in these subjects. They had the knowledge and skills in order to give proper lesson. I do not know in the curriculum of the colleges, I think a lot of preparation is not being done.*

He added:

*When it comes to staffing norms each school has a certain establishment according to the total number of learners. When this happens then each teacher has his/her major subject which is a promotional subject now all these non-examinable subjects are being added on to teachers in order to make up for not to have too much low teaching load. It boils down to a situation that it is everybody's business but nobody is doing it.*

*That is the current situation in schools. I have found few schools in the south for example in Khomas region where they have fully trained PE teacher and he is even coming in tracksuit and tackies to school. He is on the field the whole day morning up to afternoon and children are coming at the field classes after classes.*



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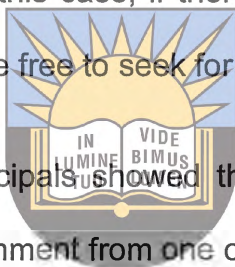
Various explanations stated above have emphasized the need for school and class visits to help teachers who are facing difficulties in their classrooms. There was no clear evidence that class visits were done in PE especially some of the participants revealed that they had never observed a PE lesson in schools. Even some school Principals said that they did not do any class visit in PE but they were planning to do them. Looking at all these comments it seems that teachers teaching PE are on their own and nobody bothers to see what they are doing in their lessons. The next support mechanism is advice.

### 4.5.3 Advice

Advice is offered on how to manage schools, teachers and the subject, which includes guidance from experts in management and PE suitable for the inexperienced and non-specialist teachers (Raymond, 1998).

As one of the support mechanisms the circuit provides to PE syllabus implementation, the circuit Inspector explained that when school Principals fail to get solutions to issues regarding the training needs of teachers they can consult the circuit for advice. For example in this case, if there is a very specific training need when it comes to PE, Principals are free to seek for advice from the circuit office.

Interviews with some school Principals showed that the circuit and region do not support PE. The following is a comment from one of the participant Principals:



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*SP4 (rural school): I have been a teacher for something like twenty years but I have never seen a circuit supporting PE. I moved from one school to another and I think this is my third school and I have never come across a region or circuit supporting PE, only the school itself.*

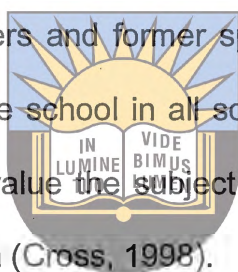
The General views of some teachers are that apart from the ministerial documents from the circuit, there is no other specific support toward PE implementation. The proof of advice given to schools was not evident in interviews with school Principals and teachers. Such advice might be referring to possible comment on teachers' subject knowledge, experience, lesson planning, creativity and improvisation for PE equipment and general class management.

The previous sections of this study where comments were made that some school Principals and the Advisory teacher did not do any class visit or see a teacher teaching PE in schools, is an indication that no advice was provided because they

failed to observe teachers teaching PE. Unfortunately, teachers could not get advice on these important points mentioned above.

Further positive reinforcement such as practical and detailed advice for teachers on improving their classroom instructional delivery is needed. This is important to ensure that teachers' subject knowledge is adequate to deliver the lesson in a stimulating way.

Other support can be sought from the community especially, the children's parents, sport club coaches, sport managers and former sport players. Usually, community members are willing to support the school in all sorts of ways to contribute to their children's education. In order to value the subject they need to know about it and realize that it benefits their children (Cross, 1998).



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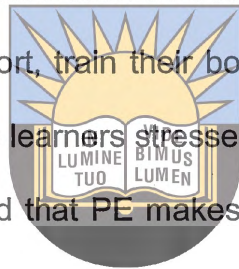
In the questionnaire completed by teachers, the point of community support was mentioned. One teacher revealed that she once sought for advice on traditional dancing from one of the community members but he refused to come and help the teacher because he is aging. However the teacher stated further that she used to encourage children to learn traditional dances from their parents so that they could teach their teachers at school. The following is a comment from one of teachers:

*ST10 (rural school): Sometimes when I prepare a lesson or activity which I do not have enough experience for example traditional dance, I approach community members to come and demonstrate to the class but they complain that they are old. Anyhow I tried to encourage parents to teach traditional dance to their kids at home so that they will come and teach us at school.*

#### 4.6 The relevance of PE to the needs of learners in the Lower Primary Phase

The objective of the question above was to assess the relevance of PE to the needs of learners in the Lower Primary Phase. First of all, PE is an integral part of the total education of every child in Namibia from kindergarten to grade 12. However little is known about the relevance of Physical Education to the needs of learners.

Focus groups interviews with learners provided valuable insights about Physical Education and its relevance in schools. The common themes that emerged amongst the learners' responses were activities such as doing exercises, warm-up, given the chance to go out and play, do sport, train their bones and muscles, learn different games and exercises. Some of the learners stressed that PE helps them to be active and not become sick. Some stated that PE makes them strong and refreshes their minds and keeps their body healthy.



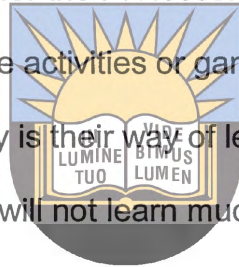
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What learners were probably saying was that PE increases their health-related fitness, enjoyment of play and games so that they can be physically active for a lifetime. The Ministry of Basic Education (2006) has reported that Physical Education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. For example they can become more confident, assertive, independent and self-controlled.

It was also evident in the document analysis, for example the syllabus of Lower Primary Phase that physical activity becomes an outlet for releasing tension and anxiety and facilitates emotional stability and resilience. It improves children's muscular strength, flexibility, muscular endurance, cardiovascular endurance and body composition. It was further stated that PE reinforces knowledge learned across the curriculum areas for example science, mathematics and social studies.

The Advisory teacher concurred and added that Lower Primary learners can easily learn through play. So this subject even though it was being ignored by most of her colleague, it is a very good way of teaching certain aspects that learners are finding hard to grasp. She also noted that PE caters for muscle development. Before learners know how to write, they must first do activities with their hands, fingers and arms. Also, PE is very good at awakening the mind of learners and if they perform enough physical activities they become active and learn more easily.

The Advisory teacher advised that for the PE lessons to be more effective, teachers should let their learners suggest the activities or games that they play at home. Learners are full of games and play is their way of learning. If learners are not allowed to play then it means they will not learn much.



Some of the school Principals in the interviews observed that learners like Physical Education, especially the slow learners who would keep the timetable in their head so that they would not be absent the day for PE. The following is a comment from one of the participant Principals:

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*SP4 (rural school): Oh, my dear learners like those subjects especially the slow learners you find a learner just keeping the timetable in a head. Today is Tuesday and we are having Physical Education I cannot absent myself from the PE I have to attend school. You find a learner absent day after day but on the PE day the learner is not absent. And that is an indication that the learners like the subject.*

Overall, the opinions expressed by teachers in the interviews indicated that new curriculum and the activities are arranged in such that they develop the child totally; physically, emotionally and mentally so the subject is really needed.

Lastly, there were some challenges identified in the focus group interviews. Learners asked to be involved in suggesting games for PE. Another challenge was the need for teachers to be with them during their periods. They were quoted as saying:

LFG3 (urban school): *Teachers must always be with us.*

This seems to confirm that teachers do not take their learners for PE activities. As mentioned in earlier sections, some teachers do not teach the subject; they sit under a tree and tell learners to go and play on their own. This is not supposed to be the case because some learners may not be given an equal chance to play the activity. The teacher should be there to make sure that all learners are given an equal opportunity to enjoy the game or whatever activity is being done. Teachers should really be facilitators to make sure the *learners' needs* are realized and that every learner has the opportunity to achieve.



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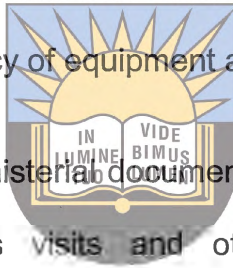
In summary, the data presentation provided a clear understanding of the phenomena under study. In particular, the qualifications and experience of teachers teaching PE in the Lower Primary Phase were presented. It was revealed that the majority of teachers had the BETD qualification with a core option. None of the teachers specialized in Physical Education.

In terms of experience, the majority of teachers had many years of professional experience and most of them have taught PE for 11 to over 20 years. They are generally experienced teachers. Only two teachers had less than 1 year in both professional experience and in teaching PE. There is no specific in-service training in PE in the Lower Primary Phase. Teachers expressed the need for specific in-service training in PE.

The study revealed that the planning of PE lessons is done just like for other subjects in the schools curriculum. For instance, teachers do weekly lesson plans using the syllabus and scheme of work. It was further revealed that demonstration is the most frequently used method in PE lessons.

The lack of equipment and facilities provision in schools affects the implementation of the syllabus. Teachers are frustrated and have given up teaching PE in schools because of the lack of equipment and facilities. In some cases, learners repeatedly do the same activity during PE periods and other important activities in the syllabus are excluded due to the inadequacy of equipment and facilities in schools.

The only support they get are Ministerial documents such as subject guides, syllabi and assessment sheets. Class visits and other monitoring and evaluation mechanisms are not done in PE. The Advisory teacher and school Principals do not monitor and evaluate teachers in PE. The subject is being ignored despite its health and physical activity benefits. The Next chapter discusses the main findings.



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## CHAPTER 5

### DISCUSSION

The purpose of this chapter is to provide a discussion based on the findings and results from the data presented in chapter 4. The discussion is mainly centered on the five broad themes that formed the cornerstone of the study, namely: teachers' qualifications and experiences, methods and strategies of planning and delivery of PE lessons, PE equipment and facilities, the circuit and school Principals' support mechanisms and the relevance of PE to the needs of the learners. It emerged that most of the research questions were confirmed.



#### 5.1 Qualifications and experience of teachers in Lower Primary Phase

Previous studies have reported that the qualifications and experience of teachers teaching PE have become a major concern for education practitioners and policymakers the world over. Their impact on the quality of the teaching and learning process in primary schools has adversely affected the successful implementation of PE (Hardman, 2008; Capel, 2004; Kim & Taggart, 2004; Webster, 2002; Broderick & Sheil, 2000; Hardman & Marshall, 2000; Curtner-Smith, 1999).

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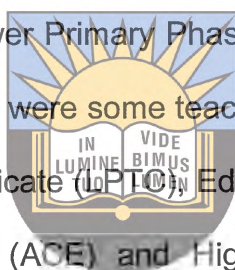
Hardman (2008) noted that generally, a bachelor degree or diploma or equivalent is a pre-requisite for teaching PE in both primary (including basics) and secondary (including high) schools. A PE teaching degree and diploma qualifications are usually acquired at universities, university colleges, pedagogical institutes, National Sports academies or specialist Physical Education sport institutes.

This study reveals that it is mandatory for all PE teachers in Namibian primary schools to have the Basic Education Teacher Diploma (BETD) qualification

according to the Ministry of Education. However, it was evident that the BETD has two options: one is a **core option** that is offered to pre-service student teachers to have a general knowledge and skills to teach PE in grades 1-4 (Lower Primary).

The other one is a **minor option** that prepares student teachers to teach PE in grades 5-7 (Upper Primary Phase). A major option is offered under the Bachelor of Education (BEd) program to prepare students to teach PE at the senior Phases. Teachers in the BETD In-service training are not being trained to teach PE.

By and large, teachers in the Lower Primary Phase in both rural and urban schools had the BETD qualification. There were some teachers with other qualifications such as Lower Primary Teaching Certificate (LPTC), Education Certificate Primary (ECP), Advanced Education Certificate (ACE) and High Primary Education Certificate (HPEC). The above qualifications are not suitable as per the requirements of the Ministry of Education.



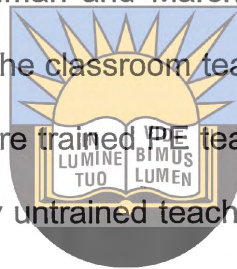
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In addition, there are teachers who have done the BETD in-service program but did not do any course in PE because they lacked the suitable qualifications. All the graduates of the BETD pre-service program had the general knowledge to teach PE in primary schools. They are not PE specialists and lack depth knowledge in the subject. Ammah and Kwaw in Hardman (2008) express the existence of the same situation with PE teachers in Ghana as follows:

*“There is a lack of qualified personnel to teach the subject. PE teachers at the basic level are non-specialists. They have only a scant grasp of the subject. Such teachers are not effective PE staff. They tend to infect pupils, staff and heads with their lack of interest”(p.315).*

The results showed that the class teacher is responsible for PE in the Lower Primary Phase. This means that in Namibian primary schools PE is being taught by teachers who have not specialized. Although some of these were prepared to teach there are others that are not prepared to teach PE. In addition many have never received any in-service training. Some participant school Principals stated that there is no need to consider the qualifications and experience of teachers as long as a teacher has graduated with BETD qualification; he/she is able to teach PE.

This finding is supported by Hardman and Marshall (2000) who found in a world survey that PE is being taught by the classroom teachers who usually have had little or no training in PE. There are more trained PE teachers at the secondary level, but many PE classes are still given by untrained teachers. This suggests that there is a lack of the pre-requisite skills and experience needed in teaching PE in Namibian primary schools.



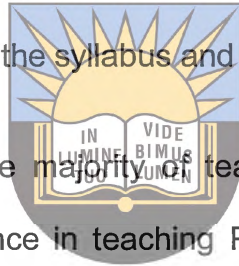
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Curtner-Smith (1999) and Morgan and Bourge (2005) noted that some of the major barriers that seriously affect teachers' capacity to deliver quality PE programs in schools include: a lower level of training and teacher expertise and confidence. Choi (2002) found that with an aging workforce, amongst those few teachers who previously taught PE, many have lost interest in teaching PE due to the poor work environment and lack of professional development opportunities. Additionally, some classroom teachers do not believe that participation in PE leads to any benefits for learners (Morgan and Bourke, 2005).

Placing teachers in situations where they lack expertise creates stress and raises a number of questions about what value is attached to PE if it is presented by unqualified teachers (Van Deventer & Van Niekerk, 2008). This view is also

supported by Evans and Davies in Evans (1988) that Physical Education is socially constructed. It requires its status, the level of teacher's ability, agility and physical enthusiasm in order to teach it.

However, a fully qualified PE teacher would be the best option. Many primary teachers are unwilling to be adventurous since their qualifications are inadequate in this specialist area. Specialist subject teachers are the norm internationally. They are capable of teaching a wide variety of skills and games so that every pupil would be encouraged to participate in PE activities. There is a need to have specialists who will assist schools in implementing the syllabus and achieve its intended objectives.



Further, the data indicate that the majority of teachers had 11-20 years of both teaching experience and experience in teaching PE in the Lower Primary Phase.

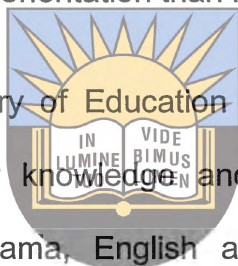
However, it was revealed that the majority of teachers who had completed the BETD program in 1993 teachers with 1-15 years of teaching experience are likely to have the necessary experience needed to teach PE in Lower Primary Phase. It is likely that they had BETD pre-service program with the PE core or minor option.

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Webster (2002) confirms that young teachers who are in the 20-30 age category were identified as having more recent pre-service training, increased specialization in the PE area, and place a higher degree of priority and emphasis to PE activities. The possibilities for achieving syllabus outcomes seem particularly promising for teachers and students in this age category. Also, most teachers in the 20-30 year age groups are equally enthusiastic about teaching PE regardless of gender. The majority of teachers in this age group report having a positive experience of PE and sport (Webster, 2002).

However, curriculum scholars have argued that teachers' decisions about their objectives, content, instructional styles and evaluation procedures have their roots in a set of different philosophical positions or value orientations (Jewett, 1994).

Ennis and Chen (1995) noted that value orientations of teachers with between 10 and 20 years of experience are more stable and less likely to change. By the time teachers have 20 years of experience their belief structures are firmly established and are very unlikely to change at all. As such experienced PE teachers are more likely to adopt disciplinary mastery orientation than inexperienced teachers.



The data indicate that the Ministry of Education has ignored Physical Education teachers by not upgrading their knowledge and skills but rather focusing on Environmental study, Oshikwanyama, English and Mathematics. This means therefore, that some of the subjects in the Lower Primary Phase are given higher priority than others especially the ones that were mentioned above. This practice should not be encouraged further because some of the subjects like PE may suffer.

The studies further showed that the majority of teachers, who teach PE in the Lower Primary, did not receive any training specifically in PE subject in the last five years.

Moreover, it was established that teachers are not being offered specific in-service training such as workshops in specific subjects such as PE. Usually, they are being given training in ways of integrating all subjects as one in the Lower Primary Phase.

A comment that the Ministry of Education is ignoring PE and focusing only on Oshikwanyama, English, Mathematics and Environment studies by some participant teachers seems to contradict these results.

The majority of teachers in this study were in 40-49 years age range so they need ongoing workshops to upgrade their skills and acquire new knowledge. As such some participant school Principals have suggested specific workshops in PE. Capel (2004) argues that there are numerous types of Continuous Professional Development (CPD) activities which enable teachers to acquire the necessary knowledge and skills. For example: reading current research, accredited and non accredited courses, attending conferences and seminars.

The implementation of the PE syllabus is affected by the lack of specialized teachers and specific in-service training programs for PE teachers. There is a high possibility that the 39.1% Lower Primary teachers without suitable qualifications and experience affect the delivery of PE in schools around the Oshakati circuit. These figures require an urgent plan of action to equip PE teachers in primary schools. Participating, school Principals and teachers desire specific workshops in PE to help them implement the syllabus.

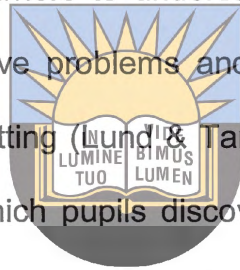
The notion that all primary school teachers can teach quality PE is a fallacy. Teachers are not adequately qualified to teach PE. The Ministry of Sport should appoint specialist teachers responsible for a small cluster of schools close to each other so that each school would get a full day visit from a specialist teacher.

## **5.2 Methods and strategies used in planning and delivery of PE lessons**

The objective of this study was to assess the methods and strategies used by teachers in the planning and delivery of PE lessons in the Lower Primary Phase to achieve the objectives outlined in the syllabus. This study reveals that PE is time tabled in all Namibian primary schools but in the majority of schools is hardly ever

taught following a syllabus. Although it was mentioned as a curriculum subject, PE is free time and free play for pupils in the Lower Primary Phase. It seems that teachers are adopting a learning process as value orientation to implement the PE syllabus in Lower Primary Phase.

Jewett (1994) confirms that those who place a high priority on the learning process argue that it is impossible for schools to cover all the important subject matters properly. Therefore, PE teachers should deliver content in a systematic and progressive way that requires learners to understand what they are learning, use their knowledge and skills to solve problems and develop their own solutions to situations in a physical activity setting (Lund & Tannehill, 2005). For example, they use indirect teaching styles in which pupils discover the answers to problems set within the contents of sport, physical activity and exercise (Jewett, 1994).



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The results showed that teachers do weekly lesson plans using the syllabus, scheme of work and thematic scheme of work. The plan includes different steps, for example; teacher and learners activities, introduction of the lesson, warm-up activities with a whole group, demonstrations of activity to the learners and presentation of the lesson content or activities and conclusion of the lesson with a cool down activity.

The majority of participant teachers further revealed that they use whole group instruction and demonstration methods more than other methods in their PE lessons. However, some of them acknowledged using varying teaching methods such as question and answer, demonstration, discovery activities and group projects.

Previous studies confirm that teachers working with pupils in years 7, 8 or 9 in rural and urban school settings spent most of their time using direct styles of teaching

during lessons on athletics, outdoor and adventurous activities; and games and more indirect styles during lessons on dance and gymnastics (Curtner-Smith, Todorovich, McCaughy & Lacon, 2001; Penney & Evans, 1995). Indirect teaching strategies are useful and they can significantly improve children's ability to generate different movement patterns (Cleland, 1994).

Agreeably, Harrison and Blakemore (1989) added that there is no one best strategy for any one teaching method on the spectrum. Some strategies which fit nicely into the Physical Education instruction process are: whole group instruction, lecture, and individualized instruction, peer tutoring and team learning, simulation, problem solving and affective learning strategies.



An interview with the circuit Inspector confirmed that the planning and delivery of PE in the Lower Primary Phase is encouraging, where a teacher is going out with the learners into the field and has planned what should be done that day. For example to play cat and mouse which is more structured and planned than in the upper phases.

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Kirk (2005) agreed that the characteristics of Lower Primary Phase is what they call "deliberate play", which involves children in structured activities that require the development of particular techniques and tactical understanding. It is particularly evident in primary schools that teachers of PE typically give their learners little or no instruction while allowing them to have free or other non-physical activities during the time allocated to PE (Kim, 2003).

The results confirm that some teachers sit down under a tree and tell learners to go and play on their own. This is due to the fact that they are using the movement

education model which is dominated by indirect instructions to allow learners to be on their own as a result. Kulinna (2008) asserts that the movement education model is principally used at the primary level, particularly grades 1-4 because it provides a movement foundation for all physical skills. The importance of movement at this developmental stage was acknowledged by Capel (1986). Movement activities provide pupils with the opportunity to exercise and develop their inventiveness, creativity and their spirit of adventure.

Rovegno and Dolly (2006) concur with Capel's ideas by adding that creativity rather than competition is the key underpinning this model. It is largely based on principles derived from the constructivist theory and is designed to integrate movement with social and thinking processes. The movement education model is divided into educational dance, educational gymnastics and educational games (Kulinna, 2008). A competent mover will gladly keep moving because he will engage in such activities as dancing, jumping rope, hanging and swinging on the playground equipment (Landy & Burrige, 2000).



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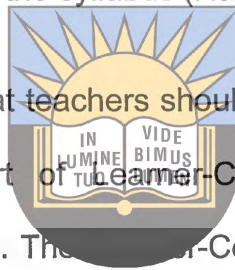
However, it is likely that most learners in this curriculum model may not be given equal opportunities by other learners to take part in PE activities. Learners who do not develop physical skills are those who get left out of play with their friends and could be those who remain physically inactive throughout life (Dishman, 1989).

Additionally, a learner who feels physically awkward and uncoordinated is going to avoid movement. Since poor movement habits tend to remain from childhood into adulthood, a physically inactive learner is likely to grow up to be an inactive adult (Landy & Burrige, 2000; Dishman, 1989). As a result, many learners lack quality programs in PE, just at the age they need them most. It was also revealed that

learners are only performing certain types of activities especially soccer and traditional dances which are common activities in Namibian primary schools.

Darmody and Hallbert (1996) noted that of the seven practical areas within the PE syllabus, games dominated the program in the majority of schools. For example, teachers teaching PE typically teach the same activities, such as dodging the ball or soccer to learners every year (Kim & Taggard, 2004). The freedom of syllabus planning at schools has led to situations where in implementation of PE the weekly lessons are not done according to the syllabus (Hardman, 2006).

However, NIED (2004) argues that teachers should be able to create a constructive learning environment in support of Learner-Centered Education and provide continuously for learning activities. The Learner-Centered principles that underscore the PE syllabus activities in Namibia require teachers to be well resourced and have adequate pedagogical skills in order to meet the needs of all children, foster equal opportunities and develop both physical and social skills among the learners



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The results showed that the delivery of PE lessons is affected by a number of factors such as the effects of inadequate facilities and equipment, competencies of the teacher and inadequate curriculum time which were evident in interviews with participant teachers and the circuit Inspector. Similarly, Siedentop (1990) observed that PE facilities obviously affect what can be taught (choice of activities) and how it will be taught (teaching method). A French pedagogue in Hardman (2006) comments that a syllabus states that *"All pupils must learn swimming at school"* and asks *"How can you implement this if there isn't a swimming pool in your school?"*

Lack of quality PE programs in schools cannot be attributed to teachers only. This is because non-examinable subjects such as PE receive less attention from administrators, namely the school Principals, Advisory teachers and the circuit. It was revealed in chapter 4 that none of the school Principals, the Advisory teacher or the circuit had observed a teacher teaching a PE lesson. It is ironic that those most directly involved with the syllabus implementation had not observed any teacher teaching PE lesson in schools.

One of participant teachers revealed that teachers are finding it difficult to implement the syllabus. She particularly approached one of the community members for help with demonstrating some of the indigenous games to her learners. Unfortunately, the community member gave his age as a reason not to help as he would be unable to demonstrate. Instead, the teacher sent learners to ask their parents about indigenous games that they should play with their children at home.



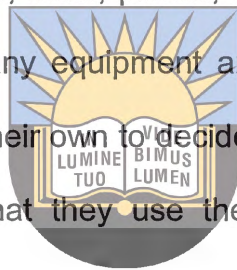
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It is clear that by forming effective partnerships with community members the school will benefit. Having dedicated PE teachers who are trying to work with a number of different schools as well as to build contacts within the community is a very positive step. Fraser (2008) agrees that schools can link with the community to provide opportunities for coaches to go into schools and deliver sessions, identify volunteers (teachers, parents, other staff) to lead sessions or even become coaches. There is a need to change the negative perception that is prevalent in most schools that PE is not an important subject. Therefore pupils should be given opportunities to enjoy physical activities so that the benefits outlined in the syllabus can be realized.

### 5.3 Equipment and facilities available in Lower Primary Phase

This study has revealed soccer fields and netball courts as the most available facilities in the Oshakati circuit. Balls especially soccer balls were noted to be the most common equipment available in schools. Other equipment such as cricket and hockey equipment, skipping ropes and hoops are also available in small quantities at urban schools.

It is notable however that many expensive equipment are mentioned in the PE syllabus, for example bars, hoops, mats, planks, and other apparatus. The Ministry of Education does not provide any equipment and facilities to schools. The data indicate that schools are left on their own to decide how to get these equipment and facilities. The results showed that they use their limited development funds to purchase some basic equipment such as balls. Lack of adequate facilities and equipment resulted in the provision of an unbalanced PE syllabus.



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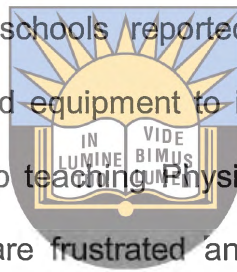
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Hardman (2008) confirms that a pervasive feature of concern and particularly so in economically underdeveloped and developing countries is quality and quantity of provision of facilities and equipment, because the level of provision can detrimentally affect the PE syllabus. The quality of facilities is generally lower in economically developing regions (Africa, 60%; central/Latin America, 67% and Asia, 59%).

Kgathi (1997) reports that in Botswana sport facilities are inadequate both at district and national levels and it is strongly viewed as a major deterrent to sport development in the country. Also, Deventer (2009) confirms that most of the Learning Orientation teachers in the General Education Training (grades R-9) Bands and Further Education Training (grades 10-12) Bands had reported that facilities and equipment to present the PE syllabus were still a problem in the majority of schools.

However, Hardman (2006) found that there are higher expectations of levels and standards of facilities and equipment in economically developed countries especially some European regions. In Northern, Western and some regions in Southern European countries the quality and quantity of facilities and equipment are regarded as at least adequate and in some instance excellent. Hardman (2002) reports that In Central and Eastern European countries and in Southern Italy and Portugal, there are inadequacies in both quality and quantity of facilities and equipment.

Furthermore, Namibian primary schools reported in this study have a serious shortage of adequate facilities and equipment to implement the PE syllabus. The majority of schools have given up teaching Physical Education due to the lack of adequate equipment. Teachers are frustrated and tired of improvising with local materials. The importance of PE to develop well-founded adults cannot be over-emphasized. Get a learner interested in any physical activity and they will have a hobby for life.



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The present situation where the ministry insists that schools should use their own funds to buy facilities and equipment is totally unacceptable. It is also in breach of the education for all policy which states that pupils should have access to the full curriculum. The main barriers to the success of PE in schools are adequate facilities and equipment. Because basic facilities and equipment are needed to be successful, PE teachers are not making much progress in their efforts to implement the syllabus.

MacPhail, Halbert, McEvelly, Hutchinson and MacDonncha (2005) agree that some schools reported an inability to offer a PE program due to inadequate or non-existent facilities. The lack of purpose-built sport halls was deemed as the most significant

limitation on the provision of a comprehensive, well-balanced PE program particularly when the climate does not always allow for lessons to be held outside.

This finding is particularly relevant to the results of this study because it was established that most teachers often sit under a tree it is hot. As a result learners are left without a teacher to demonstrate and monitor their progress. The data also revealed that some participant teachers have attempted to use community facilities especially the Oshakati sport stadium. Their efforts frequently presented some logical difficulties, such as limited time to travel to the facility and return to school for the next period.

MacPhail, Halbert, McEvelly, Hutchinson and MacDonncha (2005) confirm that the cost related to transporting pupils to outdoor facilities are prohibitive; also the time is not sufficient for travelling. Rural schools in particular had less scope in this regard.



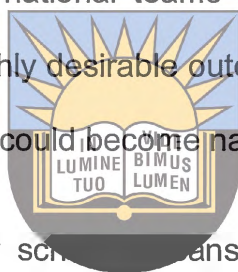
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The results revealed that some teachers in the Namibia teacher training colleges were trained to use small equipment such as; bean bags using beans or seeds and a piece of cloth, bottle tops, stick rulers, palm fruit, palm leaves for skipping, javelins from wood, shot put from concrete mortar and cricket equipment from wood.

Harrison and Blakemore (1989) confirm that when appropriate quantities of equipment are unavailable, several options exist. The best of all is to obtain the needed equipment through the school budget. When this is impossible, learners can be asked to bring equipment from home. Teachers and learners can repair usable equipment or make other inexpensive equipment whenever possible. Many activities work well with improvised equipment.

The results further showed that the private sector sponsored some schools with sport equipment. This often benefits only urban schools. Specifically, Standard Bank Namibia provided equipment for hockey and golf and Bank Windhoek provided equipment for cricket in some schools. It was quite successful as schools were using this equipment to train learners in hockey, golf and cricket.

The results showed that there are positive outcomes from the schools that benefitted from these donations from the private sector in terms of sport development and PE programs. They had learners in national teams and learners were being offered various PE activities. This is a highly desirable outcome which shows that if learners are offered various activities, they could become national stars and heroes in sports.



The limited facilities provided by schools means that only a few select syllabus activities get taught; for example, soccer and netball and traditional dance. Other activities such as swimming cannot be taught. A learner may not be suited to or talented at the traditional school activities but may be a star in the making at swimming if given a chance to do so. By trying as many activities as possible in schools there is higher chance that the right sport could be found for learners who may consequently continue participating in it upon leaving school.

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It is worth noting that PE is a key part of the balanced curriculum in Namibian schools and it would be good if more funding is provided towards the provision of facilities and equipment. Definitely, this has to be a given a priority as a matter of urgency in order to implement PE syllabus. Kelly and Melograno (2004) confirm that adequate provision of facilities and equipment in primary schools would make it possible to implement an ABC model that guide PE teachers step by step through the process of translating syllabus theory into functional practice.

#### 5.4 Support mechanisms of the circuit and school Principals

The study proceeded to find out the support mechanisms that are provided by the circuit and school Principals for the implementation of the Physical Education syllabus. It emerged that the support mechanisms that the circuit office provides are syllabi, scheme of work, assessment sheets, monitoring and advice. It was evident that Ministerial documents such as PE syllabi, scheme of work and assessment sheets were provided by the circuit. Participant teachers indicated that these documents were provided to them. The only concern they had was with their wish to have PE textbooks and teachers' guides.

Currently, there are no textbooks or reference materials that can be used by PE teachers. However, the Advisory teacher has revealed that under a revised curriculum, every subject was provided with the subject guides which include all the activities to be done in a particular grade.



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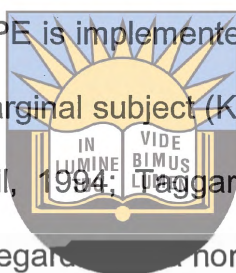
This seems to mean that teachers' guides are not needed because there are subject guides that have all activities to be done. But, some subjects are provided with both teacher guides and subject guides. Barton et al (1999) support the notion that PE can enhance learners' social, cognitive and physical development and increase the likelihood of continued interest and participation in physical activity. Support is therefore needed to attain these objectives.

Further, it was revealed that some subjects such as English have both subject guides and teacher guides. It would also be appreciated if the Ministry of Education would provide teacher guides in PE as in other subjects, because it seems that some subjects are treated differently by being provided with both a subject guide and a

teacher's guide. PE Teachers are asking to be provided with both a subject guide and a teacher's guide.

On monitoring, the circuit and school Principals are supposed to visit schools and classes to monitor how PE is being implemented. This seems not to be the case in the Oshakati circuit since there is no evidence that monitoring and evaluation is being done in the area of PE.

Rather, the subject is being marginalized by people who are entrusted with the direct responsibility of making sure that PE is implemented to achieve its objectives. Other studies emphasize that PE is a marginal subject (Kim & Taggart, 2004; Laker, 2000; O'Sullivan, Siedentop & Tannehill, 1994; Taggart, 1989; Kirk, 1995). The study concurs that PE in schools is not regarded as a normal subject like others because it is not being supervised. It appears as if the circuit, Advisory teachers and schools Principals are not aware of its inclusion in the school curriculum.

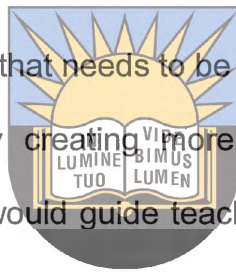


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Laker (2000) confirms that despite the positive benefits of PE education in schools, it has been neglected and lacks support more than other subjects. Beside the workshops for all the newly appointed teachers in the beginning of the year, there has been no other form of guidance and support from the Ministry of Education via the circuit to the schools. It appears that the ability of the teachers to implement the Physical Education syllabus is not only inhibited by lack of skills, but also by the fact that they may find the syllabus content too advanced. It can also be difficult to deliver without the support of the circuit and school Principals.

For as long as this practice persists, PE will continue to suffer a great loss and it becomes like what Griffin (1986) observed that the tendency of everyone to ignore

PE has been the most formidable obstacle to excellence. In spite of acknowledging that there are workshops being organized in the Lower Primary Phase for all the subjects, it appears that some of the subjects are not adequately attended to at the same time in the same workshop. Williams (2004) argues that for many teachers, working with children in the 1960s was a rewarding and energizing experience. Teachers were offered a creative direction for curriculum delivery that suited their training and experience and the perceived practicalities and constraints that faced them in the classroom.



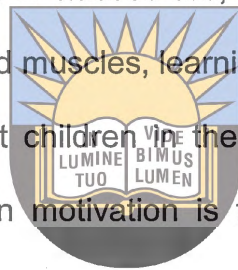
This should be a positive example that needs to be followed by the circuit and school Principals. They can do this by creating more opportunities such as specific workshops or short courses that would guide teachers in the Lower Primary Phase on how to implement PE syllabus. This will result in teachers enjoying the teaching of PE and the implementation of Quality program Excellence. However, this would not be possible without the support of the circuit and school Principals. What emerged is that the circuit, the Advisory teachers and school Principals are not adequately visiting PE classes for supervision. This should be done to keep in touch with the practical realities of syllabus implementation thereby assessing the situation on the ground and monitoring the progress or failure of the teachers in the circuit.

It is imperative that monitoring of development in PE across the Oshakati circuit be maintained. The circuit should call for a monitoring system to be put into place to regularly review the situation of PE in each school. The Circuit officials, school Principals, Heads of Departments, the Lower Primary Phase heads, Advisory teachers and teachers all have a role to play in ensuring that learners receive adequate and quality PE.

## 5.5 Relevance of Physical Education to the needs of learners

It should first be understood that PE is the only school subject whose primary focus is on the body, physical activity, physical development and health. It is the most effective and inclusive means of providing all pupils with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport (Hardman, 2008). Sound health and human movement practices can contribute to the prevention of health-related diseases among learners in schools.

The activities that learners do in PE classes are; exercises, warm-up, going out to play, sport, training their bones and muscles, learning different games and exercises. Kirk (2005) supports the fact that children in the 7-12 age group participate in a range of activities and their main motivation is fun and enjoyment and that the emphasis is on playing.



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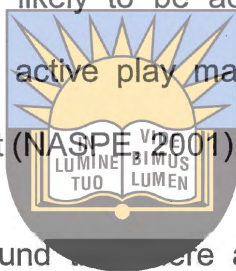
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It is evident that learners like PE, especially the slow learners. They even know the days of the week that are allocated for PE periods so that they would not be absent on those days. Importantly, teachers can increase learners' motivation and engender a positive attitude towards school during PE periods. PE can also build upon and reinforce other subjects such as reading, mathematics and science.

Some participants have suggested the involvement of learners in developing games and activities in the PE lessons, because learners know many games and play is their way of learning. The Ministry of Basic Education and Culture (1993) confirms that the learner brings to the school a wealth of knowledge and social experiences gained from the family, the community and interaction with the environment. Therefore learners should be exposed to a well-balance PE program at the foundation Phase to enjoy and derive a lifetime of health benefits.

Participants noted that the new Physical Education curriculum and activities are arranged to develop the child totally, as a whole, physically, emotionally and mentally, so the subject is really addressing the needs of the learners.

This idea is supported by National Association for Sport and Physical Education (NASPE) (2001) that the importance of PE established during the Lower Primary grades may enhance pupils' social, cognitive and physical development. It increases the likelihood of continued interest and participation in physical activity. A healthy, physically active learner is more likely to be academically motivated, alert and successful. In the primary years, active play may be positively related to motor abilities and cognitive development (NASPE, 2001).



In summary, Hardman (2008) found that there are apparent deficiencies in the provision of PE curriculum, for instance, inadequate time allocation, low subject status, inadequacies of facilities and equipment, lack of specialized teachers and lack of support from administrators.

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Despite these many obvious challenges that face PE curriculum in schools, the subject has the potential to promote pupils' health and provide the social, emotional and physical benefits of physical activity. An active school is a healthier and better-performing school and a better place to work (Macphail & Halbert, 2005).

This study confirmed that PE in the majority of schools is not being delivered at all or is being delivered with a lack of specialist qualified teachers, inadequate provision of facilities and equipment and a lack of monitoring, advice and other support from the circuit and school Principals. This chapter also discussed the relevance of PE in school. Next chapter presents the summary, conclusions and recommendations.

## CHAPTER 6

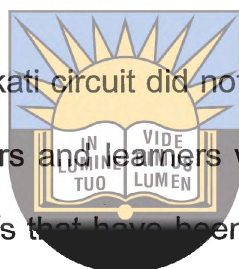
### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Summary

Even though Physical Education has been included in the national curriculum and appears in the Lower Primary Phase timetable the subject is facing many challenges that affect its full implementation. The biggest challenges are the lack of adequate facilities and equipment and support from the circuit and school Principals.

Most primary schools in the Oshakati circuit did not have even any basic equipment to implement the syllabus; teachers and learners were left to decide what to do in most cases. The common activities that have been given are soccer and traditional dance. Most activities listed in the curriculum are not done, which made it impossible to achieve the objectives of PE in schools. Teachers are frustrated and are giving up teaching PE in schools because they lack adequate facilities and equipment. They also complained about the lack of support to implement their PE programs.

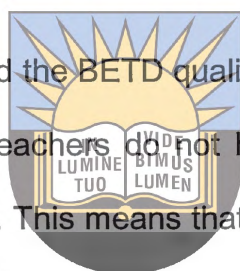
PE plays a critical role in the total development of learners. Its primary focus is on the body, physical activity, physical development and health. Therefore, without the provision of facilities and equipment and support, such as specific PE workshops in the Lower Primary Phase, teachers are finding it difficult to implement their programs. Benefits outlined in the curriculum cannot be realized without such support. Learners are not benefitting from PE activities.



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6.1.1 What qualifications and experiences do teachers need to teach Physical Education in a way that achieves the intended objectives as outlined in the curriculum?

It is mandatory for all teachers teaching PE in Namibian primary schools to have the Basic Education Teacher Diploma (BETD) qualification according to the Ministry of Education's requirements for basic education. The teacher should have done Physical Education at core level to enable him/her to teach PE in the Lower Primary Phase. He/she should have taught PE for 1 to 15 years.



In this study 60.9% of teachers had the BETD qualification and taught PE for 1 to 15 years. More than half 39.1% of teachers do not have the BETD qualification and have taught PE for 16 to 20 years. This means that the majority of teachers (60.9%) in this study have the suitable qualification and experience to teach PE in the Lower Primary Phase. However, some of the teachers feel inadequately trained to teach PE and have for that reason suggested being provided with specific workshops in PE.

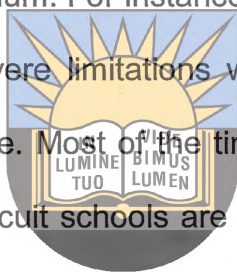
6.1.2 What methods and strategies do teachers use in the planning and delivery of Physical Education lessons?

In the majority of schools, PE is not being taught using a formal prescribed syllabus. Learners are usually on their own playing soccer or netball, most of time without a teacher. At some schools learners do traditional dancing especially the girls, while the boys play soccer. PE is totally ignored in the majority of schools. It is regarded as less important than other subjects at many schools in the Oshakati circuit.

In schools where PE is taught teachers do not follow any formal method or strategy not to mention a prescribed syllabus. Usually, learners do the same activity all the

time. However, some teachers have indicated that they use whole group instruction and demonstration as the main teaching strategies during PE lessons. There was no evidence that this is the case because learners have reported playing on their own whilst teachers sit under trees or in their classrooms. The reasons the syllabus is not implemented in schools are amongst others, inadequate facilities and equipment and the lack of support for the subject.

It was evident that the schools' available facilities and equipment compromised the provision of a balanced PE curriculum. For instance, when a number of classes were scheduled for the same time severe limitations were placed on the PE activities undertaken due to restricted space. Most of the time teachers have discouraged to look for space. Most Oshakati circuit schools are not offering quality PE programs. As such more support is needed to equip teachers with all the necessary resources for them to teach the subject and achieve the objectives outlined in the syllabus.



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High quality PE programs require appropriately qualified teachers who have the relevant knowledge, skills, general and specific competences according to the level and opportunities for enrichment through Continuing Professional Development. As such more support is needed in this regard to bring about quality teaching and learning in PE curriculum area.

### 6.1.3 What PE facilities and equipment are available in the Lower Primary Phase?

The available facilities are soccer fields and netball court. Soccer balls and netballs are the most common equipment available in the Lower Primary. Equipment such as: cricket and hockey equipment, skipping ropes and hoops are also available in small quantities at some schools in the circuit.

The majority of the schools use the development funds to purchase equipment for PE lessons. Some equipment is also donated by Standard Bank, Namibia and Bank Windhoek to some Oshakati circuit schools. It was reported that there are positive outcomes from the schools that benefit from these donations from the private sector in terms of sport development and PE programs. They have learners in national teams because learners are offered various PE activities. The Ministry of Education does not provide any facilities or equipment for PE in schools even though the PE syllabus, requires expensive equipment so schools struggle on their own and use limited school funds to buy equipment.



Also, the majority of teachers have been improvising, using local materials to replace genuine Physical Education equipment. Teachers are frustrated and demotivated because they spend a lot of time improvising in the absence of suitable facilities and equipment. Inadequate provision of facilities and equipment and other teaching materials is a serious problem affecting the delivery of quality PE programs in schools.

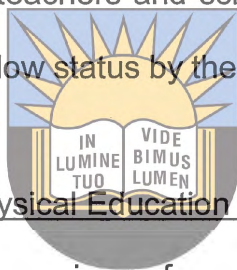
Most teachers in the Lower Primary Phase are more than willing and interested in providing learners with quality PE programs but they should be equipped with appropriate facilities and equipment to offer a comprehensive, well-balanced PE program.

#### 6.1.4 What support mechanisms are provided by the circuit and school Principals for the implementation of the Physical Education syllabus?

The support mechanisms are: the Ministerial documents such as the syllabi, scheme of work and assessment sheet, monitoring by way of school visits and the advice to

the school Principals. The school Principals provide the assessment sheets and equipment like balls to the teachers.

All necessary Ministerial documents are provided to all teachers teaching PE. However, the circuit, Advisory teachers and school Principals are not visiting Physical Education classes for supervision frequently enough, to be in touch with the practical realities of PE syllabus implementation and thereby assess the situation on the ground and monitor the progress or failure of the teachers in the circuit. It appears that the circuit, Advisory teachers and school Principals are not taking the fate of PE seriously. PE is given a low status by the school administrators.



#### 6.1.5 What is the relevance of Physical Education to the needs of learners?

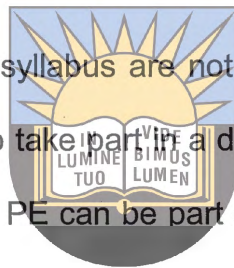
PE is the only school subject whose primary focus is on the body, physical activity, physical development and health. It is the most effective and inclusive means of providing all pupils with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity and sport. PE also promotes enjoyable physical activities and helps learners lead healthier and more active lives.

Learners enjoy Physical Education, especially the slow ones and teachers can increase learners' motivation and engender a positive attitude towards school during PE periods. It is believed that PE can build upon and reinforce other subjects such as reading, mathematics and science. Physical Education's new curriculum and activities are arranged to develop the child totally, as a whole person in terms of physical, mental and social development.

## 6.2 Conclusion

Even though PE is timetabled in Namibian Lower Primary Phase as a school subject, it is regarded as inferior when compared to other subjects in the school curriculum. It is given a low status in the majority of schools included in the study. The implementation of the PE syllabus is hindered by a shortage of adequate facilities and equipment, specialist PE teachers and government support as ways of promoting the delivery of PE lessons and specific Continuous Professional Development (CPDs) opportunities.

If these factors affecting the PE syllabus are not addressed, learners in Namibian primary schools will not be able to take part in a diverse range of physical activities. However, if it is well-implemented PE can be part of a comprehensive, well-rounded education program and become a means of positively affecting the life-long health and wellbeing of all school going learners. Excellence is the nation's sole responsibility to keep its learners safe, healthy and ready to learn and develop while attending school.



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## 6.3 Recommendations

### 6.3.1 Physical Education specialization

- Teachers training colleges in Namibia should train specialized teachers in Physical Education and sport. Lower Primary student teachers should be offered Physical Education as major not just a core subject as is the case at the moment.
- The schools should start stream-lining Physical Education which means that very specific teachers become Physical Education teachers and not just a teacher to

take care of the subject. Schools need to identify potential teachers to be retrained and get further skills as specialized teachers for Physical Education.

### 6.3.2 Appointment of teachers

- The Ministry of Sport should appoint PE teachers to be responsible for a cluster of schools, three to four schools which are close to one another.
- Schools should be encouraged to approach and request the services of individuals who are experts in different sport codes from the local community. Such people could be coaches, former and current players, clubs managers and so forth.



### 6.3.3 Assessment in Physical Education

- The staff of the Ministry of Education, especially the curriculum developers and Advisory teachers should organize workshops to equip Physical Education teachers with skills in how to assess the learners' activities in schools.
- The assessment tasks and criteria need to be approved by the Lower Primary Head of Phase or the school Principals to prevent teachers from forging marks.

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### 6.3.4 In-service training

- In view of the high number of teachers who hold the Basic Education Teachers Diploma (BETD) qualification and also the fact that Physical Education is a technical subject in schools, there is a need to conduct a needs assessment for in-service training programs so that specific training is provided to meet the urgent needs of teachers in the Lower Primary Phase.

### 6.3.5 Provision of facilities and equipment

- The Ministry of Education should provide certain facilities and equipment to both rural and urban schools as a matter of urgency. It does not matter how minimal the support of the Ministry is, even two balls in each school would help teachers to implement the syllabus and provide the most needed opportunity for learners to lead healthier and more active lives. The sport committee or teachers who are responsible for making requisitions for the purchasing of equipment should expedite the process, so that teachers who teach PE would get to know in time what equipment has been ordered and the delivered dates.



### 6.3.6 Monitoring and class visits

- The circuit office, Advisory teachers and School Principals should monitor and assess the Physical Education activities in both rural and urban schools to observe firsthand the implementation of Physical Education syllabus. Visits to schools should be regular as they would help with monitoring and assessing the implementation of the syllabus. Feedback should be given in writing to teachers to help them reflect on their weakness.

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### 6.3.7 Learners inputs

- Learners should also have an input in Physical Education activities. For this reason, learners could sometimes be asked for suggestions on what they would like to do in the lesson and what games they would like to play.

### 6.3.8 Further research

Further research is certainly needed on the implementation of the Physical Education curriculum. Such research should focus on specific aspects of the syllabus. Possible aspects for further research could include the following:

- An investigation into the assessment tasks and grading criteria of physical activities in the Lower Primary Phase.
- Needs assessment for in-service training of Physical Education teachers.
- Investigation into monitoring and class visit mechanisms.
- The extent to which community members could participate in the implementation of the Physical Education syllabus.
- Investigation into the involvement roles of the Ministry of Youth and Sport.



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This chapter presented the conclusions and recommendations of the study. It is important to note however the findings presented, analyzed, discussed here. There is indeed a gap that needs to be filled in the assessment of the implementation of the Physical Education syllabus in the Namibian Lower Primary Phase.

Taking into consideration the positive turn-out of the respondents, that is 95.8% of teachers administered the questionnaires returned them, it can be argued that this positive reaction from the respondents indicates that indeed there was a gap and this study did just that, filled the gap.

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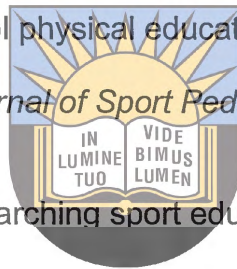
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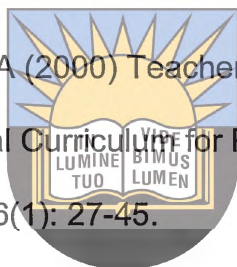
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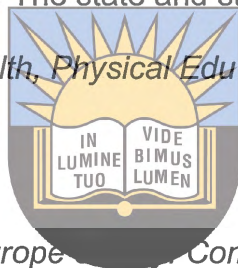
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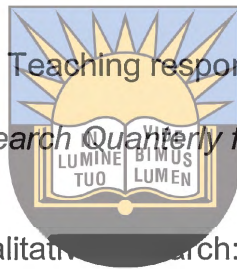
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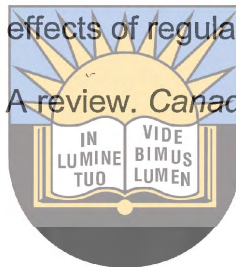
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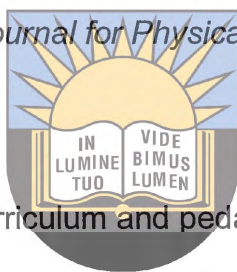
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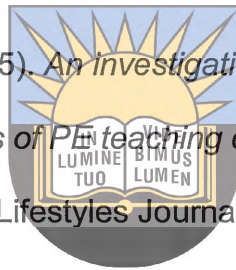
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## APPENDICES

### APPENDIX A:

#### LETTER SEEKING FOR PERMISSION

The University of Fort Hare  
School for Post-Graduate Studies  
P.O. Box 1314  
Alice, 5700  
South Africa  
28 October 2008

The Permanent Secretary  
Ministry of Education  
Private Bag 13186  
Windhoek, Namibia



### University of Fort Hare

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**RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN THE OSHAKATI CIRCUIT PRIMARY SCHOOLS FOR THE MASTER OF EDUCATION.**

Dear Sir,

I am Simon Taukeni a Master of Education full time student at the University of Fort Hare in South Africa. I write to request your authority and permission to conduct research in four Primary schools in your Circuit. The research study is on Assessment of Physical Education syllabus in Lower Primary Phase (grades 1-4).

The study intends to use face-to-face interviews with you, four school principals, and focus group interviews with twenty four grade 4 learners and a self-administered questionnaire to sixteen Lower Primary Physical Education teachers.

I wish to inform you in confidence that the findings/results of the study shall be for my academic studies only and all information about the participants will be treated confidentially.

Thank you in anticipation for your assistance

Sincerely

S. Taukeni (Mr)

**APPENDIX B:**

**LETTER OF PERMISSION FROM THE PERMANENT SECRETARY**



**REPUBLIC OF NAMIBIA**

**MINISTRY OF EDUCATION**

Tel. (061) ..... 2706111  
Fax (061) ..... 253671

Private Bng 13186  
WINDHOEK

Enquiries: Mr. M. Bendt

Our Ref.:

Your Ref.:

Date 07 November 2008

Mr. S. Taukeni  
Ongwediwa College of Education  
Private Bag 5507  
OSHAKATI



Dear Mr. Taukeni

**RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN OSHAKATI  
CIRCUIT PRIMARY SCHOOLS FOR THE MASTER OF EDUCATION STUDIES**


*University of Namibia*  
*Together in Excellence*

Your letter dated 28 October 2008 on the above subject refers.

This is to inform you that I do not have any objection for your planned research, but would urge you to go through the Oshana Directorate of Education before you visit the targeted schools.

Wishing well with your planned research.

Yours truly,

  
**IV ANKAMA**  
**PERMANENT SECRETARY**

The Director: Oshana Region

All official correspondence must be addressed to the Permanent Secretary

APPENDIX C:

**LETTER OF PERMISSION FROM OSHANA REGIONAL OFFICE**

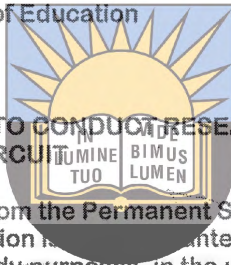


**Ministry of Education  
Oshana Region**

Enquiries: Menette N. Nambala  
Ref. 13/7/6/6

Private Bag 5518  
Oshakati  
14 November 2008

TO: Mr. S. Taukeni  
Ongwediva College of Education  
Private Bag 5507  
Oshakati



**SUBJECT: PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN THE  
OSHAKATI CIRCUIT**

As indicated in the letter from the Permanent Secretary, Ministry of Education, further permission is granted for you to conduct research for academic study purposes, in the under-listed schools:

Amutanga Combined School  
Erundu CS  
Emono PS  
Ehenye PS  
Oshakati JSS  
Oshakati West PS  
Oniimwandi PS  
Iiviyongo CS  
Joseph Mbangula PS

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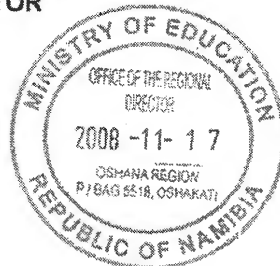
Please do research in such a way as not to disrupt the normal schools activities.

We wish you success in your studies.

Yours truly

  
.....  
**MRS. DUTTE N. SHINYEMBA**  
**REGIONAL DIRECTOR**

**Cc: The Inspector Of Education  
Oshakati Circuit**



APPENDIX D:  
**CONSENT FORM**

I, **Simon Taukeni** a MEd candidate at the University of Fort Hare, School for Post-Graduate Studies, as part of my academic programme, am conducting research on An Assessment of Implementation of Physical Education syllabus in Namibian Lower Primary Phase. As a part of this process, I am inviting you to participate in an interview/questionnaire survey.

Should you consent, I wish to guarantee you that any information that you may provide will be confidential. At no time your identity be divulged or made available to anybody other than the researcher.



Thank you.

**University of Fort Hare**  
*Together in Excellence*

Signature:	Date:
------------	-------

I,.....hereby give/not give consent to participate in the study on An Assessment of Implementation of Physical Education syllabus in Namibian Lower Primary Phase.

I understand that I am participating freely without being forced in any way. I also understand that I can stop participating in this study and my decision to do so will not affect me negatively.

Signature:	Date:
------------	-------

## APPENDIX E:

### INTERVIEW GUIDE FOR THE OSHAKATI CIRCUIT INSPECTOR

**QUESTION 1:** What support mechanisms are provided by the circuit and school principals in the implementation of PE syllabus in Namibian Lower Primary Phase?

**Sub-questions:** 1.1 What type of support does the circuit provide to the primary schools towards the implementation of PE syllabus in the Lower Primary Phase?

1.2 How do you feel about the implementation of PE syllabus in the circuit?

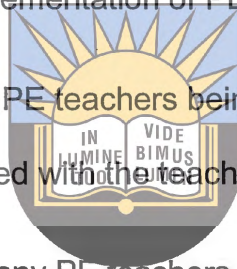
1.3 With your experience, how are PE teachers being supported to have sufficient mastery of the basic skills connected with the teaching of their classes?

1.4 During the past two years, did any PE teachers in the circuit receive professional development (such as workshops, conferences, continuing education, or any other kind of in service) on PE?

1.5 Do PE teachers make an effort to obtain advice and or support from the circuit? If yes, what kind of advice and support do they normal need? If no, why may be so?

1.6 Is there any other support from the circuit in your opinion that we did not talk about during the interview?

**My time should be over by now Mr. Inspector;** I would like to thank you for accommodating me in your busy schedule for this interview, thank you very much.



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## APPENDIX F:

### LOWER PRIMARY PHASE ADVISOR TEACHER INTERVIEW GUIDE

#### QUESTIONS

1. What qualification and experience do PE teachers need in order to handle lessons?
2. How PE teachers should plan and deliver their lessons in the Lower Primary Phase?
3. What facilities and equipment are available in Lower Primary Phase?
4. What is the relevance of PE to the needs of learners in LPP?
5. How Learner-Centred Education is be used as a teaching and learning approach in PE?

#### Follow-ups

Q1. What are Continuous Professional Development of PE teachers in LPP?

- What criterion is being used to select PE teachers for CPD?
- In what content/area of PE did the CPDS Cover?
- In the five years are there some teachers that attended CPDS in the LPP?
- Would you explain the CPDS initiative?

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Q2. Do PE teachers have PE teacher's guide?

- How do you/office help PE teachers in planning and delivery of PE lessons?
- Would you say the **age** and **gender** of PE teachers contribute to the poor implementation of PE syllabus in LPP?

Q3. How do you think the schools should address the lack of facilities and equipment in LPP?

In conclusion, what are **successes** and **challenges** of PE syllabus implementation in the LPP?

Date of interview: 2/12/2008 at Ongwediva Teachers Resource Centre

## APPENDIX G:

### INTERVIEW GUIDE FOR SCHOOL PRINCIPAL

**QUESTION 1:** What support mechanisms are provided by the circuit and school principals in the implementation of PE syllabus in Namibian Lower Primary Phase?

#### Sub-questions

1.1 What type of supports does the circuit and principal's office provide to the school towards the implementation of Physical Education syllabus in the Lower Primary?

1.2 How do you feel about the implementation of PE syllabus in the school especially in Lower Primary Phase, successes and problems?

1.3 With your experience, how are PE teachers being supported to have sufficient mastery of the basic skills connected with the teaching of their classes?

1.4 During the past two years, did any PE teachers in the school receive professional development (such as workshops, conferences, continuing education, or any other kind of in service) on PE?

1.5 Do PE teachers make an effort to obtain advice and or support from the circuit and your office in particular? If yes, what kind of advice and support do they normally need? If no, why may be it is so?

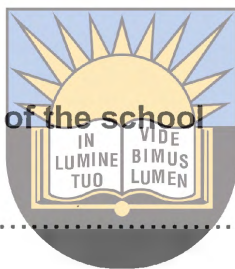
1.6 How are PE programs and activities coordinated in the school? (Do you have somebody responsible for PE in the school?)

**My time should be over by now Mr/Mrs. Principal;** I would like to thank you for accommodating me in your busy schedule for this interview, thank you very much.

APPENDIX H:

**QUESTIONNAIRE FOR LOWER PRIMARY PHASE (GRADES 1-4) PHYSICAL EDUCATION TEACHERS IN OSHAKATI CIRCUIT**

This is a study of assessment of implementation of Physical Education syllabus in Namibian Lower Primary Phase. Thank you for participating. The questions are merely seeking your opinion on different aspects of Physical Education implementation at your school. Your responses will be kept confidential and nobody will be able to use them against you.



**Section A: General Background of the school**

1. Name of the school.....
2. Grade.....
3. Level of school: Junior Primary School  Combined Primary School
4. Type of school: State school  Private school  Church school
5. Location of the school: Rural  Urban

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**Section B: demographic details:** Please tick  in the appropriate space.

6. Sex: Female  Male
7. Age: Below 20 years  20-29 years  30-39 years   
40-49 years  50-59 years  60-69 years
8. Employment status:  
Permanent teacher   
Temporary teacher   
Substitute teacher   
On probation   
Voluntary teacher   
Other (Specify).....

9. Highest academic qualification:

- Standard 8/Grade 10
- Standard 10/Grade 12
- BA degree
- Other (specify).....

10. Professional qualifications (highest only):

- BETD
- BEd
- PGCE
- PGDE
- Other (specify).....

11. Physical Education qualifications area/option:



- Major
- Minor
- Core
- (specify).....

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12. How long have you been a teacher?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- Over 20 years

13. How long have you been teaching Physical Education?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- Over 20 years

**Continues Professional Development (CPD)**

14. Since you became a teacher did you receive any in-service training in Physical Education? Yes  No

15. If NO, why have you not attended any of in-service training in Physical Education?

.....

.....

.....

16.(a) If Yes, what kind of in-service training did you attend?

Workshop

Conference

Seminar

Coaching clinic

Other (specify).....



(b) What was your last year to attend in-service training in Physical Education?

2004

2005

2006

2007

2008

Other (specify).....

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**Section C: Physical Education Methods and strategies**

For items 17 to 26 please circle the appropriate number to indicate your response using the following key:

1= Strongly agree, 2= Agree, 3= Neutral, 4= Disagree and 5=Strongly disagree

- 17. I have a PE syllabus and use it in my class 1 2 3 4 5
- 18. I always use lesson plan in my PE classes 1 2 3 4 5
- 19. I use Learner-Centred Approach in Physical Education classes 1 2 3 4 5
- 20. I use teaching strategy based on the nature of the content, the objectives and the characteristics of the learner 1 2 3 4 5
- 21. I make use of learner experiences in class discussion 1 2 3 4 5
- 22. I practice privately and adequately before demonstrating activities to my learners 1 2 3 4 5

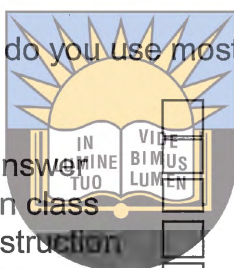
23. I give adequate attention to the problems and interests of individuals in my classes 1 2 3 4 5
24. I give all learners equal opportunity irrespective of their levels of physical ability or skill 1 2 3 4 5
25. I enrich my teaching with new ideas and methods 1 2 3 4 5
26. I share new ideas and methods in Physical Education with other teachers and supervisor 1 2 3 4 5
27. I make an effort to obtain advice and information from my supervisor to improve my teaching in Physical Education 1 2 3 4 5

The following items 28 to 29 please indicate your preference using a

tick

28. What teaching methods do you use mostly in your Physical Education classes?

- Lecture
- Question and answer
- Practical work in class
- Whole group instruction
- Discovery activities
- Group projects
- Demonstration
- Never
- Other (specify).....



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29. How often do you engage learners in a method given above?

- Daily
- Weekly
- Monthly
- Quarterly
- Other (specify).....

**Section D: Physical Education resources and facilities**

Read each statement below and tick **yes** or **no** box that best apply to you.

No.		Responses	
		Yes	No
30.	There are adequate equipments and facilities to implement PE syllabus at the school		
31.	The school uses community facilities and equipments to enrich the school curriculum		
32.	The school has a resources and equipment committee that determine how and when money will be spent on resources and equipment		
33.	As a Physical Education teacher, I prepare a requisition time by recording equipment needs.		
34.	I inspect equipment periodically to ensure that it is safe for use		
35.	The school has a storeroom for equipment and other Physical Education resources and I feel free to get whatever I want		



36. When appropriate quantities of equipment are not available, what option do you mostly use? Tick the appropriate option.

- Use the school budget
- Repair usable equipment
- Improvise by using local materials
- Ask learners to bring equipment from home
- Use the period with other subject
- Cancel the class
- Other (specify).....

37. Finally, comment on the implementation of Physical Education syllabus in Lower Primary Phase.....

.....

.....

.....

.....

**Thank you very much for taking the time to complete this questionnaire.**

## APPENDIX I:

### **FOCUS GROUP INTERVIEWS GUIDE FOR GRADE 4 LEARNERS.**

**TOPIC:** An assessment of implementation of Physical Education syllabus in Namibian Lower Primary Phase.

**QUESTION1:** What is the relevance of Physical Education to the needs of learners in Lower Primary Phase?

#### **Sub-questions**

1.1 What do you think of Physical Education subject?

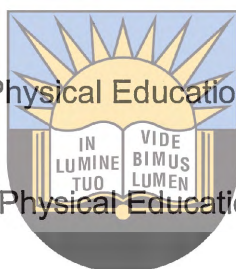
1.2 What do you like most about Physical Education lessons?

1.3 What do you hate most about Physical Education lessons?

1.4 What activities do you do in Physical Education classes?

1.5 How have you been involved in Physical Education in you classes?

1.6 What can each one of us do to make Physical Education the most enjoyable subject at our school?



**University of Port Harcourt**  
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#### **- A brief oral summary-**

**The purpose was to** understand the relevance of Physical Education to the needs of learners in Lower Primary Phase.

#### **-Have we missed anything?**

To thank you, I have a little surprise for all of you as an incentive for your participation. Everyone must have one of these and thank you very much once again. I love to come back and join your Physical Education class one day.

## APPENDIX J:

### DOCUMENT ANALYSIS

The following documents were analyzed to validate and cross check the collected findings:

- Lower Primary Phase Physical Education subject guide (2005)
- Teachers' lesson plans
- Assessment sheets (2008-Term 3)
- Ministry of Education BETD-IN SERVICE (2007)

In all the above documents the focus was on the relevance of PE to the need of learners in the Lower Primary Phase by looking at the subject guide. The other reason was to assess how the teachers are planning and delivering PE lesson and how they assess the learners activities. The study adopted the triangulation design, the information were integrated in other data source during analysis.

-END-

---

CONGRATULATIONS BY REACHING THE END PAGE!!

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