

Examining the Current Status of Physical Education in Some Schools of the Zambezi Region of Namibia

Gerald Kela¹, Chuma Meriam², Stanley Chombo Chombo³

¹Faculty of Education and Human Sciences, School of Education, Intermediate and Vocational Education (DIVE), University of Namibia, Katima Mulilo Campus, Namibia

²Faculty of Education and Human Sciences, School of Education, Early Childhood Education and Care (ECEC), University of Namibia, Katima Mulilo Campus, Namibia

³Faculty of Education and Human Sciences, School of Education, Department of Applied Educational Sciences (DAES), University of Namibia, Katima Mulilo Campus, Namibia

Email: gkela@unam.na, mchuma@unam.na, schombo@unam.na

How to cite this paper: Kela, G., Meriam, C., & Chombo, S. C. (2023). Examining the Current Status of Physical Education in Some Schools of the Zambezi Region of Namibia. *Creative Education, 14*, 334-348. <https://doi.org/10.4236/ce.2023.142022>

Received: June 8, 2022

Accepted: February 19, 2023

Published: February 22, 2023

Copyright © 2023 by author(s) and Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

The purpose of this study was to examine the current status of physical education in some schools of the Zambezi Region, Namibia. This study used a cross-sectional approach and quantitative method which was employed to gather data from participants. Participants were purposively selected and the sample comprised (n = 38). Data was gathered using a questionnaire, which incorporated demographic information and yes/no questions and data analysed using SPSS v21 software, interpreted in simple percentages and presented in figures and tables. The study results show that promotional subjects such as English were found to have 6 periods per week (30%), whereas Mathematics had 7 periods per week (35%), non-promotional subjects such as Physical Education were given 1 period per week (2%) and Life Skills 2 periods with (2%). The results show (n = 3) male teachers out (n = 38) 7.8% were found to have a PE qualification (degree) whereas (92%) were found to be teaching PE without a PE qualification. The study further showed that schools had facilities and equipment such as sport fields, netball courts, soccer balls, netballs and whistles were available in all schools despite their dilapidated conditions. Furthermore, schools had some javelin and shotput (7.8%), discus and high jump kit (10.5%), soccer jerseys (78.9%), netball jersey (84.2%). PE was allocated less time per week (40 minutes) compared to other subjects and it was found to be taught by a few qualified teachers with the majority of educators teaching the subject without a PE qualification. Lack of equipment and facilities was found to be a major barrier in most schools in the region and this made it difficult to teach PE as a school subject.

Keywords

Status, Physical Education, Schools, Zambezi Region, Namibia

1. Introduction

The main aim of Physical Education (PE) in Namibian schools is to improve and increase learners' perception-motor skills and broaden their movement understanding through involvement in a range of movement forms, to uphold and improve physical fitness and proficiency, to improve an understanding of respectable health through caring of own bodies, to boost creative ability and emotional stability, with a positive self-control, self-image, confidence, independence and own decision-making based on a well-grounded structure of values, to improve healthy social relationships and to improve an understanding of a good normative attitude based on a healthy value structure (Ministry of Education, 2021).

The World Health Organization (WHO) launched numerous campaigns and renewed its policy outline to address disturbing worldwide death rates due to health conditions associated to physical sedentariness globally (World Health Organization, 2018). The current status of Physical Education (PE) is in a drier state with limited time of 2% allocated to the subject on a weekly basis, unqualified personnel, inadequate facilities and equipment in Namibia schools (Kela, 2016). The status of PE in South African public schools was reflected with quality of teaching associated with teachers' qualifications. PE was taught by 25.1% qualified PE teachers, 62.3% PE unqualified teachers and 14.9% of classes were subcontracted to outside service providers (Non-Governmental Organisations and public helpers for low quintile schools and professional coaches contracted by advanced quintile schools). PE teachers were reported to struggle with curriculum implementation due to lack of subject knowledge and poor teaching methodology as main challenges. Financial constraints and the lack of access to sports related resources including the site of some of the facilities were a barrier (Burnett, 2020).

According to the study results by Osborne et al. (2016) they found that the major problems faced by Physical Education (PE) teachers were low salaries, risky PE infrastructure and lack of resources. Moreover, PE was found to be devalued, the space and time allocated to the subject were not enough, and it was treated as simple recreation. Furthermore, teachers condemned the lack of dedication and commitment of some coworkers who teach the subject without lesson planning. Lastly Osborne et al. (2016) found misbehaving learners and absence of interest from their families. They seek for personal improvement, infrastructure developments, and more provision from families and school. Teachers who do not teach PE as per curriculum's expectations are not supported from school and government, which is an unmaintainable reality. In the study by Edward

(2015) they found that the major difficulties facing teaching and learning of PE was inadequate of sufficient facilities that could be used to facilitate learning and teaching process. It is also evident that a large number of teachers had negative approach or behaviour towards teaching PE. Most of the teachers did not prepare lesson plans neither did they organise PE academic documents henceforth PE programs ineffectively handled towards cultivating learners education and health since most of the teachers were not ready to boost teaching and learning of PE.

Research Question

What is the current status of physical education in some schools in the Zambezi Region?

2. Literature Review

Youthful obesity and its related major health danger aspects such as type II diabetes mellitus, cardiovascular disease and dyslipidemia are increasing problem across the world, with physical sedentariness being considered the main contributing issue. Presently it seems that we are trailing behind the fight against sedentariness and obesity in young adults. According to the world of research found that we are raising the most inactive and obese generation in history the main kind. Physical education and sports plays a major role to avoid sedentary lifestyle, and have been found to decrease chronic diseases such as cancer, diabetes, heart diseases, respiratory and diseases.

2.1. Status of PE as a School Subject in World-Wide

A study conducted by Kela (2016) found that, most of the schools in Zambezi Region had a lack of qualified teachers, lack or shortage of facilities, “non-educational” status, and non-promotional subject, lack of monitoring, supervising and inspection of Physical Education. There were no inspectors from the regional education offices to oversee whether the subject was being taught according to the national standards outlined in the curriculum. The status of PE in Namibian school shows that the subject is timetabled, with 1 period per week (40 minutes). PE has some supporting documents such as syllabuses, prescribed book and most taught by teachers without PE qualifications (Kela, 2016).

Permissible and perceived definite status of PE and its educators is an argumentative matter: other believes it is a subject while others believe it’s just recreation. Previous can be subject to “local” interpretations and/or implementation and the latter to variable perceptions. Research shows that the globally equal subject lawful status is 77% of nations and locally North America 33% signifies an unambiguous difference with Europe with a ratio score of 92%. Worldwide, with the exemption of Oceania, locally, research suggests that in definite practice physical education is measured to have lesser status than other academic school subjects (McLennan, 2013). The uppermost magnitudes of perceived lesser status of PE are vividly clear in Africa (69%), Middle East (65%)

and North America (77%) (Kela, 2016).

The world of research on PE's lesser status are clear in both southern and northern spheres which is driven by aspect such; slight interest in PE; low levels of cognizance of its importance and motivation from both inside and outside, non-examinable orientation, non-academic orientation, leisure and non-challenging subject, greater focus on learning and numeracy, fewer time timetable allocation, negative attitudes and perceptions in comparison to other subjects (including educators accountable for PE), mostly in primary schools, lack of parental and other sponsors' support; and its perceived significance to and below-valuation by, some learners in schools (McLennan, 2013).

2.2. PE Time Allocation in Schools

Time allocation for PE lessons was found not in par when compared to other school subject in Namibian schools (Kela, 2016). According to McLennan (2013) they found that throughout the primary/elementary school level, there is a normal 97 minutes weekly (variety of 25 - 270 minutes); in the secondary school level, there is a normal of 99 minutes weekly (variety of 25 - 240 minutes).

Moreover, Clark et al. (2012) worldwide research found that weekly minutes given to PE teaching during primary/elementary school, 6 states have requirements of a smaller amount than 50 minutes, 69 need 50 - 99 minutes, 40 states mandate 100 - 149 minutes, and 8 states institute policies necessitating 150 minutes or extra. Whilst, for secondary schooling, the worldwide view encompassed 14 states necessitating up to 49 minutes, 46 requesting for 50 - 99 minutes, 35 directing 100 - 149, and 5 states giving 150 minutes or extra per week of PE. There are some visibly noticeable local differences in planned time allocation (UNESCO, 2014).

2.3. PE Teachers' Qualifications

According to the National Association for Sport and Physical Education (2007) they found that highly competent and qualified PE teachers have the knowledge and skills to teach well planned lessons, reinforce the quality of PE instruction and empower learners to attain and uphold healthy lifestyles. Moreover, NASPE acknowledges that highly qualified PE teachers will be accredited and certified to teach by virtue of having finished a diploma or degree PE teacher education program.

The majority of PE teachers in Namibian schools they teach PE with just a degree in education, more over it was found that most of these teachers are only appointed to teach PE if they have less time periods per week (Kela, 2016). Over the past decade The University of Namibia has trained PE teachers to only teacher at senior secondary level, this effort have not been given in pre-schools, junior primary, senior primary and junior secondary school phases to benefit all (Sport Science Department, 2021).

Research have shown that normally, a diploma or bachelor degree or equal is a

minimum requirement for teaching PE equally primary and secondary schools. In some countries around the world a master degree is required for teaching spots, particularly in high or secondary schools (Zealand, 2014). In high/secondary schools, experts are mainly accountable for teaching PE lessons, however some schools, in some states do arrange “generalist” experts for PE teaching. Suggestion points to shortages in World-wide Survey of School PE – Final Report for 2013 9 educator supply, predominantly of PE experts, insufficient training of PE educators, particularly, but not solely so, in elementary/primary schools and to negative perceptions and attitudes and low levels of intrinsic and extrinsic motivation of some educators accountable for PE teaching (Sterigiadis, 2014).

Apprehensions about the quality of PE educator training, instruction and teaching resources, insufficient supervision of preparation, nonexistence of professionalism and suitable ethics and effects on the value of school learner experience are also worldwide evident (Zealand, 2014). Insufficiencies in delivery for PE teachers are existing from corner to corner of all regions and in some cases surpass training or more expert training past school to contain training of specialists for placement in educator provider institutes, organizational and advice-giving. Even when chances are given, some educators are alleged to be resilient to improving preparation or their expert growth and there are no blames if educators do not attend to the courses given to them (Sterigiadis, 2014).

2.4. PE Equipment and Facilities in Schools

There are overall worldwide and local apprehensions about PE facilities (outdoor and indoor) as well as related amenities (such as showers and changing rooms), equipment providing and insufficiencies in facility repairs (McLennan, 2013). Whereas there is a bigger predisposition of insufficient physical resource providing in developing countries, the divide between these and some schools in middle and developed regions and states is not a constantly clear-cut. The level of such providing together with problems presented by insufficient repairs can affect the scope, quality and nature of the PE programmes (UNESCO, 2014).

Worldwide research outcomes for quantity and quality of PE facilities presented, indicates a higher level of 57% of insufficient provision than sufficient (43%) delivery, a situation which is also apparent in Latin America, Middle East and African regions. Statistics comparison of 2022 facts once more points to higher altitudes of insufficient elevations of provision worldwide and locally in all developing countries such as the Middle East 54%, Africa 68% and Latin America 65%. Even though hopefully the Latin American regions show an important decrease from 87% to 65% of inadequate levels of providing and increase from 13% to 35% in adequate quantity of facilities (New Era, 2019).

Generally the research on the availability and conditions of sports equipment and facilities on the African continent shows that there are a lot of available and dilapidated sports equipment in schools, lack of finances for repairs, lack of budgeted finds for sports, lack of needed infrastructures, lack of playing fields,

lack of facilities and equipment and lack of instructional materials (New Era, 2019).

2.5. Framework

This study is framed and informed by Theories of Status Characteristics and Expectation States by Webster and Walker (2016) which emphasise on the understanding of the development and maintenance of authority and prestige unfairness in the teaching of school subjects. Expectations, roughly equal to notions of task ability, emerge through collaboration or from suggestions based on status; once they exist they limit all constructions of discrimination levels. The application of these two theories of Status Characteristics and Expectation States will guide the study and allow it to sight-see in-depth information on the status of Physical Education in schools.

3. Research Methods

This study was cross-sectional by nature and the research used quantitative approach as it gathered numerical data from participants. The main objective of this study was to examine current status of physical education in some schools of the Zambezi Region of Namibia. Credible resolutions and recommendations for the future were suggested. Such a design allowed us to choose participants as follows.

3.1. Participants

The study's participants were purposively selected and engaged Physical Education teachers, school HODs and School Principals in some randomly selected 10 schools in the Zambezi Region of Namibia. The sample comprised (n = 38) physical education teachers (n = 20) 53%, and Heads of departments (HODs) (n = 10) 26% and school principals (n = 8) 21%. **Figure 1** shows the percentage, number and gender of participants.

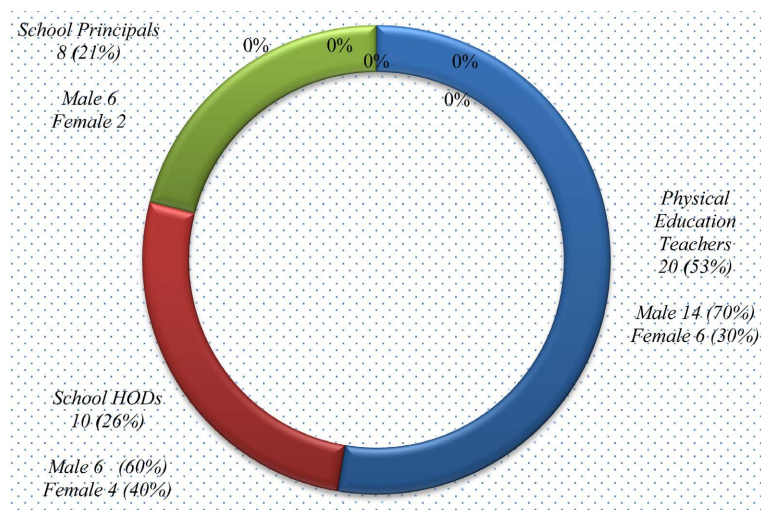


Figure 1. Participant's key information.

Despite the gender imbalance in participants, female physical education teachers represented a score of (n = 6) 30%, whereas male teachers represented a ratio of (n = 14) 70%. Whilst female HODs represented (n = 4) 40% whereas male represented (n = 6) 60% and female school principals represented (n = 2) 25% whereas male were represented by (n = 6) 75%. This kind of participant representation allows us to come up with the following data generating tools. These are discussed in more detail beneath.

3.2. Data Generating Methods

This study gathered data using an 18 item questionnaire designed by the researchers. The study aim was to examine the current status of physical education in some schools in the Zambezi Region of Namibia. The questionnaire incorporated demographic information such as gender, rank, qualification, school setting (rural or urban). Moreover, the questionnaire consisted of yes/no questions to the availability and conditions of sport equipment and facilities in schools within the Zambezi Region. The assessment of the equipment and facilities' conditions used 5 scale rating score as follows 0 = None, 1 = Not used, 2 = Broken/old in use, 3 = Reasonable condition/used, 4 = Virtuous condition/Almost new and 5 = Tremendous condition/New. The quantitative gathered data was analysed using the method explained beneath.

3.3. Data Analysis

Quantitative data was analysed using SPSS v21 software and presented in figures and tables. The descriptive numerical results were interpreted in percentages. The results of the analysis are as follows.

4. Results and Discussions

This study applied descriptive research methods for the analysis of the generated data, and its results centered on four main aspects:

- Physical Education time allocation
- Qualifications of Physical Education teachers
- Physical Education equipment and facilities in schools

Figure 2 shows the comparison of time allocation of some promotional and non-promotional subject in Namibian schools. The promotional subjects such as English have 6 periods per week representing (30%), whereas Mathematics 7 periods with (35%), life science 5 periods (25%). On the other hand, non-promotional subject such as Physical Education have 1 period per week with (2%), Life Skills 2 periods with (2%), Information Communication 1 period (2%), Religious and Moral Education 1 period with (2%), Arts 1 period with (2%). The results show an imbalance of time allocation between promotional and non-promotional subjects in Namibian school curriculum. These results aligns with [Namibia School Sports Union \(2021\)](#) report outcomes to which they found that time allocated for PE instruction was not equivalent to other school subject in Namibian

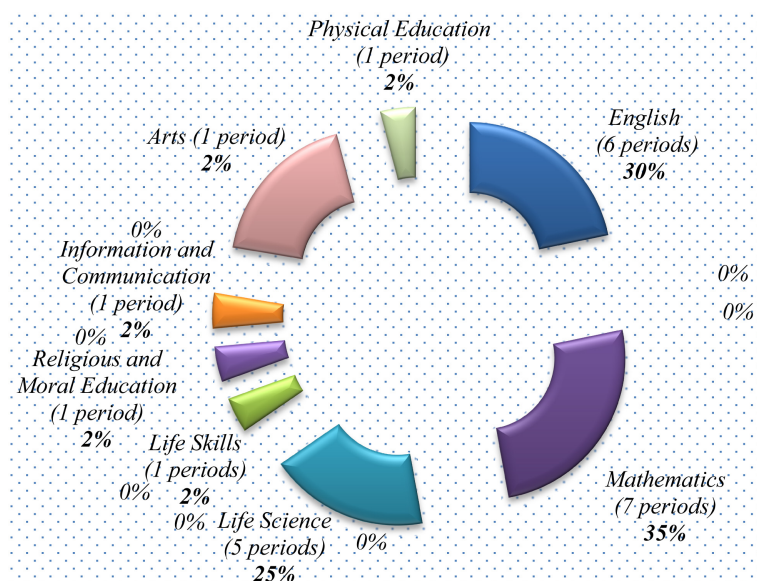


Figure 2. Time allocation for physical education in schools.

schools, for instance Mathematics was given 7 periods per week (280 minutes/3 hours weekly), whilst PE and other non-promotional subject were only given 1 period (40 minutes weekly). Moreover, these results further relates to [Namibia Sports Commission \(2019\)](#) finding which suggested that weekly 40 minutes given to PE teaching instruction in both primary and secondary school was not enough to be implemented by educators as per curriculums' stipulations. On the other hand this study further found that there was a big gap in time allocation between promotional examinable subjects and non-promotional non-examinable subjects ([UNESCO, 2014](#)). Moreover, the results above are also supported by [Toprak et al. \(2021\)](#) to which they found that PE as a school subject is typically seen as of little value and that expansion of a robust sport notion is basically slowed down by systemic, financial and administrative restraints.

Such a time allocation and timetabling allowed us to examine the teachers' qualifications to see it influence on the teaching and learning of PE in schools. These are the results and discussions in detail below.

Table 1 shows the qualifications of PE teachers, gender, ranks and school settings. The results shows that (n = 38) formed part of the respondents to this study, 3 male teachers out 38 were found to have a PE qualification (degree) representing a score of (7.8%) whereas 35 (92%) were found to be without a PE qualification at all. These results related to [Muomezie \(2018\)](#) to which they found that there was a lack and shortage of PE qualified teachers in most schools in South Africa by (65%). This study results further found that there were only 6 (30%) female PE teachers and 14 (70%) male PE teachers out of 20, these results shows that PE is been taught more by male teacher when compared to female teachers. These results aligned with [Kastrup and Kleindienst \(2016\)](#) to which they found that suggestions are that PE instructions have gradually become dominated by male teacher's patterns of physical activity and that a hierarchy is

Table 1. Qualifications of physical education teachers.

Gender	Rank	Qualification		Urban schools	Rural schools
		<i>q = qualified</i>	<i>u = unqualified</i>		
male	Teacher	q		x	
male	Teacher		<i>u</i>	x	
male	Teacher	q		x	
male	Teacher		<i>u</i>	x	
male	Teacher		<i>u</i>		x
male	Teacher		<i>u</i>		x
male	Teacher	q			x
male	Teacher		<i>u</i>		x
male	Teacher		<i>u</i>		x
male	Teacher		<i>u</i>	x	
male	Teacher		<i>u</i>		x
male	Teacher		<i>u</i>	x	
male	Teacher		<i>u</i>		x
male	Teacher		<i>u</i>	x	
female	Teacher		<i>u</i>		x
female	Teacher		<i>u</i>	x	
female	Teacher		<i>u</i>	x	
female	Teacher		<i>u</i>	x	
female	Teacher		<i>u</i>		x
female	Teacher		<i>u</i>	x	
male	HOD		<i>u</i>	x	
male	HOD		<i>u</i>	x	
male	HOD		<i>u</i>		x
male	HOD		<i>u</i>	x	
male	HOD		<i>u</i>		x
male	HOD		<i>u</i>	x	
female	HOD		<i>u</i>	x	
female	HOD		<i>u</i>		x
female	HOD		<i>u</i>		x
female	HOD		<i>u</i>	x	
male	Principal		<i>u</i>	x	
male	Principal		<i>u</i>	x	
male	Principal		<i>u</i>	x	

Continued

male	Principal		<i>u</i>		x
male	Principal		<i>u</i>	x	
male	Principal		<i>u</i>	x	
female	Principal		<i>u</i>		x
female	Principal		<i>u</i>		x
Total	38	3 (7.8%)	35 (92.1%)	22 (58.8%)	16 (42.1%)

built between what is general known as “female activities” and “male activities” in PE. As an outcome, the main aim of “philosophical co-education” has not been attained. Moreover, it was found that female PE teachers suffer considerably under these conditions, and as experimental this stereotype seems either to lead those plans on reducing their hours in, or even giving up, teaching PE.

The results further revealed that a total number of ($n = 35$ out of $n = 38$) 92.1% was found to only possess a teaching degree of promotional school subjects and none of them possessed a PE qualification. These results aligns with [Muomezie \(2018\)](#) the educators teaching the PE subject in elementary/primary schools in the Motheo constituency were found not qualified to teach it PE and that the educators were found not to be PE experts and all schools in that province did not have a PE experts in their respective schools. According to [Burnett \(2020\)](#) they found that PE was taught by 25.1% qualified teachers, 62.3% (non-qualified teachers) and 14.9% of classes were subcontracted to outside service suppliers. Moreover, the results further show that 22 (58.8%) of the study participants were found in urban schools while 16 (42.1%) where teaching in rural area schools. These results correspond with [Tian et al. \(2021\)](#) to which they found that most of the PE teachers are clustered mainly in urban school areas by 37% comparatively to teacher semi-urban schools with a lesser score of 5.2%.

Sports equipment and facilities are important to sports growth and accomplishments worldwide ([Diejomaoh et al. 2015](#)). **Table 2**, shows the availability and condition of sport equipment and facilities in schools. The results elucidates that all respondents indicated that their respective schools had soccer fields and netball courts with a ratio score of 100% availability, despite these facilities being old but still in use. These results concur with [Kela's \(2016\)](#) report to which they found that all schools in Zambezi Region have a soccer field and a netball court despite the fact that they were old and used in a dilapidated state. Also, respondents further indicated that all participating schools did not have volleyball and basketball courts at all. These results are further acknowledged in by [Kela \(2016\)](#) to which it was found that most schools in Zambezi Region place much emphasis on soccer and netball and ignore volleyball and basketball due lack of sport equipment and facilities in schools.

Moreover, 100% of the respondents indicated that all their respective schools had soccer and netballs available in a reasonable usable condition. These results

Table 2. Physical education equipment and facilities in schools.

	Yes/no		Condition
	Availability	Condition	
Sports facilities			
Soccer Field	yes (100%)	no (0%)	2
Netball Court	yes (100%)	no (0%)	2
Volleyball Court	yes (0%)	no (100%)	0
Basketball Court	yes (0%)	no (100%)	0
Sport Equipment			
Soccer Balls	yes (100%)	no (0%)	4
Netballs	yes (100%)	no (0%)	4
Volleyballs	yes (0%)	no (100%)	0
Basketballs	yes (0%)	no (100%)	0
Javelin	yes (7.8%)	no (92%)	2
Discuss	yes (10.5%)	no (89.4%)	2
Shotput	yes (7.8%)	no (92%)	2
High Jump Kit	yes (10.5%)	no (89.4%)	2
Whistles	yes (100%)	no (0%)	5
Soccer Jersey	yes (78.9%)	no (21%)	3

Continued

Netball Jersey	yes (84.2%)	no (15.7%)	3
Volleyball Jersey	yes (0%)	no (100%)	0
Basketball Jersey	yes (0%)	no (100%)	0
Relay Buttons	yes (0%)	no (100%)	0

are supported [Twinkl Education \(2021\)](#) to that they found balls are the most important basic equipment all schools should have, be it be they are inflatable ones, bouncy ones, playground ones, without listing sport-specific ones such as netballs, soccerballs and volleyballs, if PE teachers opened their PE storeroom and all they could find were balls, they will still able to deliver an excellent PE lesson. Research still acknowledge that no matter what type of physical activity learners are performance with balls, be it catching, rolling and throwing , there is a concrete assurance that they are developing their movement and gross motor skills ([Twinkl Education, 2021](#)).

Research have shown that track and field is a very exclusive sport since it includes numerous different events with one competition, generally well-known as a meet, also the events inside any given track and field meet consist of jumping, throwing and running events ([Rookie Road, 2017](#)). This study shows that most of respondents further indicated with a higher score of (92%) by saying ‘no’ they did not have javelins apparatus with only (7.8%) of the respondents agreeing to have such equipment at their schools, whereas (10.5%) of the respondents agreed to have discus equipment, however (89.4%) said they did not have such sport apparatus at their school. These results relates to [Namibia Sports Commission \(2019\)](#) report which find that sport equipment are very expensive for schools to run physical education curriculum appropriately with only few schools having track and field apparatus such javelins, it’s very hard to scout and naurture talent at school level.

Additionally, (7.8%) of the respondents said yes they have some shot put equipment at their schools and (89.4%) said their schools did not have such equipment, (10.5%) of the study’s respondents indicated that they had high jump equipment at their schools while (89.4%) said they did not have such an apparatuses. The results shown above concur with [Dahiru et al. \(2018\)](#) to which they found that there is a massive shortage of field (track and field) events equipment in most of African schools and these includes javelins, discus, shot put and high jump kits. Research found that the hypothetical and common effects of providing adequate sporting activities, equipment and facilities is associated with high levels of concentration in class, willingness to participate, posi-

tive social interaction, increased levels of self-esteem and self-confidence (Dahiru et al. 2018).

The results show that all of these sports equipment were not used at all due to their bad state and conditions. The study's results further show that all respondents indicated to have new whistle with a score of 100%. These results relates closely to Kela (2016) report which found that school can afford cheap sports equipment such as whistles comparatively to expensive sport equipment such as javelin, discus and shot put as they are always used by many students in practical sessions.

While, some schools were found to have soccer jerseys with a high score of (78.9%) and only (21%) did not have such sport attire, (84.2%) of respondents further indicated that they had a netball jersey with (15.7%) indicating not having such sports attire. These results relates to Kela (2016) report which found that most of school within Zambezi Region have some soccer and netball jerseys as the two (2) sports codes were established to have a highly number of participants annually when compared to other sports codes such as volleyball and basketball. Besides, research shows that sports uniforms (jerseys) have been found to be very important as they raise the spirits of unity of team players and keeps players encouraged to perform well on the field (Arctica, 2020). This, in turn, was found to increase the interest and the aspiration to thrive. When every team player puts on the same sport attire, cap and color it imparts togetherness and unity among the team players and boosts their self-confidence (Arctica, 2020).

Despite lack of sports equipment and facilities as projected in **Table 2**, the results shows that there is a massive need for sport facilities and equipment in schools in order to implement PE curriculum successfully. Given the projected results above, the next section discuss the results in relationship with literature reviewed.

5. Conclusion and Recommendations

This study was set to examine the current status of physical education in some schools of the Zambezi Region. An extensive literature review was conducted to establish the current status of PE in Namibia and globally. Therefore, this study concludes that PE was allocated minimal time per week when compared to other school subjects, and this made it difficult for teachers and learners to take the subject seriously. PE was taught by few qualified teachers with the majority of teachers teaching the subject with a PE qualification, this made it difficult for teachers to give clear instructions due to lack of knowledge. Lack of equipment and facilities was found to be a major barrier in most schools in the Zambezi Region and this made it difficult to teach PE as an academic subject.

The following recommendations are made based on the study's results:

- The Ministry of Education should avail more time for PE as a school subject.
- Teachers without a PE qualification should be frequently given in-service training in form of weekly workshops to acquaint them with current knowledge.

- The ministry of education in liaison with the sports ministry and sports unions should provide schools with necessary sport equipment and facilities.
- The institutions of higher learning such as colleges and universities around the country should help in PE teacher training.
- Each school around the country should have at least one (1) qualified PE teacher to facilitate the teaching and learning.
- The Ministry of Education should appoint subject inspectors and supervisors to oversee the subject's short comings.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

References

- Arctica (2020). *4 Reason Team Uniforms Are Important for Success*. Arctica.
- Burnett, C. (2020). A national Study on the State and Status of Physical Education in South African Public Schools. *Physical Education and Sport Pedagogy*, 26, 179-196. <https://doi.org/10.1080/17408989.2020.1792869>
- Clark, V. L., Ekelund, U., Hardman, K., Bull, F. C., Andersen, L. B., Haskell, W., Azevedo, M., & Hallal, P. C. (2012). *A Look into Physical Education Curriculum Time Requirements around the World*.
- Dahiru, M. S., Caleb, E., & Fashina, A. A. (2018). A Study on the Effects of Inadequate Sport Equipment and Facilities on Sports Development and Academic performance in Primary Schools: A Case Study of Bwari Area Council of Abuja-Nigeria. *SPC Journal of Education*, 2, 4-8.
- Diejomaoh, S. O. E., Akatah, E., & Tayire, F. O. (2015). Availability of Facilities and Equipment for Sports Administration at the Local Government Areas of Delta State, Nigeria. *Academic Journal of Interdisciplinary Studies*, 4, 307-312.
- Edward, A. L. (2015). *Challenges Facing the Teaching and Learning of Physical Education in Primary Schools in Bwiri/Nanguba Zone, Samia Sub-County, Kenya*. MSc. Thesis, Kenyatta University.
- Kastrup, V., & Kleindienst-Cachay, C. (2016). 'Reflective Co-Education' or Male-Oriented Physical Education? Teachers' Views about Activities in Co-Educational PE Classes at German Secondary Schools. *Sport, Education and Society*, 21, 963-984. <https://doi.org/10.1080/13573322.2014.984673>
- Kela, G. (2016). *The Perceptions and Attitudes of Secondary School Learners from the Zambezi Region of Namibia towards Physical Education*. MSc. Thesis, University of the Western Cape.
- Mclennan, N. (2013). *World-Wide Survey of School Physical Education*. United Nations Educational, Scientific and Cultural Organization.
- Muomezie, S. I. (2018). *Teachers' Efficacy in Teaching Physicaleducation in Primary Schools in the Motheo District, Free State Province of South Africa*. MSc. Thesis, Central University of Technology.
- Namibia School Sports Union (2021). *School Sports and Physical Education*. New Era.
- Namibia Sports Commision (2019). *Sports*. The Namibian.
- National Association for Sport and Physical Education (2007). *National Standards for*

Beginning Physical Education Teachers (2nd ed.).

New Era (2019). *Sport for All*. New Era.

Osborne, R., Belmont, R. S., Peixoto, R. P., Santos de Azevedo, I. O., & Paiva de Carvalho Junior, A. F. (2016). Obstacles for Physical Education Teachers in Public Schools: An Unsustainable Situation. *Motriz: Revista de Educação Física*, 22, 310-318.

<https://doi.org/10.1590/s1980-6574201600040015>

Rookie Road (2017). *Sports*. <https://www.rookieroad.com/sports/>

Sport Science Department (2021). *Physical Education Curriculum*. NSSU.

Sterigiadis, P. (2014). *Physical Education 2*. UNAM.

Tian, Y., Liu, L., Wang, X., Zhang, X., Zhai, Y., Wang, K., & Liu, J. (2021). Urban-Rural Differences in Physical Fitness and Out-of-School Physical Activity for Primary School Students: A County-Level Comparison in Western China. *International Journal of Environmental Research and Public Health*, 18, Article No. 10813.

<https://doi.org/10.3390/ijerph182010813>

Toprak, M., Avci, Y. E., & Cengiz, Ö. (2021). School Physical Education Courses: A Study on Challenges and on Restoring Their Functions. *Pegem Journal of Education and Instruction*, 11, 306-315. <https://doi.org/10.47750/pegegog.11.04.29>

Twinkl Education (2021). *11 Essential Pieces of PE Equipment for Primary Schools*.

<https://www.twinkl.com/blog/11-essential-pieces-of-pe-equipment-for-primary-schools>

UNESCO (2014). *World-Wide Survey of School Physical Education*. United Nations Educational, Scientific and Cultural Organization.

Webster, M., & Walker, L. S. (2016). The Theories of Status Characteristics and Expectation States. In S. Abrutyn (Ed.), *Handbook of Contemporary Sociological Theory. Handbooks of Sociology and Social Research* (pp. 321-342). Springer.

https://doi.org/10.1007/978-3-319-32250-6_16

Zealand, D. (2014). *Physical Education 1*. UNAM.