

Analysing Ways to Incorporating Cultural Competency in Physical Education Curriculum in Katima Mulilo Circuit, Zambezi Region of Namibia

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Abstract

Cultural competence is an important aspect to be incorporated in physical education curriculum as it creates inclusiveness, respect awareness, and engaging learning atmospheres for diverse students. It nurtures cultural pride and consciousness, helps to disassemble stereotypes, and links learning to students' cultural upbringings and individualities, eventually promoting all-inclusive development and unbiased participation. The main aim of this study was to analyze ways to incorporating cultural competency in Physical Education curriculum in Katima Mulilo circuit, Zambezi Region of Namibia. This study used quantitative methodology to acquire in-depth vital information. A total of $n = 67$ physical education teachers were purposively chosen to partake in this current study, of which $n = 23$ (34%) were female teachers and $n = 44$ (66%) were male teachers. Data was gathered using questionnaires and analyzed using SPSS V22 digits software. Furthermore, data was interpreted into frequencies, percentages, mean, standard deviation and presented in tables. The research results revealed that in order to successfully implement cultural competency in physical education curriculum; they should be culturally competent educators who create a supportive environment, educators need to understand cultural differences which helps them to plan lesson better, schools need to increase and promote cultural diversity, understand cultural backgrounds, and engaging right with people from different cultures. It is therefore concluded from this study that, to merge cultural competency in physical education curriculum teachers, should practice culturally appropriate content in their lesson plans and preparations, make inclusive learning atmospheres by asking questions and demonstration cultural modesty, foster relationships with families, offer specialized development to boost their consciousness and skills, and use actual communication approaches to comprehend students' varied needs and practices

Keywords: Analyzing, ways, incorporating, cultural, competency, physical education, curriculum, Katima Mulilo, Zambezi Region, Namibia.

INTRODUCTION

Physical Education as a school subject promotes own and community well-being by sanctioning students to achieve healthy, lifetime attitudes and manners through physical activity as part and parcel of the overall educational understanding (Santosh, 2013). Whilst partaking in physical activities during physical education lessons offers a significant prospect for being physically fit (Eden et al, 2024). Moreover research have shown that through culturally approachable teaching and learning practices, teachers can influence students' diverse educations to boost learning understandings. Thus this involves incorporating culturally appropriate content perceptions, and instructional methods that echo with students' lived understandings (Eden et al, 2024). According to Yuriy (2022) states that Physical Education (PE) curricula and lessons can benefit from the inclusion of numerous cultural basics through the incorporation of culturally-oriented events. By identifying and respecting diverse cultural experiences, it pursues to form a more various and complete learning atmosphere. Therefore, by integrating culturally-driven events into physical education (PE), students can boost their well-being and physical health, obtain a more comprehensive perception, and foster an understanding of various cultures. Also, it encourages in students a sense of empathy, inclusivity and cultural gratitude. Actual communication is critical for teachers in guaranteeing a high-quality informative process. Cultural competency is the capability to successfully, morally, and correctly communicate and relate with people from diverse cultural upbringings by thoughtful, valuing, and appreciating diversity (Robinson, Barrett, and Robinson, 2016). It includes a lively, continuing process of rising cultural consciousness, awareness, and skills, joined with manners of respect and a obligation to self-reflection on one's personal predispositions (Douglas & Halas, 2013). This evolving process

allows persons and establishments to create actual relations and offer services that are complex to the desires of diverse people (Hylton, 2015).

Moreover, research further show that in several countries globally, Physical Education (PE) is obviously and openly responsible for promoting health education in children and young adults. Physical Education educators are now accountable for the all-inclusive growth of students' social, physical, mental and emotional well-being (Gray et al, 2018). Hence, cultural facets such as beliefs, values, behavioral outlines and the effect it may cause on the environment and on society (Pereira and Baranauskas, 2015). Thus, developing an active and simple-to-follow teaching and learning guide models for supportive user to like a deep cultural understanding (Jailani et al, 2016). Therefore, student learning in physical education (PE) is a apprehension shared by the academic community, inspiration and vow are two of the aspects that seem to be key determining factor in the learning-teaching progression (Simón-Chico et al., 2023). Offering educators with multicultural education with the anticipation that through this academic training, educators will learn the significance of sensitivity and respect for all cultures to their pupils (Kaylene and Rosone, 2016).

Problem statement

The significance of incorporating cultural competency in physical education (PE) is unambiguous (Donovan, 2019). The culture of a people encompasses the whole sweep of existence and contains the entire range of events in which they participate. All their activities contribute to the cultural level and influence (Macdonald et al., 2009). Therefore the aim of this study is to analyze ways to incorporating cultural competency in Physical Education curriculum in Katima Mulilo circuit, Zambezi Region of Namibia

Research questions

This study aims to analyze ways to incorporating cultural competency in Physical Education curriculum in Katima Mulilo circuit, Zambezi Region of Namibia. Therefore, this study gathered data using the below key research question:

- How to incorporate cultural competency in physical education curriculum?

LITERATURE REVIEW

The world of current research has revealed that cultural competency in physical education (PE) boost and stimulate students' educational experience, increase their academic results, and enable academic achievement. To be more precise, the incorporation of cultural competencies in schools correlate with enhanced student retention as well as passing rates from both high school and university. Correspondingly, numerous studies have revealed links between higher rates of cultural competence amongst educators and student theoretical achievement. Schools with more distinct position on range, multi-culturalism, or human rights, or an general refutation of adaptation correlated to people of colour accomplishment on high-stakes assessments. These associations were substantial even after variances in student individualities were reported for. Other studies further found that students at culturally capable schools conveyed that teachers reinforced their learning and were involved with the material more frequently and reported being tormented and excluded less frequently compared to students in less culturally competent institutes (Gay, 2018)

In spite of the proved benefits of culturally receptive teaching, research have shown that several educators face extensive challenges to apply these practices. Systemic problems such as insufficient professional growth, absence of resources, and homogenous testing pressures frequently obstruct efforts to incorporate cultural competence into mainstream teaching and learning (Villegas and Lucas, 2002). Likewise, understanding these challenges is vital for developing real plans and recommendations that can help educators in overcoming problems and refining their practices (Sleeter, 2011). On the other hand, aspects such as cultural competence in academic personnel, culturally sensitive and approachable programs and practices, a reverse-racism-free atmosphere that is favourable to learning and teaching for all students, and helpful relations midst adults and among students and adults are the mechanisms essential to offer our students with a sense of fit in and connection to place, improve their educational accomplishment, and contribute to academic outcomes. Distinctiveness, culture, and relationship play a major role in shaping an person's life. In academic setting, there exist diversity of theories, actions, and practices that sanction the partaking culture, distinctiveness, and individual experience in learning developments. We deliberate cultural ranges and funds of awareness (Au, 2009).

Worldwide, and mainly within the United States of America, culturally relevant physical education exertions have focused predominantly upon groups other than Native students. For instance, much of the current research and literature in the United States of America has focused upon Hispanic and African-American urban students (Robinson et al, 2016).

Progressing cultural competencies in physical education is important as it foster an inclusive and actual learning atmosphere (Stewart, 2024). By incorporating an understanding of students' cultural backgrounds into teaching-learning practices, academic educators can improve student involvement, decrease achievement inequalities, and encourage a more unbiased didactic or educational experience (Au, 2009). Research further emphasise and highlights that culturally responsive education not only makes learning-teaching more applicable and accessible but also offers students' academic and individual development. To completely achieve these benefits, educational organisations must put first the inclusive training for educators, boost ongoing specialised development, and promote a school nation that values and influence cultural diversity (Donovan, 2019).

In addition, building robust corporations with students' families and societies can improve the educational progression and reinforce connections amongst school and home. Implementation of cultural competencies is not just a educational development but a pledge to forming a learning atmosphere where every student feels appreciated and has the chance to thrive (Stewart, 2024).

Research design

The current study employed a quantitative approach, according to (Thomas, 2023), quantitative research design is a organized, methodical plan for gathering and scrutinizing mathematical information to test theories, categorize patterns, and generalize conclusions to a bigger population. These designs use unbiased dimension to study relations between variables, falling into dual main classes: non-trial and trial.

Population and sample

The population of this study consisted of all physical education teachers in Katima Mulilo circuit of the Zambezi Region, in Namibia. According to Thomas (2023) defines the term study population as the whole group of persons, objects, or proceedings nominated and well-defined by researchers grounded on explicit features and criteria applicable to a certain research query or proposition.

Data collection methods

Data was collected using a 5 scale Likert questionnaires designed by the researcher. Thomas (2023) define data collection methods as methods used to collect and measure data for research purposes, these include reviews, interviews, experiments, observations, and minor information analysis.

Data analysis

Data was analyzed using SPSS V22 software to calculate percentages and frequencies, which were then interpreted in tables. Thomas (2023) further define data analysis as the process of systematically collecting, cleaning, transforming, and interpreting data to discover useful information, identify patterns, and inform decisions

RESEARCH RESULTS

The table below shows the demographic information of participants. A total of $n = 67$ physical education teachers participated in this current study, of which $n = 23$ (34%) were female teachers and $n = 44$ (66%) were male teachers.

Table 1: Demographic information of key participants ($n = 67$)

Characteristics	Category	Frequency	Percentage%
Gender	female	23	34%
	male	44	66%
Total		67	100%

Table 2 below shows the results on why incorporating cultural competency in physical education is important. The first statement emphasized on how culturally competent physical education educators create a more helpful and broad atmosphere which supports students. To this first statement $n = 41$ (61.2%) strongly agreed, $n = 18$

(26.9%) somewhat agreed, whilst n = 3 (4.5%) were neutral and somewhat disagreed, and n = 2 (3.0%) strongly disagreed with the statement. Statement 2 focused on understanding cultural differences, teachers can adjust their teaching approaches and lesson plans to align with students' diverse upbringings, making learning more real and appropriate. To this statement n = 46 (68.7%) of the respondents strongly agreed, n = 9 (13.4%) somewhat agreed, n = 5 (7.5%) were in a neutral stance, whilst n = 7 (10.4%) strongly disagreed with the statement. Statement 3 emphasized that in increasingly diverse schools, cultural competence allows educators to distinguish and answer to the detailed needs and views of minority people and diverse cultural groups. To this aspect n = 51 (76.1%) respondents strongly agreed with the statement, n = 9 (13.4%) somewhat agreed, n = 7 (10.4%) were in neutral position and n = 0 (0%) somewhat disagreed and strongly disagreed.

Statement 4 emphasized on how it helps as a crucial factor for physical education educator preparation, guaranteeing future educators are prepared to steer cultural diversity in the teaching space. To this item n = 55 (82.1%) strongly agreed with the statement, n = 5 (7.5%) somewhat agree with the statement, n = 3 (4.5%) were neutral, whilst n = 4 (6.0%) somewhat disagreed with the statement and none strongly disagreed. Statement 5 focused on identifying and understanding your personal cultural upbringing, morals, and possible biases, and how they might impact relations with others. To this statement n = 39 (58%) respondents strongly agree with the statement, n = 15 (22.4%) somewhat agree with the statement, n = 5 (7.5%) were neutral with the statement, n = 3 (4.5%) somewhat disagreed and n = 5 (7.5%) respondents strongly disagreed entirely. Statement 6 stressed on actively pursuing to learn about diverse cultures, comprising their beliefs, morals, languages, and manners, to avoid misinterpretations and build acquaintances. A total of n = 37 (55.2%) strongly agreed with the statement, n = 10 (14.9%) somewhat agreed and some where neutral, n = 5 (7.5%) somewhat disagreed and strongly disagreed with the statement.

Statement 7 looked at developing the skill to participate in effective and suitable communication with people from diverse upbringings. To this component n = 32 (47.8%) respondents strongly agreed with the statement, n = 15 (22.4%) somewhat agreed, n = 10 (14.9%) were neutral, n = 6 (9.0%) somewhat disagreed and n = 4 (6.0%) strongly disagreed with the statement completely. Statement 8 examined an aspect of having a honest commitment and inspiration to learn about other cultures and adjust one's actions to be culturally sensitive and real. To this statement n = 59 (88.1%) of respondents strongly agreed with the statement, n = 8 (11.9%) somewhat agreed and there were no disagreements at all. The last component was statement 9, which looked at engaging right with people from different cultures to increase direct knowledge and understanding. To this statement n = 29 (43.3%) respondents strongly agreed with the statement, n = 23 (34.3%) somewhat agreed, n = 8 (11.9%) were neutral, whilst n = 4 (6.0%) somewhat disagree and n = 3 (4.5%) strongly disagreed with the statement entirely.

Table 2: The ways to incorporating cultural competency in physical education

Statement	Strongly disagree %	Somewhat disagree %	Neutral %	Somewhat agree %	Strongly agree %
1. Culturally competent educators can create a more helpful and broad atmosphere, which supports students feel appreciated and respected, leading to better contribution and engagement	2 (3.0%)	3 (4.5%)	3 (4.5%)	18 (26.9%)	41 (61.2%)
2. By understanding cultural differences, teachers can adjust their teaching approaches and lesson plans to align with students' diverse upbringings, making learning more real and appropriate	7 (10.4%)	0 (0%)	5 (7.5%)	9 (13.4%)	46 (68.7%)
3. In increasingly diverse schools, cultural competence allows educators to distinguish and answer to the detailed needs and views of minority people and diverse cultural groups.	0 (0%)	0 (0%)	7 (10.4%)	9 (13.4%)	51 (76.1%)

4. It helps as a crucial factor for physical education educator preparation, guaranteeing future educators are prepared to steer cultural diversity in the teaching space.	0 (0%)	4 (6.0%)	3 (4.5%)	5 (7.5%)	55 (82.1%)
5. Identifying and understanding your personal cultural upbringing, morals, and possible biases, and how they might impact relations with others.	5 (7.5%)	3 (4.5%)	5 (7.5%)	15 (22.4%)	39 (58%)
6. Actively pursuing to learn about diverse cultures, comprising their beliefs, morals, languages, and manners, to avoid misinterpretations and build acquaintances.	5 (7.5%)	5 (7.5%)	10 (14.9%)	10 (14.9%)	37 (55.2%)
7. Developing the skill to participate in effective and suitable communication with people from diverse upbringings.	4 (6.0%)	6 (9.0%)	10 (14.9%)	15 (22.4%)	32 (47.8%)
8. Having a honest commitment and inspiration to learn about other cultures and adjust one's actions to be culturally sensitive and real.	0 (0%)	0 (0%)	0 (0%)	8 (11.9%)	59 (88.1%)
9. Engaging right with people from different cultures to increase direct knowledge and understanding.	3 (4.5%)	4 (6.0%)	8 (11.9%)	23 (34.3%)	29 (43.3%)

Table 3 below, shows the results of four statements that yielded the highest scores, were statements 8, 3, 4, and 1. The highest mean score of 4.88 (± 0.326) was recorded from statement 8 to which the majority of the respondents strongly agreed that having a honest commitment and inspiration to learn about other cultures and adjust one's actions to be culturally sensitive and real. The second highest equivalent mean scores of 4.65 (± 0.664) were recorded in statements 3 and 4 to which participants strong agreed that in increasingly diverse schools, cultural competence allows educators to distinguish and answer to the detailed needs and views of minority people and diverse cultural groups. It helps as a crucial factor for physical education educator preparation, guaranteeing future educators are prepared to steer cultural diversity in the teaching space. The last highest mean score of 4.38 (± 0.984) was recorded in statement 1, to which respondents strongly agreed that culturally competent educators can create a more helpful and broad atmosphere, which supports students feel appreciated and respected, leading to better contribution and engagement.

On the other hand, table 3 further show the results of four statements that yielded the lowest scores, were statement 7, 6, 9 and 5. The lowest mean score of 3.97 (± 1.24) was recorded from statement 7 to which the large number of participants strongly agreed that developing the skill to participate in effective and suitable communication with people from diverse upbringings. The second lowest mean score of 4.02 (± 1.30) was recorded from statement 6, to which most participants strongly agreed that actively pursuing to learn about diverse cultures, comprising their beliefs, morals, languages, and manners, to avoid misinterpretations and build acquaintances. The third lowest mean score of 4.05 (± 1.09) was recorded from statement 9, to which a substantial high number of participants strongly agreed that engaging right with people from different cultures to increase direct knowledge and understanding. The fourth and last lowest mean score of 4.19 (± 1.22) was recorded from statement 5, to which participants strongly agreed that identifying and understanding your personal cultural upbringing, morals, and possible biases, and how they might impact relations with others.

Table 3: Mean score and Standard Deviation per statement category

Statement	Mean	Standard Deviation
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1. Culturally competent educators can create a more helpful and broad atmosphere, which supports students feel appreciated and respected, leading to better contribution and engagement	4.38**	.984
2. By understanding cultural differences, teachers can adjust their teaching approaches and lesson plans to align with students' diverse upbringings, making learning more real and appropriate	4.29	1.27
3. In increasingly diverse schools, cultural competence allows educators to distinguish and answer to the detailed needs and views of minority people and diverse cultural groups.	4.65**	.664
4. It helps as a crucial factor for physical education educator preparation, guaranteeing future educators are prepared to steer cultural diversity in the teaching space.	4.65**	.826
5. Identifying and understanding your personal cultural upbringing, morals, and possible biases, and how they might impact relations with others.	4.19*	1.22
6. Actively pursuing to learn about diverse cultures, comprising their beliefs, morals, languages, and manners, to avoid misinterpretations and build acquaintances.	4.02*	1.30
7. Developing the skill to participate in effective and suitable communication with people from diverse upbringings.	3.97*	1.24
8. Having a honest commitment and inspiration to learn about other cultures and adjust one's actions to be culturally sensitive and real.	4.88**	.326
9. Engaging right with people from different cultures to increase direct knowledge and understanding.	4.05*	1.09

Note: * Four lowest scores; ** Four highest scores

DISCUSSIONS

The aim of this current study was to analyze ways to incorporate cultural competency in physical education curriculum in Katima Mulilo circuit of Zambezi Region in Namibia. This subsection discusses the results of this study with reference to literature of the similar studies that relates to this phenomenon. The results of this study taken from the first statement reveal that in order to implement cultural competency in physical education curriculum, culturally competent educators need to create a more helpful and broad atmosphere, which supports students to feel appreciated and respected, leading to better contribution and engagement. These results are supported by Eden et al, (2024) who discovered that to implement cultural competency in physical education curriculum schools need competent well versted educators that need to create a beneficial learning environment that appreciate and respect students' cultural backgrounds. Furthermore, the study results relates to Anyichie et al, (2023) which revealed that a cultural competent educator can persuade students to engage positively in physical education leading to a better academic accomplishments. This study results in statement 2 further exposed that by understanding cultural differences, teachers have the advantage to adjust their teaching approaches and lesson plans to align with students' diverse cultural background, making learning more real and appropriate. These results correlate with the findings of Perry (2013) which alluded that understanding cultural backgrounds gives teachers an advantage to know how to align lessons planned to benefit all learners. Moreover, this study results further aligns with Paris (2021) study outcomes which discovered that, it is vital to be sensitive when preparing lesson plans that are inclusive and take cognizant of diverse cultural backgrounds as it makes learning appropriate and realistic. Statement 3 of this study revealed that in increasingly diverse schools, cultural competence allows educators to distinguish and answer to the detailed needs and views of minority people and diverse cultural groups. These result aligns with the study results of Ladson-Billings (2021) cultural competence gives teachers a chance to differentiate and respond comprehensive needs of marginalised people and various cultural groups. In statement 4 this study results exposed that it helps as a crucial factor for physical education educator preparation, guaranteeing future educators are prepared to steer cultural diversity in the teaching space. These results are associated with Gay (2018) who found that a well prepared physical education educator can steer cultural diversity in any given teaching space with inclusion.

In statement 5 of this study, the results shows that, identifying and understanding your personal cultural upbringing, morals, and possible biases, and how they might impact relations with others can create a positive

awareness. These results concur with Egbo (2019) which suggested that understanding different cultural backgrounds create an awareness to know possible biases, beliefs and cultural backgrounds. Additionally, these results can be associated with Baroutsis and Woods (2018) understanding cultural differences and how they might impact relationships with others is key to strike balance and avoid prejudices. Statement 6 of this study revealed that actively pursuing to learn about diverse cultures, comprising their beliefs, morals, languages, and manners, to avoid misinterpretations and build acquaintances. These results correspond with Aceves and Orosco (2014) which revealed that learning different cultural backgrounds before implementing cultural competency in physical education, encompass learning beliefs, morals, language and behaviours which helps oneself to avoid misinterpretation.

Statement 7 of this study revealed that it is vital to develop the skill to participate in effective and suitable communication with people from diverse upbringings. Egbo (2019) study results supports these findings as they found that communication plays a vital role to all participants from diverse cultural backgrounds, as it fosters mutual respect for one another. Whilst, statement 8 of this study suggested that having a honest commitment and inspiration to learn about other cultures and adjust one's actions to be culturally sensitive and real foster one's cultural awareness. These results aligns with Donovan (2019) study which suggested that in order for physical education educators to be culturally sensitive they need to have an honest commitment to learn and understand other people's culture. Statement 9 of this study suggests that engaging right with people from different cultures increase knowledge and understanding of cultural competency. These results concur with Douglas and Halas (2013) study which discovered that a good closely engagement with people from different cultures has a long standing benefit to acquire knowledge and clear understanding.

CONCLUSION

To integrate cultural competency in physical education (PE) teachers or educators, should practice culturally applicable content in their lesson plans, make inclusive learning atmospheres by asking questions and display cultural modesty, foster relationships with families, offer specialized development to boost their consciousness and skills, and use actual communication approaches to comprehend students' varied needs and practices

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