

An exploration of the experiences of grade ten Life Orientation teachers towards the teaching of Physical Education in schools under Ugu District, KwaZulu-Natal.

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“As the supervisor for this candidate, I agree / do not agree to the submission of this thesis.”

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Abstract

This qualitative study was conducted in five schools in Ugu District, KwaZulu-Natal. It explored how the five teachers experience the teaching of Physical Education in their schools. Two focus group discussions, individual semi-structured interviews and a semi-structured questionnaire were used to generate data. Purposive sampling was used to select five teachers because I wanted to allow them to interact in order to understand their experiences in the teaching of Physical Education and to address the challenges they are facing. The data generated were categorized and analysed into these ten curriculum components of the curricular spider web: Reasons for teaching Physical Education; goals of teaching PE; content; teaching activities; teacher's role; materials and resources; grouping; classroom; time allocation and assessment.

The findings reveal that PE teachers feel that they are unprepared to teach PE. Even though they indicate the importance of teaching PE, their lessons on PE do not indicate the reasons for each PE lesson. They do not show an understanding of the goals of teaching PE. Their lesson plans do not indicate and address aims, objectives and learning outcomes. Due to their lack of information of PE content, they treat PE lessons as free periods. There are no resources for PE and as a result, teachers do not complete all the prescribed PE activities. They follow the activities as they are in the textbooks but skip those that they do not understand. Teachers have no PE classrooms but they take learners outside during PE periods. They lack adequate knowledge for organizing and managing their PE classrooms. They lack information on monitoring and assessing learners working in groups. They report that time allocation in PE is inadequate and as a result, they do not cover all the prescribed activities. Furthermore, teachers lack adequate knowledge on how to do assessment in PE. The challenges that teachers face regarding the teaching of PE have serious implications for the delivery of quality PE teaching. Overall, the findings show a collapse in the effective implementation of CAPS in PE. This study recommends that PE teachers should be developed through practical training to enable them to effectively and efficiently teach PE in their schools. They should be engaged in curriculum design, assessment and progression (Burden & Hunt, 2010).

Terms and Abbreviations

- | | |
|-----------|---|
| 1. PE | Physical Education |
| 2. SE | Sport Education |
| 3. CAPS | Curriculum and Assessment Policy Statement |
| 4. C2005 | Curriculum 2005 |
| 5. RNCS | Revised National Curriculum Statement |
| 6. LO | Life Orientation |
| 7. GET | General Education and Training |
| 8. FET | Further Education and Training |
| 9. NCPE | National Curriculum on Physical Education |
| 10. NCS | National Curriculum Statements |
| 11. DoE | Department of Education |
| 12. ELSEN | Education for Learners with Special Educational Needs |
| 13. SMT | School Management Team |

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study explores the experiences of teachers who teach Physical Education (PE) in schools in Ugu District Municipality (Ugu DM), KwaZulu-Natal, in South Africa. It also seeks to establish a better understanding of the impacts of those experiences. The study draws from a qualitative study of five grade ten PE teachers. This chapter begins by explaining the terms that are used throughout the study to provide the reader with an understanding. This is followed by a discussion of the historical background and developments in the South African education specifically regarding curriculum implementation. It also presents the focus of the study and its rationale, objectives and research questions that guided the study. The context and research site are discussed and finally, education status in Ugu DM and a brief outline of all the chapters are presented.

1.2. Clarification of terms

The following terms feature prominently in the study and their thorough explanation seeks to enable the readers to have a better understanding of the study. These terms are: Physical Education (PE); Physical Activity (PA); Curriculum; Assessment; Curriculum and Assessment Policy Statement (CAPS) and Life Orientation (LO).

1.2.1 Curriculum

According to Ornstein and Hunkins (2004, p. 10), curriculum refers to “a plan for action that includes strategies for achieving desired goals and deals with the experiences of learners.” It is about the schools’ formal academic programme as reflected in all the subjects and includes all the teaching and learning activities of the schools (Coleman, Graham-Jolly & Middlewood, 2003; van den Akker, 2003; Deventer & Kruger, 2005). According to Fallahi, Gholtash and Ghaem (2013, p. 13), curriculum is the “core” of educational system and includes evaluating educational experiences to determine the efficacy of its implementation. Simmonds (2014) states that important decisions are taken during curriculum planning in order to change the society to benefit all people. It includes the teaching and learning activities in schools that directly engage learners’ personal experiences (Jacobs, 2002; Hosp, 2010).

1.2.2 Assessment

According to Ornstein and Hunkins (2004, p. 352), assessment is concerned with “gathering data” to determine learners’ success with the curriculum experienced. The Department of Education (2011, p. 25), defines assessment as “a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment”. Vakalisa and Gawe (2004) suggest that the assessment findings should be used to improve learners’ achievement. This suggests that for effective assessment, teachers must have all the necessary information regarding learners. The schools should have clear strategies in their policies that define and measure the achievement of the standards they want to achieve in PE.

1.2.3 Curriculum and Assessment Policy Statement (CAPS)

The Department of Education (2011) states that the Curriculum and Assessment Policy Statement (CAPS) is a national policy for all approved subjects in the curriculum that aims to improve the implementation of the National Curriculum Statement (NCS). It aims to provide quality teaching and learning in all schools. Du Plessis (2013) states that CAPS focuses more on the content and assessment.

1.2.4 Life Orientation

According to Department of Education (2011, p. 8), Life Orientation (LO) is defined as the “study of self in relation to others which addresses skills, knowledge and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and careers choices.” It deals with the holistic development of the child in order to prepare him or her to play a meaningful role for the development of their communities. According to the Department of Education (2011, pp. 8-9), the aims of LO are “to guide learners to achieve their full physical, intellectual, personal, emotional and social potential; develop learners’ skills to respond to challenges and play an active and responsible role in the economy and society; teach learners to exercise their constitutional rights and responsibilities and to respect the rights of others; guide learners to make informed and responsible decisions about their health, environment, subject choices, further studies and careers; and provide opportunities for learners to demonstrate an understanding of, and participate in activities that promote movement and physical development.” Teachers should use these aims to guide their teaching strategies to ensure that

they assist learners to achieve them. This implies that the activities should be planned in a way that enhances the willingness of learners to see the importance of participation in LO. The following table (Table 1.1) shows LO topics in CAPS:

GRADE TEN LIFE ORIENTATION TOPICS
Development of the self in society
Social and environmental responsibility
Democracy and human rights
Careers and career choices
Study skills
Physical Education

Table 1.1: Life Orientation topics (DoE, 2011, p. 9).

The Department of Education (2011, p. 9) in CAPS, states that the topics in LO are: “development of the self and others; social and environmental responsibility; democracy and human rights; careers and career choices; study skills and Physical Education.” Among these topics, PE is the only practical topic that seeks to assist learners to improve their physical movement (DoE, 2011). The teachers therefore, should make learners understand that even though learning is different in PE as compared to the other topics in that it is practical, this is nonetheless, they are still expected to show the same commitment as in the other LO topics.

1.2.5 Physical Education (PE).

The Department of Education (2011, p. 28), describes PE as a component that “develops learners” physical well-being and encourages them to use movement knowledge and skills to perform in a wide range of activities associated with the development of an active and healthy lifestyle.” However, Van Deventer (2009) argues that the importance and contribution of PE as an educational experience in education still needs to be realised. This means that schools still need to emphasise the importance of having PE as one of the subjects.

1.2.6 Physical activity

Sallis, McKenzie, Alcaraz, Kolody, Faucette and Hovell (1997) state that PE and physical activity are closely related since the PE curriculum provides learners with increased physical activity. This suggests that PE and physical activity are inseparable. Physical Education is a

section in LO and physical activity includes the activities within PE. Examples of physical activities include: playing soccer, dancing, water aerobics, walking slowly, tennis, etc. These are called moderate physical activities. Other examples include: running, walking fast, bicycling, aerobics, basketball and swimming. These are called vigorous physical activities. In CAPS, the physical activities in LO focus on participation and movement performance with an aim of encouraging learners to enjoy and engage in a regular physically active lifestyle (DoE, 2011). There are two hours allocated for LO per week and one of these hours is for PE. During each week, learners should participate in physical activities and this should be administered across all the four school terms (DoE, 2011).

1.3 Historical background and focus of the study

Rajput and van Deventer (2010) state the apartheid system of governance in schools ensured that PE and sport participation was only prioritized for the privileged White schools but ignored the majority of the country's population. In 1994, PE as a subject was officially dropped from the South African curriculum. However, it was reinstated not as an independent subject, but only as a section of Life Orientation in schools (Du Toit, Van der Merwe & Rossouw, 2007). The reason for the reinstatement of PE was concerns regarding health risks among learners in schools which were associated with learners being physically inactive. After 1994 the expectations for transformation in PE, which were once a stand-alone subject in schools, were still not realised. More clear policies still had to be established to ensure that PE teaching was effective in schools. Van Deventer (2002) asserts that the reinstatement of PE in the National Curriculum was in concordance with international curriculum reform trends. He adds that since 1994 a number of initiatives were attempted to improve the status of PE and sport teaching but the unclear state of PE in schools continues to defeat the attainment of PE goals. Van Deventer (2002) claims that the Basic Department of Education has no clear policy on PE and no personnel that deal with it specifically. However, in CAPS the PE policy has been clearly provided to indicate its time allocation, its focus on "practical physical and mass participation for enjoyment and enrichment" and PE teacher's role during its implementation (DoE, 2011, p. 30). The PE policy also provides all the necessary physical activities to be administered across all four terms are clearly provided.

Wright (2000) claims that PE teachers do not have sufficient knowledge regarding how learning is taking place in PE. He argues that teachers' practical knowledge for PE is important because it is a legitimate kind of knowledge where there is evidence of intentional

action, learning, and implicit and explicit dimension. This means that PE is the only subject whereby learners have the opportunity to practically demonstrate the skills and knowledge thereby enabling them to reflect on the performance before they are even being assessed by teachers. Hardman (2008) adds that there is a perceived decline in the marginalisation of PE in schools in some countries but, there are still many success stories of well implemented PE programme and good practices of PE. However, Van Deventer (2009) states that some countries still struggle to recognise PE as an educational experience in their curriculum. He adds that the lack of resources is an issue of provisioning in South African education system especially in previously disadvantaged schools. Van Deventer (2011a) conducted a study with selected primary and secondary schools in previously disadvantaged areas in the Eastern Cape, Free State, and North West. He compared the findings with a study he had previously conducted in the Western Cape. The findings showed that the teaching of PE in schools still faces a crisis of being taught by teachers who are not qualified as PE specialists. There were about 50 % of the LO teachers who facilitated PE in the four provinces that were not qualified. Furthermore, Van Deventer (2011b) discovered that the lack of qualified PE teachers in schools still hinders the implementation of PE in schools. With all these findings that show the challenges facing the teaching of PE in a South African curriculum, this study felt it necessary to explore PE teachers' experiences regarding their teaching. Again, by conducting this study, it was hoped that the data generated were going to provide valuable recommendations towards improving PE programmes in schools.

In order to address the challenges faced by teachers regarding implementation of the National Curriculum Statement (NCS), the Department of Education introduced a strategy (CAPS) to improve its implementation in schools. CAPS introduced some major changes in the structuring of Life Orientation. Although it is only one of the six topics in LO, PE has been allocated 50 % (33 out of 66 hours) of the time per year. During this period teachers are expected to expose learners to physical activities as indicated in the Annual Teaching Plan (ATP) in the CAPS document with focus on learners' participation during this PE period (DoE, 2011). Most subject advisors during CAPS trainings complained that LO has just been reduced to PE since the other five topics in Life Orientation share only the remaining 50 % of time allocated to this subject (LO). It was deemed necessary therefore, for this study to explore how the teachers in schools experience the teaching of PE in LO. According to the Department of Education (2011, p. 30), the teaching of physical Education focuses "on practical and mass participation in movement's activities specifically on enjoyment and

enrichment purposes, with a view to encourage learners to engage in regular physical activity as part of their lifestyle.” It aims to “nurture positive values and attitudes among learners, provide good foundation for learners” lifelong and life-wide learning” (DoE, 2012, p. 28). This study’s findings were expected to provide insights on the PE teachers’ experiences on playing their roles as they observe and assist to achieve the desired outcomes of learners’ performances of a movement. In PE, the focus of teaching is mainly on the overall performance rather than on the detailed mechanics (DoE, 2011). This suggests that PE teachers should discourage learners’ competition during these activities.

The CAPS states that if PE is taught effectively in schools, it can “encourage learners to perform in a wide range of activities associated with development thereby providing a good foundation for learners” lifelong and life-wide learning” (DoE, 2011, p. 30). Again, the Department of Education (2011, p. 28) in CAPS indicates that effective teaching of PE “develops learners’ confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation.” This suggests that effective teaching of PE in schools requires teachers to know the aims of this section in Life Orientation so as to guide learners in achieving the skills in PE. Spanneberg (1999) reports that teachers expressed negative feelings towards some of the professional development experiences. He further recommends that teachers’ positive attitude towards PE enhances effective teaching in a subject. So this study also aimed to determine the teachers’ level of confidence of their knowledge in the teaching of PE. It therefore explores the experiences of teachers in the teaching of PE in CAPS.

1.4 Rationale and motivation for the study

As a former Life Orientation and PE teacher, I was motivated by the experiences I frequently encountered through working with learners and other teachers specifically on the teaching of PE in schools. Again, as Life Orientation subject advisor, I have personal experiences related to this phenomenon and therefore, I wanted to understand the teachers’ experiences regarding the teaching of PE. Through my engagements with the LO teachers during curriculum workshops, cluster meetings and curriculum monitoring in schools, I continue to observe some gaps regarding the teaching of PE. It is for this reason therefore that the study seeks to explore teachers’ experiences regarding the teaching of PE. The attitudes of teachers towards teaching of Life Orientation as a subject also prompted me to explore their experiences,

perceptions and views on teaching specifically in grade ten because this is the phase in FET where CAPS was first introduced.

Furthermore, through my observations made during quarterly moderation sessions of teachers' work in schools, it is frequently discovered that PE teachers do not produce the required evidence for the PE activities conducted with the learners. They only show the recorded marks in PE but continuously fail to produce the evidence on how those PE marks were obtained by learners. This lack of evidence of teachers' and learners' work creates an assumption that teachers either are giving marks to learners without having done the actual activities or they experience challenges with the assessment of PE. The lack of attendance by PE teachers during moderation quarterly sessions was also a concern for me to investigate PE teachers' experiences. It then became interesting for the study to investigate the causes and how teachers were experiencing this. This study was also motivated by the fact that there are no studies conducted on how CAPS has impacted on PE teaching in schools specifically in Ugu district but yet teachers are facing many challenges with regards to its implementation in schools (Jacobs, 2011).

This study explored PE teachers' experiences in order to understand their experiences towards developing what they perceive as a developmentally appropriate physical education programme to enhance quality teaching in schools. Central to the issue of the implementation of the curriculum is the fact that teachers are but one stakeholder amidst many others who play a role in the implementation of the curriculum. It was therefore important to understand what teachers felt should be the roles of other stakeholders to improve the teaching of PE. Through this study, I also focused on gaining additional knowledge and skills to improve my role as subject advisor. By making use of the prolonged interactions with the teachers, I anticipated that the study was going to provide insight and proactive strategies needed to support physical education teachers to ensure that they develop the activities and strategies needed to meet the physical developmental stages of the individual learner. My anticipation for this study, therefore, was that I would clearly understand the teachers' experiences, views and opinions with regards to the teaching of PE with an aim of providing accountability systems or programmes that may assist the Department of Education to provide appropriate plans to improve the teaching of PE in schools. The study's recommendations may also enhance the opportunities for the Department of Education to engage PE teachers to establish

the strategies that may make teachers' performances better in the classrooms, thereby ensuring that there is effective teaching of PE in all schools.

1.5 Objectives of the study

The primary objective for this study was to explore the experiences of grade ten Life Orientation (LO) teachers who teach Physical Education (PE) in their schools.

1.5.1 The secondary objectives of the study

This study was also guided by the following secondary objectives:

- To understand the experiences of grade ten Life Orientation teachers with regards to the teaching of physical Education in Curriculum Assessment Policy Statements.
- To explore the impact of teaching as a result of their understanding, views and opinions on Physical Education.
- To understand Life Orientation teachers' perceptions on what can be done to improve the teaching of PE.

1.6 Research questions

The following are the main and critical questions which this qualitative study intended to answer:

Main question:

How do grade ten Life Orientation teachers experience the teaching of physical education in schools in Ugu District under the Curriculum and Assessment Policy Statement?

Sub questions:

- How do the PE teachers' experiences, understanding and perceptions impact on the teaching of PE?
- What meanings do PE teachers attach to their implementation of PE in schools?

1.7 Context and research site of the study

This qualitative case study drew the participants from five schools in KwaZulu-Natal, Ugu District (Ugu DM). This district was selected due to the geographical position and my role as

subject advisor in this district. Figure 1.1 below shows the map that illustrates the location of all the Department of Education Districts in KwaZulu-Natal:

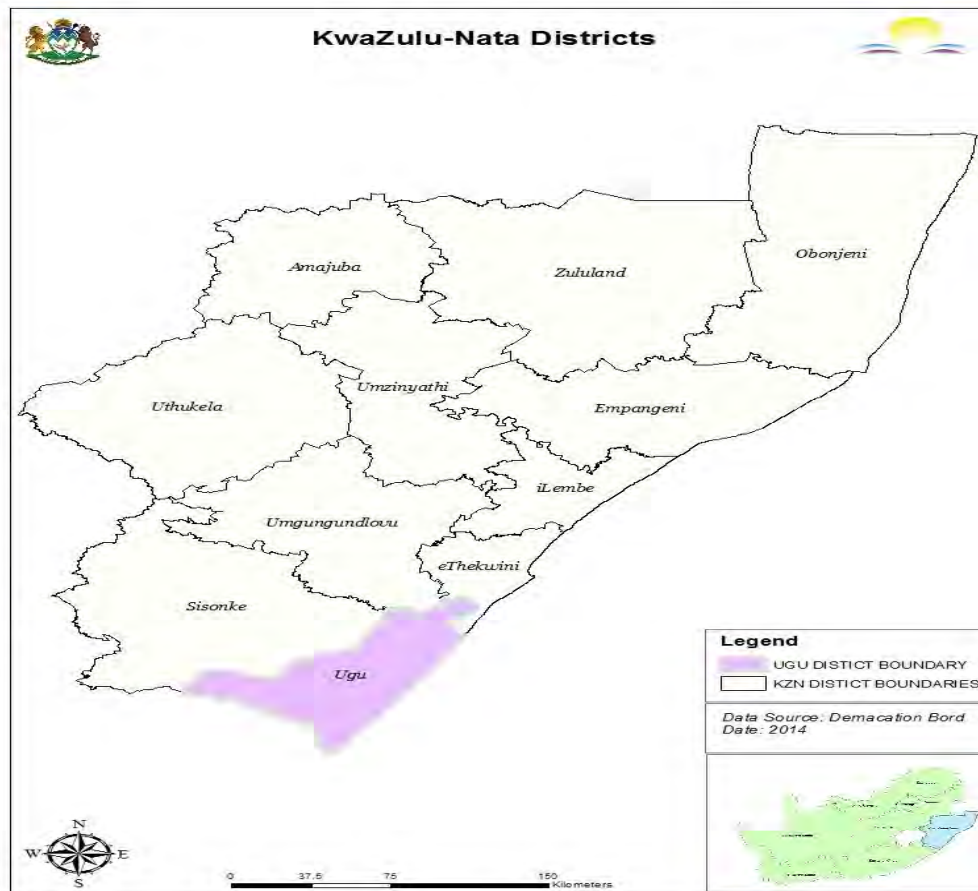


Figure 1.1: The map of all the districts in the province of KwaZulu-Natal.

Ugu district is one of the eleven district municipalities of KwaZulu-Natal. It lies south of Durban with a coastline of 112km and occupying a geographical area of about 5 046km. It is made up of six local municipalities (UMOYA-NILU, 2012). The settlement in Ugu District is 58, 7 % of the traditional settlement, 37, 5 % of farms and 3, 8 % urban settlement (Ugu DM, IDP, 2013/2014).

In order for the Ugu DM to be effectively serviced, it is divided into the local municipalities. The following map (Figure 1.2) shows the local municipalities in Ugu district:

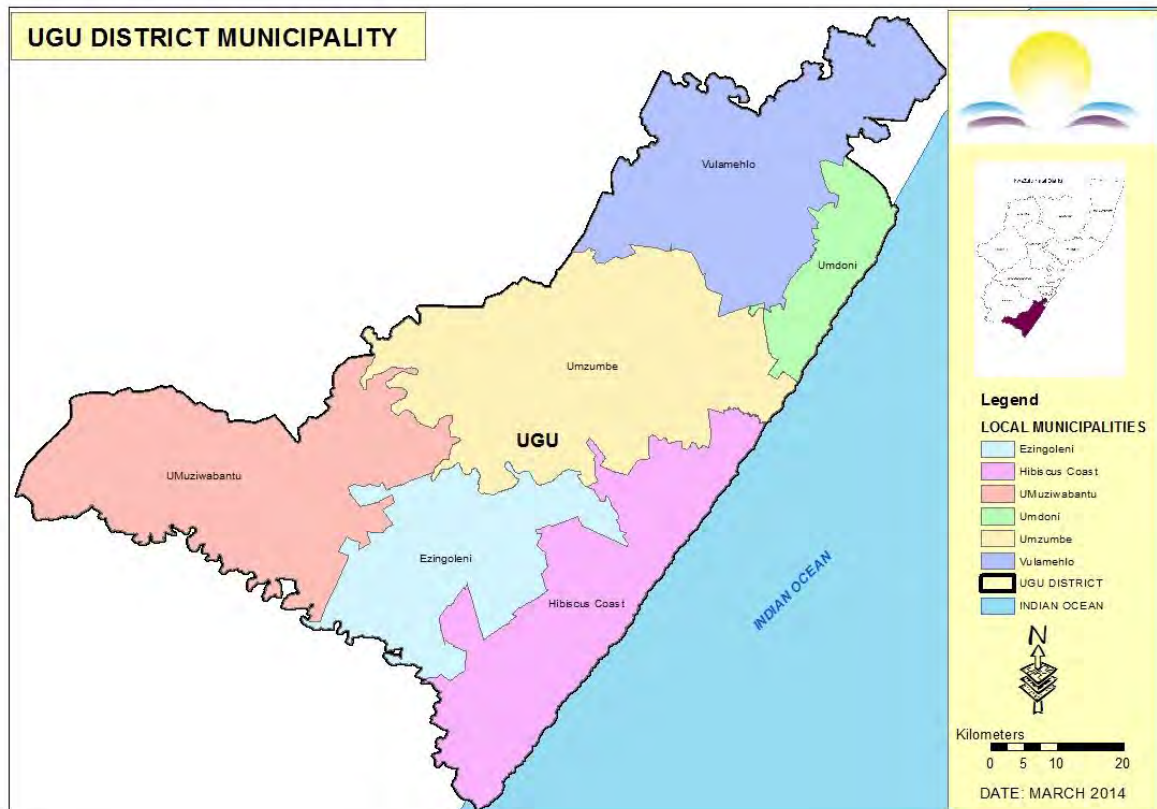


Figure 1.2: The local municipalities in Ugu district.

These local municipalities are: “Vulamehlo, Umdoni, UMzumbe, Hibiscus Coast, Ezingoleni and Umuziwabantu” (UMOYA-NILU, 2012, p. 1). Ugu DM has a “population of 722 484 and 16% of this population is classified as rural” (Ugu Municipality IDP, 2012/2013, p. 55). The average unemployment rate in Ugu DM is at 49% and this causes many people to move to areas with better service delivery within and outside Ugu DM (UMOYA-NILU, 2012); Ugu Municipality IDP, 2002) and (Ugu Municipality IPD, 2013/2014). The above information was deemed critical to understand in order to completely understand the social issues since the demarcation of these municipalities“ impacts on the schools as the important organisations in the communities.

1.8 Ugu population per district

The population of Ugu DM contributes up to 7 % of the KwaZulu-Natal Province (Ugu DM, IDP, 2013/2014). Table 1.2 below shows the population representation of Ugu DM in each local municipality:

Number	Local Municipality	Percentage (%)
1	Ezinqoleni	7
2	Hibiscus	36
3	Umdoni	11
4	Umuziwabantu	13
5	Umzumbe	22
6	Vulamehlo	11

Table 1.2: Population of Ugu District (Ugu DM IDP, 2013/2014, p. 55).

According to Ugu DM IDP (2013/2014, p. 55), Ugu DM “has experienced the population growth of 2, 6 %”. As indicated in Table 1.2 above certain factors such as migration and its economic opportunities are among the reasons why Hibiscus Coast Municipality has the highest population concentration when compared to the other five local municipalities (Ugu DM IDP, 2013/2014). This information again was deemed important for this study because population growth has an impact on the enrolment of schools in Ugu DM.

1.9 Education status in Ugu District Municipality

During the apartheid system of governance some South African learners were denied access to education on the basis of “the language policy, levying of schools fees and other educational charges” (Arendse, 2011, p. 97). As an obligation to the international demands, the South African Bill of Rights in section 29 sets out the educational rights of children. The South African Human Rights Commission Report therefore indicates that all children have equal opportunities to free basic education (SAHRC, 2006). This information is deemed important for this study because the enrolment of learners in schools is a first step towards the realisation of learners’ right to education. The graph below (Figure 1.3) shows the enrolment of learners in schools in Ugu DM:

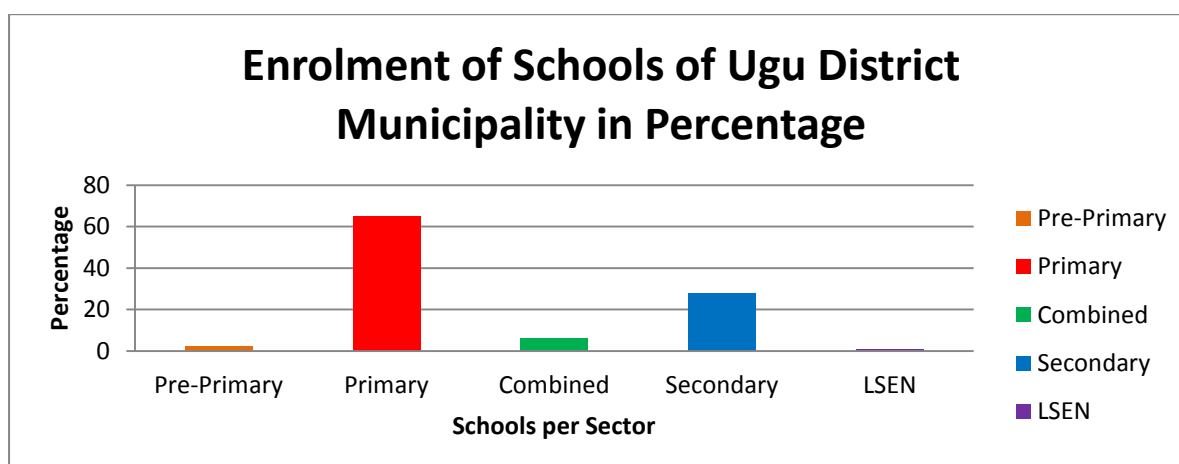


Figure 1.3: Percentage representation of the enrolment in schools in Ugu DM (Department of Education, 2012).

The highest enrolment in schools in Ugu DM is 75 percent of the total population (Ugu DM, 2012/2013). However, the fact that pre-primary enrolment is just over 0 % may suggest that most of the learners begin their primary education without being thoroughly prepared for school. Again, the very small number of schools for Education for Learners with Special Educational Needs (ELSEN) indicates that some learners with barriers to learning may be forced to be accommodated in schools that are not prepared to accommodate them due to insufficient space for them. This may have serious implications on their academic achievement.

According to Ugu DM (2013/2014, p. 99), the Department of Education indicates that “out of the estimated 300 000 young people of school going age, only 218 242 are counted for in the formal schooling system within Ugu and there are 519 schools in total, of which 494 are public schools and 24 are independent.” Ugu Municipality IDP (2012/2013; pp. 99-100) indicates that “there are approximately 8 registered independent pre-primary schools in the entire Ugu District with 15, 100 learners in various public schools, with 490 learners being placed in pre-grade R classes in public schools.” Table 1.3 below shows the number of teachers in Ugu DM:

Schools	Females	Males	Total
Primary Schools	3241	761	4002
Secondary Schools	1530	1135	2665
Combined Schools	391	194	585
Total	5162	2090	7252

Table 1.3: Number of Teachers in schools in Ugu DM IDP, 2012/2013, p. 100).

Ugu DM (2013/2014, p. 118) states that the provision of the “resources is still unequal in schools and the rural communities.” These challenges include: “limited number of substantial tertiary training colleges and or centres; laboratories and computer centres; the quality and quantity of educators; low levels of motivation of learners and educators; weak maths and science results; inadequate attention to life skills; teenage pregnancies; and, a limited focus on technical subjects, such as agriculture, an overhaul of the formal schooling system within the district is urgently required” (Ugu DM, 2013/2014, p. 98). Given these imbalances in the distribution of resources within the district, the previously disadvantaged schools (rural schools) are negatively affected hence the poor education status in the district. This indicates that South Africa still continue to struggle experiencing the legacy of the apartheid.

1.10 Brief outline of the chapters

Chapter One provides a background of the South African curriculum and the current status of education in Ugu District Municipality. It presents detailed reasons and significances as to why the study was conducted. The clarification of terms, background, rationale, objectives, the key questions and the context and research site are also presented to provide a clear shape and insight to the study.

Chapter Two presents the detailed review of the literature relevant to the study. It provides further insights into what other researchers are saying around the same topic being studied. This chapter further includes many local and international sources. These sources include: scholarly books, articles, reports, professional journals, government documents or policies and other relevant dissertations.

Chapter Three presents the research design and methodology that guided the study. It begins by describing a research paradigm and why it was deemed necessary for this study to be conducted. The study’s research approach (a qualitative case study) and its purpose is presented. The sampling method and the reasons for its selection are provided. It also explains the research methods used to generate data in the study. The conceptual framework (curricular spider web) used in the study is explained. The strategies to ensure authenticity and trustworthiness of the study are adequately explained. This chapter also discusses how data are analysed. Finally, a presentation on the study’s ethics and limitation is provided.

Chapter Four provides and discusses the results of the main findings in the study. The first section of this chapter presents the findings as they were generated from the study. This chapter also includes a detailed presentation and discussion of the meaning for the findings. This is done by relating the findings to the literature review and the National Curriculum Statements in CAPS. Finally, the data generated are summarised to provide answers to the research questions of the study.

Chapter Five presents a brief summary on the study. The findings of the study are related to the literature reviewed and to the NCS/CAPS to provide the study's main general report. Finally, the recommendations and possible future studies based on the findings conclude this final chapter.

1.11 Conclusion

In this chapter a brief summary of the research was discussed. The main purpose of the research study, motivation, research site and context for conducting this study were presented. The background of the study and the clarification of terms were also presented. This chapter concluded by presenting a brief outline for all the chapters indicating. The next chapter presents the literature review focusing on the studies conducted both national and internationally in the field of PE teaching in order to establish a theoretical foundation for the phenomenon being studied.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study explores the implementation of Physical Education by describing how teachers experience the teaching of this aspect in schools. This chapter therefore reviews the pertinent research literature. It begins by describing the curriculum levels; curriculum representation; South African curriculum and its background. This chapter also presents and discusses the conceptual framework for the study, the curricular spider web (van den Akker, 2003; van den Akker, 2009; van den Akker, de Boer, Former, Kipper, Latchet, Niemen & This, 2009). This conceptual framework shaped and influenced the design of this study, including how data were generated and analysed (Christiansen, Bertram, & Land, 2010). Both national and international studies based on physical education teachers' experiences of teaching physical education, including issues around this theme, were reviewed and synthesised to enable a full understanding of the issues relevant to this study. This was done through the use of relevant journals, articles, books and thesis.

2.2 Main issues

This section begins by discussing the main curriculum issues to provide an understanding for the phenomenon being studied. These issues are the: experiences; curriculum levels; curriculum representation; South African curriculum and its background; conceptual framework for the study and curricular components.

2.2.1 Teachers' experiences

According to Ornstein and Hunkins (2004, p. 220), the experiences refer to "the key factors that shape learners' understanding." In a classroom the experiences mean how teachers and learners interact during teaching and learning. They use their experiences to decide on the selection of the content, the activities and the teaching strategies. This suggests that teachers should decide on how learners will be engaged in teaching. This study focuses on teachers' experiences on: reasons of teaching PE, goals of teaching PE, content, teaching activities, resources and materials, role of a PE teacher, grouping, time allocation, PE classroom and assessment. The experiences of teachers were generated from each of these issues of the curricular spider web.

2.2.2 The curriculum levels

Van den Akker (2003) claims that curriculum development occurs at five different levels. Figure 2.1 below shows the hierarchical representation of the curriculum level:



Figure 2.1: Curriculum Levels (van den Akker, 2003, p. 9).

According to Van den Akker (2003, p. 9), the curriculum levels are the: “supra, macro, meson, micro and nano levels.” In figure 2.1 above, the supra level represents the curriculum at an international level. The supra level, being at the top, indicates the international influence to any country’s curriculum development. The macro level is the system used by the country. At a school level where school programmes are designed in line with the national level, the curriculum level is called the meso level. This level includes school policy, admission police and school code of conduct. The next level is the micro level which includes teaching and learning activities. The nano level refers to how each learner learns during teaching (van den Akker, 2003). It is important therefore for teachers to understand all these curriculum levels so that the curriculum implementation in schools complies with the principles and goals of what the curriculum seeks to address and achieve (van den Akker, 2003). It is important for teachers to understand these levels because they affect the curriculum representation during the implementation in schools.

2.2.3 The curriculum representation

The curriculum representation is the actual “educational practice” in schools. This practice seeks to meet the requirements of the curriculum developments at a higher level as discussed in section 2.2.2 above. Van den Akker (2003) and Hadley (2012) state that the curriculum has different representations; namely the: intended, implemented and attained. According to Ornstein and Hunkins (2004, p. 280), the word “intended” means that “the educational process is under a type of control for particular purposes.” It is a prescribed and more formal representation of the curriculum (Van den Akker, 2003). This curriculum representation provides what must be taught in schools and it includes the intended goals and the objectives of the curriculum (Hadley, 2012). The implemented curriculum level describes how the teachers, learners and any other users interpret the curriculum during teaching and learning and how teaching is conducted (Van den Ackers, 2003). This includes teaching methods and assessment strategies. Lastly, the attained curriculum represents the learning outcomes and learners’ experiences (Van den Acker, 2003). According to Hoadley (2012, p. 37), this curriculum level is important because “it gives the holistic view of teaching and learning and it also stipulates the teachers’ and learners’ roles during the curriculum implementation.” This implies that the attained curriculum reflects on the achievement of learners in the classroom.

2.3 The South African curriculum and its background

Jacobs (1992) records that in 1990 apartheid structures were still in place and there were more than 18 departments of education in the country. He adds that segregation among these departments was high and this led to the disparities between white and black education. Msila (2007) states that the divisions in the curriculum reinforced the inequalities of a divided society and created a lot of imbalances in the education system. It was important to introduce a new curriculum in order to redress the inequalities in the curriculum system hence the introduction of C2005 in 1997 (DoE, 2011). C2005 was also known as Outcome-Based Education (OBE), an approach to deliver C2005 (DoE, 2002). This was an approach to ensure that all learners achieve the learning outcomes. Teachers and learners had to assume new roles in education. This curriculum emphasized that teaching and learning was going to shift from being teacher-centred to being learner-centred. It envisaged a teacher who is competent as well as being a learner who actively participates in learning (DoE, 2002).

Msila (2007) claims that another reason for introducing OBE was to improve the results especially in mathematics and science. The intentions linked to the introduction OBE included uniting all the segregated departments into one single and united department in order to equally address all the needs of the people. C2005 was a competence-based curriculum which was founded on the principles and values that were inspired by the South African new Constitution. This curriculum (C2005) had to play a very important role to ensure that, through its implementation, the imbalances of the past were eradicated and that the aims of the Constitution were fully realised. According to the Department of Education (2011, p. 1), the aims of the Constitution, are:

- To heal the division of the past and establish a society based on democratic values,
- Social justice and fundamental human rights; improve the quality of life of all citizens and free the potential of each person;
- Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by the law; and
- Build an untied and democratic South Africa that is able to take its rightful place as a sovereign state in the family of nation.

It is important therefore that the curriculum is designed and implemented in ways that address people's needs, respect their rights and unite the country. This implies that there is a great necessity to ensure that all schools are equally resourced in order to realise the curriculum's intended goals.

The implementation of C2005 in schools had many challenges which affected its implementation. These challenges include: lack of facilities, teachers not adequately trained and too many subjects being introduced. These challenges prompted the C2005 revision in 2000. The revision of C2005 led to the Revised National Curriculum Statement (RNCS) in R-9 and 10-12 in 2002. The RNCS was a system that aimed to achieve the "goals" of the Constitution (Msila, 2007, p. 1558). It was meant to revise the OBE especially to improve the gaps that existed. Another aim of the RNCS was to instil values in the society to ensure that a culture of responsibility was nurtured. These values include: nation building, respect, tolerance, democracy, appreciation, ubuntu (humanity). Again, the challenges continued to hinder implementation of the RNCS in schools and this led to another review in 2009. This revision of the RNCS led to the introduction of the National Curriculum Statement (NCS) in 2002.

The educational transformation system in South Africa post-1994 created opportunities for the country's previously disadvantaged disenfranchised majority population. However, the transformation further introduced many challenges to the system of education that had been designed to serve only the minority of the population in the country. According to the Department of Education (2014-2019, p. 8), "the challenge for the country is to strike a delicate balance between extending the scarce educational resources to the majority of the population while, at the same time, leapfrogging South African education into the 21st century." This suggests that the country's education system is still facing many challenges as a result of the apartheid. These challenges impact on the curriculum delivery in schools. It is important therefore that critical changes, including providing sufficient resources to schools, are implemented in the curriculum to ensure that the education system produces learners that can make a meaningful contribution towards the country's social and economic transformation.

The Department of Education (2011, p. 4-5) in CAPS states that "the aims of a South African Curriculum, the National Curriculum Statements (NCS)" include: "ensuring that learners acquire and apply the knowledge and skills that are meaningful to their lives; providing access to education and equipping learners irrespective of their socio-economic background, race, gender, physical ability or intellectual ability with the knowledge and skills and values necessary for self-fulfilment and meaningful participation in a society as citizens of a free country." The principles of the NCS are: "social transformation; active and critical learning; high knowledge and high skills; progression; human rights, inclusivity and social justice; valuing individual knowledge systems and credibility, quality and efficiency" (DoE, 2011, p. 4-5). Teachers should know these principles in order to measure the success of the educational goals during the curriculum implementation. CAPS state that the South African curriculum "envisages learners that can: identify and solve problems and make decisions using their critical and creative minds; work effectively as individuals and with team members; organise and manage themselves and their activities; collect, analyse, organise and critically evaluate information; communicate effectively and use science and technology effectively while critically showing responsibility towards the environment and the health of others (DoE, 2011, p. 5). Learners should be actively involved to ensure that these aims of the curriculum are realised. This suggests that the curriculum should provide the opportunities for all learners to achieve the learning outcomes. The schools should have effective

supporting structures in order to alleviate all the learning barriers that can impact negatively on learners' achievement during teaching and learning (DoE, 2011).

The ongoing challenges regarding curriculum implementation continue to have negative impacts on the implementation of the NCS. It was for this reason that Curriculum and Assessment Policy Statement (CAPS) was introduced incrementally in all the grades (R-12). CAPS aims to update the curriculum and provide clearer specifications of the content on a term-by-term basis (DoE, 2012). The two different National Curriculum Statements, for Grade R-9 and 10-12 respectively were combined into a single document called National Curriculum Statement Grade R-12. CAPS has the following three important documents: Curriculum and Assessment Policy Statement (CAPS) for all the approved subjects; National Policy pertaining to the programme and promotion requirements Grade R-12; and, National Protocol for Assessment Grades R-12. All these attempts to improve the curriculum always hinge on the problems caused by the apartheid system: racism; poverty and a negative school climate (Jacobs, 1992). Van Deventer (2009, 2012) adds that the challenge regarding the effective teaching in PE is the lack of competent or qualified PE teachers in schools. This suggests that teachers should have structured PE programmes to ensure quality teaching and learning in PE.

2.4 The conceptual framework used in the study

According to Ornstein and Hunkins (2004, p. 240), "the organisation of the components of the curriculum, exists along two basic organisational dimension: horizontal and vertical dimension" Horizontal dimension represents the arrangement of the content in a subject and how it relates to other subject. Vertical dimension refers to the actual sequencing of the components of the curriculum. This suggests that there should be careful curriculum design by teachers to address learners' needs. According to Butin (2009, p. 59), the three main theoretical frameworks in educational research are "post-positivism, interpretivism and critical theory." In terms of guiding this study, the curricular spider web by van den Akker (2003) and was used. The reason for the selection of van den Akker's framework was to use its curriculum components to guide this study (Creswell et al., 2010). The conceptual framework emphasises the connection and interdependence among all the curricular components. Table 2.1 illustrates the curricular concepts and the types of questions it seeks to ask regarding curriculum implementation.

CURRICULAR COMPONENT	QUESTIONS
Reasons for teaching	Why is this taught?
Aims and objective (goals)	Towards which goals are they teaching?
Physical Education Content	What are they teaching?
Teaching activities in Physical Education	How are they teaching?
Role of a Physical Education teacher	How is the teacher facilitating?
Materials and resources in Physical Education	With what are they teaching?
Grouping in Physical Education	With whom are they teaching?
Physical Education Classroom	Where are they teaching?
Time allocation in Physical Education	When are they teaching?
Assessment in Physical Education	How is assessment done?

Table 2.1: Curriculum components and their meanings (van den Akker, 2003, p. 12).

Figure 2.2 below, illustrates the graphical representation of the above curricular components and the “relationship that exist among the elements of curriculum” (Ornstein & Hunkins, 2004, p. 24).

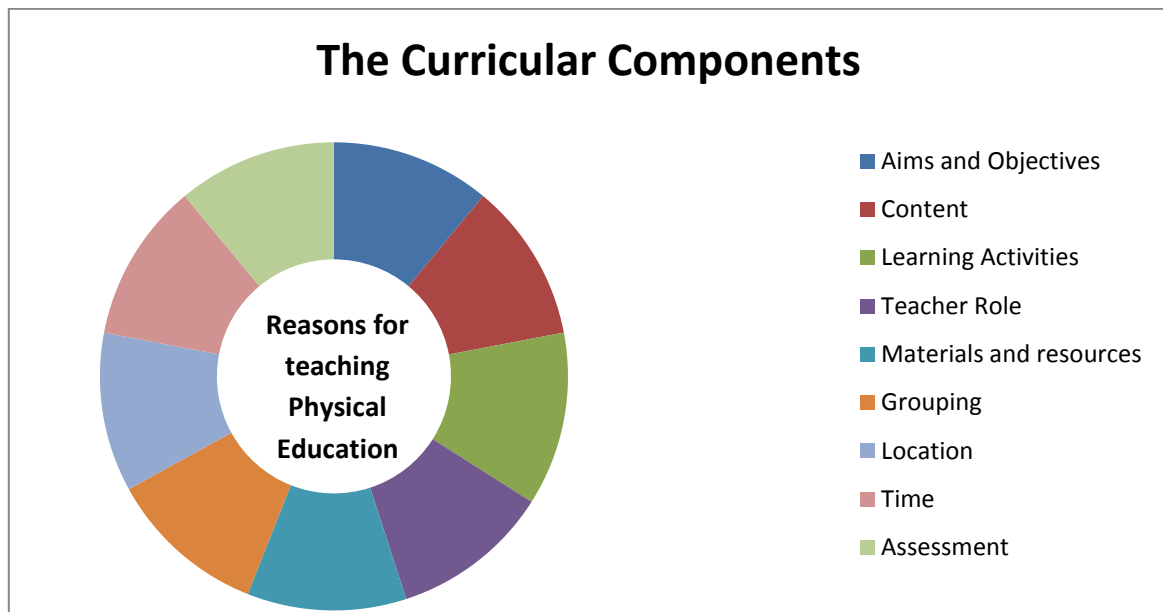


Figure 2.2: The Curricular Spider web (van den Akker, 2003, p. 11).

The graphical representation of the curriculum components in Figure 2.2 suggests that they are all equally important and related to each other (van den Akker, 2003). The reasons for teaching PE are at the centre linking all the other curricular components. In this study the reasons describe why teachers teach PE in schools. This link therefore, indicates the

importance and interrelatedness of each component which represents the sustainability in the curriculum implementation (van den Akker, 2003). The curriculum components of the spider web are not only linked and often mutually dependent, but that the different elements can be distinguished from one another and be separated. However, there are some overlaps between some curriculum components of the spider web such as the content and the activities and this indicates that pulling out one component automatically leads to changes in other components; for example, the change in content will influence the attainment of the aims and objectives in teaching and learning of PE. According to this curriculum representation, the teachers therefore need to equally and consistently balance all these components during teaching to ensure successful curriculum implementation. This study therefore utilised this framework to ascertain what the literature review says about each curricular component regarding the teaching of PE in schools.

2.5 Reasons of teaching PE

Teaching is a challenging career, but also has some benefits. It is therefore important that teachers understand their reasons of teaching so that they can ensure that the educational goals are achieved. There is a strong link between the reasons and the goals since the reasons enable teachers to determine the goals to be achieved through teaching and learning. According to Hardman (2004, p. 3), if teachers' understanding of why PE is taught they will ensure that the PE programmes are "generally practiced for at least some parts of the compulsory schooling years for learners." They need to promote quality teaching of PE in the classrooms in order to motivate their learners to understand that there is indeed learning taking place in PE. This helps them to interpret the content, select appropriate activities to engage learners and design strategies to meet learners' needs. When PE teachers understand the benefits of teaching PE, they will be able to set clear aims, objectives and the learning outcomes based on what is to be achieved by the learners (Khoza, 2015). They can then align the content to what is to be achieved and then measure learners' achievement. The understanding of the reason of teaching PE may assist PE teachers to help their learners to pay attention and equally treat PE as they do with the other subjects (Pill, 2013; Olchawska-Kotal, 2014). This indicates that quality teaching and learning in PE is enhanced by teachers' understanding of their reasons of teaching it. Figure 2.3 below illustrates the levels of teachers' reasons of teaching:

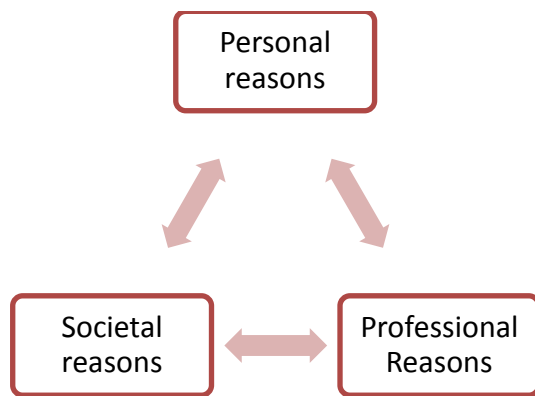


Figure 2.3: Levels for teachers’ reasons of teaching (Khoza, 2013, p. 3).

Khoza (2013b) and Khoza (2015) state that teachers’ reasons of teaching are classified into three levels. These levels are teachers’ personal, societal and professional reasons of their teaching. Teachers’ clear understanding of all these reasons may enable them to set clear goals and methods to achieve them. The arrows and positions for each level in the structure do not represent any hierarchical relationship among these three levels but, illustrate how each level complements each other. This indicates that the understanding of all the reasons of teaching is determined by certain factors which are personal, social or professional. These factors therefore determine their teaching and curriculum implementation methods at large.

Personal reasons

Personal reasons refer to reasons that make each individual teacher interested in teaching. These reasons contribute towards moulding the personality of that teacher. Teachers’ experiences and attitude towards PE usually influence their personal reasons for teaching. Their understanding of learners’ physical needs encourage them to actively engage learners in physical activities. These reasons assist teachers’ with their teaching strategies, and allow them to reflect on their teaching. They inform teachers’ personal characters by equipping them with new insights into their classroom management and organisation to support learners. These reasons therefore influence teachers’ choice of teaching strategies. Teachers should consider the environment of the school when engaging with physical activities relevant to school-based learning experiences (Botha, 2013; Beale, 2013).

According to Bailey (2007, p. 3), “PE is concerned with learning the skills and understanding required for participation in physical activities, knowledge of one’s own body and its wide range of outcomes which are not inherent to physical activity, but which are valuable extrinsic educational lessons, such as social skills, aesthetic judgments, literacy and

numeracy.” There is therefore, still a need to improve the teaching of PE since teachers need professional development opportunities and resources (Tozen & Horsely, 2006). Ruttler, Ziemainz Abu-Omar and Groth (2003) report that learners’ perception about their teachers’ conduct and presentations of the PE lessons promotes meaningful learning. However, Subramanianm and Silverman (2007) found that there is a decline in the attitude scores toward PE as learners progressed in the higher grade level. This suggests that if PE teachers do not continuously create opportunities for all learners to participate in physical activities, their attitudes towards PE lessons may be affected. Some teachers teach PE to create opportunities for learners to improve their communication skills in English as they talk about how to stay physically healthy in PE (Toscano & Rizopoulos, 2013). This suggests that the organisation of the activities should ensure that all learners participate and communicate to ensure that they enjoy and understand the activities that they are doing. The teaching strategies need to allow learners to have fun while participating in the activities. However, Marley, Bailey, Tan and Cooke (2005) found that the inclusion of learners with disabilities was affected by the curriculum that does not consider their needs. PE teachers’ awareness about the curriculum needs and the aims of teaching PE influences their teaching. Their appreciation for active lifestyle encourages them to monitor PE policy in schools since this leads to the improvements in children’s fitness and behaviour (Slack, 2006; Sanchez-Vaznaugh, Sanchez, Rosas, Baek & Egerten; 2012). In CAPS, the teaching of PE is compulsory to ensure learners’ participation. This suggests that making learners aware of the personal reasons for their participating in physical activities may influence them to make informed decisions about their personal health lifestyle even outside the school.

Societal reasons

Societal reasons refer to the reasons that teachers have for contributing to the betterment of the community. They address how teaching contributes towards the betterment of the society. They want to guide and motivate their learners to gain new skills that will assist them to reach their potential and live a productive life. According to Ornstein and Hunkins (2004, p. 238), “school is an agent of society.” Teachers and schools need to plan the curriculum by considering the schools’ social situations. Their aims should be to provide to address the needs of a society. Societal reasons in teaching therefore assist the teacher to be in touch with the communities so that they creatively mould learners’ lives and make tangible differences in their future. Sookrajh, Gopal and Maharaj (2005) state that these reasons ensure that PE

teacher's strategies promote the inclusion of all learners from different communities. Croninger and Lee (2001) found that the teachers' effective teaching strategies in PE increase learners' attendance in schools. They should always provide proper guidance especially to the learners from socially disadvantaged communities.

Barret (2001) found that meeting a child's social, emotional, cognitive and physical needs, through an activity helps an activity to be perceived as fun and may automatically cause the learners to develop an interest in the activity. Lumpkin and Cuneen (2001) found that sport activities promote positive values such as teamwork, ethical conduct and self-discipline among the learners which help them to realise their expected behaviour in their societies. Toscano (2013) contends that through PE learners know each other better and develop mutual trust which enhances learning in other subjects within the curriculum. However, Al-Mohannadi and Capel (2007) found that the teaching of PE causes stress among teachers as a result of their different background, roles and responsibilities due to their different cultures. Teachers use their knowledge in PE to instil discipline and promote social cohesion in the communities. Teachers should therefore ensure that they allow learners to practice their skills to influence other people.

Teachers use PE to accommodate learners from different background and to allow the development of self-esteem for learners who are sometimes marginalized in PE classes (O'Bryant, O'Sullivan & Raudensky, 2000). They use physical activities to encourage active participation for learners who are often physically inactive to boost the development of their motor skills. Botha (2013) found that inappropriate PE programmes can have negative effects on self-esteem and motivation among learners. Dagkas, Benn and Jawad (2011) also add that reasons for teaching PE may not be realised if problems such as poor communication in schools still exists. The PE programmes should allow learners to see the importance of participating in PE lessons and should further encourage all learners to actively participate and perform well in other subjects as well. Mears (2008) states that teachers teach PE because they want to change learners' behaviour so that they continue exposing themselves in physical activities and thus practice in performing the skills. Hosp (2010) adds that teachers should identify learners' skills and knowledge about the activities. Talbot (2001) contends that these already mastered skills enhance learners' motivation, cognitive and social development among the learners. Burgeson, Wechster, Yound and Spain (2001) claim that teachers should promote learners use of the acquired skills in their daily lives to ensure that

they independently maintain a physically active lifestyle among learners. These motor skills ensure that learners improve their performance and pursue an active lifestyle (Solmon & Lee, 2008; Trost & van der Merve, 2010). The teachers' clear reasons about the teaching of PE may enhance learners' willingness to participate in the physical activities in their societies.

Professional reasons

Professional reasons refer to the teachers' ability to make informed judgements about certain decisions in their work. Based on their professionalism, teachers make professional decisions about their work. They select the aims, objectives and the learning outcomes. The following statement by Sadker and Sadker (1988, p. 29) shows the importance of teachers' professionalism:

“The new pride in professionalism takes the perspective that teachers are not slaves to rules and routines established in state education departments and textbooks publishing houses. Rather, they are reflective decision-makers, selecting objectives and teaching procedures to meet the needs of different learners. They must know the subject matter, learning theory, research on different teaching methodologies, and techniques for curriculum development.”

The statement suggests that teachers have important roles to play in education. Their professionalism ensures that they engage their own interpretations to improve their profession. However, teachers are mostly bound by the rules, opinions, departmental heads, policy and other institutional factors to make informed decisions about teaching should take place. These decisions include selecting what is to be achieved by the learners (aims, objectives and the learning outcomes). This suggests that teachers need to have an opportunity to apply their ideologies or beliefs in order to “shape discourses and social practices” (Blanche, Blanche, Durrheim & Painter, 2006, p. 501). Based on their ideologies and experiences as well as the needs of their learners, teachers make informed decisions about teaching strategies to meet the needs of every learner in their classrooms. Ndebele and Tshuma (2014) also state that teachers' ideologies assist them during the provision of human and material resources to support curriculum implementation. The further indicates that teachers' ideologies will inform their understanding of educational theories and the content assists them to make professional decisions on curriculum implementation. However, teachers may not, necessarily have specific or unique personal ideologies, but would subscribe to certain ideologies that inform their assumptions and personal beliefs.

Professional reasons for teaching PE are based on the knowledge and theories that teachers have about the benefits of PE. This information is documented and it assists the teachers to take informed decisions about teaching. Fairclough and Stratton (2005) conducted a study to investigate whether PE can help learners to become physically fit. Sixty-two boys and sixty participated in the study by wearing heart rate telemeters during PE lessons. The findings indicated that students who were physically able to do most of the activities were more active than the students who were not able to perform all the activities. In order to accommodate all learners, teachers need to create opportunities for less active learners to master the activities to improve their participation. Rossouw, Grant, and Viljoen (2012) claim that there is a high level of obesity among learners in South African and this prevalence appears to be strongly dependent on age, gender, and population. Obesity contributes to the non-communicable burden of disease in South Africa. Drake, Beach, Longacre, MaCkenzie, Titus, Rundle and Dalton (2012) found that the prevalence of obesity decreases if students participate in PE activities. Burgeson, Wechster, Yound and Spain (2001) concur that regular participation in physical activities reduces fat which prevents the heart related-diseases. This information therefore assists PE teachers to encourage learners to take informed decisions about their participation in activities that promote physical fitness. However, Armour and Yelling (2004) argue that teachers are not developed in PE teaching. They recommend that the policy makers should consider providing Continuous Professional Development on the content and the structure of PE to ensure its quality. This suggests that the selection of PE teachers without proper development may impact negatively on the quality teaching of PE. They need to be professionally well-informed about engaging learners in the physical activities.

Barney and Deutch (2009) conducted a survey on understanding teachers' perceptions towards PE whereby 219 PE teachers were involved. The findings indicated that teachers focused on the knowledge and the skills that learners use to appreciate their participation in PE. According to Rink (2008, p. 6), "PE programmes must aim at targeting the development of a physically active lifestyle directed by providing instructional programmes. The acquisition of the skills, knowledge and disposition makes volitional engagement in moderate to vigorous physical activity both possible and probable." Teachers may be encouraged to teach PE to produce learners that are physically literate and who are aware of their physical abilities in order to participate actively in learning (Hill & Clevin, 2005; Palmer, 2007). However, Fejgin, Talmor and Erlich (2005) argue that the number of learners in the class who need special assistance is related to burnout. They further highlight that teachers' lack of

knowledge about assisting learners with special needs affects teaching. Teachers therefore need to be equipped in order for them to make informed decisions about how to implement PE programmes that accommodate all learners.

PE teachers teach PE because it establishes a foundation for learners to stay physically active and continue to willingly participate more in PE and stay fit (Lee, Burgeson, Fulton & Spain, 2006; Gonzalez-Cutre, 2009). Teachers must therefore ensure regular engagement of learners in PE to enhance higher levels of academic achievements and improve general cognitive functioning of the learners' minds (Trost & van der Merve, 2010). They therefore want to expose learners to different activities to develop love for them, leading to actively participation in PE. Kall, Nilsson and Linden (2014) add that more time spent on physical activities improves the performance of learners in other subjects. Fisher, Boyle, Paton, Tomporowski, Watson, McColl, and Reilly (2011) contend that increased PE activities provide cognitive and educational benefits across childhood and adolescence. Trudeau and Shepart (2008) add that being physically active contributes to learners' intellectual performance. Teacher need to ensure that the physical activities are enjoyable to learners to assist them in improving their thinking skills.

Stevens, To, Stevenson and Lochbaum (2008) explored the contribution of physical activity and PE on learners' achievement, drawing on data from parents, teachers, schools and children. The findings revealed that parents reported that their children's participation in the physical activities and PE helped them to improve their achievement in maths and reading. Teachers therefore should align the teaching of PE to the programmes in other subjects. The study conducted by Bernstein, Phillips and Silverman (2011) also revealed that the attainment of skills in PE facilitates learners' participation in school while having no skill hinders their participation in school. Teachers' knowledge about physical activities enables them to assess and correct learners' participation so as to improve the development of their motor skills (Naspe, 2008; Staffo & Stier, 2000).

Kall, Nilsson and Linden (2014) revealed that increased physical activity stimulates learning and improves schools performance. Teachers should therefore provide sufficient time for learners to complete all the activities in PE in order for them to practice more and improve their performance (Booth, Leary, Joinson, Ness, Tomporowski, Boyle & Reilly, 2013). Ericsson (2003) concurs that PE teachers' emphasis on learners' participation in PE reduces the gap between the academic achievements of learners with good motor skills and those

learners with less motor skills. They need to effectively use the achievement the motor skills by all learners to enable them to enhance their learning in other subjects. In the classrooms teachers need to establish well-structured physical activities to ensure the success of PE programmes and the improvement of learners' thinking abilities which may also contribute to effective learning in all the other subjects. These benefits for teaching PE allow teachers to create opportunities for learners to engage in the physical activities that will ultimately improve their healthy living. They therefore use this researched information to make professional judgements about how and why they should engage learners in the physical activities.

The literature reviewed has presented a variety of personal, societal and professional reasons for teaching PE. Teachers need to expose learners to these reasons for them to understand why they should engage themselves in PE. They teach PE because of their personal experiences in the subject. Teachers' knowledge about the benefits of PE also motivates them to teach PE and ensure that they use these benefits towards creating communities that are well informed about adopting a healthy-living lifestyle. Their professional knowledge about PE ensures that they make informed decisions about teaching in PE. PE teachers' understanding for these reasons ensures effective teaching. However, certain aspects in terms of improving the teaching of PE have also emerged. The lack of emphasis on the reasons for participation in physical activities reduces the chances of learners' active participation and achievement in PE. Overall, the literature indicates that effective teaching in PE is determined by teachers' clear understanding of their reasons for teaching the subject. These reasons assist them to set clear goals and select best teaching practices to enhance learners' achievement. Teachers should have adequate knowledge about learners' health and the benefits of PE in order to empower them to take charge of their health (Solmon & Lee, 2008). They need to need to increase academic success of the learners through the use of content linkage approach with other subjects because this can assist to meet school-wide learning goals and foster the development of the learners holistically (Akbaba, 2013; Lynott, 2008). PE teachers' adequate knowledge about their personal, societal and professional reason for teaching PE may enhance teaching and learning.

2.6 Goals of teaching PE

According to Ornstein and Hunkins (2004, p. 276), "goals are desired outcomes for students as a result of experiencing the curriculum and are." They are the targets that teachers set out

and achieve during teaching and learning. According to Burgeson, Wechster, Young and Spain (2001, p. 279), PE goals seek to “ increase the proportion of adolescents who participate in daily school PE; increase the percentage of adolescents who spend at least 50 % of class time being physically active; increase the proportion of public and private schools that require the use of appropriate head, face, eye and mouth protection for learners participating in school-sponsored by activities; and the proportion of the nation’s public and private schools that provide access to their physically active spaces and facilities for all person inside and outside the school.”

The goals should be used by teachers as a yardstick to determine the progress during teaching and learning. Rink and Hall (2008) state that it is important that teachers set out clear target goals and expose learners to them. The learners need to be assisted to understand the goals so that the teaching of the content becomes effective and meaningful to them (Harden, 2009). Teachers use the teaching goals to guide and assist learners to reach a responsible personal and social behaviour outcome (Gonzalez-Cutre, Sicilia, Moreno & Fernandez-Balboa, 2009). In PE, the lesson plans need to have goals clear and teachers’ methods of teaching need to assist in the achievement of these goals. The content needs to be aligned to the goals to enable learners to see need for their participation and make them to become self-discovery learners. These goals ensure that they are motivated to find their creative ways of realising the goals needed to be achieved. For PE teachers to guide learners to achieve these goals, they should encourage learners to play sport outside school hours and adopt it as a career. The goals are defined in terms of the aims, objectives and learning outcome. Khoza (2013) states that teachers should understand the differences between the aims and objectives.

The aims are the long term-goals that teachers want to achieve through teaching. They are used by teachers to provide a foundation for learning and introduce learners to certain concepts during teaching (Kennedy, Hyland & Ryan, 2007). According to the Department of Education (2011, p. 28), PE “aims to develop learners’ physical well-being and knowledge of movement and safety; encourages learners to participate in a wide range of activities associated with the development of an active and healthy lifestyle; develop learners’ confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation.” However, these aims are just too generic and are not aligned to each specific physical activity prescribed in the ATP. Again, the aims also “give a direction and serves as a yardstick for measuring progress” (Van Deventer & Kruger,

2005, p. 83). The PE programmes need to be structured in such a way that the aims are clear to enhance learners' participation and appreciating the value of PE may not be realised. The main aim of PE is to deal with the development and maintenance of strong and healthy bodies. Teachers should therefore monitor the progress of the aims and provide a holistic picture and overview of the general content coverage (Ornstein & Hunkins, 2004, p. 274).

The objectives are the short term goals that teachers set to ensure that the learners understand what is being taught. Ornstein and Hunkins (2004, p. 280) state that the objectives are "designed by teachers in an attempt to achieve" the necessary knowledge, skill and values in a lesson. These objectives usually specific as to what learners are expected to be able to do by the end of the lesson (Kennedy, Hyland & Ryan, 2007). Teacher need to ensure that every lesson indicates its objectives in order to determine whether learners have understood what was intended within a specific lesson. Khoza (2013) states that teachers should generate the aims and objectives according to their intentions. Gallahue and Cleland-Donnelly (2007) state that PE is concerned with acquiring increased movement skills and enhancing physical fitness through increased physical activity which also can influence the cognitive and affective development of learners. They add that regular and structured physical activity assists learners to develop problem solving and decision making skills through movements. This suggests that learners should be informed about the aims and objectives and the learning outcomes in order to make them appreciate their participation in PE lessons.

Harden (2009) states that the learning outcomes are statements of what is to be achieved at the end of a lesson. They provide what learners are expected to know, understand or be able to do at the end of a lesson (Goslin & Moon, 2001). Teachers should therefore use the learning outcomes when they decide on the content to teach, method of teaching and how to assess learners. Teachers need to write down the learning outcomes and provide activities that engage learners' cognitive levels in order to achieve them (Kennedy, Hyland & Ryna, 2007). Teachers need to consider learners' cognitive levels when setting out the learning outcomes. The cognitive levels according to Bloom (1975) are the: knowledge, comprehension, application, analysis, synthesis and evaluation. In essence, these levels suggest that when teachers teach and assess learners, they should consider learners thinking processes and levels. In CAPS, the learning outcomes are the skills that learners need to attain in PE lessons through their participation "in a wide range of activities" (DoE, 2011, p. 30).

Khoza (2013) conducted a case study with six facilitators who teach Publishing Research in 2011 at the University of South Africa. Data were generated through document analysis and semi-structured interviews. The findings revealed that teachers were not aware of the learning outcomes. Teachers must clearly understand the learning outcomes so that they link them to the content to be taught (Kennedy, 2008; van der Akker et al., 2010). They must be written down, defined and be measured to serve as objectives for assessing learners' achievement (Hussey & Smith, 2002). McGaghie and Issenberg (2006) add that the goals help to motivate learners in order to improve teaching and learning. When there are no clear goals and outcomes in the teaching of PE, learners may not see the importance of participation. The teachers may also struggle to determine if learners' performance and their teaching strategies are not guiding the learners to achieve the desired outcomes in their movement performances.

Prinsloo (2007) states that teachers should indicate the learning outcomes they want learners to achieve. Hussey and Smith (2003, p. 367) describes the learning outcomes as "as practical tools both in the activity of teaching and learning." This suggests that teachers should provide opportunities for learners to practically demonstrate the achievement of the learning outcomes. According to Raman-Wilms (2001, p. 57), learning outcomes "motivate students to develop self-directed learning skills, thus enabling and promoting life-long learning." A self-directed learning is "any increase in knowledge, skills, accomplishment, or personal development" (Belland, French & Ertmer, 2009, p. 63). This suggests that PE teachers' knowledge for the content alone may not assist learners to achieve what each activity seeks to achieve. They should set clear learning outcomes to enhance teaching and learning. Biggs (2003, p. 2) claims that teachers should "align the learning outcomes with teaching" of the content. The learning outcomes should not be thought as what is to be achieved at the end of the lessons but, should be used to support classroom environment in order to achieve the desired learning goals.

In CAPS the aims, objectives and the learning outcomes are incorporated in the concepts, content and skills section in the ATP (du Plessis, 2013). Teachers may fail to identify them and therefore struggle to assist learners to achieve the intended goals. Trip and Weimo, (2005) state that teachers should indicate the learning outcomes in all the lessons to create opportunities for learners to make informed decisions about their healthy lifestyle and develop motor skills. The learners' achievement during teaching is determined by the

achievement of the learning outcome (Harden, 2009). At the end of each lesson, teachers should reflect on their teaching to determine if it assists learners to achieve the PE goals.

The literature reviewed indicates that teaching should have clear goals that are set during teachers' planning. The goals assist learners to be actively involved in teaching and learning. The content covered in each lesson should indicate aims, objectives and the learning outcomes. These guide learners to reach a responsible personal and social behaviour outcome in PE. They provide learners with a good foundation for lifelong learning in PE and propel them towards taking informed decisions about their physically active lifestyle. The teachers should be able to distinguish between aims, objectives and the learning outcomes. Teaching and learning is effective if learners are exposed to the aims, objectives and the learning outcomes. The learning outcomes determine whether or not teaching and learning is taking place in the classroom. They motivate learners to participate during teaching and learning. When the learners know what they should achieve in the lessons, they are encouraged to participate. Finally, the literature makes it clear that clear teaching goals yield to successful achievement of learners.

2.7 PE content

According to Hattie (2003, p. 2), content is "what teachers know, do and care about which is powerful for learners to learn within a grade level or at a certain age level." Ornstein and Hunkins (2004) state that the content should consider learners' experiences. The teachers should identify the challenging areas in the content and provide extra teaching strategies for learners who are not progressing through the curriculum (Hosp, 2010). Teachers must also ensure that they select a relevant content to carry out their teaching effectively (Ball, Hill & Bass, 2005; Amade-Escot, 2000; Solmon & Lee, 2008). Jacobs, Vakalisa and Gawe (2004) state that the three curriculum philosophies in Table 2.2 below influence the selection of the content:

The Curriculum Philosophies	1. learning content in an instrumentalist curriculum
	2. learning content in an entitlement curriculum
	3. learning content in a liberal-national curriculum

Table 2.2: The Curriculum Philosophies (Jacobs, Vakalisa & Gawe, 2004, p. 166).

According to Jacobs, Vakalisa and Gawe (2004, p. 66), the curriculum philosophies help to: “emphasize the values (the instrumentalist curriculum); provide learners with education that entitles learners to become accepted members of the society (entitlement curriculum) and provides learners the intellectual skills to understand the world they live in (the liberal-rational curriculum).” Du Plessis (2013) concurs that teachers’ philosophies enable them to interpret the content and make informed decision on how the content should be taught.

Mosston and Ashworth (2008) believe that effective teaching of PE occurs when teachers understand the content to allow learners to demonstrate physical development opportunities. They need to be trained to gain pedagogical content (Prinsloo, 2007). In PE, teachers should use games as content and allow learners to apply their technical skills towards the improvement of their cognitive development (Ironsides, 2004; Griffin & Sheehy, 2013). Chang (2007) adds that the content must be considered in conjunction with the relevant resources in PE (Chang, 2007). The lack of resources in PE limits learners’ opportunities to understand the curriculum. Toman, Gurbuz and Cimer (2013) found that teachers’ clear understanding of the content of a subject enables them to teach effectively. This suggests that teachers’ knowledge of the content may assist them to align it with the appropriate PE goals to enhance the achievement of these goals.

Tsangaridou (2002) conducted a case study to describe pedagogical knowledge of the elementary classroom teachers. Data were generated through observations, documents, journals and interviews. The findings indicated that those teachers’ approaches that were based on content transformation and the use of examples and demonstrations enhanced learners’ understanding of the content being taught. Neo and Neo (2003) agree that the best possible practices during teaching must be employed to ensure its effectiveness. This suggests that teachers must explore and use different approaches to teaching to make learning more meaningful to the learners.

Ward, Li, Kim, and Lee (2012) examined the impact of the content knowledge taught in South Korea and Ohio focussing on performance and teaching. The findings indicated that the focus was more on the performance of the content than the teaching of the content. The PE content knowledge was the most challenging factor for teachers on the physical activities taught. It is important that teachers possess socially constructed pedagogical knowledge of the subject’s content (Capel, 2007). The trainings on PE should focus on developing content

knowledge, pedagogical and assessment skills, and professional dispositions (Naspe, 2008). PE teachers' training therefore needs to focus mainly on the content and the activities that they teach to cover the content. The planning of the content should be aligned with the activities to ensure teaching in ways that are comprehensible for learners (Ayvazo, 2007). Atay, Kaslioglu and Kurt (2010) claim that teachers' understanding of the content guides their decisions about teaching in the classrooms. This knowledge of the content enables teachers to develop lessons that enable active participation (Rink & Hall, 2008).

Sato and Fiset (2013) conducted an explanatory multiple-case study on the experiences of African American Physical Education Teachers Education (PETE) candidates. Data were generated from seven African American PETE candidates through the use of the interviews, weekly journal reflections and e-portfolios. The findings indicated that teachers felt under-prepared to deal with PE content in schools and they encountered cultural stereotypes in the teaching of physical education. When teachers are not adequately prepared to teach certain topics they struggle to assist the learners (Christians, 2006). Teachers need to be developed on content delivery to enable them to reinforce the linkage of the content with the physical activities (Lynott, 2008). These trainings should focus on practical demonstration of movement activities (Linken, 2011). This suggests that teachers should be able to align the content with the goals that they are teaching towards. Rink (2008) states that PE teachers should develop content that is based on instructional objectives, needs and abilities of learners.

Moen and Green (2012) examined the factors that caused PE teachers in Norway to be resistant to change. The findings indicated that teachers lacked knowledge of the subject content and they misinterpreted most of the aspects of the PE content. Jacobs (2011) also found that most teachers had not been trained adequately and they were not confident to teach LO. Green (2000) believes that teachers' training should focus on the teaching of the content. This suggests that teachers still need to be developed on the content. Ball, Thames and Phelps (2008) add that the teachers viewed PE as something separate from LO. This indicates teachers' misconceptions about PE. This suggests that teachers' inadequate knowledge of the PE content may hinder quality teaching of PE.

The literature reviewed revealed that the lack of content knowledge has implications for the teaching of the subject. Teachers need to organise and interpret the content to meet their learners' needs. The content in PE should be linked to the goals of PE and the physical

activities. The alignment of the content and carefully selected activities ensures content coverage by teachers. The literature reviewed also indicated that the content influences learning, guides teachers' decisions about teaching and allows learners to apply their skills. Teachers should use of different approaches to teaching enhances the teaching of the content. Teachers therefore need to have adequate understanding of the content since this enhances effective teaching.

2.8 Teaching activities in PE

Kennedy (2008, p. 393) claims that designing of the curriculum should ensure that "the teaching and learning activities are co-ordinated with the learning outcomes." These learning outcomes will indicate whether or not learners have understood. Norman (2014) believes that the teaching and learning environment should be stimulating to enhance learners' willingness to learn. Teachers need to select the activities that will encourage learners to participate and have fun. However, Clockson (2006) argues that getting learners involved in the physical activities has physical and psychological challenges and therefore, teachers should firstly assess learners emotional and skill readiness before „teaching any PE lessons. A variety of activities must be provided for learners to exercise elective choice over which activities to pursue while improving cardiovascular fitness (Darst, 2001; Rikard & Banville, 2006). Teachers should develop a strong positive attitude towards physical activities to enable learners to apply their new skills into their lives (Al-Rawal & Al-Yarabi, 2013; Bryrak, 2013). Khoza (2013) believes that a learner-centred approach should be used to make learning more meaningfully. Learners must be allowed to repeat the PE activities for them to develop the necessary skills (Mosston & Ashworth, 2008). This suggests that teachers must plan carefully for the activities they want to teach.

Hill and Cleven (2005) conducted a study to examine learners' preference and feelings about their participation in PE. The findings showed that learners preferred certain games to participate in. The boys were both more generally interested in PE, and specifically more interested in contact activities, as compared to girls. Teachers should therefore select interesting activities that accommodate both genders to ensure active participation by all learners. Grant and Brian (2005) concur that learners should be allowed to select the activities that they are interested in. Their study similarly reported that girls preferred individual and noncontact activity while boys preferred contact activities. Wood (2008) add that PE teachers need to promote these activities even outside the school and must provide opportunities to be

engaged in PE activities irrespective of their learning and physical barriers. Rink and Hall (2008) also add that learners must be offered opportunities to practise more in order for them to develop motor skills. According to Rink (2008, p. 10), the learning activities must “lead learners towards a high level of competency and present the content through a task progression.” Teachers must provide opportunities for learners to cooperate by sharing ideas and also to receive feedback from their teachers (Darst, 2001; Tsangaridou, 2002; Lamb, 2013). These activities must allow the learners to move all the time (Rink & Hall, 2008). This suggests that learners’ choice when selecting the activities may enhance their willingness to participate.

Bernstein, Phillips and Silverman (2011) examined the attitudes of middle school students towards competitive activities in PE whereby ten boys and fourteen girls in 6th and 7th grade were selected from six schools. The focus groups, observations and interviews were used to generate data. The findings indicated that students enjoyed doing the physical activities during PE lessons. However, the study further found that limited time and the structure of the PE activities prevented some learners from developing the motor skills necessary in PE. Solomon and Lee (2008) believe that learners’ negative attitude and experience cause them to be at risk of not performing well in PE lessons. This implies that structuring the physical activities should be determined by the time allocation provided for PE lesson. Teachers should provide activities that accommodate and encourage learners’ active participation.

Lodewyk, Gammage, and Sullivan (2009) suggest that PE programmes and activities should avoid exposing learners to the activities that are dangerous. The activities should be adapted to accommodate all learners. However, Zamzami (2005) found that PE teachers struggle to modify physical activities. This applies specifically to learners with special needs. The activities should have clear criteria to assist learners to accomplish the PE objectives (Mosston & Ashworth, 2008). The activities must be designed to allow learners to work in groups in order to physically support one another (Stidder & Haasner, 2010). According to Corbin (2002, p. 29), “engaging learners in active living lifestyle choices helps them to see the link between physical education and the real world.” It is impotent therefore that PE teachers consider learners’ preference for the activities in order to select the physical activities that will best address learners’ diverse needs (Hill & Cleven, 2005). Well selected activities enable the teachers to deliver the curriculum successfully and motivate learners to adopt healthy-living lifestyle (Chase, Ballard, Repovich & Morley, 2003). This suggests that

when learners are provided with opportunities to select own physical activities, their participation and acquiring skills in PE may be enhanced.

The literature reviewed indicates that teachers must allow learners to use their own preferences in selecting activities. The teaching of these activities must be informal and enjoyable to the learners. Teachers should identify learners' physical needs and ensure that inclusivity is always practised in the classrooms. This can be ensured by making use of a variety of activities. The reviewed literature suggests that a learner-centred approach must be used when teaching. Effective teaching and learning in PE occurs when teachers allow the learners to explore and repeat the activities to ensure that they understand what is being taught. The activities should be aligned with the learning outcomes to determine learners' achievement.

2.9 PE teacher's role

Msila (2007) states that teachers have many important roles to play in education. In PE Kulina (2008) suggests that teachers should play their roles by valuing and creating physical settings for learners to ensure that they enjoy and achieve the required skills for movement. Reiner, Cropley, Javis and Griffiths (2012) argue that school principals must support teachers by providing resources and monitoring of PE programmes to ensure effective implementing of a PE policy in their schools. They further suggest that the principals as authoritative leaders in their schools should play fundamental roles to ensure effective implementation of government policies initiatives that aim to enhance the quality of PE. Teachers' support structures in schools may assist them to effectively play their roles in schools.

According to the Department of Education (2000, p. 14) in the Norms and Standards for educators, teachers should effectively play seven roles namely: "as mediator of learning; interpreter and designer of learning; leader, administrator and manager; a researcher and a lifelong learner; pastoral care giver; an assessor and a subject specialist." Day (2002) adds that a PE teacher must be competent in a subject in order for them to help learners to improve their fitness which helps them to be safe from diseases related to obesity, and which contributes positively to learning in the classroom and to behaviour change (Hansen, 2008). This suggests that the selection for teachers to teach PE should solely be based on their competence to teach the subject. The competency should include the teachers' experience, qualifications and their adequate knowledge regarding the teaching of PE.

Raudensky (2000) conducted a qualitative study to explore teachers' perceptions about teaching PE. Interviews were used to generate data from students' autobiographical statements and observations. The findings showed that teachers felt that their roles included engaging learners and making them enjoy physical activities. A PE teacher therefore should be perceived as someone who should motivate an active and healthy lifestyle. They are expected to display their high level of competence in describing the content and skills that learners should learn in PE (O'Bryant, O'Sullivan, Burgeson, Wechster & Spain, 2001). They need to provide meaningful physical activities experiences with interesting lessons to empower learners to be productive and challenged in order to improve their academic performance (Cale & Harris, 2013; Toscano & Rizopoulos, 2013). They must evaluate learners' performance and provide feedbacks in order to help learners to achieve the desired educational goals in PE learning (Hosp, 2010; Dikmenli & Unaldi, 2013; Al-Rawali & Al-Yarabi, 2013). Villegas and Lucas (2002) believe that teachers' understanding of learners' different cultures enable them to effectively articulate their vision of teaching within the diverse society. Prinsloo (2007) believes that teachers' lack of providing exemplary behaviour causes learners to be unwilling to participate in physical activities and in turn to lose respect for their teachers. This means that the issue is not efficiency; it is setting a high standard.

Chambers, Armour, Luttrell, Bleakly, Brennan and Herold (2012) examined PE teachers in their roles as mentors to new PE teachers. Their study used qualitative data methods from six university tutors and ten PE mentors teachers in the Republic of Ireland, England and Northern Ireland. The findings indicated that mentor teachers felt that their role was to provide a conducive learning environment for the pre-service PE teachers where they are free to take risks. Teachers should establish learning experiences that enable learners to achieve PE outcomes (Wall & Johnson, 2012; Khoza, 2013). Their mentoring should help learners to achieve their physical activity goals and to become physically educated people (Corbin, 2004; Fairclogh & Stratton, 2005). The mentoring programmes provide teachers with opportunities to master the curriculum requirement and expectations in order to implement it successfully. When mentored and adequately equipped to teach, Cape (2007) believes that teachers should be able to challenge the teaching of PE and make appropriate recommendations to its policy improvement. Lindsay (2014) adds that determining the effectiveness of PE teachers' when they play their roles is hampered by learners' ability levels and the severely limited time that the PE programmes are allocated. Teachers

therefore, need to be empowering through mentorship programmes to ensure that the school environment is conducive to teaching and learning.

PE teachers are expected to be role-models to their learners. According to Himberg (2002, p. 3), “role-modelling encourages learners to change their behaviours and adopt an active lifestyle.” Samdal and Tjomsland (2013) found that PE teachers failed to be role models and were not confident to guide learners in order to their academic performance. They should influence learners to be able to work in group (Staffo & Stier, 2000; Frykedal & Chiriac, 2014). Wanyama (2011) states that effective role-modelling for PE teachers depend on teachers’ attitudes. They need to set the PE programmes should avoid unnecessary competitions but emphasize learners’ social interaction so that they can be able to solve the problems together (Gonzalez-Cutre & Fernande-Balboa, 2009). While learners work in teams Larsen, Samdal, Tjomsland (2013), McKenzie, Catellier, Conway, Lythe, Grieser, Webber, Pratt and Elder (2006) believe that teachers encourage learners to show their individual acquired motor skills. This suggests that the way teachers manage their roles may enhance learners’ willingness to participate in teaching and learning.

According to Jacobs and Vakalisa (2004, p. 24), in order for teachers to play these roles efficiently, they should have “personal theoretical frameworks regarding what teaching is all about and how learning should unfold.” They must know and demonstrate all these roles in order to simplify the PE content and its clarification in the classroom (Mosston & Ashworth, 2008; Kathleen, Liebermann & LeRoux, 2009; Koustelios, Theodrakis & Goulimaris, 2004). However, Culp and Urtel (2013) argue that teacher training does not adequately preparing students for real-world life in teaching by empowering to be able to play their roles effectively. In order for teachers to play their roles effectively, they must possess specific theoretical frameworks that influence their teaching roles to guide them on how they can effectively play these roles. These theories should provide guidelines on how teachers need to engage learners during PE lessons.

Gonzalez-Cutre (2009) investigated PE teachers’ role in motivating learners’ participation in sports. Data were generated with a questionnaire from 358 boys and 421 girls. The findings revealed that teachers’ competence in the subject motivates learners to actively participate in PE lessons. McDavid, Cox and Amorose (2012) contend that PE teachers support adolescents’ leisure-time physical activity and this improves motivation and behaviour. The motivation by teachers will ensure that learners are not passive but are inquisitive, self-

directed, goal orientated and actively involved in their learning (van Schoor, Mill & Potgieter, 2005). Ornstein and Hunkins (2004) claim that teachers see the content as a whole, serve as a resource, develop the content, implement and evaluate it in the classrooms as part of a school's technical team member. However, Deventer (2009) found that teachers reported that they were uncertain about their role of assessment in PE. Rink (2008) also found that teachers struggled on their roles of managing learners, resources in their classroom. Teachers lack the knowledge for the methods of teaching but having the content knowledge. For effective teaching practice, teachers should be professionally developed on teaching methods to assist learners to develop the required skills in PE (Chen, 2005).

Hind and Palmer (2007) believe that teachers should guide learners to experience and to meet the expected standards of their performance. Their role is to provide appropriate instructions, services that promote lifelong physical activity and create opportunities for learners to be physically active, both inside and outside the schools (Sparlig, Owen, Lambert & Haskel, 2000). According to Rink (2000, p. 6), "effective PE teachers must promote learning outcomes related to a physical lifestyle, design learning experiences to reach those outcomes, and assess the extent to which these outcomes have been achieved." They must focus on effort and personal improvement of learners' performance (Gonzalez-Cutre, 2009). Skala (2009) believes that teachers should praise students and encourage physical activity among their classes. He adds that PE teachers need to be a specialist so that they can guide learners in PE. Morgan and Rink (2008) adds that learners must be mentored to ensure that mistakes during the activities are identified and corrected immediately. Teachers must therefore use constructivist approach that promotes essential learning in PE programmes to provide learners with opportunities to apply their acquired skills in their daily lives (Donovan, 2002; Beale, 2013). Armour and Jones (1998) add that PE teachers must equally play all the roles of being a teacher, a coach and a sport participant. This suggests that teachers' active participation in sport may encourage learners to participate in PE and adopt a healthy lifestyle.

Morgan and Hansen (2008) explored the impact of PE teachers' experiences on their teaching. A questionnaire was used to generate data for 189 randomly selected PE. The results revealed that teachers who had received poor training in PE held negative attitudes toward teaching PE. They reported that they had not been adequately prepared to teach PE. The results further revealed that teachers who had received quality training in PE had positive

attitudes towards teaching PE. Morgan and Bourke (2008) concur that teachers' poor training causes teachers to perform poorly in PE teaching. There must be a much better inference that will consider PE teachers' previous experiences and that the interventions must consider the biographies of teachers and the barriers that hinder the delivery of PE in schools. Mathew and Curtner-Smith (2010) add that teachers' training influences teaching practices. Creating professional development opportunities for PE teachers may assist them to establish teaching ideologies which assist them to play their roles effectively.

You and Craig (2013) found that through collaborative teaching teachers get the opportunity to know one another better. Teachers reported that they equally share the available educational facilities and equipment for PE effectively and adopt a new culture of teamwork with other PE teachers which assist them to play their roles efficiently. Matthew and Curthner-Smith (2006) found that teachers recreated and adopted the new curriculum to fit into their beliefs and ideologies and their beliefs were influenced by their occupational socialisation. Humbert, Berezowski, Biss, Derksene, Dubrery, Gouden, Girolami, Mudryk, Poetteker, Regier, Staples and Wilson (2002) also found teachers felt that the PE curriculum does not cater for individual difference as it happens with other subjects. This suggests that teachers' misinterpretation of the curriculum may affect teaching. Teachers need to be engaged in new practices to change their beliefs about and values in teaching physical education must be provided to empower PE teachers to ensure effectiveness in teaching.

Vickerman and Coates (2009) examined the views and experiences on the confidence in schools to include learners who are physically challenged in PE. The participants were 2002 trainees and 19 recently qualified PE teachers who were sampled from 5 teacher training providers in England. Data were generated through a questionnaire. The findings indicated that both the trainees and qualified PE teachers were not equipped to assist physically challenged learners. Parks and Kennedy (2007) revealed that stereotyped thinking and prejudgments from teachers were found to hinder students' academic and social performance. Green and Thorogood (2013) add that the teachers' practices should ensure relevancy, success and effective implementation of health policies. This suggests that teachers' lack of different approaches to teaching may exclude some learners during teaching. They must be equipped with strategies to enable them to deal with all challenges that may affect learners' participation in PE.

Most of the studies reviewed indicate that teachers have multiple roles to play. However, assuming these roles can place a complicated demand for teachers. The school principals must support the PE teachers by providing resources. Teachers have to understand their roles to select and modify the activities that will enhance learners' willingness to participate. The literature also indicated that teachers' lack of knowledge for methods of teaching leads to their failure to integrate the teaching of PE into the curriculum. When teachers manage their roles effectively, the learners' participation is improved. The literature reviewed indicates that teachers' demonstration of the skills enhances the development of the skills among learners. They must understand the philosophies that inform their teaching. They must have positive attitudes towards PE and ensure inclusivity when they play their roles.

2.10 Materials and resources in PE

Khoza (2012, p. 75) describes a resources as "any person or thing that communicates learning." The schools should therefore provide resources to enable them to achieve teaching the outcomes (Khoza, 2014; Talbot, 2001). However, Larsen, Samdal and Tjomsland (2013) state that some schools are better equipped than others. Bevans, Fitzpatrick, Sanchez, Riley and Forrest (2010) found that having adequate physical resources and enough PE teachers have positive impacts on learners' participation in physical activity. The curriculum teachers in schools should therefore ensure that they minimize the constraints in the teaching of PE such as inadequate resources since this may impede on teaching and learning in schools.

Du Toit, Van der Merve and Rosssouw (2007) investigated the challenges facing different South African communities regarding curriculum implementation in schools. The purpose of the study was to provide recommendation to improve the training of teachers and the implementation of PE in schools. The results indicated that the major challenges facing schools are the lack of available facilities and discipline problems. The study further revealed that limited time, unqualified teachers, the subject reputation and practical problems involving cultural diversity in classes were some of the challenges with regard to the PE. Frantz (2008) found that the schools in rural communities have limited resources and that limits the physical activities and sporting codes that learners should be engaged in. It causes teachers to have difficulty integrating fitness and wellness concepts into their PE classrooms (McCaughtry, Barnard, Martin, Shen & Kulina, 2006). According to Hardman (2000, p. 4), the lack of PE resources represents a "poor maintenance of teaching site" and this exposes the area of physical activity to a reduced opportunities. Van Deventer (1999) argues that in order

to alleviate the challenges of insufficient PE facilities and equipment, schools that are close to each other can be clustered so as to share PE resources.

Shernoff, Mehta, Atkins, Tort and Spencer (2011) examined PE teachers' perceptions regarding the impact of stress and the resources needed to address identified stressors. Data were generated through semi structured-interviews which were conducted with 14 high poverty schools. The findings indicated that inadequate resources causes stress among PE teachers. PE teachers also reported that the provision of adequate material and human resources can reduce stress among teaching. Lee et al. (2007) believe that teachers must use different teaching resources when they are planning and teach. They also recommend that if all schools are equally well-equipped with both indoors and outdoors physically facilities such as gymnasium, playground equipment and outside basketball court, the true quality of PE teaching and learning may be realised. This suggests that the lack of resources in schools may affect teachers' motivation to teach and this may have a negative impact on their effectiveness.

McCaughtry, Barnard, Shen and Pamela (2006) found that, in addition to material and human resources, teachers also experienced a lack of sufficient instructional resources. According to this study the lack of a sufficient budget for PE had negative implications as the teachers showed anger and frustrations, set a low status for PE and taught limited content was limited as they could not cover all the PE aspects. This includes providing enough resources for the subject. The teachers' lack of instructional resources may impact on the effectiveness of teaching PE in schools. According to Deventer (2009, p. 135), "it is not educationally sound to implement the new subject without human resources." The schools should allow PE teachers to organise the resources for their PE lessons to make the teaching of PE more interesting and select the physical activities according to the availability of resources in their schools.

Devis-Devis, Molina-Alventosa, Peiro-Velert and Kirk (2011) claim that involving teachers in the selection of resources enables them to select appropriate PE materials that support their teaching. Teachers should firstly be trained on how to select the relevant resources for the subject. If teachers understand the selection of the resources that are relevant to the content to be taught, they may be able to cover all the content prescribed for the each grade. Browne (1990) claims that when teachers select PE resources, they must guard against gender bias since this may promote passive participation by other social identity like class or race. It is

important therefore that teachers' selection of resources takes gender issues into account. All learners need to have enough textbooks to support learning. These textbooks must be evaluated by studying the criterion based on one or several views (Fallhi, Gholtash & Ghaemi, 2013). In CAPS, the selection of the textbooks is based on their compliance with CAPS. Teachers should therefore have a clear understanding for the policy (CAPS) to ensure that they select relevant textbooks and other PE materials to support learning. This suggests that teachers' lack of understanding for the content may yield to the selection of irrelevant PE materials and resources.

The literature reviewed that the resources are very important to ensure effective teaching in schools. Some schools especially the previously disadvantaged schools still lack resources and this has negative impacts on teaching of PE. The PE teachers as human resources should also have a clear understanding of the content so that they can be able to select appropriate resources. They should select resources that will support their teaching. There is a great need to train teachers so that they can organise and select suitable PE resources to support their teaching. Again, the literature review also demonstrated a lack of enough studies conducted on PE resources found on internet.

2.11 Grouping in PE

Bang and Baker (2013) state that schools should be a place where all learners can have an access to curriculum. The curriculum should therefore consider the human rights and be inclusive to accommodate all learners (Simmonds & Roux, 2013). Sezek (2003) claims that the best way to ensure access to teaching and learning for all learners in PE is to promote structured and meaningful groups to assist the learners to understand how they can work. Cantillo (2003) concurs that grouping is important for better cooperation between teachers and their learners because it can assist teachers to effectively control learners, especially in large and overcrowded classes. According to Mosston and Ashworth (2008, p. 156), groups are formed because "working in groups is intrinsic to the task itself and is used to meet the organizational needs." They allow learners to socialize and develop trust among themselves (Toscano & Rizopoulos, 2013). If used effectively, grouping may allow teachers to monitor and assess all learners (Sezek, 2013). Gillies and Boyle (2010) state that cooperate in learning promotes academic achievement and develop socialization among them. They add that for successful group work, teachers should take note of group composition, the task that each

group has to do, the social skills needed to complete the tasks and the assessment of the learning that occurred in the groups.

Gillies and Boyle (2010) explore teachers' perceptions on their implementation of cooperative learning. The findings showed that teachers had positive experiences with cooperative learning. However, some teachers reported that they experienced challenges regarding the use of cooperative learning during teaching. The challenges they identified in the study include learners socializing during groups activities instead of working. This suggests that teachers should effectively monitor the groups to ensure that learners only do what is expected from them. Targ and Lam (2014) agree that when learners are actively involved in their groups and interact, the learning process becomes more meaningful and sustainable. Storch and Aldoari (2008) argue that grouping learners is determined by the aim of the physical activity to be conducted. This indicates that teachers should ensure that they provide the activities that allow learners to together. Effective grouping of learners allows them to develop listening skills and work as a team (Jaques, 2003; Jenkinson & Benson, 2010). Gillies (2003) adds that grouping learners together motivates them and improves their achievement. It creates better understanding for the activities and the learning context (Blatchford & Baines, 2005). Teachers must therefore be aware of the reasons for teaching in groups.

Rikard and Banville (2006) found that learners preferred to be divided according to their ability. They showed unwillingness to be in a group that would slow them down in their learning. Grouping by physical ability improves learners' development (Shen, McCaughtry & Martin, 2009). When grouping the learners, teachers should consider the learners' abilities before grouping learners. Khazaeenezhad, Barati, Jafarzade and Mehdi (2012) and Lieberman and Houston-Wilson (2009) agree that the teachers' knowledge about learners' ability helps them to decide on the methodologies to use in order to accommodate learners' differences and improve learners' achievements during teaching and learning. This consideration of learners' different abilities when grouping the learners enables them to reproduce what was given to them (Khoza, 2013). Gillies (2004) found that learners in this setting provided more assistance to each other than their peers in the unstructured groups. Overby, Colon, Espinoza, Kinnunen and Nal (1996) believe that this type of grouping allows learners to become actively involved in the lessons. This means that teachers should have adequate information about inclusively engaging learners of different abilities in PE.

Grouping learners has some limitations that teachers should be aware of. Wadding, Malcolm and Cobb (1998) found that teachers' attitudes and stereotypes towards grouping of learners discourage or encourage participation by either or both boys and girls in any physical activity. Cantillon (2003) believes teaching large groups encourages other learners to be passive since they have not enough time to process the knowledge and skills they learn in each physical activity. It limits accessibility to participation for some learners since the lessons are always dominated by stereotypical adolescent friendships and this may cause withdrawal by some learners (Zhang, Cui, Wang & Sui, 2007; Kutnick, Blatchford & Baines, 2005). This suggests that the groups should have manageable numbers of learners to ensure that teaching and learning is effective.

Ransdel, Vener and Sell (2004) found that gender influences learners' participation in physical activities. Lounsbery and McKenzie (2014) found that many differences in the conduct of high school PE were related to class or gender composition. Boys were more active than girls, for whom there was little time spent on knowledge and skill development. McKenzie, Feldman, Woods, Romero, Dahlstrom, Stone, Strikmiller, Willston and Harsha (2013) also found that the boys are more active than girls especially during free play opportunities. The teachers' inadequate knowledge about gender differences may promote passiveness and discourage participation in PE lessons. They should manage activities and foster positive working relationships between boys and girls because poor relationships may damage their enthusiasm for participation (Bailey, 2013). PE teachers therefore need to understand factors that may impede on gender grouping because the lack of critical perspective among them causes gender structures to be difficult to challenge (Laanson, Fagrel & Redelius, 2001).

Solomon and Carter (1995) found that the boys received positive attention from their teachers for skilled performance, and the girls were only rewarded for following the rules. Solomon and Lee (2005) believe that teachers' gender stereotype influences learners' thinking about their competence. Hardman (2004) also found that girls' participation level in physical activity declines over time. Teachers' stereotype against a certain gender in the classroom may impede on learners' participation. Graham (2008) also revealed that boys are more positive than girls towards PE and enjoy competition. They have a higher level of goal and concepts of PE than girls (McKenzie, Marshal, Sallis & Conway, 2000; McKenzie, Catellier, Conway, Lythe, Grieser, Webber, Pratt & Elder, 2006); Lee, Lee, Seon, Lee, Oh, Cho & Cho, 2010).

According to Hannon and Ratliffe (2007, p. 2), “female students in single gender settings may receive more opportunities during PE activities such as soccer, flag football ultimate Frisbee and soccer game.” Their study revealed that teachers tend to communicate more with girls than with boys in single gender-settings. They should monitor the relationships of learners eliminate harmful body image discrepancies that seem most in females (Lodewyk, Gammage & Sullivan, 2009).

Bailey (2013) found that learners like being grouped and working with their friends. Morley (2013) agrees that friendship grouping has the potential to promote domination by talented learners. It allows learners to learn new physical skills from their peers (Haynes, Fletcher & Miller, 2008). Frykedal and Chiriac (2014) agree that friendship groupings promote abilities in collaboration but not subject knowledge. Bletchfor, Kutnick, Baines and Galton (2003) believe that organising and planning the strategically promotes effective learning. Teachers should therefore incorporate differentiated instructions into their teaching when learners work in groups (Gregory & Chapman, 2007). The effective grouping and teaching strategies ensure learners’ active participation and develop their willingness to learn. Teachers therefore should consider learners’ shortcoming and strengths so that they can support one another rather competing against each other. Learners should be allowed to plan and discuss to help learners understand and engage with new ideas and information which can promote the interest and engagement that can promote good outcomes (Jones, 2014).

The literature reviewed indicates that teachers mostly prefer ability grouping of learners. The activity should determine the type of grouping that teachers should use. When learners are grouped, teachers must ensure that learners have access to teaching and learning by making use of a grouping strategy. The use of effective teaching strategies ensures effective teaching in groups. Teachers must have adequate knowledge of managing the groups to ensure that learners are provided the opportunities to improve their performance. The studies indicate that teachers should have a clear understanding of the theoretical framework that underpins their grouping strategy to ensure learners’ accessibility to learning. Factors such as overcrowding, gender differences and teachers’ stereotypes do not promote effective teaching and learning when learners work in groups.

2.12 PE classroom

According to Clark (2006, p. 2), “a classroom is an extremely complex system with flexible boundaries in which learners congregate to learn a daunting quantity of subjects content for

successful classroom activities.” This means that teachers must have the knowledge and skills to manage the classroom. Sookrajh, Gopal and Maharaj (2005) agree that teachers should have a creative way of including all learners in the classrooms. A classroom should be a safe environment for learners whereby teachers demonstrate the lessons and encourage learning to be actively involved in learning to improve their performance (Morhan & Hansen, 2008; Toscano & Rizopoulos, 2013). Its organisation should allow learners’ application of their creativity and thinking (MocCorwach, 1997; Fomunyana, 2014). Shephard and Trudedeau (2008) state that a classroom should have a well-defined, quality PE programme. However, Prinsloo (2007, p. 164) found that teachers failed to create a “relationship of trust and a climate of success” in their classrooms. This suggests that teachers should be taught on how to manage their classrooms to promote effective learning. Simmonds (2011) believes that a classroom should be a place where learners can learn, experience fairness and equally feel accepted.

Van Deventer (2002) argues that the infrastructure in most schools does not favour PE policy implementation and the government does not accord PE the level of attention. This lack of infrastructure in the classroom negatively influences teacher’s motivation to teach in their classrooms (Pelletier & Seguin-Levesque, 2002). This suggests that the classroom must have sufficient resources for effective teaching to take place. The study conducted by Suleman, Aslam, Hassan and Hassan (2014) concur that PE classrooms with sufficient physical facilities have a significance impact on learners’ academic achievement. This means that teachers must organise the classrooms, set clear expectations, enforce and maintaining behaviours to ensure a quality learning environment (Rink & Hall, 2008). Naspe (2008) claims that organising a classroom means developing a lesson plan, identifying and meeting learners’ needs, developing appropriate instructional goals and effectively managing resources. Darst (2001) adds that a positive, success-orientated classroom environment must be created by focussing on learners’ effort and encouraging out-of-classroom and non-school physical activities programmes. Lamb (2013) also highlights that PE classrooms must have collaborative spaces to enhance teamwork among learners. However, Dreyer (2005) found that some schools have the problems of overcrowding. An organised classroom with adequate resources may be able to manage classroom overload and disruptive learner behaviours. Teachers must value class management to enable them to effectively cope with classrooms situation (Fernet, Guay, Senecal & Austin, 2012).

Liokkonen, Barkoukis, Watt and Jaakola (2010) found that a conducive classroom environment with a support structure for learners had a positive influence on learners' performance. Teachers should use motivation in a classroom to increase enthusiasm and confidence which enhances learners' willingness to learn (Rink & Hall, 2008; Bosco, 2013). Bang and Baker (2013) claims teachers should ensure that their interactions and classroom instructions do in fact motivate learners (Bang & Baker, 2013). Decamps and Lindahl (1988) agree that motivation helps in determining the types of interventions teachers should use in modifying learners' behaviour. Their study also revealed that motivating classroom settings enhances moral development among the learners. Taylor, Ntoumanis and Standage (2008) state that teachers' motivation to build their learners determination encourages them to teach in the classroom. Corbin (2004) contends that building intrinsic motivation is a key element to promoting a positive climate in a PE classroom. This suggests that appropriate teachers' instructions may create a sense of willingness among learners and motivate them to actively participate in the classroom.

Hassandra, Goudas and Chroni (2003) believe that social environment factors that teachers should organise to build intrinsic motivation include lesson content, classmates and school. Leen, Greet and Lars (2014) add that teachers should create a classroom environment that fosters competence during gender-mixed physical activities. This means that the activities in the classroom should be done by all learners in the classroom. PE teachers therefore, are a source of motivation and therefore need to create a high degree of motivation for the learners in the classroom to help them achieve optimal psychological states and continue to participate in physical activity (Gonzalez-Cutre, Sicilia, Moreno & Fernandez-Balboa, 2009; Shen, McMcaughtry & Martin, 2009). Van Schoor, Mill and Potgieter (2005) add that teachers need to make learners interested in their work and to have courage to give their own interpretations for the physical activities they are engaged. This suggests that teachers need to ensure that the activities are encouraging learners' willingness to participate.

Blinde and McMillister (1998) examined the PE experience of twenty students with disabilities from a variety of physical disabled school systems. The data were generated through open-ended interviews. The findings indicated that learners showed lack of participation and negative attitude towards PE activities. They add that PE teachers need to take into cognisance the diversity among learners in the classroom. This means that the classroom organisation should accommodate learners with barriers to learning in physical

activities. Teachers must employ a high degree of social and emotional competency for learners to effectively address the management, instructional and emotional challenges in the classroom (Jennings, Snowberg, Coccia, Greenberg, Morzano, Morzano, & Pickering, 2003). Mosston and Ashworth (2008) found that excluding learners in the classroom develops a sense of failure among the learners and they begin to resent the entire experience of PE because they feel rejected. Fulmer and Turner (2014) contend that when teachers increase the level of challenge in the classrooms, learners master teacher's instructions and maximize their academic success. They teachers need to structure teaching and learning activities so that all the learners are actively involved and modifying the activities for successful skill practice by all the learners (Kulina, 2001). They must ensure that teaching takes place at the learners' own pace, taking into account that all learners become autonomous participants who construct new meanings within the context of their current knowledge, experiences and social environment (Neo & Neo, 2003). The mode of learning in the classroom need to be learners-centred and should cater for individual learning (Khoza, 2013; Kathleen, Liebermann & Houston-Wilson, 2009). This suggests that teachers' inappropriate application of teaching approaches may limit some learners' achievement in teaching.

Wall and Johnson (2012) claim that teachers should develop lesson plans that seek to address learners' needs in the classroom. In order to meet learners' needs teachers should interpret, modify the content and adapt instructions. Rikard and Banville (2006) agree that teachers should consider learners suggestions in order for them to ensure that learners' collaboration in the classroom. They need to develop ways for learners to work together and ensure the inclusion of multimedia technology into education (Blatchfor, Kutnick, Baines & Galton, 2003). Ken and Neo (2004) advocate that teachers design and incorporate multimedia elements into the content to convey the messages in a multi-sensory learning environment. Reese, Jensen and Ramirez (2014) add that teachers' interaction with learners must be in ways that are responsive to learners' cultural and linguistic backgrounds. This suggests that teachers must always change the classroom setting to enhance learners' willingness to participate in the classroom.

Suleman, A slam, Hassan, and Hassan (2014) studied the impact of classroom environment on the performance of learners. The pre-test and post-test methods were used to generate data from the performance of randomly selected secondary school students in Kohat division in Pakistan. The findings indicated that there is a significant impact of the classroom physical

environment on the academic performance of learners. It has a direct positive impact on learners' discipline in the classroom (Moreno-Murcia, Sicilia, Cervello Huesiar and Delia, 2011). Skala (2009) found that outdoor classes were more active than indoor classes. The study by Barkoukis, Koidou, Tsorbatzoudis and Grouios (2012) concurred with the findings that classroom environment impacts on affective aspects of lessons' participation through the development of students' motivation. It encourages learners to align their physical learning space with their mental learning space (Irez, Yaman & Saygin, 2013). They recommend that that classroom arrangement should encourage learners to support each other. Teachers therefore should provide learners with opportunity to repeat the activities to ensure that they achieve the skills associated with the lessons (Rink, 2008). This suggests that a well-structured and conducive classroom environment may improve learners' participation in the classroom.

A review of journal by Wallhead and O'Sullivan (2005) led to a conclusion that learners' participation in sports and PE improve learners' performance in other subject. Hardman (1999) adds that using school PE with sport organisations helps especially in cases where a PE teacher is not PE specialists. Alexander and Luckman (2001) concur that using SE during PE provides good examples for physical activities to be done by learners and allows them to achieve the learning outcomes. Colorado (2007) concurs that effective lesson planning in the classroom should include building background knowledge; instruction and modelling; guided practice; peer practice and assessment of content learned (Colorado). Jeffrey, Auger and Pepperell (2013) add that teachers should maintain the personal teacher-student relationship. They should interact with learners to ensure that they understand classroom processes that contribute to learning and development (Brigdet, Hamre, Pianta, Downer, Andrew, Stephanie, Joshua, Elise, Marc, Susan & Aki, 2013). This suggests that teachers' understanding of theoretical framework underpinning the PE classroom and their knowledge of sports may improve the teaching of PE. However, CAPS does not indicate the characteristics required by PE teachers. PE teachers' lack of knowledge for sports may have negative impacts on the teaching of PE.

The literature reviewed indicates that classrooms must be well-organised, managed and resourced to ensure effective teaching and learning. Teachers must motivate learners to participate in the classroom. Lessons must have clear goals and create a positive climate that encourages learners to work together. The classroom settings should encourage learners to

align their physical learning space with their mental learning space. Teachers should have clear philosophies that influence their classroom organisations. The studies also reveal that an effective lesson planning in the classroom should include learners' background knowledge; instruction and modelling; guided practice; peer practice and assessment of content learned. To motivate the learners in the classroom, the literature suggests that teachers must demonstrate what they want their learners to do and provide continuous feedback about the progress of learners in the classroom.

2.13 Time allocation in PE

Time allocation is part of broader context informed by policy, teachers' personal competencies, the whole curriculum and school time-table. Pill (2007) states that the curriculum designers should consider that the policy on PE providing sufficient time for learners to experience and practise movement skills at developmentally appropriate levels. The teachers should use time allocated to organise teaching material and the classroom (Mosston & Ashworth, 2008). Kulina (2001) believes that the efficient use of time in PE allows learners to adequately master the motor skills and movement sequences during the physical activities. Wall and Johnson (2012) agree that maximising time requires the use of transitions, such as movement from one class to another and the gathering of PE equipment. However, Fairclough and Stratton (2005) argue that the limited time allocated to PE affects its implementation. PE teachers therefore should understand how to use the time allocated to the subject effectively. Their success in teaching depends on their experience as teachers who effectively plan the PE lessons and ensure that learners complete all the required tasks within the allocated time. This suggests that teachers' failure to understand the use of time allocated may impede on the content coverage which may also see teachers and learners not achieving the learning outcomes in PE.

Larsen, Samdal and Tjomsland (2013) explored in research in eight Norwegian schools what PE teachers and learners regarded as contributing to the successes and barriers to the implementation of PE. The findings indicated that teachers felt that the curriculum in high schools focussed more on the results instead of providing enough time for learners to develop the necessary skills associated with movement activities. Rikard and Banville (2006) also reported that students suggested that time spent on fitness was insufficient and too inconsistent to provide desired PE benefits. AL-Sinani (2014), Fantz (2008) and Morgan (2008) agree that insufficient time in PE is a barrier within the school timetable and it

restricts teaching. This suggests that teachers should view the insufficient time as an opportunity for them to creatively plan effectively for the time allocated in PE. This includes selecting the appropriate activities and resources to assist them to achieve the outcomes in their lessons.

Olchowska-kotala (2014) examined the relationship between body satisfaction and the amount spent in PE. The participants were 527 students (351 females and 176 males). A questionnaire and measure of height were used to generate data. The findings revealed that the achievement of learners in PE was associated with enough time spent on PE. Reduced PE time risks learners' health benefits and affects their performance whereas increasing instructional time in PE results in improved academic achievements (Trost & Van der Merve, 2010; Bernard & Deutsch, 2009; Sanchez-Vaznaugh, Sanchez, Rosas, Baek, and Egerten, 2012). Sallis, Mckenzie, Kolody, Lewis, Marshall and Rosengard (1999) agree that the amount of time learners spend with content is the most critical variable to determine whether or not learners achieve during teaching. Two extra hours each week improves learning in PE (Tremache, Robinson & Graham, 2007; Kall, Nilsson & Linden, 2014). Morgan and Hansen (2008) maintain that the effects of learners' barriers to learning become evident in the reduced time spent on PE and poor quality of PE lessons being delivered. PE teachers should plan effectively to ensure that the allocated time is used efficiently.

Jenkinson and Benson (2010) found teachers did not see time allocation as a barrier but they mentioned their own incompetence as negatively affecting their teaching. This suggests that that teachers' effective planning may ensure efficient use of the time available. The increased time spent on PE in schools has no detrimental effect on academic performance (Coe, Pivarnik, Womack, Reeves, Malina, 2006; Trost; 2007; Fisher et al., 2011). The knowledge of planning and using time allocated to teaching and learning in academic areas ensures effective teaching. Rink (2008) believes that PE teachers should have the skills needed to use the time to ensure successful learning. Deventer (2008) reported that LO teachers were confused about using time allocation in PE. This suggests that an effective use of time allocation in PE may have negative impacts on effective teaching. Teachers therefore should be capable of understanding handling the content in PE and complete each section of the PE programme within the allocated time.

The reviewed literature indicates that time allocation in PE is a crucial resources that teachers should manage effectively. The literature findings suggest that if time allocation is

insufficient the curriculum implementation is affected. The PE teachers should be capable of effectively using the allocated time in a subject. Misconception about time allocation and failing to handle the subject matter in PE are listed as the challenges that impede on effective use of allocate time.

2.14 Assessment in PE

According to Dreyer (2012, p. 5), “assessment is a process that measures achievement and should be used in all walks of life.” It aims at improving learners’ performance and it involves the stages namely: planning, implementation and using assessment information (Criticos, Long, Moletsane & Mthiyane, 2002; Alkharusi, 2010). Rea-Dickins (2001) adds that it involves the purpose of assessment, selecting an appropriate assessment type and preparing the learners assessment. When planning for assessment, teachers should determine learners’ prior knowledge and skills for upcoming lessons (Kathleen, Lieberman & LeRoux, 2009; Weiss, Cosbey, Habel, Hansen & Larsen, 2002). Assessment assists teachers to monitor and determine learners’ progress during learning (Glaser, Chaudwsky & Pellegrin, 2001; Hind & Palmer, 2007). This suggests that assessment must be planned and its implementation must assist to improve learning. Wall and Johnson (2007) claim that teachers must design and implement assessment before, during and after lessons to effectively measure learners’ performance. However, Sofu, Ocansey, Nabie, and Asola (2003) found that that assessment is not effectively implemented in some PE classes. They found that teachers used assessment findings to label the learners instead of improving their performance. Sufficient time should be provided to allow learners to practically demonstrate how they understand the physical activities (Glaser, Chaudwsky & Pellegrin, 2001; Tozen & Horsley, 2001).

Hind and Palmer (2007) recommend that the assessment should be appropriate to the needs of the learners and offers possible chances of learning and progression in PE. It should be used to determine to what extent the instructional and learning goals have been met (Johnson & Jenkins, 2003). Glaser, Chudowsky and Pellegrino (2001) add that it should assist teachers to reflect on and direct learners’ own thinking. The teachers should use the portfolios, projects, tests, exams and oral presentations to collect learners’ performance (Criticos, Long, Moletsane & Mthiyane, 2002). The information obtained through assessment must be used to support learning and inform teaching methods (Wall & Johnson, 2012; Hosp & Ardoin, 2008; Coetzee, Botha, Kiley & Truman, 2007). The rubrics must be used to record learners’

performance before reporting is being conducted (Rea-Dickins, 2001; Shaw, 2014). David, Troyan, Donato and Hellman (2011) contend that the information about learners' achievement should be used to promote standard-based classroom practices. Van der Schaaf, Stokking and Verloop (2003) claim that teachers' knowledge of assessment enables them to give attention to accountability and quality improvement assessment. This effective implementation of assessment ensures quality teaching and learning.

Welk, Corbin and Dale (2000) found that assessment has the potential to enhance learning and in PE and therefore teachers should use tools that are appropriate to measure and to encourage activity performance of learners. Teachers should provide feedback since this motivates learners to improve their performance and teachers to focus on improving their teaching strategies. (Drennan, 2001; Vendrely, 2002; March, 2007). Stokking, Van der Schaaf, Jasper and Erkens (2004) suggest that teachers must ensure that an assessment criterion is based on skills and the steps that they want to emphasize. They must indicate the goals they want to achieve through assessment. They add that teachers must also consider individual performance when assessing in groups and communicate their approaches to assessment. The assessment results should be used to identify gaps and improve the classrooms' educational processes and accountability of teachers and learners (Remesal, 2011). The use of assessment should enhance learners' learning by providing means for discussion among teachers about improving the quality of teaching and learning (Shepard, 2000; Kathleen, Libermann & LeRoux, 2009). Hind and Palmer (2007) state that during assessment teachers should ensure that the forms of assessment are appropriately designed to provide best opportunities for learning in PE. William (2011) claims that through assessment, schools can determine whether a particular sequence of teachers' instructional activities has resulted in the intended goals or not. This suggests teachers should be able to identify the appropriate activities to enhance learners' willingness to participate in learning.

The two important classifications of assessment are formative and summative assessment (Johnson & Jenkins, 2003; Khoza, 2013). In formative assessment, learners' current performance and the intended learning and teaching outcomes and teaching strategies are assessed (Good, 2011). According to Hosp (2010, p. 10), "formative assessment is done at a single point in time to summarize the performance of learners to determine whether they meet the curriculum standards or not to provide the most effective instruction to learners." This suggests that teachers should have different teaching strategies and interventions in place to

implement once the gaps have been identified through formative assessment. It is important for teachers to know the subject content since it enables them to assess effectively (Ayala, 2005; Brandon & Ayala, 2008). This suggests that content knowledge for the teachers is important because this may assist the teachers to identify the gaps in the curriculum that the learners are struggling on.

Joseph and Mintah (2003) investigated the perceptions of PE teachers on the form of assessment that they used. The findings showed that PE teachers preferred using authentic assessment. The teachers in the study reported that authentic assessment enhanced learners' participation. Black and William (1998) concur that the use of formative assessment produces substantial learning gains and it helps the low achievers in the classroom more than the rest. Teachers should use different approaches during assessment and allow peer assessment to provide evidence of the authenticity of the information about learners' achievement. Teachers therefore should select appropriate activities that develop learners' knowledge, skills and values in PE so that they can be able to collect relevant information about learners' achievement during formative assessment (Khoza, 2013). They must have clear goals that they want to achieve and this can assist them to identify relative strengths and weaknesses among learners (Stiggins, Arter, Chappius & Chappius, 2006). There must be ongoing observation and monitoring of learners' progress with teachers' instruction (Johnson & Jenkins, 2003; Black & William, 1998). Assessment should be linked to the curriculum's goals because the lack of clear and measureable goals for assessment yields to ineffective assessment of learners. Professional development for teachers should therefore be provided to enable them to re-conceptualize the value of assessment since they cannot use formative assessment without training (Ayala, Shovels, Araceli Ruiz-Primo, Brandon, Yin, Furtak & Tomita, 2008; Vendrely (2002).

Zhang and Burry-Stock (2003) found that the ways teachers perceive the importance of a subject has an impact on their involvement in assessment activities. Teachers need to provide feedback after observing learners' performance and assess the level of participation as a criterion, physical movement skills, self-management skills, attitude and attendance of learners (Lee, Burgeson, Fulton, Spain, 2007; Sofo, Ocansey, Nabie & Asola, 2003). Bol (2002) found that teachers never provided feedback about learners' performance. This lack of feedback prevents learners from improving their achievement (Gronlund, 1998; Rea-Dickins,

2001; Clark, 2006). Teachers need to provide feedback and make instructional decisions to help learners develop knowledge and become motivated (Harries, Brown & Harnet, 2014).

The literature reviewed revealed that the practice of formative assessment must be strengthened to help all learners to improve their achievement assessment. This type of assessment ensures that learners are continuously provided with feedback to help them improve their performance. The teachers must clearly understand and plan the assessment by determining learners' needs. Providing feedback to the learners about their performance enhances their participation.

2.15 Overall findings of the literature review

The following graph (Figure 2.4) indicates how much focus has been placed on each curriculum concept by the literature reviewed, using the curricular spider web:

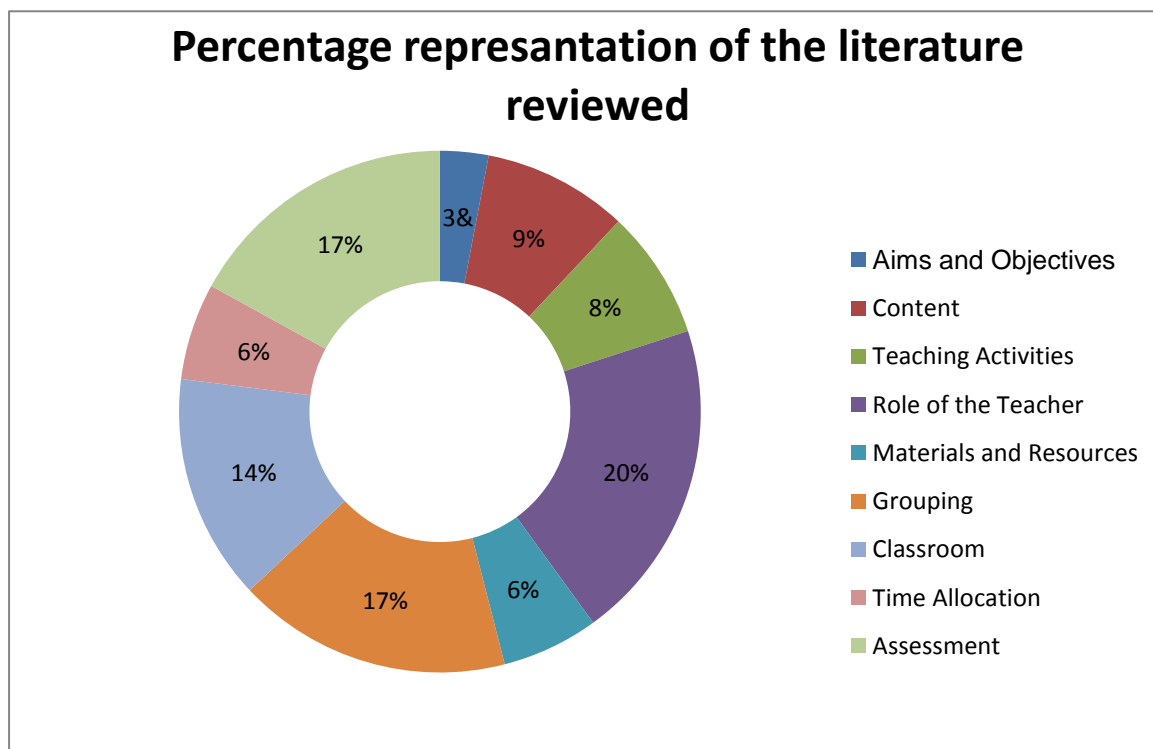


Figure 2.4: Findings of the literature review in percentage representation.

Figure 2.4 indicates that the curriculum components have received unequal coverage in the literature reviewed. This percentage representation is based on the literature reviewed on each of the curriculum component of the curricular spider web. There are more studies conducted on the role of a teacher, assessment, grouping and classroom indicates that more emphasis is put on these curriculum components while less attention is given on other curriculum

components. The content, which is what learners should be learning only, received 9% of the attention given. This indicates how much focus by the researchers and teachers' attention has neglected the importance of the content in PE. The 8% in the teaching activities may suggest that teachers are struggling with suitable physical education activities. The goals of teaching PE, time allocation and teaching materials got the lowest proportion of studies conducted on them. The 3% in the goals of teaching PE according to the literature reviewed may suggest that there is no clear indication of the attainment of these (goals) in PE. According to van den Akker (2003, p. 12), the curricular concepts of the spider web "are also connected to each other." The findings agree with this claim by van den Akker since the findings indicate some overlaps among some of the curricular concepts. The graph representation of the literature reviewed indicates that there is "vulnerability nature of a curriculum" (van den Akker, 2003, p. 12). The literature reviewed therefore suggests that certain curricular concepts (during teaching) such as teaching activities, grouping and role of a teacher are more strongly than others. This may have implication on the teaching of PE. This study intends to explore teachers' experiences regarding the teaching of PE in all these curriculum components of the curricular spider web.

2.16 Conclusion

This chapter presented a discussion from the documented literature based on what international and local scholars are writing about the phenomena being studied. I have also reported how the Curriculum and Assessment Policy Statement, specifically in PE, is currently being implemented. The studies have indicated how teaching of PE locally and internationally is being experienced. This information is important since some educational practice in other countries have great influences on the curriculum formation in the developing countries. This study therefore seeks to explore the PE teachers' experiences regarding the teaching of PE in schools in South Africa. A graphical analysis and representation of those aspects of the curriculum that have received research attention in the literature was presented and described. The literature reviewed as analysed through the curricular spider web clearly indicates that the implementation of PE puts more emphasis and importance on reasons for teaching PE, role of the teacher, grouping and classrooms in PE. However, other issues of goals of teaching PE, content, teaching activities, materials and resources, time and assessment emerged as the list importance issues in the literature reviewed.

The next chapter will present and describe the research design and methodology that was used to find answers to the research questions of this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The literature review in chapter two indicated what studies are indicating about the implementation of PE both nationally and internationally. This study explored the experiences of five grade ten teachers regarding the implementation of Physical Education in schools. The purpose was to determine how these teachers experience the teaching of Physical Education and how this impacts on their teaching in their schools, in Ugu district. This study adopted a qualitative research method and made use of two focus group discussions, semi-structured interviews and a semi-structured questionnaire to generate data from the participants. This phase of this study therefore, intends to assure the reader that the methods used in this study are justified and appropriate for the desired outcomes. It also seeks to clearly delineate and explicate the type of design used for this study.

According to O'Leary (2004, p. 85), the methodology of a research is described "as the framework associated with a particular set of assumptions that is used to conduct a research." Cohen, Manion and Morrison (2011, p. 125) claim that a research design and methodology provides "practicalities of the research" to indicate that it is important for a research to be conducted. It enables the researcher to generate appropriate findings in order to answer the research questions and gain better understanding of the phenomena being studied (Creswell, 2008). This suggests that the researchers should be guided by certain principles in order to achieve their goals in their researches. This chapter therefore includes a review of a research method, design appropriateness, discussion of the population and sampling of the study. It presents and describes a theoretical justification of issues such as the underlying paradigms, research methods, population and sampling, the interpretive approach and the data analysis adopted for this study. The ethical issues that were considered in this study are presented and discussed. Finally, the ethical issues and the limitations of this study are presented and discussed.

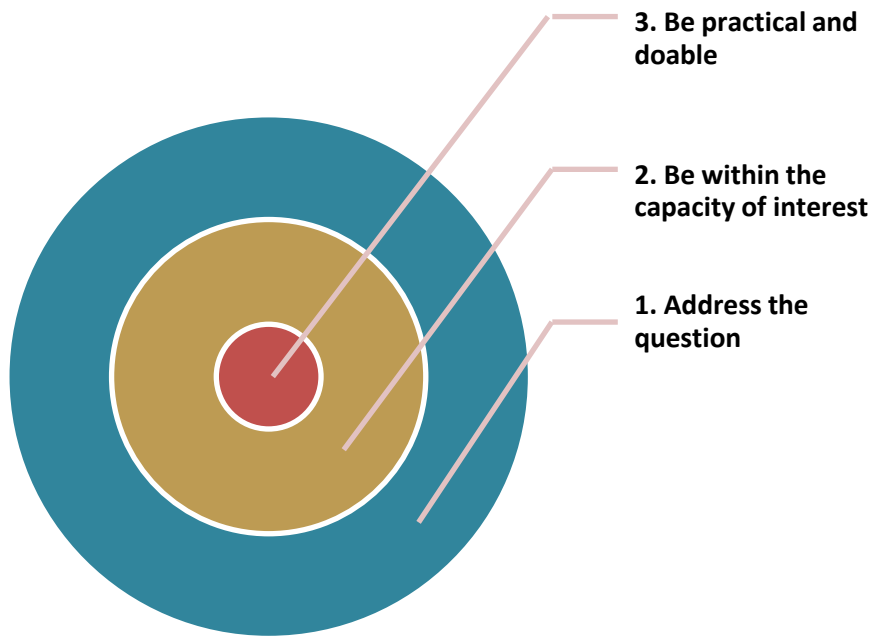


Figure 3.1: The key elements to be considered in methodological research design (O’Leary, 2004, p. 89).

Figure 3.1 above indicates how the methodology should be used to enable the researcher to address the research questions in a study. There must be a clear relationship between the questions and the research design and methodology. Being within the capacity of the researcher’s interests means that the researcher must clearly understand the methodology used in the study to address the questions. Lastly, a practical and doable methodology means that the researcher must comply with the ethical considerations of conducting a study (O’Leary, 2004). These elements therefore suggest that the researchers should clearly understand the methodologies and assumptions that underpin their studies. In this study therefore, the approach that was used ensured that the questions asked protected the participants’ welfare.

3.2. Research paradigm

According to Christiansen et al. (2013, p. 23), a paradigm is the “whole system of a researcher’s thinking and insight to systematically observe things and any social reality based on certain basic assumptions.” They claim that paradigms explain what is acceptable to be researched, how a researcher sees things that will influence his or her research and describes how people make sense of the world about their actions. It guides the researcher’s conduct and behaviour in order to generate relevant answers from the participants (Blanche, Durrheim

& Painter, 2006). Again, the research paradigm describes how a researcher perceives processes, choices and knowledge construction (De Vos, Strydom, Fouche & Delpont, 2001; Cresswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietsen, Plano & van der Westhuiszen, 2012). Taylor and Medina (2013) add that there are traditional and new paradigms and they include: positivist and post-positivist paradigms. In the positivist paradigm, the researcher is not focused on his or her own behaviour but on the patterns of what is being researched. The post-positivist paradigm follows the same principles as the positivist paradigm; however, in a post-positivist paradigm the researcher and the participants have more opportunities to interact about the phenomenon being studied.

Christiansen et al. (2010) claim that the three types of paradigms are interpretive, critical and post-positivist paradigms. Taylor and Medina (2013) refer to these paradigms-interpretive, critical, postmodern and port-positivist as the new paradigms. The post positivist paradigm uses scientific methods are used and the relationship between things can be measured. Christiansen et al. (2010) argue that in the critical paradigm, the inequalities and discriminatory settings of the world are being criticized. Powerful people have the power to influence other people to perceive things in the same way as themselves thus (critical theorists) present reality as it is by revealing the myths and illusions used to influence others. Again, the critical paradigm enables the researcher to practise democracy in all research processes (Kincheloe & McLaren, 2000). Denzil and Lincoln (2005) add that in the postmodern paradigm, the thoughts and feelings of the participants are presented in order to see what is in people's minds. This suggests that people are allowed to freely express themselves about their views about their views and opinions.

Taylor and Medina (2013) claims that no research paradigm is better than the other since all of them have their specific purposes of generating unique information about the phenomena being studied. It is important therefore for the researcher to consider that knowing all the paradigms is important and it remains a mental resource in a research (Seale, 1999). In this study I wanted to extensively interact with teachers to understand their experiences and how they perceived teaching PE in order to construct reliable information. This study therefore used the interpretive paradigm to investigate teachers' experiences in the teaching of PE.

3.2.1 The use of an interpretive paradigm in this study

According to Christiansen et al. (2010, p. 23), the advantage of using an interpretive paradigm is that it “describes how people make sense of their world, and how they make meaning of their particular actions.” This means that by making use of an interpretive paradigm the researcher does not want to predict what the participants will do or behave. Again, this paradigm is useful in order to explore and provide rich and in-depth exploration about the phenomena being studied (Creswell et al., (2010). However, the use of an interpretive paradigm can have some disadvantages and challenges. Creswell et al. (2010) states that an interpretive paradigm sometimes fails to generalise the findings beyond the phenomena being studied. The main reason for selecting an interpretive paradigm for this study was to allow teachers to share their experiences in order to provide a better understanding of their experiences in the teaching of PE. According to Creswell et al. (2012, p. 59), the interpretive paradigm is used to “understand people’s experiences and how they construct the social world” by interacting with each other. They further add that using the interpretivist approach provides an opportunity for the researcher to deeply explore the phenomenon in order to generate reliable descriptions about a research. Figure 3.1 below represents the interpretive paradigm:

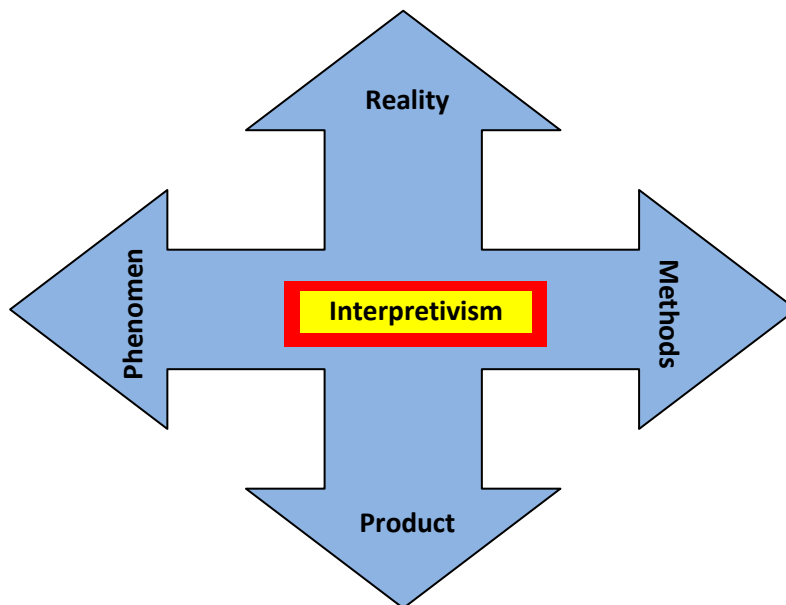


Figure 3.2: Interpretivism paradigm (Creswell et al., 2011, p. 4).

The figure 3.2 above indicates that interactive methods should be used to understand human phenomena in their context (Blanche, Durrheim & Painter, 2006). The researcher should

know and understand the participants in order to construct meaningful information through interacting with them. According to Creswell et al. (2010, pp. 59-60), the assumptions of interpretive paradigm supporting the above structure of an interpretivist structure are that: “human life can only be understood from within (it focuses on how people construct knowledge); social life is a human product (interacting with people helps to understand how they perceive things); mind is the source of meaning (Understanding happens as a result of in-depth exploration of a phenomena); human behaviour is affected by knowledge of the social world (social theory increases understanding of things); and social world does not exist independently from human knowledge (how we understand and see things influences how we conduct what we do).”

Another reason for using an interpretivist paradigm is that this study did not intend to generalize the findings. I wanted to provide an understanding of PE teachers’ experiences from their (teachers’) perspectives (Creswell et al., 2010). Again, I wanted to be aware of how my subjectivity as subject advisor could have shaped the outcomes the findings. This was done through allowing teachers to openly share their experiences and perceptions about their teaching experiences in PE. Interacting with the participants in this study was initially done through two separate focus group discussions, individual semi-structured interviews and finally, a semi-structured questionnaire which was completed by all the participants. This paradigm also allowed PE teachers to interpret their experiences and the meanings they made out of their experiences and to construct trustworthy and authentic accounts of the participants’ behaviours. I did not predict the teachers’ behaviour during the study, but allowed them to freely describe their experiences and how they made sense of their world and actions through their social interactions (Christiansen et al., 2013). I looked for the patterns of evidence in what the participants presented and ensured that the presentation of the data did not endanger the trust of the participants (Denzil, 2009). The data were produced through prolonged process of interaction with the teachers by making use of different methods (Taylor & Medina, 2013). All the participants were allowed enough time and freedom to freely express their opinions until they had said all that they wanted to express.

3.3 Research design

According to Christiansen et al. (2010, p. 6), a research is “a system of inquiry, with the purpose of gaining more insight and is always based on data generated through well-structured investigations.” McMillan and Schumacher (1993, p. 31) describe a research

design as “a plan or a structure of the investigation used to obtain evidence to research questions and it describes in details the procedures for conducting the study, how the research is set up and what methods of data generation will be used.” They add that a research design determines how data should be analysed and its purpose is to provide the most accurate answers possible to the study’s research questions. The main approaches to a qualitative research are the qualitative research design, quantitative research and a mixed-methods design (McMillan & Schumacher, 1993; Creswell, 2008).

For the purpose of this study a qualitative research design was selected to generate data about teachers’ experiences in their teaching of PE.

3.3.1 Qualitative research design

In qualitative research the research approach especially data generation is primarily conversational, not numerical (Neman, 2000; Denzil & Lincoln, 2005; Blanche Durrheim & Painter, 2006). The reason for selecting a qualitative research design in this study was to capture the understanding of a social phenomenon from the participants’ perspectives on their teaching experiences (McMillan & Schumacher, 2006). Secondly, this study wanted to adequately address broad questions related to descriptions, discovery, or theory building and was concerned with the entire context surrounding the phenomenon of interest rather than concentrating on specific variables thought to influence the phenomena (Thompson & Walker, 1998). Thirdly, I wanted to conduct effective research and generate detailed and credible data rich in meaning by allowing the teachers to describe their own experiences and perception in the teaching of PE (Babbie, 2011; Angen, 2000).

Feuer, Towne and Shavelson (2002) claim that a qualitative research design is deemed relevant to the study if a researcher wants to adequately capture the complexities regarding participants’ experiences through their own words. In using this design, field notes were kept as the teachers participated in natural field settings (Mouton, 2001). The purpose was to explore the aim of understanding a diversity of social and public issues related to the teachers’ experiences in the teaching of PE (Ritchie & Spencer, 2002). Another reason for selecting a qualitative research for this design was to avoid generalising the findings but to generate in-depth and detailed data in order to adequately understand the experiences of grade ten teachers in the teaching of PE. However, Ignacio and Taylor (2013) claim that the qualitative research design has some shortcomings. Its methodological processes including

asking sensitive questions may impede on the ethical issues during the data generation processes. Ritchie and Spencer (2002) contend that qualitative research design methods usually lack funders. In order to avoid these shortcomings and to ensure the trustworthiness of this study, the research processes and the interactions I had with the participants were not harmful to the participants, their schools and families (McMillan & Schumacher, 1993).

Creswell et al. (2010) claim that the six different types of research design are the: case studies, conceptual studies which critically analyse literature available on the phenomena being studied, historical studies (based on historic research designs), action research whereby a researcher assists the participants to find a solution to a problem, ethnographic studies which are used in social systems and cultural heritage, and grounded theory which seeks to develop theory on the data generated. Research types according to Christiansen et al. (2010) are the: case study, ethnographic research, life histories, surveys, experimental, action and participatory research. This study selected a qualitative case study to generate, analyse, interpret and make a final report about the findings involving teachers' experiences, opinions, beliefs, perceptions and their feelings about the teaching of PE.

3.3.2.1 The qualitative case study

Key (1997) claims that a qualitative case study provides deep investigations about people, groups and institutions in order to understand the particulars of that case in its complexity and entirety. He adds that it is used when the researcher wants to analyse the variables relevant to the subject under study. It involves an in-depth description and longitudinal examination of an event (Davey, 1991; De Vos, Strydom, Fouche & Delpont, 2001). McLeod (2008) and McMillan and Schumacher (2006) add that the in-depth investigation can be of a single person, groups or communities. They contend that a case study is a systematic way of looking at what is happening, generating data, analysing data, and reporting the findings.

According to Blanche et al. (2006, p. 461), the researcher should "allow new ideas to emerge from careful and detailed participation" in the study. In this study therefore an intensive investigation was conducted to provide rich information about the teachers' experiences in the teaching of PE. The study wanted to generate information about their experiences in order to determine what views they held regarding the teaching of PE. Bless and Higson-Smith (2000) state that researchers use a qualitative case study in order to determine whether one intervention has any effect upon a group or subjects. They further claim that using a

qualitative case study allows the researcher to select methods of data generation and an analysing approach that will generate material suitable for case studies, and also that data can be analysed using different theories. For this study, a case study allowed for the selection of different data generation methods.

Creswell et al. (2010, p. 76) claim that the shortcomings in using case studies are that they “depend on a single case and are incapable of providing generalising conclusions to a wider population and they are time consuming.” However, this study had no intentions of generalising the findings but rather was designed to provide a better understanding of the PE teachers’ experiences in different aspects of their teaching in PE. This allowed the study to conduct an intensive investigation with an intention of generating rich information about the participants’ experiences in the teaching of PE. The use of a qualitative case study ensured that this study focused on the phenomenon being studied and to explore a topic in details (McMillan & Schumacher, 2006). Creswell, Ebersohn, Eloff, Ferreire, Ivankova, Jansen, Nieuwenhuis, Pietrsen, Plano-Clark and van der Westhuiszen (2012) contend that the advantage of using qualitative case studies is that they use a variety of resources in the data generating process. In order to avoid the case study’s shortcomings this study used three different research methods (focus group discussions, semi-structured interviews and a semi-structured questionnaire) to generate data. According to Yin (2009, p. 10), the “six sources of evidence” in a case study are: documents, archival records, interviews, direct participants’ observation, and physical artefacts. In this study, three different sources of data generation (focus group discussions, semi-structured interviews and semi-structured questionnaire) were used.

3.4 Population and sampling method

McMillan and Schumacher (1993) state that a selection of individuals should be done from a larger group of people. This suggests that all the people must have an equal opportunity to participate in a research. According to O’Leary (2004, p. 103), sampling is always “strategic and uses the most practical procedures for generating a sample that best represent a larger population.” It is important for researchers to make decisions about sampling in order to generate relevant data provide an authentic report about the findings (Creswell et al., 2012). The main aim of sampling in this interpretivist study was to achieve the goal of understanding the participants’ perceptions about their experiences (Luborsky & Rubinstein,

1995; Creswell et al., 2010). Banerjee and Chaudhury (2010) add that a population of any study must be fully defined so that the participants are clearly spelt out.

Chen et al. (2007) state that researchers should consider the sample size; sampling strategy; sample's parameters and representativeness when sampling is done. It is therefore important that sampling from a population addresses research efficiency and accuracy in order to generate credible findings (McGaghie & Crandall, 2001). Sampling should therefore ensure the estimation of characteristics of the population in order to better understand and use the sampling methodology selected (Bless & Higson-Smith, 2000; Osborne, 2011). According to Cohen, Manion and Morrison (2011, p. 411), the "representative of a wider population is irrelevant in a qualitative research because it seeks to explore the particular group under study, not to generalize." Banerjee and Chaudhury (2010) argue that time and resources determine the type of sampling to be used in a study. They further argue that most samples tend to get biased and the researcher must therefore ensure that there is a better understanding of the participants. Allowing teachers to freely express their ideas in this study ensured that the data generated were free from biasness or any influence.

The target population in this study were the grade ten PE teachers. This selection was based on the fact that it would be manageable to work with the participants representing a sample of teachers rather than dealing with the entire provincial or national population of PE teachers (Dawson, 2006). It would also be more time efficient and cost efficient to target teachers in schools located within the Ugu district municipality than to target teachers in all the districts in the province or the country. It was important therefore to include relevant teachers since not all teachers who teach LO, teach PE. Some schools have different teachers who teach different topics in LO. This selection, therefore, was done with an aim of generating all the necessary and relevant information pertaining to the PE teachers' experience, perceptions and attitudes towards the teaching of PE. Christiansen et al. (2010) claim that the three main methods of sampling are a purposive sampling, random sampling and stratified sampling. In this study, purposive sampling including convenience, sampling was selected.

3.4.1 Purposive and convenience sampling

The reason for selecting a purposive sampling in this study was to select the participants who could produce the most relevant information about the study being conducted (McMillan & Schumacher, 2006). According to Creswell et al. (2012, p. 79), in purposeful sampling the

“participants are selected because of some defining characteristics that make them the holders of the data needed for the study.” The teachers in this study were selected because they teach PE in their schools. Instead of attempting to generalise, the intention was to ensure that participants would have an opportunity to allow them express and share their views as PE teachers about their experiences in teaching PE. In this study purposive sampling was used together with convenience sampling in order to select the most accessible and easy way to find a manageable number of PE teachers in schools (Christiansen et al., 2010).

Table 3.1 below shows the profiles of the selected participants for this study:

Items	Teacher K	Teacher M	Teacher Mh	Teacher V	Teacher N
Gender	F	F	M	F	F
Age Category	3	2	2	3	2
Total Teaching experience	19 years	15 Years	10 years	17 years	18 years
Teaching experience in the subject	10 years	4 Years	8 years	9 years	10 years
Teaching Qualifications	BEd Hons in Management	Senior Teachers Diploma	Senior Teachers Diploma and ACE	Senior Teachers Diploma	BEd Hons in Management
Teaching Qualifications in the Subject	None	None	None	None	None (Guidance)
Total Number of learners taught in Grade Ten	25	87	120	36	175
Other subjects taught in the school	English (9 and 10, Life science (10) and LO in Grade 10	LO (Grade 10) and Physical Science (12)	Only LO in Grade 10 – 11	LO (Grade 10) and English	LO in Grade 10, 11, and 12

Table 3.1: The participants’ profiles (Age categories): 1=Less than 35, 2= 35-55, 3>55.

The participants in Table 3.1 were selected because they all teach PE in grade ten. Drawing the participants from deep rural (Teacher K and N), semi-rural (Teacher M and Mh) and urban (Teacher V) areas was to ensure that the different socio-economic status of the schools was considered. Dolby (2001) states that the socio-economic status of the schools has impacts on teaching in the school and teachers’ behaviour. This study saw it significant that teachers from different socio-economic communities be incorporated in order to understand their

experiences regarding teaching of PE. Additional criteria for selecting the participants included the experience of more than three years teaching PE, the teaching of other subjects, and whether or not they had relevant qualification in teaching. I was convinced that these participants were going to provide adequate information for the study since they were also familiar with CAPS. The decision to include only the grade ten PE teachers was motivated by the fact that this grade marks the beginning of the Further Education and Training (FET) phase and that the findings would provide appropriate recommendations for the intervention to ensure the effective teaching of PE in the whole phase.

3.5 Data generation

Blanche, Durrheim and Painter (2006) claim that the researchers should clearly lay down the research methods in order to generate data that will address the objectives of a study and provide an understanding of the participants' views about their interactions. Creswell et al. (2012) and Polkinghorne (2005) state that data generating in qualitative research is primarily done through interacting with the participants. The main intention is to capture quality evidence that translates to rich data analysis and allows the building of a convincing and credible answer for a particular phenomena being studied (Weimer, 1995). It is important therefore that the researchers use different data generating methods depending on the theoretical framework of the study (McLeod, 2008; De Vos et al., 2001; Helberg, 1991; Mouton, 2001). Yi (2001) claims that the research questions and objectives determine the method of data generating methods to be used. Boynton (2004) adds that the particular of the participants should not be revealed in order to protect them. The following section describes how the data were generated for this study.

3.5.1 How data were generated in the study?

Creswell et al. (2010) claim that data generating is a process. Figure 3.2 below illustrates the processes of data generating in the study:

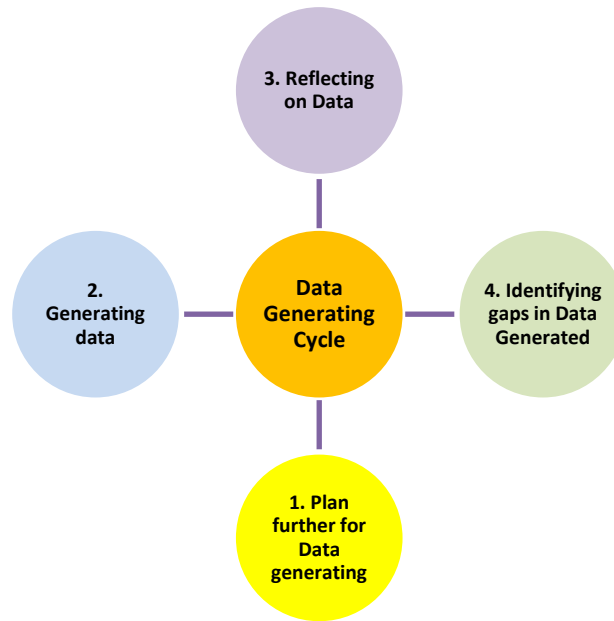


Figure 3.3: Cyclical representation for data generating, reflection and analysis (Creswell et al., 2010, p. 82).

According to Creswell et al. (2010, p. 82), the researcher initially “plans for data generating by deciding on the methods to be used; generate data with the participants, reflect on the data generated and finally, identify the gaps in the data generated and makes means to close them.” This suggests that researchers should understand these steps in order to generate data to answer their research questions. Cohen (1997) claims that trust is required for personal understanding, non-judgmental acceptance and relevant disclosure of information by all the participants. Denzel (2009) highlights that the researcher’s perspective can influence the evidence in such a way that creates a lack of trust into the research process and this can undermine the credibility of the research findings. In this study, I established trust through discussing the research processes with the participants. The purpose of establishing trust with the participants was to avoid the hierarchical structures associated with a researcher’s role as subject advisor to the teachers (Awaya, McEwan, Heyler, Linsky, Lum, & Wakukawa, 2003). I started by engaging the participants through informal discussions about their respective teaching experiences, other subjects they taught and other related educational issues. The participants also got an opportunity to informally talk about themselves and how the subject was allocated to them. These controlled informal conversations before and after each data generating method established a conducive environment for teachers to freely express

themselves. This study generated data in order to generate answers to the following three main questions:

Main Question: What are the experiences of grade ten Life Orientation Teachers regarding the teaching of PE in CAPS?

The sub-questions were:

- How do grade ten Life Orientation teachers“ perceive their confidence in teaching PE as a result of their experiences in the teaching of Physical Education?
- How do the teachers“ experiences impact on the teaching of Physical Education in their schools?

3.6 Research methods used in the study

Harrel and Bradley (2009) state that using proper data generating methods ensures that qualitative data are always generated in a consistent manner so as to enhance the accuracy, reliability of the findings. McMillan and Schumacher (1993) claim that qualitative research uses tests; semi-structured questionnaires, interviews, observations and unobtrusive measures. Another group of data generating methods including documents, observations, interviews and focus group discussions are used to generate data in research (Creswell et al., 2010; Patton, 2005). McMillan and Schumacher (2006) claim that using more than one data generating methods enhances the credibility of the research findings. They add that researchers must select the best practical and efficient data generation methods. Blanche, Durrheim and Painter (2006) also claim that generating data using different methods establishes triangulation. This study used focus group discussions, semi-structured individual interviews and semi-structured questionnaires to generate data from the participants. The reason for using these three different data generating methods was to ensure credibility of the findings and also to enable triangulation.

3.6.1 Focus group discussions

According to Creswell et al. (2010, p. 91), a focus group is when a researcher “directs discussions among five to twelve people with a purpose of generating in-depth qualitative data about people’s perceptions, attitudes and experiences.” They add that focus group discussions are used in order to generate valuable information on people’s perceptions and experiences. They save time, informative and the participants feel more relaxed when they

discuss in a group (Leedy & Ormrod, 2005). However, Babbie and Mouton (2007) argue that the loss of much valuable data can occur when using a focus group discussion since it is often difficult to take all the details during the discussions. The researcher should therefore effectively plan the focus groups discussions and ensure that all data generated are captured. According to Blanche, Durrheim and Painter (2006, pp. 306-307), the “four basic components to a focus group” are: procedures (rules); interaction; content (what is spoken about); and recording (by taking notes or video recording). Durrheim and Painter (2006) warn that when working with groups, researchers need to gain access to intersubjective experience. They define intersubjective experience as an experience shared by a community of people. They add that a focus group discussion enables the researcher to gain access to the participants and understand the differences between people who do not necessarily share a common base of experience.

According to Thompson and Walker (1988, p. 47), the significance of using focus group discussions is that they “produce speedy results and are low in cost.” Bless and Higson-Smith (2000) add that using focus group discussions enables the participants to discuss the phenomena being studied with each other. They add that focus groups also provide them with opportunities to explore their disagreement, learn from each other and immediately resolve important dilemmas. Bobbie (1995) contends that a focus group discussion is capable of producing relevant results. The group settings in focus groups frequently ensure that the discussions cover all the aspects of the study that would have been missed in an individual interview (Babbie, 1998). All the participants were selected into the two focus group discussions. The reason for using focus group discussions was to generate information through participants’ interactions (Maso, 2002). Bless and Higson-Smith (2000) state that the questions in a focus group discussion should be developed in such a way that they develop a discussion among the participants. The participants were set in the circle to effectively manage the group by going around in the circle to ensure that all the participants are offered an opportunity to respond (Babbie & Mouton, 2007).

I obtained the permission to select the participants from the Department of Education, the principals of the schools. The selected participants signed the consent letters. This selection ensured that the teachers taught PE and that they met the other criteria. Finally, a total of five participants participated in this study. The times and locations of the focus group discussions were given to the participants. Each participant was met to further describe the purpose for

the focus group discussions. The first focus group discussion included welcoming, introduction to everyone in the room and the offering of food. It was then made it clear to the group that their names were not going to be revealed. In both the focus group discussions the discussions were free-flowing.

Creswell et al. (2010) claims that researchers need to obtain permission to use the tape recorder. The use of a tape recorder in this study was explained. It was used to record all the focus group discussions and individual interviews. The tape recorder assisted the study in reaching the most insightful interpretation of events and the participants' behaviour. Notes were taken during the focus group discussions. According to Sadker and Sadker (1988, p. 559), taking notes during the discussion might cause the participants to "clamp up" if a researcher keeps writing. This means that the researcher should avoid factors that may cause the participants to be uncomfortable in talking. This includes avoiding taking notes during the discussions. In order to avoid this, the notes were summarized after each focus discussion. The focus group discussions were conducted after school hours to ensure that the teaching and learning time was not affected.

This form of group interactions stimulated and influenced the participants to freely express themselves about their teaching experiences and perceptions regarding the teaching of PE in their schools. Two focus groups sessions, comprising the five teachers who teach PE in Grade ten were conducted. Each focus group discussion lasted between 40 to 50 minutes in duration. During the first group discussions, some participants dominated the discussions and the researcher and a facilitator had to control this behaviour. Bless and Higson-Smith (2000) state that the researchers should avoid dominance by some participants and allow all the participants to interact. Leedy and Ormrod (2005) contend that some participants in a focus group discussion may be reluctant to express their views because of uncertainty or being shy. Some participants found it difficult to express their thoughts freely but they were encouraged to interact in the groups discussions. Kruger (1988) believes that the focus group discussion can be difficult to manage for the researchers. This means that the researcher should organise the group discussion and create a conducive environment for the discussions and maintain discipline among the participants. To avoid factors that could have affected the discussions, I had arranged a comfortable room in a convenient location, a school in town, which had ample parking. Transport was provided for some participants to and from the venue and it was

ensured that all the participants were comfortable and respected each other. Light snacks were provided on arrival and at the end of each focus group discussion.

For the second focus group discussion, a different venue had been arranged. This venue was not being used by the teachers in the school on this day and it was far away from the classrooms. This saved time as the discussions started well on time. The participants were reminded of what had been covered during the first session and they were afforded an opportunity to add whatever they wanted to. At first, the situation looked tense and a quick draw was conducted whereby all the participants were allocated numbers. A winning number was picked and a winner was announced and given a chocolate bar. This activity created a well-relaxed environment and encouraged them to talk. The group was then reminded of the importance of allowing each participant time to talk. The taking of notes and the sound recorder were also used in this session. The questions for the focus groups discussions focused on these curricular spider web components: Reasons for teaching PE; goals of teaching PE; content in PE; teaching activities in PE; role of a PE teacher; time allocation in PE; PE classroom; materials or resource used in PE; grouping in PE and assessment in PE (See Appendix H for questions used in focus group discussions).

The discussions were conducted until everyone in the group had nothing to say. When each focus group discussion was completed, I thanked all the participants for taking part. Even though the consent letter had stated clearly that there were no incentives for the participants, I offered money for transport to some participants to four participants who had travelled from far and who had indicated that they would need it. As a token of appreciation, a researcher offered each participant a gift bag containing a cap, a coffee mug and two set of pens. This was done to encourage their active participation during the individual interviews and to complete a questionnaire.

3.6.2 The semi-structured individual interviews

Yin (2003, p. 89) describes the interviews as “one of the most important sources of case study information is the interview.” Creswell et al. (2010) claim that the interviews should establish an understanding between the researcher and the participants to ensure that relevant knowledge about the study is developed. They should allow all the participants to communicate without being interrupted by the researchers in order to generate data and construct knowledge. McMillan and Schumacher (1993) suggest that the researcher should be neutral and only facilitate the exchange of information among the participants in order to

increase the accuracy of the findings, Qualitative interviews therefore should be conducted once the informed consent has been granted and must be conducted in ways consistent with the confidentiality agreement with the participants (Blanche, Durrheim & Painter, 2006).

In order to generate reliable and comprehensive responses in this study, the participants were assured that the information generated from them was going to be kept confidential (Sadker & Sadker, 1988). Creswell et al. (2010) state that the types of questions in a qualitative research are: open-ended or unstructured interviews; semi-structured interviews and structured interviews. In structured interviews, the sequence and wording of the questions are pre-determined and the participants are not allowed to make any further changes. This study provided an open setting whereby there was a high flexibility and freedom for teachers to freely express their opinions about their experiences in teaching PE (Akbayrak, 2000).

Seale (2011) claims that semi-structured interviews produce different forms of information because they are made up of open-ended questions. Babbie (2011) states that semi-structured interviews provide interactions between a researcher and interviewees in which the researcher has a general plan of inquiry including the topics to be covered during the entire interviewing process. He further adds that the interviewee must be familiar with the questions to be asked. In this study, the questions ensured that they were relevant to the teaching and learning in PE. The conversations during the interviews must focus on the researcher's need for data. However, the semi-structured interviews in this study were conducted in a rigorous order to ensure trustworthiness and avoid questions that are sensitive and personal (Neuman, 2000).

3.6.2.1 Methods used in conducting the semi-structured individual interviews

According to Creswell et al. (2010, p. 88), the factors that determine the success of an interview include: "finding the best qualified person or people to provide the required information; ensuring that the participants understand the aim of the study and the nature of information required; generating rich and descriptive data on the phenomenon being studied; taking notes of the questions being asked; avoiding „yes“ or „no“ types of questions; showing good researcher's listening skill by not dominating the interview session and carefully observing the participant's non-verbal communication and check your own non-verbal actions." In this study I ran the individual semi-structured interviews sessions to generate data by exploring the five teachers' views, experiences, beliefs and motivations of individual participants to provide deeper understanding about the phenomena being studied (Gill,

Stewart, Treasure & Chadwick, 2008). Each participant had an opportunity to have the questions further explained in order to allow them to respond and provide more information. Menjivar (2000) claims that in-depth interviews should be used when dealing with the experiences of people. They ensure listening and talking to the participants to assist in better understanding of the information required so as to generate relevant data and to encourage the participants to freely express his or her views about particular phenomena (Leedy & Ormrod, 2005).

I allowed each participant an opportunity to choose their dates for individual interviews. After agreeing on the dates with them, I also communicated with their respective principals to inform them about the dates. Some participants indicated that I should come to their schools for individual interviews while others agreed to come to the neutral venue in one of the Department of Education offices. Before the interviews commenced, the purpose for the interviews was explained to the participants and they had all agreed to participate. This study used open-ended questions because they are considered to provide better access to the participants' views and the interpretation of their experiences. Another reason for selecting open-ended questions for the interviews was to avoid limiting the participants to certain categories in terms of how much information they should provide. According to Christiansen, Bertram and Land (2010, p. 60), a researcher must allow the participants to "answer as much as they like by not giving them restrictions or lists of answers to choose from." This study used open-ended questions in order to generate sufficient information about the PE teachers' experiences. The researcher wanted to ensure that the participants remained flexible and talk freely during the individual interviews. These broad open-ended questions were asked and an opportunity for the participants was provided in order to ensure meaningful conversations.

The purpose of using semi-structured questions was to ensure that listening and talking to the participants assisted in better understanding of the information required and allowed the participants to freely provide their own opinions about the study (Leedy & Ormrod, 2005). Individual interview sessions were therefore conducted with each of five participants. Each individual interview was 35-50 minutes in duration. During the interviews I took notes of any cues suggesting that the participants were uncomfortable. The questions were frequently repeated to ensure that the participants clearly understood the questions. This included taking into account that the participant's personal characteristic or relationship with the researcher could have influenced their responses. The semi-structured questions for the individual

interviews were based on the same main topics as in the focus group discussions above (see appendix I for the semi-structured questions for individual interviews).

The scheduled date for the first four interviews was followed and I had no problems interviewing the four participants. However, the fifth participant kept on failing to honour the scheduled date for her interview. I changed the dates three times because she kept on saying that she was not well and not at school. She was not even answering her phone. Finally, I decided to go to her school and conducted the interview with her there. I apologised for the delays and inconveniences she had caused. The interview with her was conducted. The interview was recorded by a recording tape and notes were also taken. This was followed by a transcription of the entire individual interview sessions.

3.6.3 A semi-structured questionnaire

Christiansen et al. (2010) and Akbayrak (2000) claim that the two types of questionnaires are the closed (structured) and open-ended (semi-structured) questionnaires. In closed questions, the participants are restricted to choosing from the given alternative answers. Sadker and Sadker (1988) state that a semi-structured questionnaire is a good strategy that provides the opportunity to generate in-depth data from a much larger sample. McMillan and Schumacher (1993) state that when using questionnaires, researchers should firstly define and list the specific objectives that the data to be generated seeks to achieve. They add that a researcher specifies the data that is needed for the study. Akbayrak (2000) claims that some questionnaires can be mailed and others can be self-administered. The mailed questionnaires are mailed to the participants while in the self-administered questionnaires; the participants the participants are left alone to complete them.

This study also made use of a semi-structured questionnaire to generate data. According to McMillan and Schumacher (1993, p. 244), semi-structured questionnaires “ask more open-ended questions” that the participants may respond to freely without being offered alternative answers to choose from and they are used to generate specific individual responses. However, the use of open-ended questions in questionnaires has some advantages. According to Christiansen et al, (2010, p. 63), these advantages include: “reaching a large group within a short period of time and enabling a researcher to standardize the questions.” This means that questionnaire can be responded to by many people at the same time. There are advantages of using a semi-structured questionnaire. Creswell et al. (2010) claim that semi-structured questionnaires allow the participants to freely provide answers without being limited.

Adejimi, Oyediran and Ogunsanmi (2011) add that the semi-structured questionnaires provide richer and meaningful results especially when dealing with personal opinion of the participants. According to Hargreaves and Seale (1981, p. 118), the significance of the data generated through a semi-structured questionnaire include “producing feedback about individual participants’ teaching style; making teachers’ criteria of judgement apparent, and teachers’ perceptions can reveal interesting differences.” Akbayrak (2000) adds that researchers should design the questionnaire in order to save time and make it easy to analyse the generated findings. Cohen, Manion and Morrison (2011, p. 411) state that the disadvantages of using a questionnaire are:

- Very few questionnaires may be returned.
- Participants may misunderstand the questions in a questionnaire.
- Some participants may be unwilling to respond to open-ended questions

In order to avoid these disadvantages mentioned, the purpose for using the questionnaire was explained to the participants. They were encouraged to complete all the sections in a questionnaire in full and return them to me on specific dates allocated to them. The open-ended questions were considered appropriate in order to provide rich and spontaneous data about the participants’ experiences (Rawatlal & Peterson, 2012).

3.6.4 Methods used for administering the semi-structured questionnaire in the study.

This study used an open-ended format of a questionnaire in which the participants wrote in any response they wanted. According to Creswell et al. (2010, p. 9), the significance of using open ended questions in a questionnaire allows the participants to “provide honest answers and details; reveal the participants’ thinking process and adequately respond to complex questions.” by the participants. However, Cresswell et al. (2010) claim that using open-ended questionnaires has some disadvantages. The amount of details generated from the participants may differ. The coding of data generated may be difficult since the process can be time consuming. They add that analysing the generated data may also be difficult. However, according to McMillan and Schumacher (1993, p. 242), when the researchers are designing a questionnaire they should “avoid cluttering the questionnaire, keep them short, provide clear instructions and logical sequencing of questions for easy understanding.” In this study, I made an effort to ensure that the questionnaire was attractive in order to enhance the participants’ willingness to complete it by providing appropriate responses.

After conducting the interviews with each participant, a copy of a semi-structured questionnaire was given to each participant to complete at his or her own time. They were asked to return it on an agreed date. All the sections in the questionnaire were clearly discussed and thoroughly explained with each participant. The participants were also called to ensure that they understood all the sections in a questionnaire. This was done to avoid misinterpretation of the questions. I did not have any problem with the four questionnaires being returned to me but the same participant who had given me problems during the individual interviews delayed returning his completed questionnaire. On phoning her, she indicated that she had misplaced it and I had to go to her school to provide her with another one. Again, it took a number of calls requesting her to return it. She ended up not returning the questionnaire at all. This again caused some delays which affected the scheduled time for study. I then had to start analysing data generated on the other semi-structured questionnaire with one questionnaire being not returned. The questions on the semi-structured questionnaire were based on these elements of the curricular spider web: “the reasons for teaching PE; goals of teaching PE; PE content; teaching activities; role of a PE teacher; materials and resources in PE; grouping; classroom; time allocation and assessment in PE” (van den Akker, 2003, p. 9).

The main questions for these three data generation methods were:

- How do grade ten teachers experience the teaching of physical education in schools in Ugu District under Curriculum and Assessment Policy Statements (CAPS)?
- How does their understanding, views and opinions impact on the teaching of PE in their schools?
- What meanings do PE teachers attach to the implementation of PE in schools in CAPS?

The questions were open-ended because the researcher wanted to allow the participants to provide appropriate answers about the study (Creswell et al. (2010). The purpose for asking the first main questions was to understand the teachers’ experiences regarding the teaching of PE in their schools. The second main question was asked to determine the teachers’ level of understanding for PE and its impact on the implementation of PE curriculum. The third main question was asked to determine the teachers’ understanding of PE CAPS and what they perceive should be done to improve the teaching of PE (see appendices J, K and L).

3.7 Qualitative data analysis

According to Blanche, Durrheim and Painter (2006, p. 322), qualitative “data analysis involves reading through data generated repeatedly, breaking it down and building it up again to interpret it.” McMillan and Schumaker (1993) add that data analysis is an ongoing process of organising generated data into categories and preparing it for its final interpretation. The main purpose of qualitative data analysis in this study was to summarise the information generated in terms of the words, themes and patterns in order to provide better understanding and interpretation of the findings (Creswell et al., 2010). Patton (2002) claims that data analysis starts when a researcher states his or her ideas for making sense of the data that emerge while he or she is still conducting research. However, de Vos, Strydom, Fouche and Delport (2001) claim that too much focus on data analysis while conducting a research can have some detrimental effects on the strength of the research. This suggests that the data analysis process should always check the relevance of data to the whole study so that the data generated should help to address the research questions.

According Christiansen et al. (2010, p. 116), “qualitative data analysis take two forms, namely inductive and deductive reasoning.” In inductive reasoning the researcher uses codes to examine data (Creswell et al., 2010). In using deductive reasoning the researcher works from a given theory and uses categorises from that theory to classify the data. In this study curriculum components of the spider web were used to classify the data generated. All the proceedings during the focus group discussions and individual interview sessions were recorded and later transcribed and analysed by using a guided analysis approach and the curriculum components of the spider web. Finally, the data generated from the study were then analysed and categorised using the curriculum components of the curricular spider web. The guided analysis linked well with this study because the research was intended to focus on identifying common themes from the teachers’ descriptions of their experiences regarding the teaching of PE (Barite, 1986). Notes were also taken during the discussions and the individual interviews. However, since I could not take down all the notes during the interviews, a tape recorder was also used. One participant was speaking very softly and that made it difficult to transcribe the information generated from the focus group discussions. Since there were some interruptions during the first five minutes of the first focus group discussion, some of the conversations in the tape recorder were not clear. I identified the participants and took all the transcribed material to the relevant participants concerned. This

made it possible to identify what was exactly on the tape and what it meant. This provided all the required information that could not be picked up from the tape recorder. The other themes, patterns, issues and topics that kept recurring from data but falling out of the instructional design theory, were analyzed and finally referred to the literature (Sadker & Sadker, 1988).

3.8 Trustworthiness

Resnik (2010) states that it is important for researchers to maintain trust with the participants because it can determine the failure or success of a research. This trust therefore should be formative for a new researcher's subsequent expectations and behaviour (Whitbeck, 1995). According to McMillan and Schumacher (2006, p. 374), trustworthiness is the "awareness of the researcher's assumptions, pre-dispositions, and influence on the social situation." The researcher must avoid any distortions to the study in order to convince the readers that the findings can be trusted (Crandall & McGahie, 2001; Creswell et al., 2012). According to Christiansen et al. (2010, p. 10), researchers should ensure "authenticity and trustworthiness in a research so that the interpretation of the findings reflect the reality and lived experiences of the participants as well as the transferability of the research to another context" (Christiansen et al., 2010, p. 10). Authenticity in a study means that it should be genuine and be trusted. Guba and Lincoln (1989) add that there must be a fair representation of the participants in order to empower them by learning something as a result of their participation in a study.

Guba (1981) in Krefting (1991) and Shenton (2004, p. 215-216) add that the Guba's model is based on the four aspects of trustworthiness which are the: "truth value (which is normally obtained from the discovery of human experiences as they are lived and perceived by the participants); applicability (the degree to which the same findings can be applied to other contexts and settings), and consistency (whether the results would be consistent in other subjects in similar contexts) and neutrality (free from any form of biasness)." The trustworthiness of this study was obtained through dependability; transferability and confirmability (Cohen, Manion & Morrison, 2011; Morse, Barret, Mayan, Olsen, & Spiers, 2002; Taylor & Medina, 2013). To ensure trustworthiness, the participants were allowed to review the draft and findings of the study. This was done to provide them an opportunity to verify the findings.

3.8.1 Credibility

Creswell et al. (2010) assert that the researchers should always ensure trustworthiness in a research. The credibility of the research findings can be ensured by providing the participants to check the findings and make some comments (Creswell et al., 2012). In order to maintain and ensure credibility of the findings in this study, all the five participants were given an opportunity to read and also verify the findings so that they could confirm whether my interpretations reflected what they had expressed during all the discussion, individual interviews and semi-structured questionnaires. The transcriptions and their summaries for all the data generation methods were also made available to the participants and they were allowed to make comments.

3.8.2 Dependability

According to Durrheim and Wassenaar, 2002, p. 64), dependability refers to the “degree to which the readers of the research are convinced that the findings did occur as interpreted by the researcher.” The findings generated in this study were discussed with the participants to ensure their accuracy and dependability. This study triangulated data generated during the research by considering the findings from different research methods (focus group discussion, semi-structured individual interviews and semi-structured questionnaires). The data generated from each curricular spider web component in each research method, were grouped together to determine consistency. It was important to avoid biasness during the research processes. However, according to Breen (2007, p. 169), “bias can never be eliminated in a research.” I remained neutral throughout the research processes in order to avoid influencing the participants’ interactions and ensure quality findings. Prolonged interactions were conducted with the participants (Creswell et al., 2012).

3.8.3 Transferability

Wagner, Kawulich and Garner (2012, p. 94) describe transferability as “the extent to which one set of findings can be applied to another context.” It means that the findings of a study can be applied to solve new situation in life (Lincoln & Guba, 1985). According to Eisner (1991, p. 205), transferability is a form of “retrospective generalization.” This means that the use of current knowledge can be used to understand both the past and the future. However, this study did not aim to generalise the findings but to provide a thorough understanding of the phenomena from a participant’s experiences (Creswell, et al., 2010). According to Cohen,

Manion and Morrison (2011, p. 193), triangulation means using a “multi-method approach” in a research. Transferability ensures confidence in the findings. In this study, triangulation was established by allowing the “checking transcribed findings with the participants and the use of multiple sources of information to obtain data” (du Plooy, 2006, p. 39). These different methods of data generation were the two focus group discussion, semi-structured individual interviews and semi-structured questionnaire). When analysing the data, transferability was ensured by looking at the consistency of the findings in all these three different methods to generate data.

3.8.4 Confirmability

According to Creswell et al. (2010, p. 6.), the findings should be based on “substantiated and verifiable evidence” from the data to ensure the conformability of the study. This study allowed the participants to freely express their descriptions of their experiences by making use of different sources of data generation methods to ensure consistency and accuracy. When analysing and presenting the findings, the study ensured accuracy to gain confidence in the findings. Breen (2007) claims that in order to ensure confirmability of the study, the interpretations of the findings must be checked with the participants. Again, the participants in the study were allowed to check the transcripts and interpretation of the findings to confirm whether it represented what had occurred during the data generation processes.

3.9 Ethical consideration in the study

This study was guided by Allan’s (2008) interpretation of ethical behaviour of the researcher in terms of respect for the participants’ dignity and rights, providing sincere and trustworthiness. Creswell et al. (2012) claim that the researcher should obtain a clearance certificate from an ethics committee before conducting any research. Ethics are the accepted principles in deciding on how to procedurally act in a research and for analysing complex issues (Resnik, 2011; de Vos, Strydom, Fouche & Delpont, 2001). This means that the participants must be aware of the agreements shared by the researchers (Babbie, 2011). McMillan and Schumacher, (2006) add that ethics indicate what is right or wrong, proper or improper, good or bad during all the research processes. Beauchamp and Childress (1983) in Rotchford, Mthethwa and Johnson (2002) claim that the four principles when considering ethical issues in a research are the: autonomy (respecting the individuals’ rights); beneficence (doing good); non-malificience (avoid harming participants), and justice (ensure equality

when dealing with issues). They claim that the researcher needs to consider the context of the study and the sensitiveness of the topic being studied as well as the context in which the study will be conducted.

According to Currie and De Waal (2013, p. 250), the ethical consideration must be “founded on the values of “human dignity, the achievement of equality and the advancement of human rights and freedom.” Resnik (2011) claims that adhering to ethical norms in research seeks to: promote the aims of a research to ensure prohibition against misrepresentation of data generated; promote the values such as trust; ensure accountability and mutual respect to ensure that researchers can be held accountable for falsifying any information; build the public support for researcher and finally, promote social responsibility, human rights and other related values. In this study, the following ethical consideration were considered: informed consent to conduct a study, voluntary participation by the participants, protecting the participants from harm, ensuring privacy, confidentiality and anonymity of the participants (Babbie, 2011).

3.9.1 Informed consent

According to McMillan and Schumacher (1993, p. 183), an informed consent process gives the participants an opportunity to “exercise their rights in order to decide whether or not to participate in a study.” It provides the details to the participants about their participation in the study (Christiansen et al., 2010). It is important therefore that the researcher should obtain an informed consent agreement with the participants before engaging them in a study (Cohen, Manion & Morrison, 2011; Durrheim & Painter, 2006; Rotcha, 2004). According to Wagner, Kawulich and Garner (p. 68-69), the principles of an informed consent are that:

- “The participant can withdraw at any time;
- Participation is voluntary, and
- The participants’ participation can have an effect on their emotional or physical welfare.”

This implies that the researcher should ensure that the research complies with these principles to protect the participants’ rights.

The ethical approval for the study was obtained from the University of KwaZulu-Natal Ethics Committee and KwaZulu-Natal Department of Basic Education. Informed consent was

obtained from teachers and their respective principals. The letters provided a clear description of the study before commencement. This was done to adequately inform the participants about the nature and objectives of the study. This was also to make them understand what their participation entailed. Leedy and Ormrod (2005) claim that the consent letters must clearly indicate that the participation is free and that declining to participate will not harm them. In order to adhere to this, the participants' consent letters clearly indicated that the participation was voluntary and no material benefit would be provided, how much time was going to be needed and that no school activity (teaching and learning) was going to be interrupted during the proceedings of this study. Again the participants also signed another consent letter for their participation in the focus group discussions before commencement (see appendix G for this).

3.9.2 Protecting the participants from harm

According to Blanche, Durrheim, and Painter (2006, p. 72), researchers must provide "clear, detailed and factual information about the study, its methods, its risks and benefits, along with assurance of the voluntary to participate." They add that the participants must have freedom to refuse or withdraw anytime from participating in the study. Throughout the research processes I ensured that my conduct protected the participants' personalities and the information they provided (Creswell, et al., 2010). The participants' real names and those of their schools were not used in the study and they signed the consent letters with regard to this. Currie and De Waal (2013) highlight that the Bill of Rights, Section 9 (3), states that no person may be discriminated against; therefore there had to be a commitment that participants' rights were not violated. These rights include right to dignity, information and privacy. The participants also agreed on the use of a tape recorder during the focus group discussion and individual interviews.

3.9.3 Ensuring privacy, confidentiality and anonymity of the participants

According to De Vos, Strydom, Fouche and Delport (2001, p. 61), "privacy means the elements of personal privacy, while confidentiality means the handling of the information in a confidential manner." They add that the participants must remain anonymous in order to ensure the protection of their privacy and the information they provide. According to The American Psychology Association (1983) in McMillan and Schumacher (1993, p. 184) "data generated about the participants must be kept confidential unless otherwise agreed in advance

through an informed consent.” In order to ensure confidentiality considerations in this study, questions in the questionnaire, individual interviews and focus group discussions were open-ended and did not ask for sensitive information from the participants.

Rotcha (2004); Neuman (2007); Currie and De Waal (2013) state that researchers should protect the participants’ confidentiality during all the research processes. Bless and Higson-Smith (2000) contend that their anonymity must be treated with great confidentiality. In this study the participants were encouraged not to disclose any information about each other. They were also reassured of my responsibility to anonymity. The consent letters specified clearly that the participants’ identities were going to be protected by not revealing their names or schools whatsoever. Each participant was given an identifying pseudonym to ensure anonymity (Creswell et al., 2012). The data generated from the participants were marked according to their pseudonyms. Very strict procedures were employed to ensure that data were safely protected by locking it in a safe. The findings were presented to the participants to ascertain whether the report reflected their contributions before the final report was released to the public (McMillan & Schumacher, 2006). After receiving all the necessary consent letters, the participants agreed on a schedule for the dates and time of the group discussion, interviews and completion of the questionnaires.

3.10 Limitations of the study

My role as an advisor could have made the participants uncomfortable. Others participants could have tried to impress. This was avoided since it could have impacted negatively on the findings. The study was explained to the participants by emphasising that findings were not going to harm them since they were going to be treated with confidentiality. The time and the availability of the participants were the major challenges and these impacted on the study’s time frame and management plan. The participants would arrive late for the interviews and the focus group discussions. Sometimes I would go to their schools for individual interviews and only to find that they were either absent or had been delegated to other duties. However, I used participants’ free periods and also worked with them after school hours. The participants arrived a few minutes late for both focus group discussions. This unsettled some participants because it meant that they were going to finish later than had planned. I provided transport to the participants since the focus group discussions were held after school hours.

During the individual interviews some participants were busy with the monitoring of the grade twelve quarterly examinations. To avoid any disturbance and inconvenience for the schools, I considered the time tables and examination monitoring schedules for all the participants to determine the dates for the individual interviews and all the principals were informed about the arrangement. Initially, one participant did not avail herself for the individual interviews. After several attempts, an interview was finally conducted with her. Initially, the participants were not comfortable with the use of a tape recorder during the discussions and individual interviews. I had to explain the purpose of using it each time during the focus groups discussions and individual interviews. Leedy and Ormrod (2005) claim that the participants' misinterpretation of the questions in a questionnaire leads to distorted information. Some participants frequently called and requested for further explanations to some questions in a questionnaire. One participant did not return the questionnaires on time.

Another limitation was the dominance by other participants during the first focus group discussion. This kept the other two participants quiet and seemingly uncomfortable to talk. I encouraged talking and I kept on reminding the group that each participant had to be given an opportunity to talk. Again, the venue for the first focus group discussion had some interruptions that occurred ten minutes after starting. Since the teachers' staff room was used, some teachers came to fetch their belongings and others were using a photocopier which was a few metres from the staff room. This affected the discussion since I could not clearly hear the participants who were talking. The discussion was stopped temporarily to allow those teachers to finish. An arrangement was made with the participants and their respective schools to come at least three hours earlier for the second group discussion. As a result, the group managed to adequately cover all the questions and even had time to revisit the questions covered during the first focus group discussion.

3.11 Conclusion

The purpose for this chapter was to present, describe and justify the research methodology of this qualitative study, explain the target population and sample selection, describe the research design, research methods and how they were constructed. It began by outlining the interpretive paradigm and why it was suitable for this study. The three data generating methods used in the study and how they were conducted have been clearly discussed. This

chapter also described how this study complied with the issues of ethical issues such as trustworthiness. Finally, the limitations of this study were presented and described.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter solely focuses on presenting, analysing and interpreting the data generated through the two focus group discussions, semi-structured interviews and a semi-structured questionnaire. The purpose is to facilitate the discussion and present the findings that will be further discussed in chapter five. In order to simplify the discussions and summarise the findings, I coded and categorised the data using the ten curriculum concepts of a curricular spider web (Van den Akker, 2003). Initially, the analysis of the findings uses direct quotations from the participants as they explained their experiences in order to substantiate the arguments when analysing the data (Slavin, 2007). Finally, data generated from each question are analysed according to specific curriculum concepts of the curricular spider web.

4.2 The process of data analysis, presentation and interpretation

This section presents the qualitative data generated from the two focus group discussions, individual interviews and a questionnaire regarding PE teachers' experiences in teaching PE in their respective schools. The data generated were marked and categorised according to its identifying characteristics (Creswell et al., 2010). The data were then analysed according to all the curriculum elements of the spider web. Finally, a discussion, interpretation and a summary of the implications of the findings are presented by relating it to the literature reviewed and the CAPS document.

4.2.1 The teachers' reasons of teaching Physical Education

A question that was asked required teachers to share their experiences on: *Why do you teach PE? Do you think it is important to have PE in the curriculum? Why or why not?* By asking this question I wanted to understand PE teachers' experiences regarding their reasons they attach to the teaching of PE in schools. Initially, when teachers were asked: *Why do you teach PE?* Only Teach K responded.

Teacher K: *"I teach it because it was given to me. So I just teach and follow what is in the ATP."*

Teachers were silent and therefore the question was further simplified into: *What are your reasons for teaching PE?*

Improving learners' health

Teacher M: *“Yes there is a good reason for teaching PE such as keeping learners fit and to know that there is part of their lives that needs to be exercised like their bodies. The statistics show that there is a problem of obesity among learners in South Africa. So in that case PE keeps them fit and healthy.”*

Teacher N: *“Obesity causes learners to have low self-esteem. So by being physically active, it will also improve their confidence by keeping their bodies in shape and also knowing about the positive healthy lifestyle. PE promotes a healthy lifestyle. They will also be aware of a healthy lifestyle.”*

The above teachers (M and N) feel that the teaching of PE can be a solution to the problem of obesity among the learners. They indicated that this problem may have negative impact on learning since it affects learners' self-esteem.

Teacher V: *“Definitely it is important especially because the children do not grow like we used to grow. We played outside and we learned to touch things, throw things, but for them, they are now lazier and that makes them to be lethargic and it affects their schoolwork. They must do more exercises and so I think that PE is very important.”*

Teacher K: *“PE gives learners time to refresh their minds and you find that there are some learners who basically do not have time to exercise, some are staying just closer to the school and some even walk long distances. So now if they engage in PE, they have the opportunity of getting their minds refreshed because PE improves health of their bodies. It deals with your body build. Some children are plump and they are just living that lazy life. They don't get any opportunity to exercise and so PE as a subject is important towards improving learners' healthy living.”*

The information derived from the teachers' (V and K) comments suggests that teachers use PE lessons to allow learners to exercise their bodies and refresh their minds. They feel that engaging learners in PE lessons improves their fitness.

During the semi-structured questionnaires, teachers were very consistent in mentioning the health benefits of participating in physical activities.

Teacher K: *“PE does assist health wise because there are certain physical activities that we do in PE which assist with cardiovascular parts. These activities assist to improve blood circulation. The cells in the body are being fed with oxygen. They are taught about how to take care of themselves, like learning to drink water which I think is basic for our hygiene, to drink at least 6 to 8 glasses of water a day. You know with PE you sometimes don’t have to teach them, they just do it because, after the activity, they are thirsty, so they drink water without even told to do it.”*

Teacher N: *“PE promotes fitness and good body maintenance. It also assists in developing love for sports and teamwork among learners.”*

Teacher K: *“PE improves one’s energy level which assists in concentration. It strengthens the body to fight diseases against infections, improves heart beat and blood circulation. It also assists in cellular respiration and in preparing the body to fight against chronic fatigue by relieving tension and stress. It allows the body to perform well.”*

Emotional competence and decision making

Teacher V: *“Physical activities get their minds open and prevent them from getting too angry or frustrated, thereby enabling them to deal with their emotions.”*

The data from the teacher V’s comments suggest that PE teachers are of the opinion that PE provide the opportunities for learners to change their behaviour. The data also indicates that PE teachers feel that learners’ good health contributes towards improving learning and wisely dealing with emotions.

Teacher Mh: *“PE should be a way of refreshing a learner’s mind. After eating they get tired and lazy. If, after break there is a PE period, they will go for PE, in that way the food gets digested easily so that they come to the classroom active. A teacher who is going to have a period after break will find them active because they have been exercising.”*

Teacher M: *“PE helps them to gain some techniques on how to relax after a long day or after a frustrating period, maybe mathematics, after that they need some fresh air.”*

The data from both Teacher M and Mh indicates that PE is seen as a way of preparing learners' minds for learning in other subjects. They feel that PE lessons promote learners' acceptance, change their behaviours by instilling discipline and also allow them to acquire skills and take informed decisions about their lives. The data indicate that PE as a practical subject is not equally given the same recognition as in other subjects. PE teachers feel that it is a tool to promote healthy living among learners and also to prepare them for learning in other subjects. The findings agree with the literature reviewed which indicates that the learners' fitness is associated with the health benefits (Ruthler et al., 2003; Sparleg et al., 2000; Vanhees et al., 2005). However, the teachers' comments were just their general knowledge and they showed very little knowledge of CAPS. The literature reviewed indicates that physical exercises in PE lead to multiple health benefits including empowering the learners to take charge of their health with daily physical activities provides lifelong benefits including reducing the risk of obesity among learners (Hews, 2012; Drake et al., 2012; Frantz, 2008). It is important therefore that teachers understand how to ensure a good classroom environment in order to enhance level of physical fitness among learners (Naspe, 2008). This suggests that the teaching of PE must also be based on the application of knowledge acquired in PE teaching rather than only focusing on learners' performance.

Improvement of academic achievement

During focus group discussions and semi-structured interviews the PE teachers indicated that the teaching PE in schools has positive impacts on learning in other subjects.

Teacher V: *"The learners do not focus academically because they are lazy and that affects their academic side as well. At home they just sit in front of the TV and they get fatter. With the teaching of PE, I want to get them back so that their physical side will help their academic side hence the book says a healthy mind in a healthy body."*

Teacher K: *"The physical activities in PE make the learners to be more alert in the classroom so that they become aware, for instance of the things they can do outside the classroom. PE also refreshes the mind and it improves the concentration span of learners because you find that the subjects that are taught after PE, the learners are somehow active, because they are still in that mood of physical education. So I think that, that is why they introduced PE."*

Teacher N: *“If one is engaged in PE for a period of time, I think it revives memory and it improves blood circulation in the process. So I think it is how the learners benefit in other subjects as well and this improves the concentration span of learners because after breaks, the learners are somehow still active and still in the mood of physical education.”*

The data indicate that the PE teachers above feel that PE prepares learners for the teaching in other subjects. Fairclough and Stratton (2005) state that learners who are physically active perform better than learners who are less active in the classroom. This suggests that the PE teachers need to use the teaching of PE to identify learners’ abilities and establish strategies to ensure that all learners are assisted to equally achieve the goals in any PE lesson.

Teacher V: *“PE teaches them skills that they don’t usually just learn from the normal way of learning. In another group I had children that could not read. We made them crawl during a PE lesson because I had learnt that the distance between your hand and your eyes for reading is the same distance that occurs when we crawl. They thought it was a game but we just made them crawl to learn to keep the distance between their eyes and the book when reading. That helps them to know the distance between their eyes and the book they are reading as they know the distance between their eyes and the floor. In doing that, they get some more exercises. PE also helps them to focus more in those subjects and how to work in a group. I also found that their hand eye coordination helps them with writing. I have also found out that even in other subjects like maths, it also even helps them because in maths, they calculate and in PE they also calculate, for example learn that how far they should throw the ball.”*

The above teachers’ comments suggest that the teaching of PE contributes towards the achievement of learners in teaching and learning. They believe that PE is an important subject in the curriculum. Barney and Deutch (2009) claim that PE makes valuable contribution to education due to the skills, knowledge and values embedded in it. Humphrey (1990) contends that learners learn academic concepts better through the medium of motor activity than through traditional media. The experiences of these teachers agree with the literature which showed that when learners learn through an activity, they develop an interest in learning (Barret, 2001). Trudeau and Shepart (2008) believe that the activities must stimulate the brain which yields to the improvement of learning. This suggests that PE

teachers should not only consider PE periods as for fun only but, should use it to enhance teaching and learning in other subjects. The data generated from PE teachers indicate that they do not read and understand the CAPS document but base their perceptions only on their views and how they experience the teaching of PE. This lack of teachers' knowledge about the policy suggests that more emphasis should be placed on training them to ensure that they improve their understanding of its implementation.

Instilling discipline among learners

Teacher Mh: *"PE is important because it gives learners the direction of life, for example, how to keep their body fit, to eat a balance diet, and to keep them away from doing wrong things in a society."*

Teacher M: *"PE instils discipline in sport. Both inside and outside the school we instil discipline and then learners usually socialize which helps them to know each other better and work within the stipulated rules of the games or physical activities."*

Teacher N: *"Learners know that in sport you have to respect each other and be guided by certain rules."*

Teacher K: *"I tell them that even when we are outside; it is still a classroom which means we must also maintain discipline. It links with other subjects for example, there are things that we do in Life Orientation, and they also learn those things in Life Sciences and other subjects as well."*

The PE teachers believe that PE plays a major role in teaching learners to be disciplined in teaching and learning. They feel that the discipline that learners learn in PE prepares them to be ready for learning in other subjects. These findings are consistent with the literature review on managing learners during teaching and learning. Solmon and Lee (1995) claim that participation in PE encourages discipline among learners. Hill and Cleven (2005) add that PE improves learners' positive social interaction. This implies that the learners' discipline contributes towards producing a child who is physical literate and who is aware of his or her physically wellness. Considering these benefits of teaching PE, it can be concluded the teaching of PE may assist to improve the teaching of other subjects since learners become disciplined and learn to work together in the classroom.

Instilling skills and values

Teacher K: *“In a long term learners develop the love for sport to aspire and identify careers in sport. They develop agility skills, the skill that is used by a goal keeper and they enjoy doing it. In my school they have identified some good goal keepers from the activities that they do in their PE lessons.”*

During the discussion it emerged that the participants felt that there are skills and values that are developed in PE. They use the PE lessons to identify learners who are more talented in sport.

Teachers N: *“PE promotes creativity among learners and they understand each other better. They learn the rules of nation building; sport ethics develop appreciation for PE and sports.”*

Teacher V: *“They develop team spirit. I sometimes throw together one strong group, rugby players with girls. They know that they must now adjust because otherwise their group is going to lose. So they learn that teamwork and helping each other is very important.”*

During the individual interviews, the participants also mentioned the skills and values that are instilled through physical activities.

Teacher M: *“If they see that other learners are participating they also want to participate. Everyone wants to be seen doing something and appreciate each other’s help when they are engaged in PE lessons.”*

Teacher N: *“PE improves self-esteem for shy learners and allows them to know each other better. When it is PE period, they are relaxed and call each other by other names which help them to understand each other better. Playing together also helps them to respect each other.”*

The semi-structured questionnaire the participants also indicated the skills and values that are developed in PE.

Teacher N: *“PE promotes spectatorship and fair game.”*

Teacher Mh: *“Learners build friendships during sports and it assists them to stay away from harmful substance. When learners come back to the class, it is easier for the next subject to be mastered, than when you keep them in the class for the whole day.”*

Teacher V: *“Umpiring skills are also developed in PE.”*

Teacher V’s comments imply that PE lessons produce learners that are able to take informed decisions about their learning. This suggests that the roles that learners play in PE lessons should be changed at all times to ensure that they are all exposed to the lessons’ expectations.

Teacher Mh: *“They learn about successful sport people from all genders. Through PE lesson we also identify learners’ talents.”*

The PE teachers’ experiences as observed from the data generated indicate that PE is an important subject that can be used to inculcate the values and develop skills among the learners. Both Teachers (K and V) said that learners develop love for the subject and improves team spirit which can be used in all the other subjects. These findings are consistent with the literature reviewed. Lumpkin and Cuneen (2001); Toscano and Rizopoulos (2013) believe that through working together in PE, learners develop trust as the work in their teams. Teachers feel that PE allows learners to respect and appreciate each. They agree that the self-esteem of learners, especially those who are passive, begins to improve, which automatically encourages active participation during teaching and learning. O’Bryant, O’Sullivan and Raudensky (2000) believe that PE promotes the development of self-esteem especially for learners who are not physically active. Furthermore, the data generated from the questionnaire by Teach MH and N revealed that participation in PE lessons promotes other values such as fair game, good spectatorship, and gender equity, building friendships and educating learners to stay away from harmful substances. This suggests that all learners can participate in PE if teachers ensure that the activities are enjoyable to motivate learners. This implies that teachers should ensure that learners are exposed to well-structured PE programmes and be exposed to the reasons why they are engaged in each PE lesson. Botha (2013) believes that inappropriate PE programmes have negative impacts on learners’ self-esteem and motivation. PE policy makers should not only emphasize only the learners’

performance but, the change of behaviours that comes as a result of participation in the subject should also be considered as a valuable contribution.

During the focus group discussions teachers expressed some of the challenges they face and made some recommendations that they feel can enhance the success of PE programmes in schools.

Teacher Mh: *“As teachers we have problems of always pushing learners to participate in PE. The Department of Education should play a role to engage parents in order to regularly check what their kids are doing after school and then sign to confirm that they have complied with PE programmes given to them. Only then can the teachers see the progress in PE. Parents must be involved to monitor learners’ participation in other physical activities outside school.”*

These comments by Teacher Mh indicate that teachers are failing to motivate their learners in order to enhance their active participation during PE lessons. She feels that parents must be involved to ensure active participation by all learners. The lack of participation could be about learners not wanting to be physically active and their unwillingness to co-operate with their teachers. This information about some learners’ reluctance to participate indicates that PE is undervalued and that learners do not see the importance of participating in PE lessons. Naspe (2008) believe that when teachers analyse and provide feedback about learners’ performance, learners’ participation and development of their motor skills may be enhanced. This implies that the policy and planners should ensure that teachers are exposed to adequate training on enhancing learners’ participation.

However, Teacher M disagreed with Teacher Mh’s above comments because she feels that it would be impossible to involve parents.

Teacher M: *“Excuse me! Sometimes we must not speak something that is impossible because we know our rural schools. It is possible in multiracial schools but in our schools it’s totally different. I can create a programme that is going to be done by my learners but parents will not monitor that. Again, I have 70 learners in grade 11 A, I have 65 in 11 B and 80 learners in 11C. So how am I going to monitor everything? Let’s be realistic because sometimes it*

might work for you but sometimes it might not work for me because there are large numbers of learners.

Teacher M's comments indicates that managing large number of learners is a major challenge. He feels that it is hindering effective teaching and learning in PE. This data indicate that teachers are struggling to determine the skills that learners acquire through performance due to large numbers in the classrooms. Bernstein, Phillips and Silverman (2011) believe that the development of these skills facilitate active participation.

During the focus group discussions the participants suggested some changes in PE.

Teacher M: *"PE should be a subject on its own because it has got some activities that we are unable to do. I think it must have trained people to teach it because I might be good in netball but not on other sports. Sometimes I am not good at all in any sport activities and in that way I am disadvantaging them. If at least there is someone like a person who has done sport science, he or she can do physical activities effectively. In some other schools PE is done separately because there is someone trained to do it. M added that: "The Department must hire a person who is responsible for sports. Like we had one student from Edgewood, he did sport science at a certain university. He is able to do PE because he has been trained to do it. I can't even recognise the achievement in PE from any learner because I am busy occupied with other LO topics that I still have to cover. So I think that it should be a stand-alone subject with a trained person to teach it. When a learner is injured, it all comes back to you as a teacher. If a learner can go and open a case you are in for it. We are not protected as teachers."*

From the semi-structured questionnaire it emerged that schools do not have adequate criteria for selecting PE teachers. The teacher feels incompetent to teach PE. She believes that schools should have specialist to teach PE.

Teacher V: *"I applied for an English post but since there was a shortage of teachers in the LO Department, the headmaster asked me to teach both English and LO. So I am teaching it because I was asked to do it not because I am qualified to teach it."*

Teacher N agreed with teacher M. She said that: *“For being not a specialist, you find that I mostly neglect the very important section in PE, for example, we are not taught to deal with situations when the learners are injured.”*

Both teachers (M and N) feel that PE should be a separate subject instead of being a section of LO so that it can be given enough attention. They felt that they are not adequately trained to competently teach all the sections in PE. As a result of this lack of competency in their teaching, the teachers say that they sometimes have no option, but to neglect some activities that they do not understand.

Teacher K: *“PE is not taken seriously in schools. Sometime the management, when we are going for PE, they think that we are just going out to have leisure time, and at the same time even some LO teachers steal time for PE and teach other subjects. Sometimes you find that you do not balance. When you don’t feel like going outside, you just teach something else during the PE period and now it’s not given that full recognition and it is put in a disadvantaged position. I, myself don’t do PE regularly like the way I am supposed to do it. Sometimes I don’t teach it but only rush, maybe towards the exam, to teach it. Then I take them outside because I only want to allocate those marks. I agree that PE should be a stand-alone subject so that it will be given full attention. Learners can then fully develop the skills. It is challenging for me being not a specialist in PE, especially when I have to demonstrate some activities. I think that a well-trained PE teacher for each school can solve such problems.”*

The data indicate that Teacher K feels that PE should be a separate subject. Her comments indicate the lack of knowledge for the policy on PE. Teachers simply teach it without understanding PE. However, during the focus group discussions some teachers disagreed with PE being a stand-alone subject.

Teacher N: *“I like the PE being a part of LO because in PE, learners learn about things such as self-awareness, the rules of the games, nation building and sport ethics. If teachers can do this in PE, it means that PE is not only for people who are specialists but it can be done by everyone. So even other learners, they are comfortable because when they see me demonstrating, their attitudes change and realise that they can do it. They develop love for sports but if they have a PE specialist, they might think that PE is for certain people.”*

Teacher N disagrees and feels that PE should continue being a section of LO. PE teachers' different views about whether or not it should be taught indicate that they lack adequate information about the PE policy and what its inclusion in the curriculum seeks to achieve.

Overall, the data generated from PE teachers indicate that they consider PE as important. They feel that their reasons for teaching are to instil discipline among learners; to allow learners to communicate and socialize with each other, improve academic performance; fight health related diseases and develop the skills and values. This data indicate that PE teachers have societal and professional reasons for teaching PE. They do not indicate their personal reasons for teaching PE. This lack of understanding for their personal reasons for teaching causes learners to be reluctant to participate in the PE activities since teachers do not encourage them. The data reveal that the teaching does not expose learners to the reasons for their participation in physical activities. The Department of education (2011) stipulates that teachers' personal reasons for teaching ensures effective teaching and promotes the acquisition of knowledge, skills values and attitudes. The PE teachers showed inadequacies of the knowledge of skills and values that are developed in PE. PE is allocated to teachers to teach without considering teachers' competency. As a result, PE teachers are struggling to ensure active participation since they show inadequate knowledge of the reasons for teaching PE. The data indicate that teachers are struggling to assist learners to develop the required motor-skill during the physical activities. Booth et al., (2013); Kall, Nilsson and Linde (2014) believe that the performance of learners is improved through teachers' teaching strategies that promote learners' vigorous participation in PE. The data reveal that learners see PE as a tool for relaxing and this impact negatively on their participation during PE lessons. The fact that they feel that PE should be a separate subject (not a section of LO) implies that their perception and attitude towards PE is not convincingly positive. It can be concluded that teachers should emphasis the reasons for teaching PE by having these (reasons) included in their lesson plans. These reasons should be well communicated to the learners to enhance active participation.

4.2.2 The goals of teaching PE

The main question that was asked was: *What are the goals for your teaching of PE?* The purpose for this question was to explore teachers' understanding of the goals (aims, objectives and the learning outcomes) and their experiences on teaching towards achieving these goals.

Teacher N: *"We do not write the goals down in our lesson plans but as I know that there are four components in PE, I make sure that all four components are covered. These components are: the fitness, cardiovascular, flexibility and eh..... One thing that makes it sometimes impossible to have them in a lesson plan is that we are limited by the resources and time. However, in my mind I know that maybe today we are just going to do dancing focusing maybe on flexibility or cardiovascular."*

Teacher Mh: *"Although we do not include them in a lesson plan but in your mind as you are preparing a lesson, you know what you to achieve by each activity. So in your mind you do have aims and objectives."*

Teacher N: *"There is no section for writing the goals provided in our lesson plans for us to indicate what we want to achieve by the end of each PE lesson. It only has the focus on what you will be focussing on."*

The PE teachers' comments above indicate that do not have knowledge about the goals of teaching PE. Their lessons do not indicate the goals that they want their learners to achieve in PE lessons. They only engage learners in PE lessons without clear set goals to be achieved. McGaghie and Issenberg (2006) emphasize that the learning outcomes serve as objectives for measuring learners' achievement. The findings show that PE teachers do not have a clear understanding of the PE policy. Teachers refer to the PE components but cannot mention all these components. Khoza (2013) believe that teachers should generate the aims and the objectives from their intention of what they teach. Hussey and Smith (2002) believe that these learning outcomes motivate the learners and improve teaching. The data reveal that PE lessons without clear goals fail to provide clear reasons for learners' participation in PE.

Teachers were further asked to share their experiences on what they want their learners to achieve in PE lessons. The data from the focus group discussion and the individual interviews reveals inadequate knowledge about the aims and objectives.

Teacher K: *“Yes my lesson plans do have aims and objective because for each activity you must have an end product that you want to achieve. Some of the activities for PE are just to develop the fitness.”*

Teacher K claims that she includes the aims, objectives and the learning outcomes in her lesson. However, her comments suggest that she lacks information on the PE goals.

During the focus group discussion and the individual interviews it merged that PE teachers feel that the aims, objective and learning outcomes should be included in their PE lessons.

Teacher M: *“We must have the aims and objectives even though we do not write them. You must have the short term and the long terms goals in any PE activity. I must indicate what I want to achieve in a short or long term period. When learners are aware of the aims and objectives, they will find it interesting and they will want to do sport in the future. So if you do not have them in the lesson plans, you limit the learners” achievement.”*

Teacher N: *“I feel that the aims and objectives would be more appropriate in a lesson plan. They would give a direction when you are preparing what you will be doing and to reflect on the lesson whether you have achieved those objectives as planned. Even though I have no aims and objectives in the lesson plans, but I make sure that each lesson focuses on one of the four PE components, the BMI, flexibility, cardio-vascular, muscular strength and endurance.”*

The PE teachers feel that the PE lesson plans should include the aims, objectives and the learning outcomes. However, the data reveal that PE teachers use these terms interchangeably. They do not understand the difference between the aims, objectives and learning outcomes. The data also indicate that they do not construct observable and measureable learning outcomes for their PE lessons. Even though they feel that having targeted goals in PE enhances learners’ interest to participate; however, they do not show how they set these goals. This shows their lack of knowledge of the goals for PE and for the PE policy since the aims, objectives and learning outcomes are indicate in section of the ATP. These are not indicated separately as the aims, objectives and learning outcome but are

incorporated into the concepts, content and the skills (du Plessis, 2013). The data indicate that PE teachers are failing to identify each one of these aspects (aims, objectives and learning outcomes) from the policy.

However, only one teacher indicated that she includes the aims and objectives in her lesson plans.

Teacher V: *“I do have a section where I write aims and objectives of a lesson plan. In a lesson plan I indicate the objective for each lesson and how are we going to achieve it. These objectives include running, jogging, jumping, etc. We just photocopy it from the books and it makes it easier for every class. This helps a lot because it shows what you are going to assess. I let learners know the aims and the objective so that they know what I want them to achieve in a lesson.”*

Teacher V states that she sets specific outcomes and tells the learners about them. She feels that having these assist her to assess learners’ performance.

The teachers were asked to explain how their lesson plans without the goals impact on their teaching. Only one responded to this question.

Teacher V: *“A PE lesson without goals being set prior to taking learners outside in the playground is very frustrating. If you just let them pick up the ball and play, they would not have the motive. They must have something that they work towards to motivate them. I only tell them that if you don’t work, then you get punished, but if you work then you get a reward in terms of marks.”*

The data indicate that most PE teachers, except Teacher V, only engage learners in physical activities without setting clear goals. Teacher V feels that setting that goals for a lesson provides a direction and motivation to the learners.

Teacher K: *“My main aims and objectives in PE include developing and empowering learners so that they adopt healthy lifestyles.”*

Teacher V agreed with Teacher K and added that: *“I want to ensure that learners learn that being healthy promotes better living.”*

Teachers were further asked to share their experiences on the achievement of learners during PE lessons. This section wanted to explore teachers’ experiences in terms of determining learners’ achievement since their PE lessons do not have the intended goals.

Teacher K: *“If the learners learn how to play that particular game, for me it means they have acquired a skill and goals of PE. If they know the rules of the games and how to conduct themselves in different roles in different activities then I will be happy.”*

Teacher Mh: *“In PE I want to change learners’ behaviour by having them participating in physical activities or games inside and outside the PE class. When they do that, I can see that I have achieved something with this learner.”*

Teacher K: *“PE changes the attitudes of the learners because sometimes you find that there are learners who are running away from PE lessons. They think that it is a waste of time. They develop the values of appreciating sport. As they discuss and do the activities together. They learn to disagree to agree sometimes as they help each other. I think that they learn to work cooperatively, caring for each other, appreciating one another. Even those learners who are shy are often the ones who open up in PE lessons and they do well in PE.”*

The teachers indicate that they rely on learners’ participation change of attitudes and behaviour towards PE to measure their achievement in PE. In CAPS (DoE, 2011), the main learning outcome for PE lessons is to ensure that learners produce a required performance which is associated with the required movement. However, the data reveal that teachers do not have adequate knowledge for engaging learners in the activities.

Again the data generated from the questionnaire indicate that PE teachers find it difficult to determine the achievement in PE.

Teacher V: *“It is very hard to determine whether or not learners achieve anything since there no section for the intended goals in our lesson plans. We just teach and when the children have fun and start working hard, I always feel that I have assisted them to reach the PE goals.”*

Teacher V feels that when learners enjoy the game or an activity, then she feels that learners have achieved the goals. This suggests that teachers do not organise their lessons in PE and follow guiding principles to ensure that they achieve their goals.

The data generated by the questionnaire and semi-structured interviews show that PE teachers are uncertain about the focus of PE. They feel that when learners know how to play the games together and can change learners' attitudes and behaviour towards PE, they are making achievement in PE. The Department of Education (2011) in CAPS emphasizes that PE focuses on participation and movement performance. Gallahue and Cleland-Donnelly (2007) believe that PE should focus on acquiring movement skills and the physical fitness of learners. The data indicate that PE teachers' failure to set clear goals for PE lessons have an impact on measuring the success of their learners.

Teacher N: *“Sometimes we achieve them and sometimes we do not. It depends on the activity because sometimes they enjoy and sometimes they don't.”*

Overall, the data indicate that teachers show considerable inadequacy in knowing how to set and interpret the PE goals. Their lesson plans do not indicate the aims, objectives and learning outcomes. This data indicate that PE teachers lack knowledge for the PE policy. They follow the activities as they are in the textbooks and their knowledge on the outcomes of these activities is very minimal. They only respond by providing their general knowledge for the games. Only one teacher indicates that she sets the aims, objectives and the learning outcomes for every PE lessons. However, this teacher lacks adequate knowledge of the PE policy. The Department of Education (2011) emphasizes that PE focuses on fitness, games and sport, recreation and relaxation as the components of PE. The data indicate that PE teachers have no understanding of this information provided in CAPS.

As a result of PE teachers' lack of knowledge for the PE goals; they are struggling to assist learners to see the importance of participating since teachers do not emphasize the importance of participation in each physical activity. The data indicate that they do not understand the difference between aims, objectives and the learning outcomes in PE. They follow the physical activities as they are provided in the textbooks without exposing learners to what they want them to achieve. The data reveal that teachers do not guide learners to break down the motor skill and movement sequences as required in CAPS. It can be concluded that PE teachers lack an understanding of what the PE curriculum wants the

learners to achieve in PE. Notably, this has implications for the teaching and learning in the teaching of PE. When teachers fail to provide learners with clear guidance for PE, learners will not be actively engaged and therefore will struggle to achieve the PE goals (Weimo, 2000; Rink, 2008). This data suggests that learners' participation in PE lessons is not guaranteed since they are not exposed to what they need to achieve in PE lessons.

4.2.3 PE content

The main question required the teachers to show their understanding of PE content. They were expected to share their experiences on the questions: *what do you teach in PE. Share your experiences on the challenges regarding the delivery of the PE content.* The findings revealed uncertainty regarding their knowledge of PE content.

During the focus group discussions there was so much hesitation among them and they were all quiet.

Teacher Mh: *"I think that there is nothing much to be taught in PE because I follow what is in the annual programme. We should follow all those things and then sometimes we add our own things, for example, the indigenous games. These games help us a lot because we don't have PE equipment that we can use to teach all these aspects in PE. We normally rely on what we know and what these kids are doing at home because always see them in the rural areas playing games different games such as ingqathu (skipping rope), jumping and other different types of games. However, there are aspects in these activities that we do not understand and it's difficult to teach something that you do not understand. So as for me, I do not have any content that I teach in PE."*

Teacher M: *"There is nothing on the programme that we have to teach to the learners but I create my own programme since I struggle to understand the activities in the program. I just write down the rules and they play soccer or other activities. They know these games because they are playing for local teams. So they know what to do."* She added that: *"I asked them to tell me what they know. Sometimes I don't even do the work, the learners do it because some are exposed to sport, for example, the warm ups. I don't even bother myself. There is one boy who just comes and leads the warm ups because they know that before they go to play, they have to do the warm ups. They do it and it's very nice because you find out that this boy is like a teacher now. This builds his confidence."*

Teacher K: *“There is not much that you can teach and write down in PE. Sometimes I see something from a book and I am worried about its content since I sometimes don’t know how to teach it.”* She looked at another teacher and said: *“I heard you talking about BMI Mass index it’s not there in the books and I don’t know what you are talking about. I think there is content in PE but not that much you can teach. Mostly it’s that practical.”*

All the above Teachers (K, Mh and M) feel that there is no content to teach in PE except allowing learners to play the games that they know without any guidance from the teachers. This information indicates that teachers do not know the content in PE and are not familiar with the PE policy. However, the literature reviewed revealed that PE is rich in its content (Mosston & Ashworth, 2008). Ball, Hill and Bass (2005) believe that when teachers do not know the content they are not able to teach effectively. The findings indicate that PE teachers’ attitude towards the teaching of PE is generally negative. Allowing the learners to do PE activities on their own indicates that the teachers do not have interests in PE activities. Hosp (2010), Griffin and Sheehy (2013) state that the content reflects what is to be taught in a subject. The practice of getting learners to do PE on their own suggests that these teachers simply engage learners in the activities without considering whether those activities and games deliver the relevant content or not.

Again, during the individual interviews teachers indicated little understanding of what they should teach in PE.

Teacher K: *“There is a lot that I teach in PE because you can’t just take the learners outside. Before I take them outside the classroom, I start by teaching them about what they are going to do. You know in PE there are certain things that you can teach. You can teach the theory part of a game before going outside and do it practically. There is this part that I like a lot about fitness part it has got some nice activities, content wise that I teach to the learners. They learn about relationships between fitness and staying healthy, the skills related fitness. They integrate PE with maths whereby they have to calculate their body mass index (BMI). It is important because when you have calculated it and you come with a specific amount, it tells you that if you weigh this size you are ok, if you weigh this, you are fat or obese. This*

information can assist the learners how they can improve their healthy lifestyles. I teach them about health-related diseases that are caused by not following a good diet and not exercising.”

Teacher K’s comments do not show adequate understanding of PE content. These are merely general statements which indicate inadequacy in terms of understand PE policy. Du Plessis (2013) indicates that CAPS is content-driven. Neo and Neo (2008) believe that this content in PE provides learners with the opportunities to demonstrate their physical developments in PE. The teachers’ lack of adequate knowledge of the PE content suggests that teachers are struggling to ensure that they guide their learners towards the achievement of motor-skills in PE.

The data from individual interviews indicate that some participants have little understating of what is taught in PE.

Teacher M: *“I teach safety methods and how to go about doing the activities. Learners read and follow the instructions which help them even in the other subjects because you must be able to read an instruction before you can even tackle any question. I teach different types of sports and the indigenous games.”*

Teacher M’s comments indicate that learners need to be taught the relevant safety measures. However, the data show that learners only follow the instruction and safety measures as prescribed in the textbooks and there is integration of the content by the teachers.

Teacher Mh: *“There are three or two things that I teach in PE, participation and I do not understand how to teach the movement section in PE.”*

Teacher N: *“Sometime I explain to them that in PE we learn only about the 5 components, which are.....”*

The data generated from both teachers M, Mh and N) indicate some confusion regarding what to teach in PE. Even though they are optimistic about the fact that there is indeed teaching in PE, however, they show insufficient knowledge of the PE content. Their comments suggests that PE teachers have challenges of identifying what (content) and how to teach in PE. Teacher N’s failure to mention the basic components in PE suggests that PE

teachers do not understand the policy on PE and therefore struggle to identify the content to teach. In Department of Education (2011), it is stated that CAPS focuses on the fitness; games; sport; recreation and relaxation. The teachers' lack of this information about these elements implies that they do not select and teach relevant content. Neo and Neo (2008) believe that selecting a relevant and well-organised content ensures effective teaching and learning. The information derived from these teachers suggests that there is no effective PE teaching in their schools since they do not select and organise the relevant content for PE.

Furthermore, the teachers were asked to indicate their experiences regarding the challenges in the PE content.

Teacher V: *"I have this book here (she mentions a book's name). From this book, the children learn how to be organisers, how to be leaders. The book says here you must include everybody and so we are inclusive. I also teach the games. These games teach them the maths skills because, with this one, I teach them how to relax, warm up and cooling down activities. So we teach about safety measure as well. We ask a lady from the RED CROSS, or we ask a person from our school who does the first aids section and she brings the equipment that she normally uses to show us how first aid section is done. Most of what I teach is what I learnt them from my father and my uncle who were both PE teachers and they were very creative."*

Teacher V: *"I just go through the book and let learners do the given activities without being particular on what skills they acquire. As long as they can do the activity thoroughly then I am satisfied."*

Teacher N: *"I teach what is in the book. For my own development, I attend first aid classes and liaise with the PE specialist from other school to gain more knowledge on how certain PE activities are done."*

The data indicate that PE teachers depend on the textbooks to select the activities and games to be taught. They do not use the CAPS document as a guide but entirely follow the sequencing of the activities in the textbooks. They make no efforts to show the learners what they are learning (content) in PE. Capel (2007), Solmon and Lee (2008) believe that in order for teachers to teach the content; they should have pedagogical knowledge for the subject that

they are teaching. Teachers do not indicate how they use content to help learners to develop the specific skills, knowledge and values in PE. This indicates that teachers need to emphasize the content in PE so that learners will realise that PE lessons are not only about playing but, there is learning involved.

During the focus group discussions the teachers expressed the challenges that they often encounter in the teaching of PE.

Teacher M: *“There are many things that are difficult to teach especially since I don’t have enough facilities to cover that content like in my school. I have to divert from what is given and try to find something that will be suitable for your learners because of the lack of facilities. With the first aid, it is a problem because we do not know how to do it. We are not trained on how to do it. To handle other difficult parts of the content, I use other teachers at school who are good at it.”*

Teacher Mh: *“I can’t teach first aids section. I only theorise it but when it comes to practical, I do nothing because I know nothing about it.”*

Teacher N: *“First aid and safety are the sections that I don’t cover. I just theorise when teaching them because I do not know how to handle it, for example, resuscitating an injured person, it would be more relevant if we do that practically.”*

Teacher V: *“I would really like to learn more about teaching the first aid section in PE.”*

The above teachers (M, Mh, N and V) feel that they lack knowledge for the teaching of the content especially the first aid content. The data reveal that they do not cover all the sections as provided in the ATP due to their lack of competence. Ironside (2004) believes that teachers’ lack of content knowledge causes them to struggle to provide effective teaching. The teachers indicated that some activities and games are dangerous and therefore, they are unhappy about the Department of Education’s lack of opportunities to equip them with trainings on the first aid measure since they are dealing with children. This implies the learners are sometimes denied the opportunities to learn or develop some knowledge, skills and values carried by the activities and games that are not considered by the teachers.

The information derived from the questionnaires also revealed that the teachers lack the knowledge for the skills that need to be developed in PE.

Teacher V: *“I do not know some referring and umpiring skills and all the games. I can only do umpiring with tennis and a little bit of soccer, but I don’t know rugby, netball and other games. I always ask somebody to help me in PE. We once had someone from sea rescue who showed how to help a drowning victim and they do it for free.”*

Teacher K: *“Sometimes I cannot even demonstrate because I find it difficult to do some activities. However, I usually choose one learner to do the demonstration. Throwing, catching and kicking are the skills that I teach in PE.”*

Teacher Mh: *“I teach indigenous games even though I sometimes do not understand some of them. I allow them to do those that I see them playing during breaks. We do not know the rules and the aim of the game. They just play the game so we need to be equipped on that”*

The data indicate that PE teachers’ acknowledgement of their poor knowledge for the games and activities has negative impacts on their teaching. They cannot demonstrate to the learners do their lack of skills. These findings thus indicate poor relationship between the policy and the actual teacher practices. These findings indicate that good policy implementation requires that teachers carry out certain practices.

During the individual interviews, teachers indicated that they want to be developed so that they can acquire the skills for teaching PE.

Teacher M: *“I need to be equipped in soccer and all the other games. If learners do something wrong I cannot see because I do not know most of the games. For me, I do the circuit trainings because learners follow the steps as they are and I do not have any problem in doing them. However, I cannot tell what skills, knowledge and values they acquire. I just follow the activities as they are from the textbook.”*

Teacher K: *“Skills are the challenging aspects because other activities need demonstration which I am unable to do. So I rely on learners who know the games and I cannot identify the skills and knowledge of doing the games.”*

They feel that they are incapable to demonstrate what and how they expect their learners to do. All the teachers indicated that they do not make lesson plans since they feel that PE lessons are for relaxing. They feel that learning in PE a practical section is different from other subjects. This indicates that teachers do not plan and organise their lessons. Atay, Kaslioglu and Kurt (2010) believe that teachers’ failure to do lesson planning affects teaching. This implies that the teachers need to provide lesson plans for each PE activity and specify the relevant content to be delivered.

The participants also shared their experiences on what they normally do with the teaching of the challenging sections in the PE content.

Teacher M: *“Sometime you have to do something that they know very well so that they can have marks. Even if it’s not for that term, you just have to do something that you know. I just tell them that, if you don’t do anything, you don’t get any marks. If I encounter difficult parts, I consult the HOD because we have subject heads on each and every subject. Any teacher who knows the section goes to the class to handle that aspect of the content. I am not doing anything about the section that I am struggling to teach in PE. School must pay for me to attend the PE courses.”*

Teacher K: *“Honestly, I don’t feel confident about teaching PE because I was never trained on PE. I just take the information from the book; I only read and teach whatever I know. I still need some development because sometimes even some of my colleagues whom I expect to assist but they also do not know the subject well. Some of the aspects are not being covered. Sometimes learners use to laugh at me because I have to explain the roles of the soccer players whereas I do not know what each position mean on the field. I just use an LO book and select the activities we can do. With the challenges I have in PE I am doing nothing in terms of developing themselves because my school does not want to pay.”*

Both Teachers' (M and K) comments indicate that teachers do not follow the PE section on the Annual Teaching Plan but, only do the activities or the games that she is comfortable with for learners to get marks for PE. The data indicate that the teachers' lack of adequate knowledge for PE content has negative impacts on the curriculum coverage in PE since some activities that are challenging are not being done.

Teachers were of the opinion that PE should be taught by people who are qualified to teach it.

Teacher V: *"I ask my colleagues who teach those sports sections after school and those who are qualified to help with umpiring. We do have qualified first aid teachers at school who help and to demonstrate safety aspects during my PE lessons. As for my own development in PE, I think the idea of a principle of "leading by example" is important. If the educator is energetic and positively joins in with the exercises, the learners will feel more motivated. Therefore I have joined a gym and visited a dietician for healthy eating advices. I attend workshops and the last one I attended was on discipline and it was well worth going to."*

Teacher V's narratives indicate that PE classrooms should be a place where teachers show positive attitudes towards PE lessons. She feels that when teachers are motivated it enhances learners' ability to relate to other teachers especially when they encounter challenging aspects to teach.

Overall, the findings from this section thus indicate poor policy understanding and practices in schools. Teachers' narratives of their experiences reveal that there is a serious lack of effective teaching in PE as a result of their lack of content knowledge. They do not feel confident about delivering the content in PE. Du Plessis (2013) states that CAPS is content-driven. However, the data also indicate that teachers do not have knowledge of what is to be taught in PE. They feel that they still need to be developed so that they can teach effectively the PE content. They make copies of the activities they know from the textbooks and do them leaving out those that they do not know. The PE teachers rely on the learners who do sports and use them to lead during PE lessons. Again, the findings reveal that PE teachers lack knowledge of the first aid section in PE and therefore often struggle to teach it. PE teachers do not have measures in place to ensure learners' safety during PE lessons. They showed no understanding of the CAPS document with regard to the PE content. The data further reveal

that they do not make lesson plans because they felt that PE is only practical. They believe that there is no content to teach in PE. It can be concluded that teachers lack the content knowledge for PE and this has negative implications for the teaching of PE in schools.

4.2.4 PE teaching activities

The main question asked in this section was: *share your experiences on the physical activities you do with your learners, explain how you select and engage learners to ensure active participation and the challenges associated with doing these activities.*

Teacher M: *“We do sports and indigenous games. I also allow learners to create their own games, for example, a learner will create a poem that is about HIV and Aids or about road safety.”*

Teacher Mh: *“With me, we usually do the indigenous games because those are the games that the learners.”*

Both teachers (M and K) indicated that they only do sport and indigenous games during PE periods. Learners have a freedom of playing any game they like during PE periods. The Department of Education (2011, p. 31) in CAPS, states that the PE activities should focus on “fitness; games and sport; and recreation and relaxation.” However, the findings reveal that PE teachers lack inadequate knowledge for this information. PE teachers just allow learners to plan and play any unstructured activity without focusing on each of the focus areas as indicated in the CAPS document. They do not comply with the policy (CAPS) because they are under the impression that PE periods are just for relaxing. However, du Plessis (2013) states that the activities in PE are structured very restricted in terms of time (du Plessis, 2013). PE teachers should have adequate knowledge on covering the physical activities provided in CAPS.

Teachers indicated the need for learners to be exposed different activities in PE.

Teacher K: *“I do a variety of activities in PE by exposing learners in sport and games. Sometimes we do the circuit training where they do a number of activities in one place. We*

do indigenous games. When they have to do the activities, they have to start by doing some warm ups.”

Teacher K’s comments show some understanding of the expected activities in PE in terms of the policy. She feels that indigenous games should also be incorporated in the PE lessons since learners are known by most learners. By having learners selecting any game to play, the findings from the current study corroborate with the findings in Hill and Cleven (2005) who believe that selecting the activities that learners enjoy enhances teaching and learning. However, doing many indigenous games to substitute for the prescribed PE activities has negative impacts on the PE curriculum coverage. The data generated from the focus group discussions and the interviews indicate that PE teachers lack adequate knowledge on how they should design the physical activities.

Teachers indicated that the selection of the activities to be taught is affected by the availability of resources and learners’ knowledge for the activities or games.

Teacher K: *“I select the activities according to the availability of resources. I then go through the steps on how to do the activities because I have to know it myself before I go to the learners. I explain the activities to the learners. I get some learners who know sport to demonstrate since I can’t demonstrate. To engage all learners, I group them and nominate a group leader and explain to each group what is expected of them. I then give them an opportunity to do what I have told them to do.”*

Teacher V: *“We go outside and sit on the steps there because they can see the teacher better as I explain to them of what we are going to do. I ask some learners with the knowledge of the games to demonstrate to other learners. I then split them into groups and do this activity. Sometimes this is very nice because you mix learners, the active ones with the struggling ones. Involving learners who are always reserved inside the classroom boosts their academic learning and their self-confidence improves.”*

The data reveal that PE teachers use learners who are good in sports to demonstrate and lead most of the PE lessons. This over delegation of teachers’ duties to the learners indicates that there are limited opportunities for these learners to develop the skills as indicated in CAPS.

Teachers indicated that they follow the procedure on the textbooks to do the activities.

Teacher V: *“Many of the activities, we find them from this book and the nice thing is they provide steps on doing warming up and other procedures. So we simply follow the steps as indicated in the textbooks”*

The teachers also shared their experiences regarding the challenges they encounter during the teaching of these activities. During the focus group discussion, the data reveal that overcrowding and limited time impact negatively in teaching.

Teacher Mh: *“When we do all these activities we find it difficult because of the large numbers and as a result, you cannot do all that you are supposed to do. I end up not following the activities in the ATP as they are prescribed. As a result, not all learners achieve the goals of the activities, for example, in soccer they should be 11 but sometimes they are more than that because I am always concerned about time.”*

Teacher N: *“Sometimes weather conditions have an impact in our case. When it’s too hot or raining you cannot go outside. In such cases I use a spare classroom to do the activities. However, this disturbs the other classes because of the noise. Not all learners participate, especially the girls because they find the activities to be too difficult for them.”*

Teachers feel that overcrowding, limited time and weather conditions affect teaching in the classroom. The data indicate that performance of learners is not sufficiently determined since teachers often struggle to identify each individual learner’s achievement in PE lessons. Teacher N feels that the weather conditions are a challenge to doing PE lessons. She adds that girls „participation is also a problem since they find some activities or games to challenging for them. Rink (2008); Foley, Lieberman and Wood (2008) believe that considering learners’ barriers when planning the PE lessons should be a priority for the teachers. The Department of Education (2011) also states that teachers need to be inclusive when teaching in order to accommodate all learners. The findings indicate that PE teachers lack effective planning for such activities. Atay, Kaslioglu and Kurt (2010) indicated that the lack of providing lesson plans by the teachers has negative impacts on teaching. The data also indicate that PE teachers do not assess learners’ prior knowledge of the physical activities or

games before engaging learners. This implies that some learners do not achieve the goals of PE lessons in some activities.

The data generated from the individual interviews indicate that learners' religious beliefs have an impact on learners' participation during the activities.

Teacher N: *"I have a challenge of religion in my classes. I have the one who stays in a mission. So when it comes to the dance part, she is shy because she is not allowed to interact much with other learners. So if they share the same religion, they are more comfortable to be in one group and their performance improves. If you group them with boys, they will be very reluctant because they report each other at a mission. So you always have to be careful when accommodating them."*

Teacher K: *"You see now because of these religious differences, I have got some learners from a certain family and every year they are giving me problems when it's this time of the year because they say in their religion they are not supposed to wear pants. It becomes very difficult to wear a longer skirt in PE and you find out that those girls cannot participate because they are ashamed."*

The data generated from both Teachers (N and K) above indicate that some religions do not permit some learners to participate in PE. These learners do not achieve the PE goals. This implies that there is poor communication between schools and the parents regarding curriculum expectations.

During the individual interviews, teachers indicated that the School Management Teams' (SMT) attitude towards PE has negative impacts on the teaching of PE.

Teacher K: *"My principal is very concerned about the school. He fights a lot when he sees a learner without uniform in the playground. As a result I tell the girls to wear their PE attire underneath to save time."*

Teachers K's comments above reveals poor communication between the teachers and the SMT regarding PE policy. This data indicate that there is a lack of clear understanding of a

PE policy in schools. This appears to result in negative attitudes by some teachers towards the teaching of PE in schools.

Teachers indicated also that teenage pregnancy has negative impacts on learners' participation.

Teacher N: *"Another challenge is learners' pregnancy because I do not involve them in PE. They sit down and watch because I do not want to find myself in trouble should anything happen to them. That is a challenge because they also need PE marks as well."*

The findings reveal that some learners are excluded from participating in the PE lessons. These comments about learners' pregnancy indicate that there PE policy is not clear about on issues such as teenage pregnancy. This suggests that there are no strategies provided to guide the PE teachers. This indicates that the policy makers need to consider providing the training for teachers on inclusivity strategies during PE teaching.

Teachers were also asked to share their experiences on how they engage learners and monitor their performances during the physical activity lessons. This question required PE teachers to show their knowledge and experiences on engaging learners on the activities for both frequency of participation and movement performance in PE.

Teacher M: *"I check on the individual names, the accuracy of performance or how close to accuracy is each individual performance. I also tell them that even though you are in groups, I will be observing you individually."*

Teacher M: *"First of all they do the warm ups and I divide them into groups, mixing boys and girls and then I explain the activities that we will be doing and how am I going to allocate marks. I observe and motivate them to ensure that they all participate. When the period is over, they put on their school clothes again and you find that they are sweaty and they don't like that."*

Teacher K: *"I motivate my learners. Sometime it is challenging when teaching PE especially when you go outside the classroom. If you do not control the learners, it can get out of hand"*

and sometimes you won't achieve the goals because now they are out there, they are making noise. What I normally do before we go outside, I talk to them seriously that you are going out there to do what you are supposed to do." This teacher's comments suggest that discipline is a challenge.

Teacher V: *"The teacher must be creative and make the lesson interesting. I engage them in interesting activities and introduce group competitions. I also reward good performance and give prizes. If there are still learners who don't want to join in, I remind them that they will lose marks."*

From the narratives from all the above teachers (Teacher K, M and V), it is evident that PE teachers use their general knowledge to engage learners in the activities. The Department of Education (2011) in the CAPS document states that teachers should observe learners' frequency of participation and their movement performances. The findings indicate that teachers do not have clear understanding of what the PE policy expectations are in CAPS. This, again, emphasizes PE teachers' lack of adequate knowledge for the activities and how to conduct them in PE.

The teachers were also asked to share their experiences and opinions on how they ensure and promote safety during these physical activities. It emerged that the PE teachers feel that they are not equipped to ensure learners' safety during PE lessons.

Teacher M: *"I teach the basic safety rules using my own knowledge."*

Teacher Mh: *"I usually warn them in a class before we go outside but we are not teaching the types of activities that are too dangerous."*

Teacher K: *"I have never sat them down to tell them about the safety issues but what I do outside there, I caution them to play according to the rules."*

Teacher K's use of general knowledge in this section to caution learners about their safety bears out the findings on teachers' lack of adequate knowledge for the PE content. Teachers feel that their lack of information on basic safety measure compels them to select the

activities and games that are not dangerous for learners. This implies that the activities in the ATP are not all covered and this is a serious finding in terms of the curriculum coverage in schools.

Teachers indicated that as a result of their lack of adequate knowledge on the activities, they often compelled to ask for assistance from people who are experts.

Teacher V: *“I invite someone from an ambulance department who often demonstrates safety measure to my learners. This costs us nothing since they do it for free.”*

These teachers’ (Teacher K, Mh, M and V) comments indicate that teachers are not fully competent to ensure safety measures for learners. Teacher M mentioned that she uses her little knowledge of teaching safety measures to the learners. The Department of Education (2011) in the CAPS document provides clear safety measures for each physical activity that teachers should teach the learners.

The following table (Table 4.1) shows the Grade Ten safety measure issues in PE:

Topic	Terms
<ul style="list-style-type: none"> • Safety issues relating to participation in fitness exercises. 	ONE
<ul style="list-style-type: none"> • Safety issues relating to participation in playground and/ or community and / or indigenous games. 	TWO
<ul style="list-style-type: none"> • Safety issues relating to participation in recreation and relaxation activities. 	THREE
<ul style="list-style-type: none"> • Safety issues relating to participation in traditional and / or non-traditional sports. 	FOUR

Table 4.1: PE content on safety issues (DoE, 2011, pp. 12-16).

All the activities provided in CAPS are aligned to each of the above safety issues. However, the findings indicated teachers’ uncertainty and inadequate knowledge on carrying out these safety measures in PE. Their lack of knowledge for PE content including these safety measures has negative implications for the teaching of physical activities.

The data indicate that PE teachers’ lack of content knowledge in PE causes them not to effectively play their roles of being role models to learners. They are unable to demonstrate

how the activities should be carried out. This has negative implications on teaching in that, they do not demonstrate how learners are expected to perform the physical activities to the learners. CAPS state that teachers must ensure inclusivity whenever they are teaching (DoE, 2011). However, there is no indication from the findings of how they differentiate the content to meet the needs of all learners in the classroom. The literature reviewed indicates that in order to ensure active participation by all learners, teachers should organize the activities by considering learning barriers (Rink, 2008; Foley, Lieberman & Wood (2008). This teachers' inadequate knowledge of the physical activities of safety measures pertaining to physical activities and of the content is considered to be detrimental to the teaching of PE.

Furthermore, the findings indicate that PE teachers do not complete all the activities during PE lessons due to insufficient time allocation, overcrowding in the classrooms and bad weather conditions. They use their general knowledge and learners' knowledge for the activities during a PE period without being guided by a policy on PE. The PE teachers depend on the textbooks to select the activities to do with the learners. These textbooks have activities that teachers struggle to teach to the learners. They feel that the unavailability of resources in their schools has negative impacts on carrying the activities. As a result, teachers indicated that they only select and do the activities that they know. Again, teachers indicated that they lack information around safety measures pertaining to PE and all agree that this exposes them to legal risks as they participate in PE lessons. It can be concluded that teachers do not adequately understand the content in PE.

4.2.5 PE teacher's roles

Teachers were asked: mention your roles and share your experiences on how you perceive your competency in the teaching of PE. During the interviews, teachers showed an understanding for their roles in PE.

Teacher M: "I am an instructor. I make sure that the work is done because there are marks that are involved. I select captains in each team so that they come and report to me if there is a problem. I monitor each and every group to determine if they are doing well. Before you even do something you have to research about it to find out if there new ways of doing it. Sometimes I demonstrate how to do that game and the learners find it exciting when they see their teacher doing it."

Teacher N: *“I have to be there and observe because at the end of the day I must allocate marks for them and even to ensure that they all participate. I ensure active participation by all learners by moving around the groups, assisting where I have to. My other role is to encourage sportsmanship and the love for sports. I encourage fairplay, assess and motivate them, especially those who don’t want to participate.”*

Teacher K: *“I communicate with sport teachers because I do not know all the things because. I am not a sport person but just a PE teacher. I research about different types of sports, recreation and jobs related to sports so that learners to see the importance of sports. I observe what they and advise them on how to care for themselves.”*

Teacher V: *“I play the role of being a role model by working and participating. I also organise the resources for PE, sometimes using my own money. I also assess my learners.”*

All the PE teachers indicated that they have multiple roles to play in PE. During the focus group discussions most teachers were consistent with what they had said above. However some new information about their roles emerged.

Teacher N: *“I promote teamwork and corporation among learners and empower them to be able to solve conflicts in their teams.”*

Teacher Mh: *“I think that our role is to teach, to be role models to the learners and to show them what we are expecting them to do. We are also supposed to develop love and passion for sport by encouraging and making the activities much interesting as possible, and also just to talk about eh sport. However, the role of parent is also important because I can teach these kids these roles that we are talking about, but I cannot check what is happening in their homes.”*

Teacher K: *“Another role is to motivate learners to be lifelong physical active student and teach them to take care of their bodies by trying to control weight through engaging themselves in these activities.”*

Teacher Mh mentioned that the parents also have a role to play to ensure physical wellness for their children. Cale and Harris (2013) claim that teachers need to provide meaningful, relevant and positive PE and physical activity experience. Only teacher N showed some understanding of the PE policy by mentioning the observing role as indicated in the CAPS document. Other teachers' comments were just general comments and never showed any reference to CAPS. The teachers' failure to be specific on how they play their roles indicates that they lack adequate knowledge on their roles as PE teachers. Rink and Hall (2008) believe that teachers' roles should determine influence learners' willingness in PE.

The data generated from the focus group discussions and individual interviews revealed some challenges associated with their ineffectiveness in playing their roles.

Teacher Mh: *"When the learners are going outside, they are disturbing the learners in other classrooms."*

Teacher K: *"Our classes are just next to each other and we are limited to few games due to lack of resources. I introduced softball and the learners loved it but unfortunately now, it is no longer being recognised."*

Teacher V: *"My age does not allow me to allow me to keep the pace with the learners when I am trying to demonstrate. What I do is I take a few of the younger teachers who are fit and ask them to demonstrate to the learners."*

The data generated from Teacher and V reveal that lack of appropriate PE classroom, lack of support from their schools and their age as PE teachers are some of the challenges that impact negatively on playing their roles. They feel that these challenges affect quality teaching and learning during PE lessons.

Teacher V: *"In addition to grade ten's work, I must also moderate grade eight's work and monitor grade nine teachers' files, examinations and lesson plans. Other educators do not always regard LO as an important subject and do not always support the LO teachers especially during PE classes. All these challenges make it very difficult to effectively play my roles in PE."*

Teacher V's accounts indicate that teachers feel that they have more work to do and PE is just an added subject. The data indicate that teachers do not treat the subjects equally and as a result, the teaching of PE is compromised. The other teachers have negative attitudes towards PE. Mostly, they treat PE periods as free periods since teachers focus on other subjects.

Overall, it emerged that teachers are fully aware of their roles as teachers. Teachers show no knowledge of the Norms and Standards policy on their roles as educators. The roles that emerged from the data indicate that teachers play the roles of being: an assessor, a monitor, an observer, an instructor, a demonstrator, a researcher and being role models. When classifying these roles mentioned by the teachers according to the roles in terms of the Norms and Standards for Educators, data indicated that the roles of being life-long learners, mediator of learning and subject specialists are not mentioned by the teachers. The teachers show inadequacies about playing their roles as PE teachers. The PE teachers feel that the lack of resources, classroom organisation, and the age are affecting their teaching of PE. The fact that teachers delegated most of their duties to learners, who are active in sport to lead the groups, indicates that PE teachers are not adequately competent to play their roles as PE teachers. Teachers Raudensky (2000) states that teachers should be effective and be good role models. The data further reveal that teachers' lack of the skill to demonstrate has impacts on learners' participation in PE lessons. This suggests that teachers lack the skills to manage their classrooms and ensure discipline among the learners. They also feel that the lack of support from their principal affects their teaching in PE. Reiner et al. (2012) believe that the principals should provide support to the teachers since it enhance teaching in the schools. Teachers felt that young PE teachers should be introduced because they are physically capable to demonstrate PE lessons to the learners. They felt that they are not competent to effectively play their roles in PE since they do not know most of the physical activities and the games in PE. Day (2002) believes that only the teachers' competency enables them to be effective in PE teaching. However, the findings indicated that teachers allow learners to be in charge of the PE lessons. This suggests that allowing learners to play on their own does not assist learners to develop interest for PE lessons. Samdal and Tjomsland (2013) agree that when teachers lack knowledge for their roles it affects their teaching. This implies that teachers need to be competent so that that they can fully assist learners to make PE lessons not boring to the learners.

4.2.6 PE materials and resources

Teaching resources

This section required the teachers to share their experiences on: *resources available in PE; involvement on the acquisition of PE resources; adequacy or inadequacy of resources and its impact on the teaching of PE.*

During the individual interviews, it emerged that schools do not prioritise PE when organising resources. Some teachers indicated that they have a few PE resources that are not sufficient to cover all the PE activities.

Teacher M: *“We have our ground but are not cut. We do have the netball field but it’s not like a proper netball field but we use it. The only thing that is fine is the volleyball field. So resources are not enough at all. With the so called „white schools“, when learners come back from the ground they go to the toilets or the bathrooms to refresh themselves and in our case, we don’t have that.”*

Teacher N: *“I have talked to the principal that we need enough PE material to cover all the activities. I sometimes let learners use bricks especially for the boys to build muscles and also with the girls for breasts development. I am scared to ask the principal for more PE resources when the budget is drafted. I wish I could have enough resources.”*

Teachers indicated that their schools do not have enough facilities for PE. They feel that their schools do not prioritise PE when organising resources for other subjects.

Data generated from individual interviews and focus group discussions indicate that other teachers do not have resources at all.

Teacher Mh: *“We do not have PE resources in my school. We use plastics to make a rope. The only available resources are for sports but they are not enough as well. For soccer and netball, we have nothing at all and the teachers for sports do not allow us to use them.”*

Teacher K: *“In my school, we do not have PE resources. We just borrow from sport, the balls, and the poles. We do not have anything specifically for PE. The principal always says that the school does not have the money. Even if you include an item for budgetary meeting, he will say that the funds have been exhausted.”*

The data generated from participants indicate that PE teachers always struggle to teach PE without resources. PE teachers feel that their schools have attitudes towards PE. Khoza (2013) believes that providing adequate resources enhances the achievement of the learning outcomes. Hardman (2000) also states that the lack of resources reduces the opportunities for achievement in PE. As a result, PE teachers are struggling to cover all the activities that are prescribed in the ATP.

The information derived from the questionnaires revealed that teachers have to find alternatives in order to do the PE lessons.

Teacher Mh: *“We improvise most of the time; for example, Instead of using the markers that are supposed to be there we just use some stone or some bricks and use them as our markers since we do not have proper markers.”*

The PE teachers’ responses indicate that they feel that they have inadequate resources to facilitate the PE lessons. According to these teachers, priority is given to other subjects when resources are being organised for their schools. They always have to improvise and sometimes do not do other activities that require special resources. Teacher K indicated that her school does not have resources at all. Lee et al. (2007) believe that a variety of teaching resources is required for teachers to enhance teaching. Frantz 2008 argues that the lack of resources creates a barrier for learners.

The Textbooks

The data from the focus group discussions and individual interviews indicated that teachers face challenges regarding the textbooks.

Teacher N: *“I am always asked that the Life Orientation textbooks must be reduced to give more books to other subjects. So I struggle a lot because learners do not have enough books. I can’t give them an activity that they can do at home. We have to select the activities that we can do together at school and that limit us. The SMT does not involve me in budget meeting.”*

Teacher Mh: *“Textbooks are not enough. Let’s say now I am going out with my class, the other teacher on the other side is going out with his or her class. So, we always fight because*

we compete with the other teachers for the same textbooks. Textbooks are not enough. The SMT will always say that the budget is limited so you have to think about books first. Then you are also not going to get all the books that you requested maybe out of 100 books, you are going to get 30 and then the learners are going to share. For homework, they have to make copies for that activity.”

Teacher N: *“Teaching PE is not that 100% effective as it should be if they had enough books maybe sharing in twos it would be better because there are activities that you want to give them but you can’t. When photocopying from some of the books, the colourful pictures become dark.”*

Teacher K: *“The sharing of books takes a lot of time and learners end up not completing the activities.”*

Teacher M: *“Most of these textbooks have got pictures, when learners have looked at, they can practice and if they are not enough, it is always a problem.”*

The PE teachers indicated that they do not have textbooks. They feel that more priority is given to other subjects when textbooks are being organised for their schools. This creates a challenge because it affects some activities that require specific resources. As a result these activities end up not being done.

The impact of inadequate or lack of resources on teaching

Teacher V: *“In my school, we are privileged to have enough textbooks for sports field, Hockey field, Netball courts and Swimming pool. We share these effectively. Definitely, these resources are enough and we are grateful for the resources we have but I would appreciate materials like soccer ball, rugby balls, etc. For the rest, I just improvise by creative as a teacher. This makes teaching very easy for me since learners get an opportunity to use all the resources.”*

Teacher V’s comments indicates that there is unequal provision of resources in schools. Teacher V feels that her school has enough resources. All the learners in her school have enough textbooks. Teacher V’s accounts indicates that having adequate resources has an impact on teaching. Van Deventer (2009); Martin and Sharpe (2005) agree that adequate

resources support teaching and enable them to integrate fitness and wellness in a PE classroom.

However, most PE teachers indicated that inadequate resources or lack of resources in PE has negative impacts on teaching.

Teacher M: *“The lack of resources in my school impacts negatively on teaching. Inadequate resources in PE prevent me to reach the aims and objectives for my lessons because even if I want to do those exercises, I can’t do them all.”*

Teacher N: *“It makes teaching very difficult for us. Sometimes we have to repeat the activities. Again, this affects teaching because whatever I plan I have to consider the resources, even if, for example, I want to do the obstacle course, how am I going to do it because I don’t have these resources? Now we have to look for bottles and looking for tins. I am always limited by the resources available to me.”*

Teacher Mh: *“Sometimes it impacts negatively because we are big school so now we have to share because LO is done by all learners in the school. We share the sport field, sometimes we have to wait and as we are waiting, the time is up and you have to go back to the class. Some learners even lose the interests in PE because of the shortage of equipment in PE. Due to this, I do not normally achieve everything that LO wants to achieve, but I try.”*

Teacher K: *“I sometimes end up not teaching a certain PE lesson that I am supposed to teach. It will be just theory. We can’t do it because there are no resources.”*

The data reveal that other Physical activities that require specific resources that are not available in their schools are not done. As a result, this data indicate that learners are deprived the opportunities to learn the knowledge, skills and values in those physical activities that are not done. Teachers feel that the lack of textbooks makes teaching difficult in schools. Bevans et al. (2010) believe that the use of adequate resources is associated with learners’ active participation. This information suggests that the availability of resources, especially the textbooks, needs to be considered in schools. All the teachers except teacher V say that their teaching is affected by inadequate or lack of resources since there is no budget for PE in their schools. They indicated that the achievement of the intended goals for PE lessons is mostly

not achieved. In addition, teachers always have to repeat the activities so that all learners get the opportunities in each activity. The data further reveal that PE teachers do not cover the PE content as required by the policies. Bevans et al. (2011) believe that the lack of resources reduces the opportunities for effective teaching and causes stress among teachers. The findings in this section imply that teachers get frustrated and discouraged as they cannot assist their learners to achieve academically. However, while the impact of the lack of resources is very visible in the findings, there is some evidence of how PE teachers cope with this lack of resources by improvising. This includes using games, traditional games known by learners and also making their own resources to cover the content in the PE policy.

The findings corroborate the findings by Hardman (2000) who indicated that the lack of resources to support learning reduces the opportunity for successful curriculum implementation. Van Deventer (2009) adds that physical space restriction causes teachers to have difficulties to integrate fitness and wellness concepts in their PE classrooms. The data indicates that there is still a need for the Department of Education to ensure that all schools have enough resources for PE. Shernoff et al. (2011) concur that the provision of material resources reduces related stress among teachers and enhance their creativity to assist learners. With these findings, it can be concluded that with a lack of training for teachers and inadequate resources, teachers continue to experience stress in the teaching of PE and this has a negative impact on ensuring effective PE curriculum delivery in schools.

4.2.7 Grouping

In this section teachers were asked to: *share your experiences, perceptions and opinions how your group learners/ grouping strategies/how does your grouping strategies impact on teaching and how you ensure equal access and participation by all learners.*

During the individual interviews it emerged that all the teachers use different strategies to group learners.

Teacher M: *“My learners work in groups. I group them randomly because sometimes I want to avoid grouping them in friends and stuff because they don’t work. So I have to mix the boys with girls because there is no sport that is for boys or girls only.”*

Teacher M feels that learners grouping learners with their friends should be avoided. Bailey (2013) feels that some learners without friends may feel left out in a lesson. However, Bailey

(2013) feels that friendship grouping can be a popular action in PE if precautions are kept in mind. Morley (2013) feels that friendship grouping assists learners to understand their strengths and weaknesses. This implies that PE teachers still lack the skills and knowledge of grouping strategies and how they can be managed.

Teacher Mh: *“I group learners by including all genders together because boys have that tendency of having that strength over the girls. So the groups must have that balance. I don’t allow learners who are good in sport to be together because their group will now be stronger than the others.”*

Teacher M: *“It helps my teaching because they learn to share their physical strength and ability. They help each other in different activities and they come up with a variety of activities.”*

The above teachers (M and Mh) feel that it is important to ensure the balance of the groups to avoid unnecessary competition among the learners.

It emerged that there are also challenges that are associated with the grouping of learners.

Teacher V: *“I ensure that learners do not select only the strong ones. The aim is to let the stronger ones care about the weaker ones and let the weaker ones to know that they must wake up and do the activity.”*

Teacher K: *“It depends on the activity. Sometimes I group learners according to gender. I mix the learners when I want the groups to be balanced. It all depends on the activities.”*

Teacher K: *“My challenge is that, the boys tend to dominate in most cases even with activities like throw and catch which are traditionally meant for girls. They are more powerful than girls. However, grouping them assists girls to improve their performance knowing that it is the group effort that counts, not willing to put the group in a disadvantage situation.”*

Teachers’ comments indicate that the boys often dominate during PE lessons. The data suggests that the nature of the activities should be structured so that all learners are

encouraged to perform. PE teachers feel that girls are weak and should always be protected from the boys. Solmon and Lee (2005) suggest that teachers must avoid gender stereotypes in motor skill performance between boys and girls, by using strategies that overcome their differences. They also prefer using the ability grouping where learners with the knowledge of the games are mixed with learners with less knowledge and skills. The data indicates that mixing the boys and girls creates an opportunity for them to have balanced teams. Gregory and Chapman (2007) believe that ability grouping allows learners to support one another. PE teachers need to take precautions when grouping learners to avoid other groups to dominate during the PE lessons.

Teacher N: *“I divide them according to gender like when they do their soccer, throw and catch. I use gender grouping so that the boys won’t hurt the girls and also to ensure that girls will be comfortable when they play on their own.”*

The data generated from the questionnaire and semi-structured interviews indicate that some teachers prefer separating the boys and girls while others prefer to mix the genders. However, Solmon and Carter (1995) believe that separating learners according to their gender creates a belief that PE is for a certain gender. Instead of separating the boys from girls, PE teachers should carefully manage the physical activities and ensure good working relationships between boys and girls (Bailey, 2013). Solmon and Lee (2005) feel that teachers should use the activities that eliminate gender differences.

During the interviews it emerged that teachers use different ways to ensure that all learners participate in the groups.

Teachers K: *“I break these groups now down into very small groups or partners to minimize the numbers in a group. When I see that others are not doing it, I give them the opportunity to do the activities as individuals or in pairs.”*

Teacher K believes that there must be a small and manageable number of learners in groups. She also feels that each learner should have an opportunity to individually perform the activities to determine individual achievement.

Teacher V: *“If I make PE lessons interesting learners do want to participate. You always get some learners whom you must remind or tell them that these are for marks. Right from the*

beginning of the year they must know that PE's marks count and they are important. So I constantly remind them that they must participate if they want the marks and if they don't participate they will not get that mark."

Teacher V feels that learners need to always be encouraged to participate.

Teacher K: "There are negatives sides of grouping learners especially if the teacher just groups the learners and leaves them on their own. Learners start doing their own things whereas you are expecting them to discuss the issue at hand. Some learners fight in groups so I make them to rotate in playing different roles in their groups."

Teacher K feels that groups must be permanent but, learners should be rotated and be monitored.

The data indicate that some learners are reluctant to participate in groups. PE teachers feel that the learners in groups must be rotated and monitored. Teachers feel that interesting PE lessons enhance learners' active participation.

The data indicate that teachers allow some learners to observe the performance of other learners.

Teacher N: "I rely mostly on the group leaders. I tell them know that they are responsible and they must make sure that they do whatever they are required to do. In most cases they don't give problems because they love PE and so you know that they will do it."

The findings revealed that PE teachers use grouping as a strategy to ensure that all learners access the teaching of PE. However, they indicated that the aims for using grouping were to deal with learners' large numbers in their classrooms. The grouping strategies that teachers indicated that they are using are: gender (boys and girls separately; mixing of genders); homogeneous (grouping peers and friends); allowing learners to choose learners they are comfortable with; knowledge of the games; physique (especially activities that require strength); random grouping using class registers (use of numbers and classify certain number together) and ability (especially where some learners are strong in PE because of their

involvement in sport). Teachers indicated that some learners with limited skills feel safer in an ability grouping. The findings reveal that PE teachers lack knowledge in effective grouping of learners. This has negative implications on determining learners' physical performance.

The findings also revealed learners with barriers to learning are not provided time to do the activities. PE teachers cited this challenge to insufficient time allocation in PE and their unpreparedness to teach them. They also indicated that they have a challenge to identify each learner's achievements in a group and therefore allocate the same marks to each learner during assessment. On their roles during grouping, teachers indicated that they only watch while allowing the group leaders to manage the groups. This implies that PE teachers lack knowledge on managing the groups to ensure that all learners have access to participate in all the physical activities. Khazaeenezhad et al. (2012) believe that grouping learners using their abilities had an impact on learners' achievement. It can be concluded that teachers' failure to monitor the groups discriminates against learners who have barriers to participation. These learners are discouraged and do not achieve in PE.

4.2.8 PE classroom

In this section teachers were asked: *Share your experiences on how you characterise your PE classrooms and how this impacts on teaching.*

During the individual interviews, it emerged that most of the teachers lacked knowledge on what constitutes a PE classroom. Instead, they raised challenges that they are experiencing in their PE classrooms.

Teacher Mh: *"There is no PE classroom in my school and I use the space available on each particular day. Sometime I do experience the absenteeism but if they come back, I will then give them an opportunity to them to do the activities as well. "*

Teacher N: *"One barrier is that my classroom is too small for the movement activities. We do not have the hall or an open area and this ends up disturbing other classes. With the large groups, the floor space is limited and also outside, we do not have the sports ground."*

Teacher M: *"Learners disturb other teachers in other classrooms. So fortunately for us we have special rooms like this hall because it is outside and far from other classes. However,*

my classroom does not have resources for PE and is not conducive for teaching and learning.”

The data reveal that teachers do not have classroom that are specially designed for PE. They feel that the spaces they are using for teaching PE are not conducive for teaching and learning since they lack PE materials and resources. Lamb (2013) believes that having physical facilities in the classroom enhances the academic achievement. Suleman et al. (2014) add that a PE classroom must be well equipped with resources to have a significant impact on learners. The data therefore suggests that lack of PE proper PE classroom and resources has negative impact on effective teaching and learning in PE.

Teachers M: *“I don’t want to lie sometimes it is very difficult to discipline learners in my PE classroom. Learners’ mindset is damaged because they know that even if they fail LO, specifically the PE section, they are still going to pass. However, in the classroom I display PE charts to show how they relate PR relates to other subjects.”*

Teacher M feels that the lack of appropriate PE classroom has an impact on learners’ discipline. Moreno-Murcia et al. (2011) state that physical environment created by teachers instils discipline among learners. The data reveal that teachers do not organise their classroom and this impacts negatively on learners’ enthusiasm to participate.

Teacher V: *“Very often the learners feel that this is like their free period. In our school the rule is that they must wear their sport clothes but, sometimes they forget their sports clothes. Changing to PE clothes take a little bit of time. Teachers do not allow learners to be in their classes in their PE clothes.”*

Teacher V feels other teachers in their schools are not supporting the PE programmes. The comments made by this teacher on the PE attire suggest that schools do not have a clear policy on PE programmes.

The findings reveal that PE teachers do not have enough space to conduct their PE lessons. They use the classrooms that are normally used for other subjects. They feel that PE classrooms must be fully resourced and be away from other classrooms to ensure that learners do not interrupt other teachers. This data corroborates the findings by Van Deventer (2002)

who concluded that infrastructure improves policy implementation in schools. Pelletier and Seguin-Levesque (2002) emphasize that the lack of infrastructure in schools affects teachers' motivation to teach effectively. Only Teacher V feels that her classroom is well organised in the resource and materials sections she indicated that her school has sufficient resources for PE.

During the focus group discussions, teachers also expressed their experiences regarding their PE classrooms.

Teacher K: *"I am not an expert in PE and I do not understand all the aspects around a suitable PE classroom. I just found this PE within the curriculum and I just have to teach it. I have never been trained as a PE teacher on classroom a PE classroom except those days when the subject advisors call us for few hours. I only take learners outside and allow them to play."*

Teacher K feels that her failure to organise her classroom is due to her lack of proper training. She only takes learners outside the classroom and allow them to play.

Teacher N: *"In my case it depends because the sizes of the classes are not the same. With the 35s and the 40s in the class it's a bit different because when it is hot outside, we move the furniture but with the 80s, 60s in the class, it becomes a problem and when you go outside there is a lot of distraction. The library was built where they used to play. When other learners are going to the library for PE class, they disturb the ones who are going to the library. I take them outside the classroom and I ensure that activities are exciting."*

Teacher K: *"I don't have many learners and the groups are always organised but I have a problem with some learners who do not want to participate."*

Teacher N: *"My classrooms are overcrowded with a maximum of 82 learners. I have observed that, this makes activities boring or repetitive or redundant to the learners."*

The teachers feel that their classrooms are overcrowded and this affects learners' participation. Teacher K feels that teachers need to have certain expertise to enable them to develop their classrooms. Fernet, Senecal and Austin (2012) believe that classroom

management assists teachers to cope with classroom management. Rink (2008) emphasize that learners must be allowed to repeat the activities. However, the teachers feel that the size of their classrooms affects the teaching in the classrooms.

The data generated from the focus group discussions indicate that some teachers and learners do not take PE classrooms seriously as they do with the other subjects.

Teacher N: *“I am very transparent to the learners about how they get marks in PE. So I make them aware of the consequences of not participating in a classroom.”*

Teacher N’s comments suggest that learners must be exposed to how their performance contributes to their academic achievement. Khoza (2013) feels that teachers should set out clear learning outcomes. However, the findings reveal that the classrooms do not have clear goals that learners are expected to achieve. As a result, the classrooms do not enhance learners’ motivation to participate.

During the individual interviews teachers also indicated how they manage their PE classrooms.

Teacher K: *“Some learners become problematic and are disruptive in the classroom. As a teacher you must be visible to them because if you are not there, they will think that PE period is just a period to do as they like, but if you keep them busy by occupying them with a lot of work, they participate. Even if you are not outside, they come together, they do activities.”*

Teacher N: *“I maintain order in my PE classroom, even outside the class by having lesson or PE activities that are conducive for them to play. With the troublesome learners, I just give them some roles to play and they do them perfectly.”*

Teacher V: *“I make my PE lessons to be fun and enjoyable but at the same time maintain discipline. If I blow a whistle the learners must be quiet and listen to the instructions.”*

Teacher V feels that they must always be there to observe learners. Donnelly and Lambourne (2011) feel that teachers’ active participation in PE lessons encourages learners to learn new behaviours. The PE teachers indicated that the activities in the classroom must be fun and allow learners to play leading roles.

Lamb (2013) believes that PE teachers should create collaborative spaces in the classroom to enhance reflective ability and practice among the learners. However, the findings indicate that not having enough spaces and resources for PE affects learners' participation. It also emerged that the PE teachers' willingness to teach is also affected by not having proper classroom for PE. Their classrooms lack resources and are not conducive for physical activities. Their schools do not have proper school grounds and this movement outside the classrooms disturbs other classrooms. Teacher V's comments about adequate resources in her school indicates that some schools are still better resourced than others. Teachers indicated that they do not have lesson plans but only used the textbooks. Fernet, Guay, Senecal and Austin (2012) suggest that teachers must value their classrooms in order for them to cope with classrooms situations. The findings also indicate that PE teachers have challenges with classroom management, especially with large classes. They feel that in order to maintain discipline in their PE lessons they always have to tell learners about the marks in PE. The teachers failed to indicate how they motivate their learners to participate in the classroom. They showed a lack of knowledge with regard to different classroom management strategies that they use to ensure active participation in a PE classroom. With inadequate knowledge on organising a PE classroom, failure to create an inclusive classroom environment and no lesson plans for PE, the teaching of PE in schools is not effective. This implies that learners do not achieve the aims of developing the necessary skills in PE.

4.2.9 Time allocation in PE

In this section teachers were asked: *Share your experiences on time allocated to PE, how you use this time and whether it is sufficient or not?* The purpose for this question was to determine teachers' understanding and their experiences about the time allocated in PE.

Data from the semi-structured interviews teachers indicated that time allocation in PE is insufficient.

Teacher K: *“One hour PE period is not sufficient because you know when you have to go out, we waste some time. Again, learners have to go and change before they go to the playground. All these preparations waste time. You find out that at the end of the day you are left with only 30 minutes. The other 30 minutes has been used for the preparation. So it is not enough at all.”*

Teacher N: *“That one hour exercise is not enough because we no longer have sport days like we used to have them. It is not enough for them because most of them don’t do any exercise except during this 1 hour period. So in a week they only have this one hour except those who are walking to and from school.”*

Teachers indicated that time allocation in PE should be increased. They feel that it does not provide enough opportunities for learners to be fit.

Teacher M: *“This time is not enough but 1h 45 minutes would be better. Sometimes the games that they are doing, you will do them for only 15 minutes, and then they have to return to the classroom. We are limited to do few activities within a limited time. Again, with their large numbers in each classroom, it is a problem to finish all the activities as planned.”*

Teachers Mh: *“It’s very difficult. One hour per week is nothing because you have to arrange things before going out to the field. Learners take time walking to the field. When they arrive in the field I have to divide learners into groups. I am having that problem with time allocation in PE because it is not enough. It is affecting teaching because in that one hour, I use about ten minutes for walking to the field, and five minutes coming back to the classroom. When going to the field I still have to explain the rules to the learners. So you can see that we do not have enough time to do that. At least, 1h30 minutes for me would be enough to accommodate all the processes.”*

According to the Department of Education (2011) in CAPS, PE has a weekly one hour period in a school timetable. This means that teachers are expected to observe learners’ frequency of participation and their movement performances within this allocated time. The data generated from PE teachers indicate that time allocation is insufficient. Teachers suggest that at least forty-five minutes be added to the time allocated to PE. Frantz (2008) and Morgan (2008) believe that insufficient time in PE is a barrier within the school timetable. This implies that PE as a practical subject requires more time than is actually given it in these schools.

The teachers were asked to share their experiences on the impact of time allocation on their teaching in PE.

Teacher V: *“In my school we use the 7 day cycle time table and we have one PE period in a cycle. Each PE period is 45 minutes on some days but on a Friday it’s even shorter because we have to leave at 2 o’clock. This time is little because learners have to get dressed before hand and I also think that the cool down does not get enough time. They come to the class, cool down, drink water and have to go back to the class. There is always no time left for them to cool down.”*

Teacher V’s comments indicate that some schools do not comply with the policy on PE. As a result of this, she does not complete all the activities planned for each lesson.

The data generated from questionnaires also revealed the challenges that teachers experience regarding their teaching.

Teacher Mh: *“I don’t finish the activities in every period because time is always limiting me.”*

Teacher M: *“When I want to assess, time is always not enough because our sport field is not next to their classes. Learners have to walk some few metres away from the school buildings.”*

Teachers’ accounts from the focus group discussions and individual interviews indicate that insufficient time allocation in PE has some negative impacts on assessment and curriculum coverage.

Teacher K: *“I end up not finishing a lesson for the day and have to continue with the same lesson the following week. During the assessment, I use other periods meant for other LO topics in order to complete PE work. I end up being left behind with work.”*

Teacher N: *“I can tell learners to run quietly back to the classroom but they drag their feet. Again, the group leaders always go back to the classroom a bit late because they still assist me to collect the resources and sign for returning them. With the classes that are 60 and 70, they don’t complete the activities because they have to take turns doing the activities.”*

The data generated from their comments indicate that they do not plan for their PE lessons to use the time efficiently. However, during the individual interviews only one teacher feels that the time allocation for PE is sufficient.

Teacher V: *“I plan effectively for each and every thing I do in PE. The learners queue outside and a register is marked for ten minutes. I then explain what the activity is all about and I demonstrate for three minutes. I allow them to warm up for two minutes. Each activity usually takes thirty to forty minutes. Finally, we do the cooling down activity for the last five minutes. Learners still have ten minutes left for them to quickly get dressed and return to the classroom.”*

Teacher V feels that proper planning assists her to complete her PE lessons with the learners. This finding corroborate the views of Mosston and Ashworth (2008) who believe in using the academic time in PE for planning organising learners, classrooms and resources to ensures effective teaching. The Department of Education (2011) in CAPS sets out the requirement that PE has thirty-three hours in a year (DoE, 2011). The following table (Table 4.2) illustrates time allocation for PE and other LO topics in grade 10:

Number	Topic	Hours
1.	Development of the self in society	8
2.	Social and environmental responsibility	4
3.	Democracy and human rights	7
4.	Careers and career choices	11
5.	Study skills	3
6.	Physical Education	33

Table 4.2: Weighting of the topics in Life Orientation (DoE, 2011, p. 9)

The Department of Education (2011) in CAPS states that Physical Education Task (PET) is done in all the four school terms. One hour is allocated to PE once per week. Each one hour PE period in the ATP of the CAPS document, is attached to a specific physical activity that is to be taught.

The findings revealed that PE teachers understand the time allocation in PE. However, they do not plan to ensure effective use for this time in PE and this has negative effects on teaching. Teachers feel that they have no time to attend to learners who are struggling with

some physical activities. They suggested that thirty minutes should be added to time allocated to PE. Most teachers indicated that their classes are overcrowded and much time is spent organising the learners and PE materials. There is little and sometimes no time for warm up and cooling down activities since learners spent much time going to and from the school ground. Learners waste a lot of time changing their school uniforms to PE attire. It also emerged that some schools do not comply with the policy on using time allocation. Schez-Vaznaugh et al. (2012) believe that complying with the allocated time ensures successful teaching. The findings reveal that PE teachers' lack of the skills to effectively use the time allocated to PE has negative impacts on the effective teaching of PE in schools. Pill (2007) believes that the effective use of time allocated enables learners to experience and practice the movement skills. Fairclough and Stratton (2005) believe that sufficient time also ensures that PE as a subject achieves its goals because learners master the motor skills and movement sequences. However, the findings in this section suggest that PE teachers' failure to use time effectively hinders learners' opportunity to develop the motor-skills that are the main goal in PE.

4.2.10 Assessment in PE

The teachers were required to share their experiences on how they assess in PE.

During the focus group discussions and individual interviews it emerged that teachers were uncertain about assessment. They all agreed that they were assessing in PE.

Teacher V: *“Yes I do assess my learners in PE. I use that graph that we got from the advisors. The textbooks also help us a lot because, with the activities, they also provide some assessment criteria in the end. It also provides tables with columns which indicate what to look for during assessment.”*

Teacher V's comments show too much dependency on the assessment criteria provided by the textbooks. She lacks confidence when explaining the assessment terms and misinterprets them; this shows inadequate knowledge PE policy.

Teacher Mh: *“We assess participation and the performance. I don't assess the performance everyday but you assess the attendance every day.”*

Teacher K: *“For me I think I assess the attitude more than the ability. Sometimes you find that somebody is not even that much fat but does not want to do it. So I go back to the attitude on this one, when someone is fat but I can see that he or she is trying to do something, that one can get good marks.”*

Teachers above say that they assess learners’ attitude and attendance in PE. The Department of Education (2011) states that focus on assessment in PE focuses on learners’ frequency of participation and movement performance. This also indicates that PE teachers do not understand the purpose of assessment in PE. Weiss et al. (2002) believe that teachers need to be aware of the purposes of assessment (Weiss et al., 2002). Generally, the data generated indicated that teachers are not clear about assessment in PE and this has an impact on its implementation.

Teachers indicated that overcrowding and limited time in their classrooms affect their individual attention to each learner’s performance.

Teacher N: *“It is not easy to assess 80 learners in PE. When they go outside to do PE, I put the grid and only take certain learners to observe how they are performing. On the other week, we repeat the same activity but now focusing on other groups. It is difficult and that is also not fair on them because they do not get enough time so that they can be assessed effectively.”*

The data generated from the above teachers reveal some challenges that teachers feel that they impact negatively on assessment. Teachers keep on mentioning the graphs and tables which indicates their misinterpretation of the policy on PE. The data also reveal that teachers do not follow the assessment criteria provided in the CAPS document but, depend on the assessment criteria provided in the textbooks. Rea-Dickins (2001) believes that teachers should select an appropriate assessment type. This suggests that the teachers use the assessment types that do not prepare learners to develop the expected skills in PE. Hind and Palmer (2007) emphasize that the assessment should address learners’ needs and assist them to progress in learning. This affects the assessment since the PE teachers indicated that they do not understand most of those activities found in the textbooks.

The data generated from the semi-structured questionnaire indicated some teachers“ showed some understanding of assessment according to CAPS.

Teacher K: *“I assess the learners” participation and performance which totals up to 20 marks. I have a PE record sheet which allocates for a variety of activities which I have to tick each day a learner avails himself or herself for PE period. I then have to count the number of ticks and use a percentage ranking available to convert the number of ticks to percentages then back to marks out of ten. I also assess performance and combine the two to twenty marks.”*

This information from the questionnaire shows some understanding of assessment in PE. However, this contradicts the data generated through the focus group discussions and the semi-structured interviews. This may imply that when answering the questionnaire, teachers might have referred to the CAPS document for the questions asked.

Teachers K: *“I assess learners” participation and performance which totals up to 20 marks. I have a PE record sheet which allocates marks for a variety of activities. I tick each day a learner avails himself or herself for PE. I then have to count the number of ticks and use a percentage ranking available to convert the number of ticks to percentages then back to marks out of ten. I also assess performance and combine the two to twenty marks.”*

The comments by teachers Mh and K show some understanding regarding the allocation of marks in PE. However, they show inadequate knowledge on how to assess frequency of participation.

The data from the semi-structured individual interviews raises concerns about teachers“ misinterpretation of the policy.

Teacher M: *“According to CAPS it”s about participation when it comes to PE. So if learners don”t participate then there is a problem because there are forms that you have to fill in. For each and every learner that has participated, there is mark for that, there out of 20 marks. So in each block you have to indicate whether each learner participated or not. I think it is 5*

marks, 5 times 4 is 20 marks. If they do it accordingly, then they get the 20 marks, if they don't they won't."

Teacher V: "I use one graph for participation every period and for the performance, I tell them that on certain days, we are going to look especially for performance. With performance, you can't judge the strong ones on the same criteria with the smaller ones."

Teachers K: "The way I understand it, assessment according to CAPS document, PE is divided into two, there is theory and this practical part, and the learners acquire a lot of marks in practical in comparison with the theory part."

The information from these teachers (K, M and V) shows their lack of confidence and *misinterpretation* of the policy on assessment. They lack competency in assessing PE. Van der Schaaf, Stokking and Verloop (2003) believe that teachers' competence in assessment enable them to achieve the goals of their teaching. This implies that teachers' incompetence in assessing learners as the findings indicated does not assist learners to achieve the goals of PE.

The teachers indicated that they assess participation and movement. However, PE teachers show no knowledge of the assessment tools in PE. This suggests that teachers do not assess relevant information about learners' performance. Khoza (2010) believes that only the relevant information about learners' frequency of participation and performance should be assessed. The teachers indicated that they assess learners' attitude and attendance. This indicates how teachers misinterpret the policy (CAPS). There are no specific rubrics used by teachers to determine learners' achievement in PE lessons. According to CAPS, specific tools are used to assess the performance of learners in PE (DoE, 2011). The following table (Table 4.3) shows the tool used to assess frequency of participation in PE:

Name	P 1	P 2	P 3	P 4	P 5	P 6	%	Marks 10	Movement Performance (10 Marks)			Marks for the term
									1 st Observation 5	2 nd Observation 5	Total marks 10	20
1.												
2.												
3.												

Table 4.3: Tool for Assessing Frequency of Participation in PE (DoE, 2011, p. 31).

The above tool indicates that learners are allocated a mark out of ten depending on the frequency of their participation (DoE, 2011). The above table (Table 4.3) indicates how learners' participation in PE lessons is recorded. A teacher then divides the number of times each learner has participated by number of PE periods in each term and multiplies by 100 to obtain a percentage. Finally, the percentage is converted to a mark out 10 (DoE, 2011).

Again, the table (Table 4.4) below shows an assessment tool for movement performance:

Assessing Movement Performance	Needs significant attention: Movements do not produce the desired outcome at all	Requires attention and refinement: Lapses in movements which do not always produce the desired outcome	Efficient, effective and appropriate: Movements mostly produce the correct desired outcome	Exceptional level of skill: Movements always produce the desired outcome
Marks	0-1 Mark	2-3 Marks	4 Marks	5 Marks

Table 4.4: Tool for assessing movement performance in PE (DoE, 2011, p. 31).

The assessment tool in table 4.4 is used to determine the level of movement performance. Each learner can get a mark between zero and five depending on the level of his or her performance. The Department of Education (2011, p. 32) in CAPS, states that in order to

determine the total mark for both “frequency of participation and movement performance respectively, the marks are added together to get a mark for each learners out of twenty.” This mark for Physical Education Task (PET) is finally added to the marks from the other topics in LO. The findings revealed that PE teachers showed considerable inadequacy about their understanding and use of the assessment tools. They mostly use the assessment criteria provided in the textbooks to assess learners. PE teachers could not indicate how they assess learners, especially in groups using the relevant tools for assessing both the frequency of participation and movement performance.

PE teachers misinterpreted most of the aspects of assessment. The data generated from the teachers also indicated that teachers do not plan for assessment. The literature reviewed revealed that when PE teachers plan and use clear rubrics to measure learners’ performance, they are able to communicate their expectations to the learners (Wall & Johnson, 2012; Shaw, 2014). The learners are mostly not clear about teachers’ focus during assessment. Again, the findings indicated that PE teachers do not provide feedback to learners about their performance. Glaser, Chudowsky and Pellegrino (2001) believe that when teachers provide feedback to learners immediately after assessment, it enhances their willingness to participate. These findings suggest that teachers are struggling to determine learners’ achievement in PE and are unable to account for learners’ performance. Vendrely (2002) believe that teachers should show how their assessment methods link with their intended outcomes and how they apply fairness to all learners during the assessment in the classroom. This implies that they are unable to assist learners to develop the skills in PE. It can also be concluded that the assessment in PE does not influence teaching and learning. This implies that teachers still need to be trained on assessment implementation in PE.

4.3 Conclusion

This chapter presented and discussed the data analysis and the interpretation of data and it the literature review. The data were generated through focus group discussions, semi-structured interviews and a semi-structured questionnaire with five PE teachers. Data generated from PE teachers shows the relationships among the curricular concepts and how each concept affects one another during the teaching of PE. The data also show some overlaps and some relationships among the curricular concepts of the spider web. These overlaps are seen clearly on grouping and classroom, activities and assessment as well as in the content and activities. The PE teachers’ failure to plan and show their personal reasons for teaching of PE affects

learners' participation since they do not see the importance of their participation. The PE teachers' inadequate content- knowledge for PE and the lack of PE resources impacts negatively on playing their roles, selecting relevant teaching activities, managing the one hour period allocated to PE, working with the learners' groups, organising a conducive PE classroom and assessment of learners. As a result, PE teachers are unable to determine learners' achievement in PE lessons since they do not set the goals (aims, objectives and learning outcomes) in their PE lessons. Data also indicates that PE teachers lack the understanding for the PE policy in CAPS. These findings therefore revealed that PE teachers' understanding of the curriculum impacts negatively on its implementation. The study also revealed a significant difference between teachers from rural and urban schools in terms of PE policy implementation. Teachers in urban schools indicated that they have adequate resources for PE while teachers from rural schools indicated that the lack of resources impacts negatively on teaching PE. The issue of overcrowded classrooms also has an impact on effective teaching of PE. Overall, the findings revealed that teachers still lack knowledge on most of the aspects of PE and are not comfortable about the subject matter. Their responses emphasize the direction for PE curriculum implementation in school. There is a need for PE practical training to improve their teaching. In summary, this chapter has provided critical information about teachers' lack of knowledge for PE and therefore calls for a well-planned, proactive and organised strategy to ensure confidence and ability for teachers to teach PE effectively. The Department of Education needs to initiate comprehensive and evidence-based strategies to improve the teaching of PE in schools.

Chapter five concludes this study and makes recommendations for further research in the field of curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introductions

This qualitative study was undertaken with the aim of exploring the teaching of PE in the Curriculum and Assessment Policy Statement. The overriding purpose was to specifically understand how the PE teachers experience and perceive the teaching of PE in their schools. This final chapter therefore discusses the findings, implications and suggestions for further research. Policy implications are also discussed in this chapter and it ends with recommendations for further research. In order to answer the research questions for the study, the descriptive method of research was applied. This chapter therefore presents the summary of the content and the structure of the whole study by consolidating the findings. It provides a synoptic overview of all the chapters and provides the general conclusions based on the objectives and findings that emanated from the data. Finally, the recommendations are also made in this chapter.

5.2 Synoptic overview of the study

The purpose of this study was to provide a better understanding of how PE teachers experience the implementation of a PE curriculum in their schools. The following section describes all the chapters of the study.

Chapter one provided the rationale for the study by clarifying the purpose that it wanted to address. The questions and the objectives which guided this study were clearly presented. The terminology frequently used in the study and the research design was explained in details. Finally, the research site and the background of the study were presented.

Chapter two started by discussing the curriculum issues including the curriculum levels. The curriculum spider web which guided this study and the reasons why it was selected were presented and discussed. This was followed by the presentation of the literature review around the experiences of teachers towards the teaching of PE. This chapter concluded by analysing the findings of the literature review in each of the curricular components. Finally, a conclusion of the reviewed literature and its implications on the curriculum implementation in schools was discussed.

Chapter Three outlined and presented the methodology that guided this study. The paradigm, research design, population and the sampling method were all explained and justified. The three research methods that were used to generate data were discussed. Data analysis method and why it was used was discussed. The ethical considerations were also explained. Finally, this chapter presented and discussed the limitations of the study.

Chapter four presented the analysis and interpretation of the participants' views on their experiences on teaching PE in their schools in Ugu district. The coded and transcribed data was presented and analysed. This generated data was organised into categories in terms of the spider web curriculum components (van den Akker, 2003). Finally, the generated data were analysed and presented.

Chapter five therefore presents the summary, conclusions and recommendations based on the findings for this study.

5.3 General conclusions about the study.

This study sought to provide answers to the following three main research questions:

The Main Question was: How do grade ten Life Orientation teachers experience the teaching of physical education in schools in Ugu District under Curriculum and Assessment Policy Statements?

The two sub Questions:

- How do the teachers' experiences, understanding and perceptions impact on their teaching of PE?
- What meanings do they attach to their implementation of PE in schools?

On the basis of the findings, this section therefore directly summarises the answers to the three research questions as indicated in Chapter One.

5.3.1 Reasons of teaching PE

Even though the teachers showed an awareness of the reasons of teaching PE, however, these were just their general comments and not based on their knowledge of the PE policy. They only show societal and professional reasons of teaching PE but, fail to indicate their personal reasons for teaching PE. Their lesson plans do not indicate the reasons of teaching PE and as

a result, learners participate in the activities without being aware of the importance of doing the physical activities. This inadequate knowledge about the reasons for teaching PE has an impact on learners' participation. These findings indicate that there is still a need for a policy on PE to be re-defined so that PE teachers' misconception about the teaching of PE can be alleviated.

5.3.2 Goals of teaching PE

The findings showed that teachers lack sufficient knowledge of the goals in PE. Their use of the aims, objectives and learning outcomes interchangeably indicates that teachers do not understand the differences among these terms. Their lesson plans do not indicate the goals to be achieved. This implies that teachers do not set the long term and short term goals for PE lessons. The data also indicate that teachers do not understand how to measure learners' achievement in PE due to their inadequate knowledge for the learning outcomes. This indicates that teachers still need to learn how to design, implement and align the lesson plans with the PE goals.

5.3.3 PE Content

The findings showed that teachers' lack of content knowledge for PE. They depend on the textbooks to select what they should teach. During the PE periods, teachers allow learners to play freely and have fun. They are unable to assist their learners in most physical activities since they indicated that they lacked knowledge for most of the activities provided in the textbooks. Furthermore, they indicated that their ineffective teaching was due to them not being trained on PE. Teachers still need to be trained on issues related to content issues and how to align it to the physical activities.

5.3.4 Teaching activities

The findings showed that teachers lack adequate knowledge of the physical activities to teach. They depend too much on the activities in the textbooks and do not read or understand the CAPS document. Due to their inadequate knowledge of the activities and games provided in the textbooks, most activities are not done. Teachers cited insufficient time and resources as a challenge that causes them not to teach some activities. Their inability to demonstrate the activities to the learners has a negative impact on some learners' participation. Teachers need

to be trained and be equipped with necessary skills to enable them to practically demonstrate to the learners.

5.3.5 Role of PE teachers

The findings revealed that teachers have adequate knowledge of their roles in PE. However, they could not indicate how they play these roles during PE lessons. This was found to have an impact on determining learners' achievement in PE. Furthermore, the study revealed that learners play any game or activity without being supervised by teachers. As a result, the relations between teachers and learners do not encourage and promote active participation by all learners.

5.3.6 PE resources and materials

The findings revealed that schools have no adequate resources for PE in schools. Eighty percent of the schools do not even have a budget for PE and this has an impact on teaching and learning. The learners have to take turns to use the few PE materials available and this takes time. As a result, most prescribed activities are not completed. This lack of resources has an impact on curriculum coverage since some activities that need specific resources end up not being done at all. There is still a need to extend the provision of educational resources to the majority of the schools in rural areas.

5.3.7 Grouping

In order to ensure learners' accessibility to teaching PE the study revealed that teachers use grouping when they teach PE. They indicated that grouping learners promote teamwork and collegiality among the learners. However, the findings showed that teachers lack sufficient information on ensuring active participation and determining the performance of individual learners in groups. Learners who are not active and who are physical challenged are not provided time to achieve in some PE activities and as a result these learners are discouraged by this. Teachers lack knowledge on inclusivity and as a result, not all learners participate actively.

5.3.8 PE classroom

The findings showed that teachers do not have well organised PE classrooms. During PE lessons, they take learners outside the classrooms due to insufficient space inside the

classrooms. There are no lesson plans done for PE and teachers allow learners to play uncontrollable during PE periods. The classrooms environments do not promote learners' active participation. Such environment therefore does not allow learners to see themselves in positive ways to enhance their confidence and participation (Bosco, 2013). The lack of PE resources affects classroom organisation and this hinders quality teaching and learning in PE. There is therefore an urgent need for teachers to be developed on organising and managing PE classrooms.

5.3.9 Time allocation in PE

The findings in the study showed that teachers felt that one hour in PE, once per week is insufficient because it does not assist them to complete all the activities. Furthermore, teachers' inability to organise their classroom has an impact on using allocated time effectively and this has an impact on teaching PE. Teachers indicated that there was no time to do warm ups, cooling down activities and to assist learners with barriers to learning. This limited time allocation in PE was found to be greatly affecting curriculum coverage in schools. The study further revealed that teachers' lack of planning for the use of the allocated time in PE is a major problem.

5.3.10 Assessment in PE

The teachers misinterpreted most of the assessment aspects in PE. They lacked adequate knowledge on the use of the assessment tools for both frequency of participation and for movement observation in CAPS. They lack knowledge on allocating marks for PE. The PE teachers' lack of setting clear goals for PE lessons has negative impact on determining learners' achievement during assessment.

Van den Akker (2003) states that all the curriculum components play a huge role and therefore "overall consistency is of crucial importance for successful and sustainable implementation of innovations" This indicates that teachers should give equal attention to all these components to ensure successful curriculum implementation in schools. The overall findings through teachers' responses in all this curricular components confirm that the failure to balance the curriculum components when teaching that yields to unsustainable implementation. The findings indicate that teachers lack adequate knowledge for the subject content. It can be concluded that there is no effective teaching and learning of PE in schools since their curriculum implementation lacked balancing all the curricular components (van

den Akker, 2003). PE teachers need training and encouragement to enable them to provide adequate support to their learners during PE lessons.

5.4 Possible recommendations for schools and policy makers.

In view of the study's objectives and the findings, the following recommendations are made for curriculum development and management.

Recommendation One: Practical PE workshops

The study recommends that the Department of Basic Education provides basic practical physical training for teachers. This would fully equip the teachers with necessary skills and knowledge to facilitate the teaching of PE in schools. On completing the training, the teachers should be issued a competency certificate which will be considered whenever a PE teacher is being appointed.

Recommendation Two: Policy on PE

The Department of Education must assist the schools to ensure that they all establish a clear policy on Physical Education. By doing this, PE may be more valued by learners and promote active participation. This may also assist the schools to alleviate the attitudes that other teachers have towards the PE as a subject. This policy may give clear guidelines on the PE attire and on the characteristics required by a PE teacher. This policy must be drawn to the attention of the parents.

Recommendation Three: SMT trainings on PE

The findings showed that some teachers and the School Management Team members have negative attitude towards PE. In this light, this study recommends that the management of the schools communicates more with the teachers in order to understand and ensure that all subjects are provided a fair and equal treatment as indicated in CAPS.

Recommendation Four: Increase time allocation

Policy makers should increase time allocation in PE. At least thirty minutes must be added to accommodate the time for organising PE equipment, giving instructions to the learners and allowing the learners to return to the class so that other periods are not affected. This can ensure that all the physical activities in the ATP are adequately completed. This may also

ensure inclusivity whereby all learners have enough time to effectively perform the activities. Teachers also need to be trained on effectively managing the time allocated in PE.

Recommendation Five: Improve PE infrastructure

Schools must have a separate budget for PE equipment. These must be provided according to the PE programmes that PE teachers must submit to the LTSM team prior to the budget meetings. This may avoid unnecessary competition among learners and sports teachers.

Recommendation Six: First aid training for PE teachers

All PE teachers need to undergo intensive, compulsory and practical first aid courses regularly. They must write tests and practically demonstrate to show their level of competence on this course. Finally, a certificate of competency on completing this course should be issued to them. This may ensure that PE teachers are always able to respond to emergencies during physical activities in order to ensure that safety measures are always in place. This certificate may also be considered as one of the requirements when schools select PE teachers.

5.5 Recommendations for further research

The findings as well as the suggestions made by the participants assisted the researcher to prepare the following recommendations for further research:

- Further studies, which include a bigger sample and probably a wider range of more research methods that focus on a wider spectrum of schools may be undertaken to increase the generalisability of the findings.
- A research on the studies that compare and analyse the experiences of PE teachers in both rural and urban areas, could be carried out. This will be to establish the needs of teachers in these respective geographical areas with the aim of providing contextually appropriate assistance for the schools in these respective areas.
- A study could be conducted on the School Management Teams' PE perceptions and attitudes, and the impact of these towards curriculum implementation in schools. There is a need to establish the level of their curriculum understanding and establishing the gaps with an aim of providing adequate knowledge and support on the areas identified.

The onus, therefore, is on us as researchers to conduct research in these recommended areas in ways that seek to improve curriculum implementation in PE.

5.6 Final conclusion

In this study, I have presented an analysis of the teaching of PE as reflected in participants' narratives' experiences. The preceding chapters have raised multiple constraints and concerns which potentially impair on teaching and learning in PE. The participants indicated the challenges regarding the implementation of PE programmes. They identified the influence of numerous barriers within each curricular component which impede on effective teaching. These barriers are either institutional or systematic and the study revealed that they inhibit the participation of learners in PE. The study shows that when teachers lack knowledge in most aspects of PE, their teaching of the subject is affected. Rawatlal and Peterson (2012) claim that adequately trained teachers are important to enhance the achievement of PE goals. The study also revealed that the inadequacies in interpreting the goals of PE, lack of resources, inadequate content knowledge, lack of understanding in selecting the suitable teaching activities, neglecting their roles by over delegating of PE activities to learners, lack of planning, failure to organise the PE classrooms and misinterpretation of time allocation in PE. The teachers' lack of knowledge for assessment in PE indicates that teachers are unable to determine when learners have or have not achieved the outcomes in PE.

Overall, the main contribution of the current study is that the analysis and findings indicate that there are several problems in the implementation of the PE curriculum in schools. Furthermore, the findings also indicate some remarkable resourcefulness and creativity by PE teachers to cope with multiple constraints and challenges. There is still a substantial need for a school system to improve the conditions for the teaching of PE. PE teachers need to be provided with opportunities for continuous development in teaching PE. This requires proactive curriculum decisions and urgent curriculum interventions by the Department of Education. The current research informs the curriculum designers and implementers about how to maximize the opportunities for effective curriculum implementation in schools. Moreover, incorporating the recommendations for this current study into the future curriculum developments may contribute towards improving the implementation of PE in schools.

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Appendix A: Application for permission to involve Participants in a study

LOT 784

Inkosi Albert Luthuli Road

GAMALAKHE

4249

Dear Participant

I am undertaking a research project at the University of KwaZulu-Natal (UKZN). This research aims to explore the experiences of grade ten Life Orientation teachers with regards to the teaching of physical education. The aim is to generate information that may assist the Department of Education and teachers to meet the increasing demands for effective and relevance in the teaching of physical education in schools. Therefore, it will be highly appreciated if you could participate in the study. Should you agree to participate, you will be required to be involved in an interview conducted at your school that will last for about an hour, completing a questionnaire with open-ended questions and also allow the researcher to observe while you conduct a PE lesson in your school. During PE lesson observation, the researcher will not interfere with the lesson but will be a complete observer. The aim of using all these three instruments will be to gather information on your experiences, approaches, strategies and challenges you are facing in the teaching of PE. With your permission the interview will be tape-recorded but a copy of the transcript will be provided to you to confirm that the information provided will be correct.

I shall endeavour to protect your confidentiality of the information you provide. Your participation in the research is voluntary and there will be no material benefits. If at any stage you wish to withdraw from the research, you are free to do so without being prejudiced. Should you require any further information, please do not hesitate to contact either Dr S.B. Khoza (my supervisor) at 079 517 4399 or Miss N. Mthethwa at 031 260 3436. Should you have any concerns about the conduct of this research, feel free to contact the University of KwaZulu-Natal at 031 260 3436.

Please indicate your willingness to participate by signing the attached consent form and return it. I will contact you to arrange a mutual convenient time for providing you with a questionnaire, conduct the interview and PE lesson observation.

Thank you for your support and co-operation.

Mr Leonard Simo Mqadi

DATE

Cell No. 079 9599 237

Appendix B: Consent Letter to the Participants

Please sign the following declaration and include your full names as indicated:

I, _____ (Full names of participant)

1.1 Consent to participate in this study, the details of which have been explained to me and I have been provided with a written plain language letter to keep.

1.2 I understand that my participation will involve interviews, completing a questionnaire and being observed by a researcher while conducting a PE lesson. I agree that the researcher may use the findings as described in the letter given to me.

1.3 I acknowledge that:

- (a) All the details of the study have been fully explained to me;
- (b) The possible effects of participating in the interview have been explained to my satisfaction;
- (c) I have been informed that my participation is voluntary and that there will be no material benefits;
- (d) I can withdraw at any time and that my withdrawal will not prejudice me;
- (e) The project is for the purpose of research;
- (f) I have been informed that the confidentiality of the information provided will be safeguarded subject to any legal requirement;
- (g) A pseudonym will be used instead of using my real name in any publications arising from the research
- (h) I have been informed that a copy of the research findings will be forwarded to me, should I agree to this.

I consent to the use of the tape recorder during the interview

Yes

No

Participant's Signature: _____

DATE: _____

Appendix C: Application to involve teachers in a study Consent

LOT 784

Inkosi Albert Luthuli Road

GAMALAKHE

4249

Dear Principal

I am undertaking a research project at the University of KwaZulu-Natal (UKZN). This research aims to explore the experiences of grade ten Life Orientation teachers with regards to the teaching of physical education. The aim is to generate information that may assist the Department of Education and teachers to meet the increasing demands for effective and relevance in the teaching of physical education in schools. Therefore, it will be highly appreciated if you could allow your teacher to participate in the study. The participant will be required to be involved in an interview conducted at your school that will last for about an hour, completing a questionnaire with open-ended questions and also allow the researcher to observe while the teacher conducts a PE lesson in your school. During PE lesson observation, the researcher will not interfere with the lesson but will be a complete observer. The aim of using all these three instruments will be to gather information on teachers' experiences, approaches, strategies and challenges they are facing in the teaching of PE. With the participants' permission, the interview will be tape-recorded but a copy of the transcript will be provided to them to confirm that the information provided will be correct.

I shall endeavour to protect your teacher's confidentiality of the information provided. The teacher's participation in the research is voluntary and there will be no material benefits. If at any stage the teacher wishes to withdraw from the research, he or she will be free to do so without being prejudiced. Should you require any further information, please do not hesitate to contact either Dr S.B. Khoza (my supervisor) at 079 517 4399 or Miss N. Mthethwa at 031 260 3436.

Please indicate your willingness to allow your teacher to participate by signing this letter and return a copy to me. I will contact you to arrange a mutual convenient time for providing a teacher with a questionnaire, conduct the interview and observation for a PE lesson. All these activities will not interfere with the teaching and learning time of your school.

Thank you for your support and co-operation.

Mr Leonard Simo Mqadi

DATE

Cell No. 079 9599 237

Email: smsmqadi@gmail.com

SCHOOL STAMP

Appendix D: An application to involve schools (to the District Manager)

LOT 784

Inkosi Albert Luthuli Road

GAMALAKHE

4249

Dear District manager (UGU DISTRICT)

I am undertaking a research project at the University of KwaZulu Natal. This research aims to explore the experiences of grade ten Life Orientation teachers with regards to the teaching of physical education. The aim is to generate information that may assist the Department of Education to meet the increasing demands for effective of physical education. It will be highly appreciated if you could allow me to involve five teachers from selected rural schools in your district (UGU) in the study.

The participants will be involved in two focus group discussions, individual interview that will last for about an hour and completing a questionnaire.

I shall endeavour to protect the teachers' confidentiality. Please indicate your willingness to allow your schools to participate by signing this letter and return a copy to me. All these activities will not interfere with the teaching and learning time of your school.

Thank you for your support and co-operation.

DATE: _____

Mr Leonard Simo Mqadi

Cell No. 079 959 9237



21 October 2013

Mr Leonard S Mqadi (213570035)
School of Education
Edgewood Campus

Protocol reference number: H55/0677/013M
Project title: Experiences of Grade Ten Life Orientation teachers with regards to the teaching of Physical Education in Curriculum and Assessment Policy Statement in Ugu district

Dear Mr Mqadi,

Expedited Approval

I wish to inform you that your application has been granted Full Approval.

Any alteration/s to the approved research protocol (i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods) must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully,


Dr. Sheruka Singh (Acting Chair)

/ms

cc Supervisor: Dr SB Khoza
cc Academic Leader Research: Dr MN Davids
cc School Administrator: Mr Thobis Mthembu

Humanities & Social Sciences Research Ethics Committee

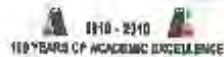
Dr Sheruka Singh (Acting Chair)

Witsville Campus, Govan Mbeki Building

Postal Address: Private Bag 354001, Durban 4005

Telephone: +27 (0) 31 260 3687/335014957 Facsimile: +27 (0) 31 260 4908 Email: ethics@hssc.wits.ac.za / ethics@wits.ac.za / ethics@hssc.wits.ac.za

Website: www.hssc.wits.ac.za



Four/5q Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Witsville

Appendix F: A permission to conduct a study with schools in Ugu District

10-10-13, 10:55AM, From: educaLich-ugu

To: 05285077783

,0396888861

1 / 2



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

KZN DEPARTMENT OF BASIC EDUCATION
UGU DISTRICT
PRIVATE BAG X 860
PORT SHEPSTONE
09 OCTOBER 2013

REF: HISS/0877/013M


Dear sir / Madam:

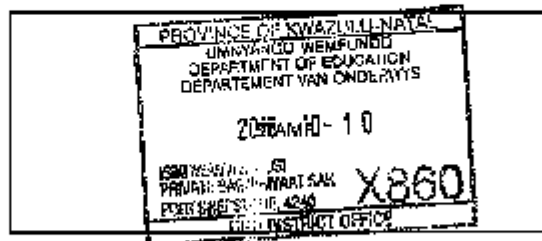
RE: PERMISSION TO CONDUCT RESEARCH IN UGU DISTRICT

This is to confirm that I W. M. Sibinya am aware that Mr. LS Mqadi (Student No. 213570035) is a student at UKZN (Edgewood Campus) and is currently doing his Med Degree. I therefore afford him the opportunity to conduct his research on the selected schools in UGU District.

For more information, feel free to contact me at: 039 8888 600.

Thank you


DISTRICT MANAGER: UGU



KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X2187 - Pietermaritzburg - 3201 - Republic of South Africa

Physical Address: 347 Burger Street - Anton Lembede Building - Pietermaritzburg - 3201

Tel: +27 33 362 1029 - Call Centre: +27 0643 566 333 - Fax: +27 333 582 12 2 - Email: news@eduk.gov.za / enquiries@eduk.gov.za - [WWW: www.eduk.gov.za](http://www.eduk.gov.za)

...333-4336-10-10-0010-0010-0010
bopw:010101010

Appendix G: Approval Letter to conduct a study from the Department of Education

10-10-13;10:56AM;From:education-ugu

To:00865077763

;0396888661

2/ 2



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

10 October 2013

Ref: HSS/0677/013M

Project Title: Experiences of Grade Ten Life Orientation Teachers with Regards to the Teaching of Physical Education in Curriculum and Assessment Policy Statement in Ugu District.

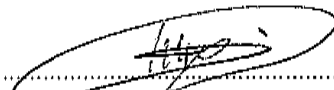
Dear Dr Shenuka Signh (Acting Chair) % Ms P Ximba

RE: KZN DEPARTMENT OF BASIC EDUCATION APPROVAL LETTER

I received your letter with regard to my application being granted provisional approval. I have attached a letter from the Department of Education gatekeeper approval.

Yours faithfully

Thank You


.....
Mr Leonard Simo Mqadi (STUDENT NO. 213570035)

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street - Anton Lembede Building - Pietermaritzburg - 3201

Tel.: +27 33 392 1029 • Call Centre: +27 0890 596 363 • Fax: +27 033 392 1212 • Email: nompumelelo.gasa@kzndoe.gov.za • Web: www.kzndoe.gov.za

...dedicated to service and performance
beyond the call of duty

Appendix H: Letter confirming participation in Focus Group Discussion by the Participants

FOCUS GROUP CONFIRMATION LETTER

Date:

Dear _____

Thank you for your willingness to participate in our focus group discussion. As discussed, on the phone and in our meeting, I would like to hear your ideas and opinions on your experiences with regard to the teaching of PHYSICAL EDUCATION in your schools. You will be in a group of five Grade Ten LIFE ORIENTATION teachers who teach PHYSICAL EDUCATION. The focus group discussion will take about 2 hours. The date, time and place are listed below.

DATE:
TIME:
PLACE:

If you need directions to the focus group please call me at 0799 599 237. I look forward to seeing you.

Thank you

Mr L.S. Mqadi

UKZN Med Student

Student Number: 213570035

Email: smsmqadi@gmail.com

Appendix I: Consent Letter for participation in Focus Group Discussions

CONSENT TO PARTICIPATE IN FOCUS GROUP

You have been asked to participate in a focus group. The main purpose of the group discussion is to understand your experiences on the teaching of Physical Education (PE) in grade 10. The information learned in the focus group will be forwarded to the Department of Education as recommendations to improve the teaching of PE in schools.

You can choose whether or not to participate in the focus group discussion and stop at any time. Although the focus group will be tape recorded, your responses will remain anonymous and no names will be mentioned in the final report.

There are no right or wrong answers to the focus group questions. I want to hear many different viewpoints and I would like to hear from everyone. I hope that you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, I ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential.

I understand this information and agree to participate fully under the conditions stated above:

Signed: _____

Date:

Gender <i>(Please put an X)</i>	Female	Male

Appendix J: Editing letter

Crispin Hemson

15 Morris Place

Glenwood

Durban

South Africa 4001

hemson@ukzn.ac.za

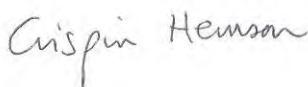
C: 082 926 5333

H: 031 206 1738

2nd December 2015

TO WHOM IT MAY CONCERN

This is to record that I have carried out language editing of the article by Simo Mqadi, entitled **„An exploration of the experiences of grade ten Life Orientation teachers towards the teaching of Physical Education in schools under Ugu District, KwaZulu-Natal.’**



Crispin Hemson

Appendix K: Questions for Focus Group Discussion

SCHEDULE FOR GROUP FOCUS DISCUSSIONS

1. **Reasons of teaching PE:** Why do you teach PE? What are your views and experiences about teaching PE in schools? Your views on PE as part of Life Orientation?
2. **PE goals:** In your opinions, what are the aims and objectives of a PE program in your schools? Share with us your experiences in achieving these outcomes. Do you evaluate these aims and objectives? How?
3. **Content:** What do you teach in PE? How do you view your personal capacity to teach PE Content? Are there areas in the PE content that you fell unprepared to teach? If so, mention them and, what efforts or trainings should you undertake to remedy this deficiency? What skills and information related to teaching PE content would you like to develop?
4. **Activities:** Share with us your views on suitable PE activities. How do you ensure active participation by all learners?
5. **Roles:** How would you describe your roles and responsibilities as a teacher? What are the greatest challenges in playing these roles?
6. **Resources:** Share with us your experiences on PE resources in your school? What is your opinion on these textbooks that you use? How are you involved in the acquisition of PE textbooks? Do learners share these textbooks or Are they adequate? How does this impact on teaching PE?
7. **Grouping:** Does your arrangement of learners promote individual or group work? Which grouping strategies do you use? Why? What are your opinions and experiences on grouping strategies for learners in your classroom? How does this impact one teaching PE? How do you control dominance by some learners in groups?
8. **PE Classroom:** What aspects of your PE classroom do you like? How do you characterize your PE classroom? Is discipline a challenge? If so, how do you handle classroom management problems? What changes might you make? How do you handle learners' differences in your classroom?
9. **Time Allocation:** Share with us your views on time allocation in PE according to CAPS. How much time is allocated to PE per week? Is this time provided adequate? How do you ensure that this available time is used effectively in your PE lesson? How does this impact on your PE teaching?

10. **Assessment:** Do you assess your learners in PE? Why or why not? Describe how you assess your learners in PE? How does your assessment inform teaching?

Reasons of teaching PE

1. Do you think it is important to include PE in the curriculum? Why or why not?
2. What are your experiences as a result of other teachers' attitudes and perceptions towards PE?

PE goals:

1. What are the PE goals?
2. Share your experiences in the attainment of these goals of PE teaching and how are they evaluated?

Physical Education Content

1. How would you describe your personal understanding of PE content?
2. Share with us what you teach in PE and your experiences thereof.

Teaching Activities in Physical Education

1. Share with us what PE activities you do and how you design and engage your learners in them?
2. How do you ensure the "safety and well-being" of all the learners during PE activities?

Physical Education Teacher's Role

1. What are your "appropriate practices" in PE?
2. How do you help your learners to become Physically Educated?

Teaching Resources or Physical Facilities in Physical Education

1. How are textbooks selected in your school? Do you have any choice in the books you use to teach?
2. What is your perception of the overall impact of resources or lack thereof, on the quality of PE teaching? Please elaborate.

Grouping in Physical Education

1. How do you form groups to ensure that they all learn from each other?
2. How do all these groups actively and equitably participate in classroom interaction?

The PE Classroom

1. How would you characterize your PE classroom environment in your school and what changes might you make?
What are your experience and challenges in a PE classroom?
2. **Time Allocation in Physical Education**

In your opinion, is time allocation in PE assisting or affecting you in terms of delivery quality of teaching of PE? How?

Assessment in Physical Education

1. How do you assess your learners' progress and your teaching in PE?
2. What are your experiences in assessing PE?

Appendix M: A Semi-Structured Questionnaire

Teacher Code: _____

INSTRUCTIONS:

1. Your input is an essential part of my research and the findings will be an integral part of the policy and maintaining the quality of PE teaching in schools.
- 2.
3. **Reasons of teaching PE:** Why do you teach Physical Education in your school? What do you perceive as the benefits of Physical Education?

4. **PE goals:** Do you set and write down the goals for all Physical Education Lessons?
_____ What are the goals of PE? What are your experiences of the achievement of these goals?

Content: Are there any aspects that you feel unprepared to teach in Physical Education content? Which are those aspects? -----

5. **Content:** What do you do with regard to these aspects that you feel unprepared to teach in Physical Education?

6. **Content:** What are your plans for professional involvement and self-improvement in Physical Education? Motivate.

7. **Teaching Activities:** What are your experiences and perceptions on engaging your learners during Physical Education activities?

8. **Teaching Activities:** How do you ensure active participation by all learners irrespective of gender differences?

9. **Roles:** What are your roles in the whole Physical Education set up in your school?

10. **Roles:** What your role when teaching PE?
What are your experiences and challenges in playing these roles?

11. Roles: What are the challenges in playing your roles and responsibilities in teaching Physical Education? -----

12. PE materials and Resources: What Physical Education facilities do you have in your school?

What are our experiences when using these PE material when teaching PE?

13. Grouping: Mention the grouping strategies for learners that you use when you teach Physical Education? What are you experiences of engaging learners in PE and how do you ensure their access in the physical activities?

14. Grouping: What are your experiences in engaging both boys and girls in Physical Education activities?

What are your views and experiences on grouping learners in your Physical Education settings?

15. Classroom: How do you handle classroom management in your Physical Education classroom inside and outside the classroom?

What are experiences and challenges do you have in your PE classroom?

What are you experiences and challenges do you have in your PE classroom?

16. Time Allocation: Describe your experiences in using the time allocate to PE.

17. Assessment: Briefly discuss how your learners get marks during assessment in Physical Education as part of Life Orientation?

What are your experiences when you assess your learners in Physical Education?

