

# **Exploring Teachers' Experiences of Teaching CAPS Life Skills (Physical Education) in the Foundation Phase**

By

Nhlongo Andrew Hebron

210555140

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School of Education: Edgewood Campus

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Supervisor: Dr. S.B Khoza

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## **Declaration of Originality**

I, Nhlongo Andrew Hebron, hereby proclaim that this dissertation is my own original work. Where other peoples' ideas have been taken it has been acknowledged through in text citations and has been referenced. This work has not been submitted for any previous degree or examination at any other university.

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Mr. Nhlongo Andrew Hebron's signature

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30 November 2015

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Dr. S.B Khoza's signature

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30 November 2015

## **Abstract**

Despite the government efforts to make sure that the implementation of the curriculum (CAPS) becomes successful in South Africa, some of the schools especially the schools in rural areas still have some challenges in implementing the curriculum. This study presents a case study of three foundation phase teachers who are teaching CAPS life skills (physical education) in a school in the Nkomazi East circuit at the Ehlanzeni district, Mpumalanga Province. The aim of this research study is to explore the teachers' experiences of teaching CAPS life skills (physical education) in the foundation phase. To generate the data for this study, one-on-one semi structured interviews and observations have been used. The function of this research study was to explore the teachers' experiences of implementing (teaching) CAPS life skills (physical education) and to understand the influence of teachers' experiences in teaching physical education. The guided analysis method was used as a framework for data analysis where a curricular spiders' web was used as a frame of inquiry; thus, both inductive and deductive reasoning were used for data analysis. The study has found that teachers encounter challenges in teaching the CAPS life skills (physical education) because teachers lack the content knowledge for physical education. Therefore, it was recommended that the department should get some physical education specialist or arrange a full training where the teachers will be equipped with more information on how to teach physical education despite the lack of resources at some schools.

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## **Dedications**

I dedicate this dissertation to my late mom who patiently waited for me to come back from the University until the last two months to the end of my studies. This is for you I know you were proud of your son and you would have much appreciated this. To my family, thank you for the love, your patience and your words of encouragement you really have light my way to this destination.

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## Acronyms

ACE	-	Advanced Certificate in Education
ACP	-	Alternative Certificate Programme
AaL	-	Assessment as Learning
AfL	-	Assessment for Learning
AoL	-	Assessment of Learning
BEd.	-	Bachelor of Education
CAPS	-	Curriculum and Policy Statement
DBE	-	Department of Basic Education
DSRSA	-	Department of Sport and Recreation South Africa
ECD	-	Early Childhood Development
FP	-	Foundation Phase
FET	-	Further Education and Training
HOD	-	Head of Department
ILL	-	Institute for Lifelong Learning
Inter Sen.	-	Intermediate and Senior phase
LWB	-	Learners Work Books
LO	-	Learning Outcomes
LO	-	Life Orientation
LS	-	Life Skills
PE	-	Physical Education
PEISA	-	Physical Education Institute of South Africa
S.A	-	South Africa
SASA	-	South African Schools Act

## **Chapter 1**

### **Background to the study**

#### **1.1 Introduction**

The Curriculum and Assessment policy Statement (CAPS) has been based on a number of principles, one of them being to produce learners that will be active, and that learning should be creative by ensuring that teachers encourage a lively and pivotal method to learning, instead of memorisation and credulous learning of specified facts (Department of Basic Education, 2011a). There are so many skills that learners need in real life for them to become what the government aims to achieve with the young citizens of this country and the subject (life skills) provides some of the skills required by learners in life. The Department of Basic Education (2011a), note that life skills as a subject is crucial because it teaches learners skills that will help them develop holistically. A paper written by Bernhardt, Yorozu, and Medel-Añonuevo (2014), with an aim of presenting and executing strategies which have been set to provide susceptible youth with the lack of reading and writing abilities and life skills education. Bernhardt et al. (2014) study reviewed the strategies and their implementation from a study conducted by UNESCO Institute for Lifelong Learning (ILL) and other organisations in a multi-country research. The findings of their study revealed that “life skills education provides knowledge, skills, values and attitudes through the four pillars of learning: learning to know, learning to do, learning to live together with others, and learning to be” (Bernhardt et al., 2014, p. 282). Likewise, a descriptive qualitative study conducted by Pillay (2012), with an aim of identifying and describing abilities, features and different stakeholders required by cornerstone Life Orientation (LO) teachers in six Gauteng schools. Pillay (2012) argues that life skills provides opportunities for preparing learners in South Africa (SA) with the awareness, abilities, attitudes and ethics to improve confidence within themselves and to become accountable citizens.

This suggests that life skills are indeed very important and they should be taught to learners instead of let them to develop randomly on the foundation phase learners (Loubser, 2012). Bernhardt et al. (2014, p. 282), argue that the “holistic approach which recognises formal, non-

formal and informal learning, effectively addresses the complexity of the needs of youth”. However, watching learners running around, climbing trees, and playing on the jungle gym does not guarantee that learners have developed physically, emotionally and socially. Physical education should be taught to learners as it includes a number of activities that a teacher needs to facilitate. Loubser (2012), argues that it is crucial to know that the development of life skills depends on other features, in other words, skills build on each other and act in response with one another. This suggests that the focus on life skills is not only about physical development but is also about teaching young learners real life handling skills. Akyeampong (2014); Bernhardt et al. (2014), concur that physical education is one of the components of the life skills subject and it should be taught to learners. Physical education should be taught to learners as some learners may develop the love for sports and may even participate in sports when they grow up.

Albino and Berry (2013, p. 78), note that “a nation that invests in its youngest citizens shows wisdom and foresight, and can therefore, be assured of a promising future”. Furthermore, Sallis et al. (2012, p. 125), note that “physical education, a school curricular subject over the past 100 years, has a number of goals, including providing students with the knowledge, skills, abilities, and confidence to be physically active throughout their lifetime”. This suggests that investing in young children benefits the country today because young people have different illnesses, some of which are caused by physical inactivity. It is thus, important that life skills be considered a valuable subject in the education system and teachers should ensure that they teach life skills. Moreover, teachers should understand the importance of life skills and physical education so that they are able to help learners understand that they (learners) need life skills to live a better life in future.

## **1.2 Purpose of the study**

This is my first year of teaching professionally. During my teaching practice (when I was an undergraduate student studying towards my Bachelor of Education – BEd. degree) I observed that teachers in the foundation phase, in some of the schools within this study’s research context, do not teach physical education the way it is expected from the curriculum policy. I am working full time as a foundation phase teacher, I still witness that physical education is not taught well,

especially in the schools in which I have worked. Thus, the purpose of this study is to explore the teachers' experiences of teaching CAPS life skills (physical education) in the foundation phase to understand their challenges, if there are any. As a newly qualified foundation phase teacher, I hoped to learn more from the experienced teachers but to my surprise I found that the experienced teachers have little or nothing to offer. It may be because many people believe that newly qualified teachers are knowledgeable. One may argue that indeed newly qualified teachers are knowledgeable; however, they need to learn from the experienced teachers about what is happening on the field. Therefore, to develop myself and my colleagues I felt the need to conduct this study in order to understand the teachers' experiences. This may help teachers realise that they are missing something important in the curriculum and that its absence will disadvantage the learners.

### **1.3 Rationale**

I have been to three different schools over three different years during my teaching practices. Therefore, what I have observed in these schools is that foundation phase physical education is not implemented in the way it is expected by the Curriculum and Assessment Policy Statement (CAPS). As a full time foundation phase teacher in a school in Mpumalanga province in the Nkomazi East circuit of the Ehlanzeni district. I still witness that physical education is not given much attention in the foundation phase. Learners are taken out for physical education once a week, and sometimes not at all. The teachers' focus is more on teaching subjects like Literacy and Mathematics than on physical education. Therefore, I decided to conduct this study to understand the teachers' experiences of teaching CAPS life skills (physical education) in the foundation phase.

As a newly qualified teacher in the field of education, it is commonly expected that new graduates will bring new changes and insights into the education system. Therefore, for me I felt it would be a good thing to first understand the teachers' experiences of teaching physical education before I could bring anything new to the teaching profession. Thus, I used this study as a platform to understand their experiences so that in future I will be able to successfully teach

physical education. It is vital that teachers teach and value physical education in order to bring back its status.

Studies conducted by Mudekunya and Sithole (2012); Du Toit, Van der Merwe, and Rossouw (2007), find that physical education is not given its status and that leads to teachers developing a negative attitude towards the subject. A descriptive survey conducted by Mudekunya and Sithole (2012) in Zimbabwe, determining the prestige of physical education and its connection to the teaching of the subject, has found that many teachers have a negative attitude towards teaching physical education as they perceive it to be a waste of time. In South Africa, Van Deventer (2004; 2007) argues that the lack of physical education puts learners at high risks of obesity and other health-related problems. One of the reasons that physical education is not given a higher status is because the teachers are not trained as specialist in this subject (Rooth, 2005; Van Deventer, 2009).

Only specialist teachers in physical education can bring back the status and value of this learning area. If not, government officials or school principals should ensure that physical education is correctly taught (Mudekunya & Sithole, 2012). These, and many other studies conducted on physical education, state the reasons why physical education is or is not being taught. Moreover, none of the studies conducted on physical education, including the few studies that have been described above, have focused on the teachers' experiences in teaching physical education in the foundation phase. Many studies have been conducted as surveys, investigations and literature reviews, but none have been conducted through the use of case studies.

As such, I deemed it necessary to conduct a case study using the interpretive paradigm to explore and understand the teachers' experiences within the context of the study, instead of generalising the findings from other studies conducted elsewhere. There are some studies conducted on physical education that have been qualitative. However, one cannot depend on such studies because one thing about qualitative studies is that its goal is not to generalise its findings. Moreover, they were not conducted in South Africa and not specifically in Mpumalanga province. In South Africa, many studies on life skills or physical education have been conducted



in the Eastern Cape and other provinces of the country but few have been specifically conducted in the Mpumalanga province.

Therefore, this study may be useful to life skills or physical education teachers, school management teams, and policy makers in this region. Policy makers should know that physical education is not successfully taught in schools because “many teachers are not qualified physical education specialists” (Roux, 2009, p. 584). This suggests that policy makers should ensure that there are qualified physical teachers if learners are to be taught this learning area. The successful implementation of physical education also lies on the shoulders of the school leadership. Mudekanye and Sithole (2012), concurring with this as they argue:

*Physical Education is not taught at some schools due to administrators (the Heads) who either do not supervise their teachers or ignore the subjects because they, like their teachers, are personally convinced that the subjects are not valuable (p. 714).*

#### **1.4 Objectives of the study**

1. To understand teachers experiences of teaching CAPS life skills (physical education).
2. To explain why teachers experience the teaching of CAPS life skills (physical education) the way they do in the foundation phase.
3. To understand the influences of teachers’ experiences in teaching CAPS life skills (physical education).

#### **1.5 Research questions**

1. What are the foundation phase teachers’ experiences in teaching CAPS life skills (physical education) in the foundation phase?
2. Why do foundation phase teachers experience the teaching of CAPS life skills (Physical Education) the way they do?
3. What is the influence of teachers’ experiences in teaching CAPS life skills (physical education) in the foundation phase?

## 1.6 Significance of the Study

The success and future of South Africa as a country depends on young learners that schools are preparing for future leadership. Brownell, Hirsch, and Seo (2004), note that in Nelson Mandela's speech during the National Men's March in 1997, he called upon teachers and said:

*To teachers who can help ensure that children know their rights and they grow into adults able to handle disagreement and conflict without violence. Our children are our greatest treasure. They are our future. Those who abuse them tear at the fabric of our society and weaken our nation.*

This suggests that the country has no brighter future without a good foundation which supports our learners at a younger age. One can therefore contend that, lack of the teaching of physical education is indeed one way of tearing at the basic structure of our people and weakens our country (Brownell et al., 2004). Similarly, Bernstein (1999, p. 1), once said that "what happens to children in their first days, months and years of life affects their development, the development of our society, and the development of our world". Thus, my study may also raise teachers' awareness that what they overlook when implementing the curriculum is important, especially to the development of our children.

Moreover, the future of these young learners depends on teachers, especially the foundation phase teachers, because they (foundation phase teachers) are indeed building the foundation of learning. Should the experiences of teachers be exposed through the outcomes of this research study, teachers may start to reflect on their teaching and possibly change their beliefs about the teaching of life skills (physical education). The upshots of this study may assist the foundation phase teachers and curriculum developers to understand the challenges teachers encounter (if there are any) in the teaching of life skills (physical education) so that they may adapt and improve the implementation of the curriculum. In addition, the study of this nature has not been conducted in Mpumalanga Province, South Africa, and as a result the findings may be beneficial to the entire provincial Department of Basic Education.

## **1.7 Outline of research methodology**

This study employed an interpretive paradigm which is designed to understand people's behaviour and their satisfaction with their place of work, as opposed to the critical paradigm which seeks to change and empower. The qualitative method of research is used in this study because Hodge, Lieberman, and Murata (2012), note that it consists of many different endeavors, many of which are concerned with the study of authenticities.

## **1.8 Structure of the dissertation**

This study has been structured as follows:

**1.8.1 Chapter 1** incorporates the background to the study as well as the rationale behind the study. Berkvens, van den Akker, and Brugman (2014) have stated that everything that we do, especially in education (teaching and learning), starts with a vision. Having a vision towards whatever we want to do is the key to the success of our goals. As a result, this chapter discusses the rationale of this study and further states the objectives and research questions that led to this research study.

**1.8.2 Chapter 2** is guided by the conceptual framework used for this study and provides an evaluation and exploration of the works or studies conducted on life skills and physical education. I started by defining experiences, life skills, physical education, and the curriculum. Thereafter, I went on to review the literature that supports this study by using the concepts of the curricular spider web.

**1.8.3 Chapter 3** critically surveys the research methods used to conduct this study. It discusses the character of the study, the case study and the research approaches that have been employed to select the participants and generate data.

**1.8.4 Chapter 4** provides the findings of the study and uses the findings to conduct an analysis of data generated from the participants.

**1.8.5 Chapter 5** discusses the findings, draws a conclusion based on these findings, and lastly proposes recommendations about the findings and for areas of future research.

## **1.9 Conclusion**

Chapter one has indicated the intention and reasoning behind this study, and provides a summary of the research blueprint and procedure. The following section will provide an analysis of related literature and sketches the conceptual framework that further guides this study.

## Chapter 2

### Literature review with conceptual framework

#### 2.1 Introduction

This chapter analyses the international and local (South African) literature on the topic: teaching life skills (physical education) in the foundation phase. Cronin, Ryan, and Coughlan (2008), note that a literature review is an unbiased, comprehensive synopsis and critical breakdown of the germane existing literature on the topic being studied; it can be a researched or non-researched literature. Springer (2009), asserts that even if a researcher's interests are motivated by practical concerns, policy, or curiosity, the researcher will need to study literatures or sources on the topic of his or her choice. This is done to avoid duplicating or doing the same studies that have been conducted before (Ary, Jacobs, Sorensen, & Razavieh, 2006, p. 63). This study employed the conceptual framework which has been used to give direction on how to address the curriculum implementation. These concepts will be discussed in detail as they are at the core of the curriculum implementation (Thijs & Van den Akker, 2009).

Literature used in this study is referred to as the primary sources. Martens (2010) and Springer (2009), define primary sources as databases that contain information about the research articles, books, and any other sources that are published on the topic of the researchers' interest. The literature review in this study will include information on what teachers say about their experiences of teaching life skills (physical education) in the foundation phase. This suggests that the findings for this study will be supported or compared to the findings from other sources or literature that has been done internationally. Furthermore, Ary et al. (2006), state that a literature review indicates how the suggested research fits in with the present body of information. The existing literature is outlined according to the following themes: Experiences, life skills (physical education), and the curriculum as a robot. The curriculum implementation will be discussed using the conceptual framework. The following concepts will be discussed with an aim of answering the questions asked about each concept: **Rationale/vision** (Why are they teaching?); **Goals** (Towards which goals are they teaching?); **Content** (What are they teaching?);

**Teaching activities** (How are they teaching?); **Resources** (With what are they teaching?); **Teacher role** (How do they facilitate their teaching?); **Accessibility** (With whom are they teaching?); **Location and time** (Where and when are they teaching?); and **Assessment** (How are they assessing teaching?) (Thijs & Van den Akker, 2009). Before answering the above mentioned questions it is necessary to first understand what experience is.

## 2.2 Experiences

### *What are the experiences?*

Teachers have specific personal experiences because experience is shaped from the historical activities, awareness, and outlooks that make up a person's life or personality. The historical activities (personal experiences) of the teachers make them teach or not teach physical education. Simpson (2006), defines experience as the interaction of a person with an objective environment in the process of living and learning. Skilbeck (1970), agrees that experience always involves an interaction environment. This suggests that the environment in which teachers work contributes to how they feel about teaching physical education.

#### *2.2.1 Reasons for studying the teachers' experiences?*

Skilbeck (1970), note that human experience can become the object of self-control and self-direction. Morgan and Bourke (2008), note that personal experiences may play a significant part in the change of outlooks and perceived capabilities concerning teaching. In a way, this suggests that teachers need to reflect on their experiences so that they will tread in the right direction. It may also help them learn to control their beliefs and attitudes about teaching, especially in challenging environments. In contrast, an interpretive study conducted by Friedrichsen et al. (2009), investigated the background familiarity for teaching amid apprentices enrolling for an Alternative Certification Program (ACP). This study compared individuals with teaching experience to those lacking teaching experience. They noted that teachers rely more on their experiences yet, experience alone does not lead to a strong knowledge of the subject (Friedrichsen et al., 2009). This suggests that teachers' experiences should not drive how they implement the curriculum because they may miss a lot of issues that are meant to be covered

during the curriculum implementation. More so, in South Africa where the current curriculum CAPS promotes the content knowledge; this suggests that teachers who are relying on their experiences (personal reasons of teaching) may not be able to successfully implement CAPS. They therefore, caution that “teachers need to be able to differentiate between major concepts and unimportant facts as they make decisions regarding how much time they will spend teaching particular topics” (Friedrichsen et al., 2009, p. 362). One can argue that teachers dwell too much on their experiences and end up not even doing their work (i.e. teaching).

More so, teachers’ experiences as outlined by Garrett and Wrench (2007), when they were investigating the nature of personal experiences in the teaching of physical education. In their investigation they have found that physical education in some primary schools is generally taught by teachers who are not specialists of this subject (Garrett & Wrench, 2007). One can therefore, argue that it is possible that non-specialist teachers may encounter challenges and at the end of the day they may have negative experiences of teaching physical education. Consequently, teaching without content knowledge is against the CAPS requirements because CAPS promotes that people be knowledgeable about their subjects. Mudekunya and Sithole (2012, p. 713), back up the above statement by stating that “teachers may possibly develop negative attitudes towards teaching a subject when they lack sufficient knowledge to implement it and when they misunderstand the benefits of the subject”. Therefore, this study explores the teachers experiences because, Morgan and Bourke (2008, p. 3), note that “the experiences or personal backgrounds of teachers are important components affecting the teaching and learning process”. Likewise, Bernstein, Phillips, and Silverman (2011), argue that if teachers are incapable of participating in game play, this may influence their teaching. Thus, Bernstein et al. (2011), further state that these experiences should be explored, as they may influence teachers’ approaches and acuties to physical education.

Exploring teachers experiences can happen through teacher’s reflections and teacher development i.e. research. Indeed, to encourage teaching development in teachers and ensure that the curriculum is successfully implemented it is necessary to agree that “prior positions, discourses and beliefs should be exposed, analysed and reconstructed in order to promote

professional growth in new teachers” (Garrett & Wrench, 2007, p. 25). New teachers always look up to the experienced teachers for guidance and ways in which to teach. Friedrichsen et al. (2009, p. 377), indicate that “teachers can learn anything else they need to know on the job”. This suggests that teachers (especially new teachers) can learn from experienced teachers. So if experienced teachers do not reflect on their experiences it may not be easy for new teachers to develop. However, Friedrichsen et al. (2009), argue that veteran teachers, by relying too much on their experiences, end up teaching topics that are not specific to the intended curriculum. Therefore, for their own development, it is vital that novices in the teaching profession understand other teachers’ experiences because these may be used to improve one’s own practice. Moreover, it may also assist the new teachers to teach topics that are relevant to the intended curriculum. Friedrichsen et al. (2009, p. 361), note that “experienced teachers discussed a greater number of subject demonstrations and provided more detail about the demonstrations in comparison to beginning teachers who only occasionally discussed pedagogically unsound demonstrations”.

Simpson (2006, p. 6), argue that “...a person’s experience unreflective and reflective, unexamined and examined, sporadic and holistic, and miseducative and educative had a profound implication for education, outside of and within the school”. It was appropriate to first understand what the experienced teachers have in heart and mind about the teaching of CAPS life skills (physical education). This is important before one can blame teachers for not fully implementing the curriculum as intended. Bernstein et al. (2011), state that it is appropriate to study the teachers’ experiences. This is done because of the understanding that “the influence of personal school physical education experiences may play an essential role in the improvement of attitudes and perceived competencies regarding physical education teaching as the major” (Morgan & Bourke, 2008, p. 4). Studying or exploring the teachers’ experiences may help open room for improvement in the implementation of life skills (physical education) because as Stylianou, Kulinna, Cothran, and Kwon (2012, p. 36), note “experience changes a teacher’s perception of things, thought process, or views as well as that it teaches a lot about teaching and how students can be so different”. This suggests that a study exploring teachers’ experiences can



help teachers change the way they think about teaching life skills (physical education) through their understanding of their experiences.

Morgan and Bourke (2008, p. 3), argue that “a person’s ability to cope with a specific situation is a result of his or her experiences”. This proposes that experiences are the most important thing to consider in life general and in teaching. It helps one cope with life even in challenging environments. It seems as if some people do not understand that experiences form part of one’s life. Garrett and Wrench (2007, p. 24), argue that “people’s actions and choices are deeply influenced by their sense of self as well as the meanings they afford to particular ideas and concepts around them”. It is unclear for now whether teachers are challenged by the environment they are working in or if they are challenged by the curriculum. Teachers should understand, and always keep in mind, that their main priority is to implement the curriculum. Life Skills is one of the subjects in the curriculum policy document (CAPS) and it should be given equal status just like any other subject.

## **2.3 Life skills (Physical education)**

### **2.3.1 *Life skills***

Loubser (2012), conducted a quantitative study using structured questionnaire to identify Foundation Phase (FP) teachers attitudes towards the teaching of life skills, and to determine if there is a link between certain biographical variables and the foundation phase teacher’s attitude towards life skills. Loubser (2012) define life skills as the skills that the learner must develop in an active and constructive manner to function effectively in society. Likewise, Akyeampong (2014, p. 218) defined life skills as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. The above explanations of the life skills concept are similar to the one that is employed by the Department of Basic Education (2011a) in that the life skills subject is crucial to the complete growth of pupils. The growth of pupils is apprehensive with the social, personal, intellectual, emotional and physical growth and with the manner in which these are incorporated (Department of Basic Education, 2011a). This suggests that life skills are indeed important aspects of the development

of young learners. Moreover, if, as a nation, we want to have responsible citizens, life skills should be considered the key to building the kind of learners envisaged.

Loubser (2012), argue that in the foundation phase, life skills focuses on the development of life values and has as its aim the development of accountable and disciplined South African citizens. Moreover, life skills focus on the improvement of self-control, cooperation and the handling of conflict. We understand that young learners, especially in the foundation phase, always quarrel because of the egocentric nature of learners as they grow. Thus, the teaching of life skills is crucial for the physical, social, and emotional growth of the foundation phase learner (Loubser, 2012). However, Jacobs (2011), argues that subject knowledge is a necessary component for teachers to be successful in their teaching. As this study focuses on the teachers' experiences, Jacobs (2011) opine that subject knowledge and experience are important factors to cogitate with regard to life skills teachers, but could become a problem if they (teachers) are not trained to teach life skills.

FitzPatrick, Twohig, and Morgan (2014, p. 282), argue that “skills learned in the primary years are related to one another and the extent to which children develop these is likely to have wide-ranging effects on their future experience as learners”. Loubser (2012, p. 111), concur with the above statement by asserting that “a learner can successfully complete his schooling but still not be able to deal with the challenges and demands of life”. This suggests that the teaching of life skills in the foundation phase is not just about teaching of the subject for grading or moving learners from one grade to another but for developing learners from childhood to be responsible adults in future. The Department of Basic Education (2011a), also emphasise this by stating that life skills has been structured in such a way to make sure that foundational skills; philosophies and theories of Early Childhood Development (ECD); and of the subjects presented in Intermediate and Senior to Further Education and Training (FET) phase (Grades 4-12) are imparted and developed in the foundation phase (Grades R-3). Moreover, the Department of Basic Education (2011a, p. 8), notes that “in the *Curriculum and Assessment Policy Statement* (CAPS) the subject life skills in foundation phase (Grades R-3) has been organised into four

study areas: Beginning Knowledge, Personal and Social Well-being, Creative Arts and Physical Education”. Of the four study areas of life skills this study focused on physical education.

### **2.3.2 Physical education**

Pangrazi and Beighle (2011), define physical education as education through movement. They further state that physical education is an instructional platform that addresses all learning spheres: psychomotor, cognitive and effective development in young learners (Pangrazi & Beighle, 2011). In support of this definition CAPS states that the physical and locomotor growth is important to the complete growth of a learner. Moreover, “it makes a significant contribution to learners’ social, personal and emotional development” (Department of Basic Education, 2011a, p. 9). Sallis et al. (2012), concur that physical education is more than just physical activity, it is an educational discipline and should comprise motor learning, sport skills, social growth and other commendable results. As it has been argued above, life skills offers skills that learners will need in future. The teaching of physical education should therefore, be prioritised in schools for young learners to develop the above mentioned domains for their future. However, Williams (2015), in his paper titled the ‘*Hall of Shame*’ whereby he analysed seven physical education sports, activities, and teaching methods that are fresh. He contends that regrettably, school-based physical education often ends up *discouraging* schoolchildren from becoming active for a lifetime. Reason being, many of its games, activities, and teaching practices reflect a lack of critical thinking and are exclusionary, counterproductive, or contraindicated (Williams, 2015).

The inappropriate teaching practices and activities that are employed by teachers during the implementation of physical education may be the cause of teachers shying away of teaching physical education. CAPS suggests that play, movements, games and sports are activities that contributes to the development of positive attitudes and values in learners (Department of Basic Education, 2011a). Some of the games and activities in the CAPS learners workbooks are ones that Williams (2015) believes teachers should avoid because they are inappropriate and discourage learners. The employment of correct and encouraging physical education teaching

practices may bring back the value and the status of physical education. However, at this point in time, studies like Awopetu (2011); Mudekunya and Sithole (2012) and Cleophas (2014), indicate that physical education receives little attention in schools.

Toriola, Amusa, Patriksson, and Kougioumtzis (2010), note that the concerns of a general decline in the teaching of physical education are not only experiential in developing countries, but also in the developed world. However, physical education suffers much in developing countries especially in the rural areas whereby there is little support for physical education teachers. Amusa and Toriola (2010, p. 671), observed that: “physical education as a school subject has been neglected, misunderstood, seen as being of little importance and regarded as inferior when compared to other subjects in the school curriculum”. It is worth agreeing with the idea that physical education “has been misunderstood” by teachers. One may argue that PE has been misunderstood because there are some teachers who still fail to teach it or ignore it. However, there are some workshops being conducted by the Department of Basic Education (DBE) through the subject specialists to disseminate the information on [about] how to teach physical education and its importance. Moreover, there are a number of studies being published daily to ensure that teachers get more information about physical education, yet it is still ignored. It is vital that the awareness is raised to the teachers for them to understand the importance of physical education.

By so doing (not teaching physical education because of the little value attached to it and the subject being neglected and misunderstood) learners are put at risk of failure. As Shirinde, Monyeke, Pienaar, and Toriola (2012, p. 228) note “physical activity advances children’s qualities such as brain function and high energy concentration, increases self-esteem that leads to better behavior which may support educational performance”. No matter the teachers’ experiences, the main concern for the teachers should be the development of the learners. Teachers need to understand the purpose of the intended curriculum and the significance of physical education so that they will teach the learners even if it calls for improvisation of

resources. Drawing from the definitions above it is vital to explore teachers' experiences in teaching life skills (physical education) and their understanding of the intended curriculum.

## **2.4 The curriculum as the robot**

Hoadley and Jansen (2013); Thijs and Van den Akker (2009), state that curriculum is defined as a plan and moreover, that the term has been derived from the Latin word 'currere' which means, to run. Therefore, for the function of this research it was decided to consider teaching as a race course and teachers as participants of the race. Thijs and Van den Akker (2009), argue that the simile of the spider web emphasise the susceptible nature of a curriculum, thus, the structure below in Figure 2.1 will elaborate on the weakness of the curriculum. Berkvens et al. (2014), argue for quality education and they state that the curricular spider web issues as stated by Thijs and Van den Akker (2009), can all be included in the concept of quality education. Moreover, Berkvens et al. (2014), caution that quality also covers facets such as relevance, consistency, practicality and sustainability. On that note, Berkvens et al. (2014), argue that these facets could be applied broadly to the whole of education, to individual components, or issues of the curricular spider web. In this case these facets have been applied to the whole of the curricular spider web issues using different colours to explain them in the figure below.

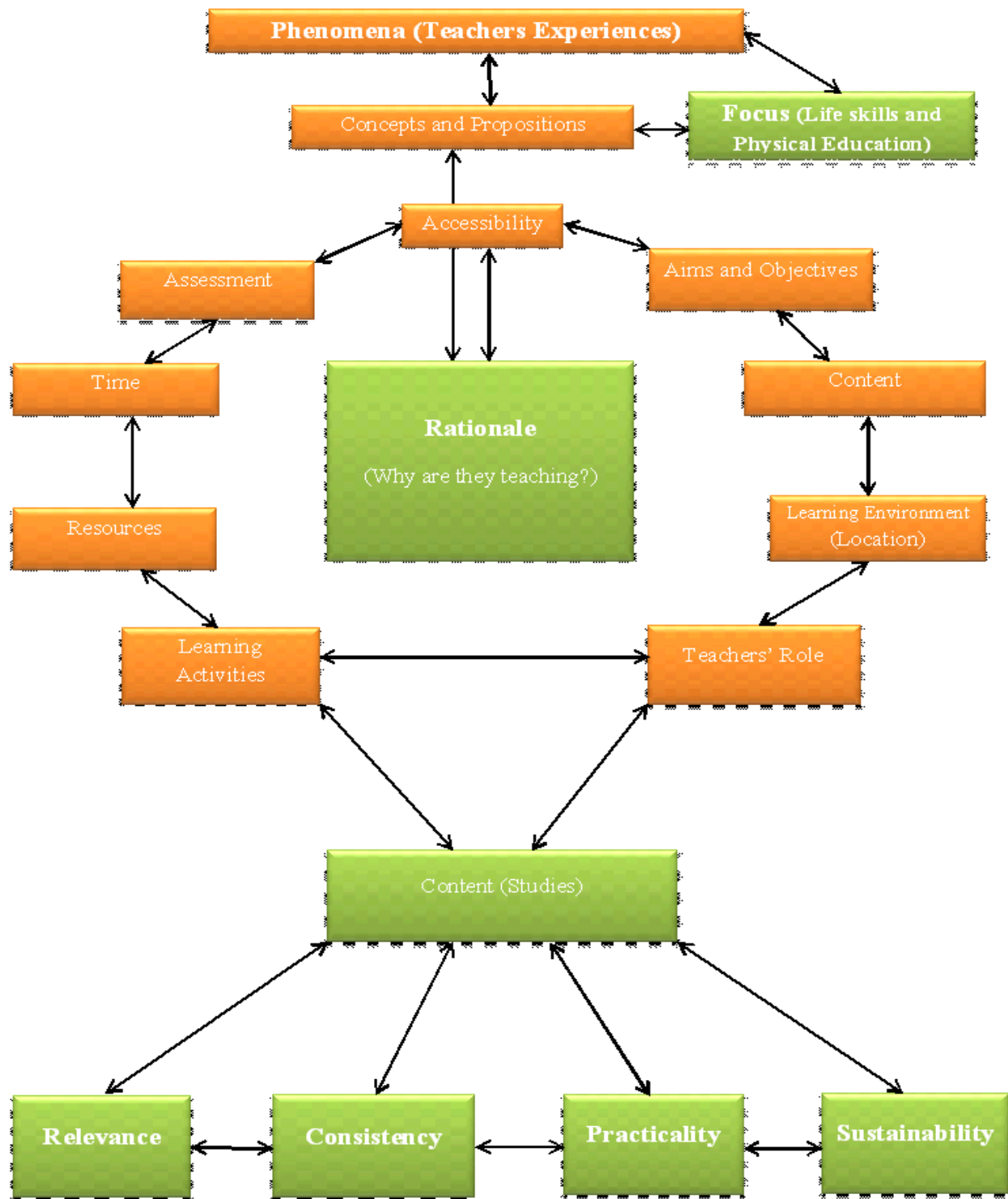
The colours in the structure are taken from the three colours of the road sign (the traffic light). We understand that a traffic light includes the red colour (danger or stop), orange (caution or be alert), and green (go or life). The Department of Basic Education (2011a) notes that life skills (physical education) are there to prepare young children to handle challenges in life and become responsible citizens. This suggests that the structure below, with all the concepts, should always remain green in colour, which would suggest that the curriculum (CAPS) will be sustainable for the future. The colours in the structure are defined as follows, first the phenomena (teachers' experiences) is labeled orange, which suggests how teachers implement the curriculum. This color cautions the teachers that their teaching may go either way (to red or to green). This suggests that teachers need to reflect on their experiences because if teachers do not reflect on their experiences in order to change their beliefs this may result in the curriculum being

unsustainable for the future. Teachers' reflections may ensure that there is a move from the current colour (orange) to the green colour. Teachers should work towards maintaining the green color because the red suggests a danger to the curriculum and the learners as well.

By danger, we refer to whether or not the curriculum will fail the education system. It happened in the past with Curriculum 2005 (C2005) that was driven by outcomes (Outcomes Based Education, OBE). OBE had to be revised because of its elements that the teachers did not understand and it was difficult for the teachers to implement them. Khoza (2013b) indicate that OBE had learning outcomes and critical outcomes and these are some of the elements of OBE that teachers were finding it difficult to understand. The others are the concepts of the curricular spider web that are labeled orange. Thijs and Van den Akker (2009); Berkvens et al. (2014), state that it depends on each other for survival, if it is not balanced then it will rip off and that suggests the danger to the curriculum. As it is stated that these concepts depend on each other for survival, one can argue that since these concepts are not all balanced in the curriculum implementation then they are represented with the orange color. In his thesis (interpretive qualitative study) Mogami (2014), indicated how the spider web looks like if it is ripped because the curricular spider webs' concepts or issues are not equally explored or covered during the curriculum implementation process. Teachers need to ensure that these concepts are equally covered in order to ensure that they remain green because they too will change to red and that becomes a danger to the curriculum. Thus, it is vital that the green sectors remain green and that the orange changes to green. The red should be avoided at all costs. Should the whole graph below be represented by the green colors one can be certain that the CAPS will be sustainable (Berkvens et al., 2014).

Structures in the green sectors suggest the existence or sustainability of the curriculum. The focus (life skills) is key to the future life of the learners as it is concerned with their holistic development (Department of Basic Education, 2011a). Moreover, the issues in the middle (i.e, the rationale) is the important one as indicated that it all starts with a vision or the rationale then the other concepts of the curriculum spider web connects from it (Berkvens et al., 2014). This suggests that if we have a vision, we have a better life because we know how we want to live our lives. There is also the content (studies) in a green color that suggests that if teachers can study

more or do research about their subject (life skill) then that will ensure that the last four criteria (practicality, relevance, consistency or sustainability) of the curriculum are maintained (Berkvens et al., 2014). Maintaining the last four criteria may be considered a good move because it may suggest that the curriculum had been balanced or maintained to last for a long time and that can be good for our education system.



**Figure 2.1.** The flow and the importance of the spider web. Redrawn from Berkvens et al. (2014, p. 8)



In his foreword, the former Minister of Education stated that the improvement of a national curriculum is a key dare for any country (Department of Education, 2002). One can therefore, argue that it is not only its development that is a challenge but also its implementation. The implementation of the curriculum requires that the curriculum users (teachers) should first understand the meaning of the concept curriculum. It may happen that a huge number of teachers in the profession may not be able to define or explain the meaning of the word curriculum. A clear example of this argument is stated in Hoadley and Jansen (2013), where they have used teachers at Goniwe Primary School as a reference. In their study, teachers have some disagreements on, and different understandings of, the meaning of the concept (curriculum) and its importance. Therefore, it is for that reason that my study argues that it is not only the development of the curriculum that is a challenge but also its implementation. In this respect, lacking the understanding of this concept (curriculum) may lead teachers to have some difficulties or challenges during the curriculum implementation.

It is important that we (teachers) first understand what the concept of curriculum is. Thijs and Van den Akker (2009), note that there are as many definitions of the word curriculum as there are writers who write about curriculum. This suggests that the curriculum concept is used in many contexts, which may be the reason there are many definitions. To make it clear and simple teachers should defined curriculum base on the context of education. The most apparent explanation of the term (curriculum) is to understand it as a course for learning. In short it is defined as ‘a plan for learning’(Thijs & Van den Akker, 2009). Furthermore, Tannenbaum et al. (2011, p. 29), concur that indeed the curriculum is an educational plan by saying:

*A curriculum is the overall educational plan embraced by an educational institution for a given training system. It includes the training goals and objectives, content and structure of the program, and teaching and learning methods, as well as learning environment, assessment processes, and program evaluation processes.*

In light of these definitions, it can be argued that the curriculum is the governments’ plan as based on how they envision the learners or future citizens of its country. As stated by the former Minister of Education, “our education system and its curriculum express our idea of ourselves as

a society and our vision as to how we see the new form of society being realised through our children and learners” (Department of Education, 2002, p. 1). This is further witnessed by Kuiper and Berkvens (2013, p. 7), when referring to this kind of act as the curriculum regulation which they explain “a government’s intention to prescribe the high-fidelity implementation of directives at the input level (goals and contents, in terms of ‘goals to attain’ or ‘goals to strive for’)”. Indeed attaining the governments’ goals (intended curriculum) can be a journey. This suggests that there is a need to understand the term *curriculum* at its root level.

Some studies like Fomunyam (2014); Hanson, Buitenhuis, Beierling, and Grant (2014), are of the view that *curere* also includes educational experiences and beliefs. Hanson et al. (2014), opine that *Currere* as a technique involves looking at relationships between educational experiences, life histories, identity, and social (re)construction. Thus, it was necessary for this study to include the *curere* concept and explain it in detail because the study itself explores teachers’ experiences. There is not much that has been said about the foundation phase teacher’s experiences of teaching life skills (physical education). Fomunyam (2014), states that being curious about something can lead a person to envision a way of teaching which ends all inequity, explores every unexplored concept, and deeply digs into teaching and the curriculum. It is for this reason that this study has emerged. This suggests that teachers should have a vision about their teaching and ensure that they have more knowledge about teaching. Thus, Fomunyam (2014, p. 124) cautions that “this approach to schooling and education will require a continuous probing and reflection on past experiences and practices in schools”. Thus, teachers should always keep in mind the intended curriculum so they will not misinterpret or deviate from the intentions of the curriculum as planned and be driven by their beliefs when teaching or implementing it (the curriculum) (Boesen et al., 2014).

Thijs and Van den Akker (2009), asserts that the curriculum is divided in to five levels i.e. SUPRA (international curriculum), MACRO (national curriculum), MESO (school/institution curriculum), MICRO (classroom/teacher curriculum) and NANO (learner curriculum). Khoza (2015a), further say that these levels are divided into three curriculum layers (representations)

which are, intended, implemented, and received. Hoadley and Jansen (2013), concur that the curriculum is indeed prescribed (intended) at different levels. However, they narrow it from the broader context by starting it at the MACRO level and they are looking at the four of the levels of the curriculum in the South African context i.e. MACRO, MESO, MICRO and NANO. However, excluding SUPRA level does not imply that the South African curriculum has not considered international theories. Their point is that the intended curriculum is prescribed at the national (national curriculum) and provincial level and through the teaching plans of individual teachers (Hoadley & Jansen, 2013). These layers are briefly discussed below. The first layer (representation) is **intended/planned curriculum** which is a formal/written policy of ideas that are framed by educational rationale/theories and intentions of teaching/learning and that specify the intentions of the curriculum (Khoza, 2015a).

According to Pantić and Wubbels (2012), in order for teachers to be successful in their teaching career they require more information and a profound knowledge of the past, politically aware, and economic context for a specific education organization. This is an information that might not basically express itself in a visible, immediately measurable manner (Pantić & Wubbels, 2012). This suggests that teachers should understand the curriculum at its different levels in order for them (teachers) to be able to implement the fully intended curriculum. Hoadley and Jansen (2013), note that curriculum designers set out the intentions of the state through the intended curriculum. Similarly, Kurz, Elliott, Wehby, and Smithson (2009), confirm that the planned curriculum divulges the instructional content aims for the enacted curriculum (i.e., what content should be covered in the classroom).

Pantić and Wubbels (2012), contend that the purpose of teaching and schooling is to convey knowledge from society to a learner. This is as a result of a curriculum being influenced by different stakeholders who all have different intentions. Boesen et al. (2014), argue that stakeholders, in this process of curriculum implementation, have a great interest in seeing the intentions behind the standards of curricular influence the educational outcome. As a result, stakeholders financially invest in the education system. Therefore, Pantić and Wubbels (2012),

contend that the curriculum framework is developed at the level of the school system where the goals for learning and evaluation are set, while teachers are mainly concerned with curriculum implementation and not its design.

The second layer is the **implemented/enacted curriculum** which is the interpretation of the intended curriculum as perceived by teachers and the actual process of teaching in operation (Khoza, 2015a). Similarly, Lui and Leung (2013), define the implemented curriculum as the actual daily activities that teachers undertake in their classrooms. Pantić and Wubbels (2012, p. 65), note that “once the curriculum is developed for a school system a teacher is expected to ‘implement’ the system’s or district’s curriculum decisions”. This suggests that teachers need to familiarise themselves with the intentions of the MACRO and MESO curriculum levels; more so, they (teachers) should ensure that they implement the intended curriculum. On the same note, Lui and Leung (2013), opine that it is anticipated that teachers can, and should, loyally implement the curriculum if it is well developed and teachers are appropriately equipped to use it. One can argue that teachers are failing to implement the curriculum simply because they do not reflect on their practices and beliefs. Lui and Leung (2013), argue that teaching should be recognised as an informational course and in order to successfully educate teachers must be reflective. In their reflections, teachers should keep in mind the knowledge and skills that are of most worth as they are important to curriculum development (see Byrne, Downey, & Souza, 2013; Lui & Leung, 2013). However, curriculum “implementation in the classroom asks for modifications of what is intended in order to make a fit to the local context and student population” (Kuiper & Berkvens, 2013, p. 9) .

The third layer is the **attained/achieved/assessed curriculum** which is the education experiences as practiced by pupils as measured through their results at the end of a learning course (Khoza, 2015a). Byrne et al. (2013), contend that this viewpoint of the curriculum does not only prescribe what pupils are to attain from teachers but positions them as energetic participants who are anticipated to be critical thinkers. This suggests that curriculum planners and teachers need not think of learners as incapable participants who will always need to be told

what to do, but instead as learners who should be given an opportunity to prove themselves in their learning. Byrne et al. (2013, p. 336), argue that:

*Curriculum has a democratic orientation which adopts the promotion of freedom and independence of thought, of social and political empowerment, of respect for the freedom of others, of an acceptance of variety of opinion, and of the enrichment of the life of every individual in that society, regardless of class, race or creed.*

Foundation phase life skills (physical education) are taught to young learners so that they will participate in different activities and learners are also expected to develop fully in all the domains of life (physically, emotionally, socially etc.). Life skills in the foundation phase is one subject that covers almost all the issues that are related to real life situations that young learners need to understand in order to become good citizens of the country. Therefore, in this curriculum it is important that teachers ensure the active involvement of learners in their learning because they (children) experience different challenges (e.g. violence, obesity, etc.) in life that can easily be escaped if learners are involved in their life skills learning. This suggests that teachers need to implement the curriculum in the way it is planned and intended in order to ensure that the attained curriculum is received successfully by the learners.

However, Hoadley and Jansen (2013) further argue that there are two more curricular and they are differentiated in terms of learners, teachers, knowledge and skills. These are the competence and the performance curricular. Their argument is that the **competence curriculum** is more learner-centred and is focused on learners' experience and everyday knowledge (C2005 to NCS). Van der Linden and Mendonça (2006), note that the globalisation process and the increase of technologies force the education system, institutions, and teachers to change the way they organise their work in order to gain or maintain their position in the world. This suggests that because competence curriculum is learner-centred, it is vital that learners be equipped to the point where they gain knowledge that will make them capable of competing in society. Competence based curriculum aims to inspire students to think and to employ the skills they learn in new and different situations (Byrne et al., 2013). More so, Hoadley and Jansen (2013, p. 90), opine that competence curriculum “encourages teaching that relates to learners own

experiences and everyday knowledge, and in turn, support learners in using their new learning in their lives and work”.

In teaching physical education it is important that competence curriculum be employed because learners are taught skills that they will use in their future lives (FitzPatrick et al., 2014; Loubser, 2012). Teachers need to note what Hoadley and Jansen (2013) state: in competence approaches, all learners are considered as essentially competent and able to arrive at a certain outcome. However, one can argue that if teachers do not understand the competence curriculum they may circumscribe the learners to work on their own in order to arrive at a certain outcome. This may well be because teachers do not understand what competence curriculum is all about, which will see teachers being more comfortable implementing the so called ‘traditional method’ (performance curriculum) of teaching. Pantić and Wubbels (2012), warn that if we want to know the element of change in learning brought about by competence-based curricula, we need to be cautious of the differences it involves compared to traditional method of teaching learners. This suggests that teachers should understand the different teaching methods used in competence or horizontal curriculum compared to those used in the performance or vertical curriculum method of teaching. In so doing, competence or horizontal curriculum can be successful and learners can learn a lot and be competent in their society. Gonzalez (2014); Hoadley and Jansen (2013), contend that in competence curriculum learners are given confidence to take a much more dynamic role in their learning whereas the teacher is there to provide the required leadership on the course (guide and facilitator). On the one hand, the failure to understand the differences between the competence curriculum and the old method of teaching, could be argued is one of the reasons curriculum 2005 failed to be successfully implemented in South Africa.

On the other hand, the **performance or vertical curriculum** is driven by content (facts). Hoadley and Jansen (2013), asserts that it usually is very precise about the content to be communicated and be discovered by pupils. Performance curriculum is also specific in what order the teachers should teach the content unlike the competence curriculum that is driven by outcomes from everyday knowledge. The performance curriculum is the CAPS strategy that

further requires that teachers themselves must be knowledgeable about their subject. Furthermore, Hoadley and Jansen (2013) concur with Jones (2001, p. 9), that “in performance based classrooms, the teacher must be a leader in the sense of setting vision, facilitating the decision-making of students, and setting the conditions of work”. Place (1973), equate the performance curriculum to the competence curriculum by stating that it is derived from a real and well-organised informational system in which all parties know what is expected. This suggests that in as much as the competence curriculum puts more emphases on or is learner-centred, the teachers’ role in competence curriculum is to be a facilitator. For that reason, teachers should ensure that the learning environment is conducive for learners to learn. As opposed to performance curriculum whereby the function of the educator is to assist the decision making processes of the learners.

Competence curriculum is about enactment (has outcomes) not implementation because it does not have a restricted content. According to Kennedy (2006), the use of learning outcomes when describing programmes and modules makes it very clear to students what they are expected to achieve by the end of the programme. However, Khoza (2013b) contend that the reasons for designing, developing or teaching curriculum should not only be driven by everyday personal experience (competence curriculum) but should include societal, professional and/or reconstruction visions (performance curriculum). For competence curriculum not to have a restricted content suggests that it allows teachers to use their content to interpret the curriculum in order to help learners to achieve the outcomes.

However, performance curriculum is about implementation (has content) because teachers are given clear content to teach as it is. Khoza (2015b), states that learning is about understanding a rationale for learning and content when/where learning takes place, and assessment (*curricular spider web*) as the basic requirements for learning. This suggests that for teachers to teach the given content they need knowledge of a subject because teachers are the ones to ensure that learners understand the content taught. In performance curriculum teachers are not there to help learners achieve the outcomes but teachers are there to teach the learners so that learners will

know the content. Content (professional) vision is the central concept that controls all other curriculum concepts (Khoza, 2015b). In performance curriculum mastering the individual subject/discipline content is more important than the reconstruction of knowledge.

It is vital that teachers be equipped to handle the different types of curricular (performance and competence) so that it may be easy for them to cover the concepts or issues of the curricular spider web. Even though the current curriculum in South Africa CAPS is a performance curriculum, it may help that teachers also understand the practices of the competence curriculum so that they may apply a variety of teaching strategies. This suggests that teachers may be able to facilitate learning where necessary and successfully teach the content because the curricular spider web is there to guide teachers on how to implement the curriculum. The curricular spider web is there to help teachers because it has been made simple for the curriculum users (teachers) to understand. It also has been framed in question format to ensure that teachers do not misinterpret it. Moreover, Berkvens et al. (2014, p. 7), note that all ten concepts of the curricular spider web below are interrelated; therefore, “if the concepts are not addressed in coherence, tension accumulates until the web ruptures and the curriculum loses its integrity”. This suggests that teachers need to ensure that they do not leave any of the concepts uncovered in their teaching because the received curriculum will not be successful.

Even though, the curriculum spider web is a well-designed conceptual curriculum framework for teachers to follow and implement the curriculum. One may argue that the curricular spider web may be well-designed but that does not completely guarantee that if teachers can cover all the strands, or the concepts, the curriculum will then be successfully implemented. According to Khoza (2013b), goals are divided into aims, objectives and outcomes. Out of the ten curricular spider web concepts there is one concept missing i.e. the learning outcomes. Khoza (2015b, p. 123), argue that “the spider web does not include learning outcomes while the learning outcomes are very important in terms of measuring students’ performance”. This suggests that according to the curricular spider web teaching should be content/teacher-centred because it does not have outcomes (learners’ goals that suggest learner-centred). In as much as this study explores



teachers' experiences, it takes into account that learners have an active role to play in their education. Moreover, when we also look at the concept of learning activities it does not include teaching activities (contradiction). However, the curricular spider web is a good conceptual curriculum framework if one is aware of the contradictions that may affect the curriculum implementation as they need to be addressed before the implementation.

There are many reasons physical education is taught in schools or is included in the curriculum. Kuiper and Berkvens (2013), argue that in teaching and learning there must be knowledge that will be useful to the learners. Thus, physical education is taught with an aim of preparing learners for future life because “physical education makes a significant contribution to learners’ social, personal and emotional development” (Department of Basic Education, 2011a, p. 9). The curriculum implementers (teachers) should ensure that the aim of the intended curriculum is attained.

## **2.5 Curricular spider web concepts**

Then the curricular spider web has positioned these issues in the form of questions in order for teachers to understand the necessities of the curriculum. Moreover, there are some propositions per concept that indicate how and why teachers are teaching physical education. The following curricular spider web diagram clearly indicates these concepts: with the rationale in the middle which emphasises the importance of the reasons for their teaching. Then, the four criteria surrounding the curricular spiders’ web are there to indicate if the ten issues are all covered or balanced which will further indicate if the curriculum is sustainable for more years to come. Teachers should ensure that these issues have all been covered in their teaching, because that will ensure that the intended curriculum has been achieved.

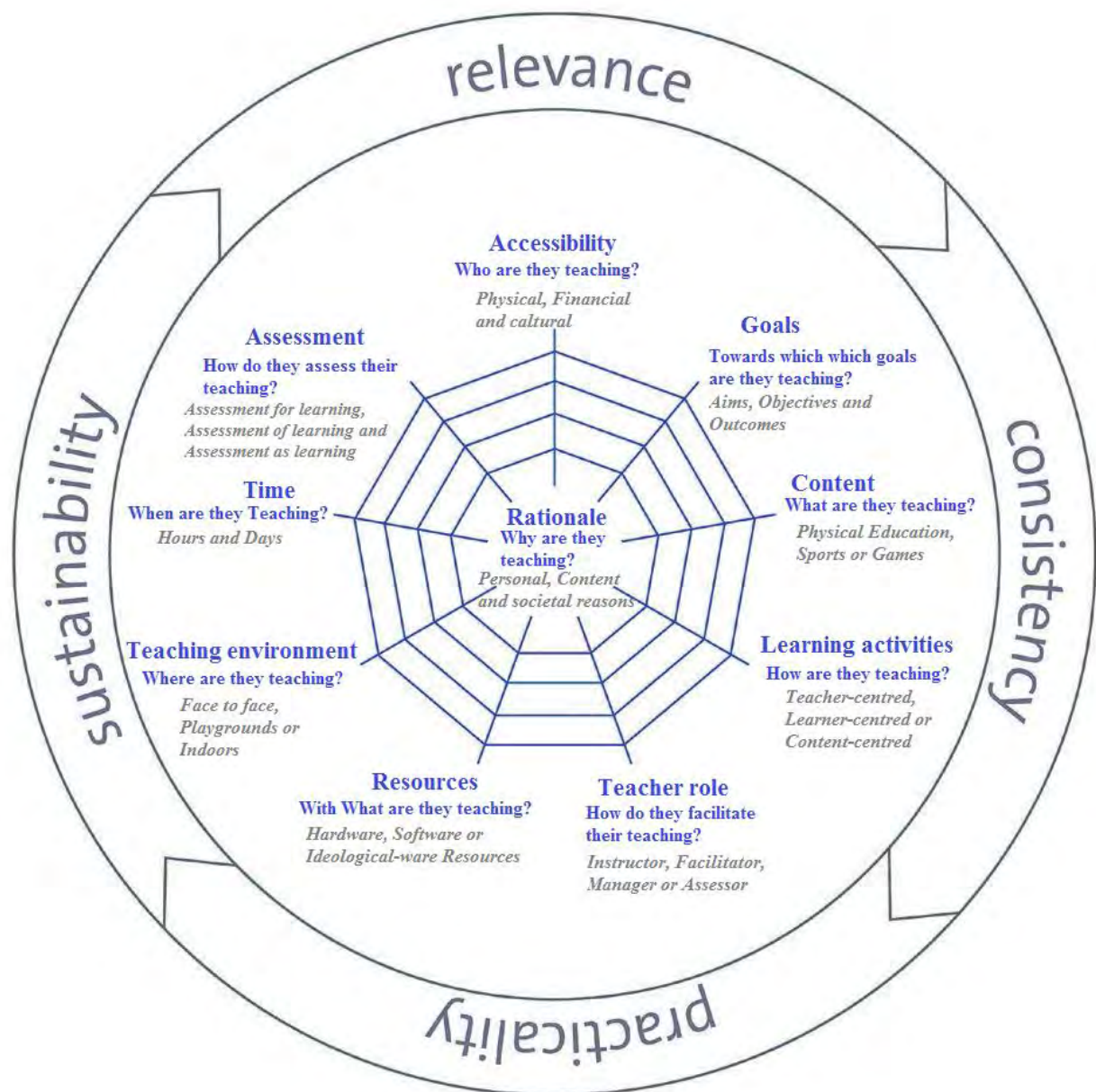


Figure 2.2: Curricular spiders' web adopted from Berkvens et al. (2014, p. 8)

### 2.5.1 Rationale (Why are they teaching?)

Teachers should understand and always keep in mind the **rationale** for teaching life skills (physical education) in the foundation phase. Creswell (2009, p. 6), cautions that “education, in its broadest sense, is the means of social continuity of life”. This suggests that teachers should understand that they are developing people who will use the information given to them (learners) in their lives, as they grow. This includes life skills that will teach learners skills that enable them (learners) to handle significant life situations (FitzPatrick et al., 2014). Amusa, Toriola, and Goon (2012), in their article accentuated the valuable impact of free time education to achieve optimal well-being and the connection between youth involvement in physically active lifestyles, mental and social health of young learners. Amusa et al. (2012, p. 993), asserts that “the whole world has realised the dangers caused by sedentariness and physical inactivity”. Thus, the most important thing teachers need to keep in mind is that life skills education offers awareness, talents, ethics and outlooks to learners through the four support structures to learning: “learning to know, learning to do, learning to live together and with others, and learning to be” (Bernhardt et al., 2014, p. 282).

This suggests that, with the pillars from the life skills lessons mentioned above, learners will be safe from the dangers of physical inactivity because they will understand that they should participate in physical activities in order to curb issues related to poor health (obesity and others). Amusa et al. (2012, p. 994), clearly states it when they say “it is a well-known fact that physical activity fights against the development of hypokinetic risks for obesity, cardiovascular disease, type II diabetes, certain types of cancer, musculoskeletal problems and psychological ill-health of the youth”. Goudas, Dermitzaki, Leondari, and Danish (2006), note that physical education in schools is a predominantly appropriate situation for teaching life skills for numerous motives: Firstly, life skills and physical skills are learned in alike approaches, through teacher demonstrations and learners’ practices. This suggests that life skills alone may be more of theory compared to physical education and that it cannot help learners in the fight against physical health issues. Thus, physical education is necessary in order for learners to learn to use their bodies (exercise) to energetically fight against health issues. Berkvens et al. (2014, p. 10) , argue that “these purposes can roughly be categorised according to the following three main perspectives or reasons: pedagogical (personal talent and character development), content

(knowledge and metacognition development), and societal preparation (citizenship and social skills development)”.

For **pedagogical or personal reasons**, Goudas et al. (2006), further contend that life skills (physical education) is intended to impart to young people a sense of self-control and certitude about their lives in future so that they can make informed choices in life and at the end of the day become better citizens. This suggests that if teachers understand the rationale of the curriculum and provide learners with the required knowledge and skills, learners may not struggle in life. Moreover, teachers need to academically develop themselves to make certain that they acquire the required skills that will help them cope with changing curriculum demands. Thijs and Van den Akker (2009), argue that one of the main priorities necessary in curriculum implementation is personal development (vertical curriculum) because personal development is one element that is “of importance to learning and development from the personal and educational needs and interests of learners themselves” (p. 14).

Likewise, Akyeampong (2014), argue that another personal reason for teaching the life skills (physical education) programmes is to change both teachers and learners attitudes, and to improve decision-making and communication skills in the fight against the spread of HIV/AIDS, particularly among the high-risk youth population. Another important reason for teaching life skills is to avoid high risk behavior, as Bernhardt et al. (2014, p. 282), explain “young women drop out of formal education due to early pregnancy or because they have to take care of their siblings”. Likewise, Loubser (2012, p. 112), opine that some of these learners, especially those that dropped out of school, “are usually bombarded with negative influences such as drugs, vandalism, violence and theft”. This suggests that teachers should have these reasons and others for teaching life skills (physical education) in order to ensure that learners get all the assistance they need to live a better life and fruitfully contribute to their communities. It appears that learners face a lot of challenges in life, and as such, teachers should not escape teaching life skills (physical education) because that affects the lives and future of young learners. The only way that teachers are able to comprehend the significance of life skills (physical education) in young learners is to study more on the research conducted on the subject.

The second category of the purpose perspectives is **content** (knowledge and metacognition development) (Berkvens et al., 2014). This suggests that teachers need to develop themselves in terms of knowledge by learning and have a broad knowledge, especially of the rationale of the nation about the curriculum. Understanding the rationale of the national curriculum teachers will ensure that the reasons of the nation for curriculum development are met. In other words, teachers need to study further in order to improve their knowledge on what other countries and researchers are saying about the reasons for teaching life skills (physical education) in their curricular. With the above insight in mind Berkvens et al. (2014, p. 11), note that “with the vision as a framework, choices on education content can be made, teacher professional competences established, learning activities developed and evaluative activities decided on”. Thus, it is necessary that teachers know that “the focus in the foundation phase is on games and some activities that will form the basis of participating in sports later on” (Department of Basic Education, 2011a, p. 9). Different games and sports are some of the activities that need to be studied by teachers, especially by those teachers who do not have knowledge of physical education. Understanding sports and other activities through research suggests that the vision of the nation may be achieved. As Akyeampong (2014, p. 218) asserts “life skills focuses on empowering young people to take optimistic series of actions to promote health outcomes, positive social relationships, and positive contributions to society”. If the curriculum vision of the nation is successfully implemented, one can say that society will benefit.

The last perspective about the vision of the curriculum is on **societal preparation** (citizenship and social skills development) (Berkvens et al., 2014). One of the principles of the National Curriculum Statement (NCS) as stated in the CAPS document is social transformation, whereby the aim of the government is to make certain that the educational inequities of the bygone era are rectified, and that equivalent educational possibilities are delivered to all sectors of the nation (Department of Basic Education, 2011a). This suggests that with life skills, especially in the foundation phase, learners will be taught about social skills so that they will learn to live harmoniously in their societies. Alterations in the public continually call for new knowledge and talents and need the constant improvement of our educational system and teachers (Thijs & Van

den Akker, 2009). A qualitative, interpretive case study conducted by Fomunyan (2014), on students at a university in Kwazulu-Natal exploring the students' experiences of the curriculum's connection to the personal, public and civil aspect of education. He contends that the "issues of social development go beyond the different educational disciplines to the more complex issues like the personal, social and political dimension of schooling and schooling in this sense referring to all educational experiences undergone by learners" (Fomunyan, 2014, p. 122).

Fomunyan (2014), asserts that all that the society wants for its children (learners) is clearly stated in the daily record of teachers' interactions with students (CAPS). This suggests that if teachers want to produce learners that will be helpful and loyal citizens of the country then they (teachers) should often visit their guide (i.e. the CAPS policy document) to ensure that they are not deviating from the government's teaching and learning aims. Likewise, Berkvens et al. (2014, p. 11), concur with the above statement that "if a nation wishes to revisit or improve its vision on education, or its entire curriculum, it is important to get the right people on board". Gross and Buchanan (2014), on their paper examined the perceptions of elementary physical education experts who teach children's physical education in classes with large student numbers. Gross and Buchanan (2014), refer to the "right people" as the "specialist" and further define a specialist as one who is specifically trained to teach physical education. With such people on board, the country can be certain that society will benefit from the education provided to their children. Finally, Gross and Buchanan (2014, p. 68), argue "physical education specialists, in spite of large class size ratios, work hard to provide quality programs in the wake of societal concerns".

The curriculum document only states the rationale as per the requirements of the policy documents. Thus, there was a need to conduct a case study and explore teachers' experiences as they (experiences) may be the ones that affect the teaching of physical education in the foundation phase. Teachers then need to ensure that they understand the rationale for teaching physical education as per the intended curriculum. That may help teachers to achieve the aims of the intended curriculum and build a united nation as envisaged by the curriculum and promoted

by the South African constitution. Furthermore, teachers need to develop their own aims of teaching over and above the ones stated in the curriculum policy document.

### 2.5.2 Goals (Towards which goals are they teaching?)

Usually curriculum developers encourage teachers to follow the curriculum policy documents when teaching because the policy document includes the goals for teaching and learning. Berkvens, et al. (2014, p. 14) note that most contemporary high-quality curricula are based on the overarching, broader goals that education trendsetter nations consider important. Moreover, Berkvens et al. (2014), argue that a lack of broad education goals makes it more difficult to make consistent explicit content choices. In this respect, without goals the curriculum or teachers may not be able to clearly state the content that needs to be followed in order to teach learners the required information that will develop them (learners) into the kind of citizens they (the nation) envisage. When developing the curriculum, incorporating clear goals ensures that the teachers correctly frame their **aims and the objectives** and that learners will attain and be able to show the **outcomes** of what they have learned.

Though, Adam (2004) notes that at present, throughout the world, there is no exact covenant about, or meaning of, the concept ‘learning outcome’. However, Adam (2004), opine that the fact that there is no exact covenant about the meaning of the phrase *learning outcome* does not unavoidably imply a difficulty, as most authors who employed the term have engaged it with only slight differences. Learning outcomes have been commonly defined by Harden (2002); Adam (2004); Kennedy (2006) and Khoza (2013b), as a “clear statements of what a learner is expected to know, understand and or be able to demonstrate at the end of a period of learning”. As the definition of the term learning outcomes states, they (learning outcomes) are statements that learners should demonstrate. Harden (2002) and Khoza (2013a), further state that learning outcomes define skills that are noticeable, and highlights the need for evident results. However, Khoza (2013b), contends that if teachers fail to identify and devise learning outcomes that are observable or measurable then learning is coincidental. For physical education, because it deals most with practical activities, this suggests that teachers should be able to identify whether

learners have successfully learned physical education through the evaluation of the subject at the completion of the given period of learning by using demonstrable and observable physical education practices.

Berkvens et al. (2014) argue that some nations have achieved the goal of attaining equity and inclusive education and lifelong learning for all by 2030, now the focus is on ensuring that education provided by states is of a high quality. Thus, the post-2015 agenda shifts the focus from quantity to quality education. With that Harden (2002, p. 151), argues that “attention has moved, at least in some measure, from an emphasis on the education process to a consideration of the product and the expected learning outcomes of the students’ studies”. This suggests that to ensure that learning was successful and learners have gained knowledge, it is vital that the focus is based on learners as they are the ones that will be demonstrating what they have learned in the work place. The only way to achieve this was through the move from the traditional (teacher-centred) teaching methods to the learner-centred teaching approach that has been adopted worldwide (Kennedy, 2006). Khoza (2013b), opines that the learner-centred method of teaching is supported because it comes with three significant rudiments of learning outcomes i.e. technical competences expected of teachers; teaching strategies with suitable mind-sets that accommodate students together with assessment strategies; and the ongoing development of teachers as individuals and professionals. Adam (2004, p. 6), cautions that “learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module or course)”.

Adam (2004); Kennedy (2006) and Khoza (2013b), concur that aims and objectives are broad statements that relate to facilitators’ intentions. In other words, they point to what the educator aims to cover in a given period of learning. This suggests that the teacher is the one who sets the physical education objectives, thus, it is vital that teachers ensure that their objectives are similar to those set out in the South African curriculum policy document. However, Berkvens et al. (2014), note that the aims and objectives of what students are to learn can be approached from different perspectives i.e. the society, the subject, and the learner. They further argue that from



the society's viewpoint it is vital that learners grow into being helpful participants of society and who are at least conscious and respectful of their community's beliefs (Berkvens et al., 2014). This suggests that if society sends learners to schools it may be because they want their children to come back and invest in society. In this respect, one of the aims of the curriculum, as noted by the Department of Basic Education (2011a, p. 4), is to "ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives". By leading a healthy life, socially acceptable and be of help (teaching youth to live well with others) in the community is one way of investing in the society. The skills and knowledge that learners will acquire in learning physical education may help learners as they grow and develop in life.

Aims and objectives are broad statements related to the teachers' intentions. Stürmer, Könings, and Seidel (2013), conducted an analysis using a pre-test-post-test design targeting to get more knowledge of how courses in different institutions of higher education influence the teaching and learning for the advancement of professional vision. They argue that professional vision is learnt by the understanding of what establishes operational teaching and learning. This suggests that for teachers to be successful in the aims they set in their lesson plans they should first understand what constitutes effective teaching and learning, how it occurs and how it can be achieved. Stürmer et al. (2013), argue that professional vision is mainly a characteristic of experienced (knowledgeable) teachers, thus one can say that it calls for content knowledge of a given subject in order for teachers to be able to set great goals and achieve them at the end of the day. However, teachers should understand and be able to define aims and objectives. In this respect, Kennedy (2006, p. 23) cautions "the aim of a module gives the broad purpose or general teaching intention of the module whilst the objective gives more detailed information about what the teaching of the subject anticipate to achieve". To ensure the success of the curriculum as planned, teachers need to understand the physical education content. Understanding the content enables one to be certain about what to teach and in which order (Hoadley & Jansen, 2013). The aims and objectives can be set by the teacher but the main concern is whether the teaching and learning is accessible to the learners.

### 2.5.3 Accessibility (With whom/who are they teaching?)

Berkvens et al. (2014), asserts that previously the focus of the education system was on equity and access to basic education with many countries focusing more on increasing the enrolment in schools. That led to the exploration of quality education where the UNESCO on the post-2015 education agenda focus on the shift from quantity in education to quality education. Berkvens et al. (2014) argue that the accessibility of schooling rests on numerous features: the physical (is it likely for learners to get to school or learn physical education); the financial (is the education affordable and whether there are funds to buy the equipment for physical education); and the cultural (is the physical education socially acceptable). Berkvens et al. (2014, p. 5) contend that “quality is important and part of a bigger picture: it starts with accessibility to education, but educational relevance with a view to the future is also important because in the end, education should prepare people for life and work”. The **physical** aspect of this concept (accessibility) includes the availability of schools and the equipment in schools used to teach physical education. In their qualitative study, Tucker, Bachman, Klahr, Meza, and Walters (2008), asked participants: *How do parents view their children's education in comparison to their own?* One of the participants in this study responded by saying “my schooling was horrific” (Tucker et al. (2008, p. 68). This parent stated that she had to walk for three hours between home and school each day.

Shirinde et al. (2012), in their cross-sectional study conducted in two primary and four secondary farm schools around Alma-Vaalwater area in the Waterberg region of the Limpopo Province, South Africa. They investigated the perceptions of obstacles and welfares of taking part in physical activity and the stages of physical activity of children in farm schools. Shirinde et al. (2012, p. 230) and Tucker et al. (2008), concur that “the schools are too far away from the farm houses where the children live and consequently they have to be old enough to walk the long distance to school independently”. This suggests that the schools are not really accessible (physical) to such learners because some need to overcome high risk environmental obstacles. Berkvens et al. (2014) argue that having access to education is one thing; receiving quality education, on the other hand, is another. This suggests that the concern should not be on whether learners have access to schools only to fulfill that going to school for children is a necessary

human right worldwide (Berkvens et al., 2014). The concern should be based on whether these learners are able to concentrate after such a long walk from home to school in a cold weather like winter days. Moreover, financial issues can prevent learners from participating in physical education.

The second aspect of the concept of accessibility is the **financial** (is education affordable and are there funds to buy the equipment for physical education) (Berkvens et al., 2014). With the lack of finances, Tucker et al. (2008), argue that low income parents, in particular, may feel unwelcome at school and may need unambiguous encouragement to communicate with teachers. This suggests that in schools where physical education is not implemented because teachers lack the expertise, parents are supposed to come to the schools and negotiate with the teachers to hire a physical education specialist. Mudekunya and Sithole (2012), contend that some teachers may have a thin knowledge base for teaching Physical Education because in training for life skills, as a module or subject, only theory is being applied. One can even say that life skills university lecturers themselves are not physical education specialist because they do not teach the practical part of the physical education curriculum.

One activity that commonly occurs in European countries is that they hire a specialist if teachers in the schools are not well equipped to teach physical education. Gross and Buchanan (2014, p. 74) define a specialist as someone that “may be the physical educator at a particular school, or alternatively the specialist may be an itinerant teacher who travels from school to school, and only sees a given group of children once or twice per week”. Morgan and Hansen (2008), in their mixed method study conducted on the primary schools teachers to discover the classroom teachers’ insights on what they regard as the utmost obstacles disturbing their abilities to deliver effective physical education lessons. In their interviews they have found that some teachers articulated apprehension about some of the programs not being used properly to the students or parents (Morgan & Hansen, 2008). This suggests that outside agencies can be expensive to parents and schools; therefore, it calls for government to intervene and train specialists that will

be available to teach physical education. Goharrostami, Eftekhari, Borumand, and Pashakolai (2015, p. 198), clearly state:

*In order to provide a remedy for physical education we demand continuing the success of the National DoE to intervene and prepare the basic trade introspection at any one of these categories (management or and budget and the structure of our physical education program, facilities, teachers) in the macro and micro aspects.*

If we as teachers need to produce quality education we should consider that school and community collaborations are important to ensuring successful education. Goharrostami et al. (2015, p. 197), in their descriptive survey that investigated barriers for women's football championship and prioritize them, argue that "exercise and physical activity as a social reality existed in the societies and they formed part of human's daily life". Now physical activities are also part of the **culture** of each nation. Likewise, Kirk (2005, p. 242), argue that "the family is a crucial unit of support for children's early experiences in sport, particularly in the community context". The minister of sport and recreation, in the white paper for sports and recreation, argues that there is "no country that can expect to achieve and sustain success at an elite level without a strong participation base in the community, as that is the beginning for every champion" (DSRSA, 2012, p. 27). This suggests that schools need to involve parents or the community in their children's education in order to find out about the learners cultures. Knowing learners' cultures may help teachers plan the relevant activities for physical education sessions. Cultures differ from learner to learner, as a result teachers should observe the learners cultures to ensure learners participation in physical education sessions.

Van Deventer (2012), argue that physical education lacks cultural relevance in contemporary society. To ensure that society is being educated about physical education the cooperation between schools and society is vital. In their investigation on teachers perceptions on cooperative learning, Gillies and Boyle (2010, p. 942) argue that "through teamwork learners and teachers acquire the skills to probe questions, share thoughts, elucidate differences, and build new knowledge". In this case, because the focus is on teachers, it can be argued that teachers also

need to cooperate and work together with parents if they need to produce good results. Gram (2004, p. 320), contends that “the perception of childhood is closely linked to the society and culture in which it exists and children’s conditions vary widely from one type of society to another”. Thus, it is the society or parents who know their children very well. Parents are the right people to inform teachers whether their children can or cannot participate in sports or physical education.

Scott, Boyd, and Colquhoun (2014), conducted an investigation in North and East Yorkshire in the United Kingdom, with the aim to explore the stumbling blocks that inhibit outdoor learning. The findings concur that it is important that learning in any environment includes a collaboration of place, physique, awareness, culture and society. Tucker et al. (2008), note that teachers in many countries are beginning to examine students' cultural and familial contexts in order to know how to best communicate to all students, especially those in marginal groups. One can say this is done because teachers should understand that education is a practice based on people’s cultural existence (Van Deventer, 2012). These studies suggest that there should indeed be a moral association between the parents and the teachers in order to ensure the successful implementation of the curriculum and the maximization of the learner’s performance in their education (learning).

Gillis and Boyle (2010), argue that cooperative learning is an educational practice that is best for teachers because of the important of investigation (research) that indicates the knowledge the teachers gain. Cooperation benefits teachers both educationally and generally when they network with others to achieve common goals. Unfortunately with physical education teachers, studies like Rooth (2005); Roux (2009); Van Deventer (2009), concur that most teachers who teaching physical education are not specialists in this field. Therefore, it is vital that they collaborate and cooperate with parents and teachers who understand and are familiar with physical education in order for them to learn more about this learning area. Some of the activities stipulated in the CAPS learners work books are sports. It is vital that there be a good relationship between the sports teachers and the physical education teachers so that they will support each other’s

teachings and learning. Moreover, one may argue that it may be difficult for the teachers alone to group themselves to discuss their experiences in the teaching of physical education. Therefore, this study will look at how teachers and parents (community or society) come together to discuss teaching of physical education and if possible invite sports teachers to come and show how to teach sports as part of physical activities. Sports teachers understand the soccer or cricket fields and they can help physical education teachers who are not specialist in the subject to know how to use these sports fields.

#### **2.5.4 Content** (What are they teaching?)

In the interpretive case study conducted by Khoza (2015a) to explore or understand postgraduate students' reflections on their practices of CAPS in their subjects, the participants pointed out that the **content** of the CAPS document is clear - which is a strength of the CAPS document. This is evidenced in the document which states that "the life skills subject is central to the holistic development of learners" (Department of Basic Education, 2011a, p. 8). However, there are some features that were left out and they are very important in the teaching of physical education and the development of young learners. Martin (2012), in his literature review on how Paralympians prepare mentally to participate on the Paralympics games, states that the purpose of the review was to define how Paralympians prepare for competitions through the use of psychological skills. He therefore, concluded that like most top athletes, learners participating in physical education must be both physically and mentally prepared. The content of physical education in the life skills curriculum policy states that physical education follows domains such as psychological, societal, and emotions (Department of Basic Education, 2011a; Ardoy et al., 2014).

The curriculum document should have been clear as to how to train learners mentally for their participation in physical education. One can further argue that the department should ensure that there is one psychologist in each school that will work with the learners, especially those participating in physical education. The argument is made that government and teachers have misplaced priorities on life skills (physical education) content and that has generated obstacles to

children's learning and individual growth, and calls for restructuring (Comeaux & Harrison, 2011). A number of studies like Howie and Pate (2012); Singh, Uijtdewilligen, Twisk, Van Mechelen, and Chinapaw (2012); Norris, Shelton, Dunsmuir, Duke-Williams, and Stamatakis (2015), have found that participating in physical education is linked with academic achievement. Therefore, the physical education content calls for a reform and it should be emphasised to teachers that they should teach and encourage learners to participate in physical education. Ardoy et al. (2014), highlight that participating in extra-curricular or physical education is linked with intellectual performance and educational success in children (learners). Therefore, Mudekunya and Sithole (2012), have found that about 70% of the participants have felt that life skills and physical education should be examined in much the same way as other curriculum subjects. This may encourage learners to participate in physical education and other sports that take place in schools.

Moreover, the Department of Basic Education (2011a) has stated that the life skills subject in the foundation phase is divided into four learning areas, of which, one is physical education (the focus of this study). The CAPS document clearly states the important aspects to be taken into consideration by the teachers when teaching (implementing) physical education. It also provides the activities to be conducted together with the expected resources to teach each and every activity in physical education lessons. Khoza (2015a), opine that these teachers should negotiate their way out of these challenges (lack of knowledge, resources and learning space) in order to be successful in interpreting CAPS within their studies. However, the above mentioned study has only one participant who teaches the foundation phase. The voice of this participant is not heard from this study, moreover, this participant it is stated that she is teaching Mathematics in the foundation phase. Thus, my study focuses on the foundation phase teachers' experiences to find out how they experience the CAPS physical education content. This suggests that teachers only need to read the CAPS document and also do additional research on physical education activities and practice in order to successfully implement physical education. If teachers can be shaped into being lifelong learners, they may not struggle with the content, the activities and different ways of implementing physical education.

### **2.5.5 Teaching activities (How are they teaching?)**

During the initial years it is appropriate for children (foundation phase learners) to encounter a variety of physical activities (Kirk, 2005). However, Capel (2007), have found that most life skills teachers teach sports in physical education. As a result, Williams (2015), referred to physical education as the Hall of Shame instead of Hall of Fame because teachers includes in it the inappropriate teaching practices and activities. He further states that in recent years he included additional incongruous physical education activities into his article *Physical Education Hall of Shame*, so that physical education teachers could realise why such activities are to be circumvented which would result in them becoming more thoughtful and considerate specialists of their job (Williams, 2015). This calls for teachers to go through this article or study further on physical education in order for them to understand more about these inappropriate activities and find appropriate teaching strategies. Moreover, teachers need to always keep in mind that learning is the foundation for teaching (Ruiji, 2012). This suggests that teachers need to study or do research in order to gain more knowledge and be able to successfully teach with fewer challenges.

This is because most physical education teachers are not specialists in this learning area (Garrett & Wrench, 2007). In her paper, Capel (2007, p. 493), argues that “this model (sports model) focuses largely on the acquisition and performance of skills in a multi-activity curriculum organised mostly around team games, taught with a limited range of teaching approaches most of which are formal, didactic and teacher-centred”. More so, instead of trying to reduce this teaching strategy (multi-activity), Kirk (2005, p. 246) had found that teachers “continue to practice physical education in a multi-activity, sport-based form that first appeared in government schools in the 1950s”. This may be a results of what participants in the study by Khoza (2015a), have stated; they could not identify the objectives and outcomes. This suggests that teachers teach life skills (physical education) without these objectives which results in them using inappropriate activities in their lessons.



Khoza (2015b) argues that teachers' failure in teaching their subjects was as a result of teachers not linking the **activities** to the outcomes. With regards to the outcomes, Kirk (2005, p. 249) cautions that psychologists suggest that physical education activities in the foundation phase should "focus more on 'task' climate (where success depends on doing the best you can) rather than an 'ego' climate (where success depends on being better than others)". Capel (2007), notes that if teachers can apply different justifications in their teaching activities, curriculum content or subject knowledge and teaching approaches may need to be adopted. Capel's paper included trainee teachers' practices of physical education as trainee teachers have an opportunity to investigate more about the implementation and activities to be applied in the teaching of physical education. In contrast, my research study focuses on experienced practicing teachers who teach in under-resourced rural schools. As a result of a lack of resources and technical knowledge, teachers must be creative and strive to discover new and different teaching approaches so that they are able to motivate learners to enjoy learning and participation in physical education. Khoza (2015a), argue that alignment between the content, teaching activities, learning outcomes and teaching resources is very important in any successful learning/teaching environment.

#### **2.5.6 Resources** (With what are they teaching?)

McCaughtry, Martin, Hodges Kulinna, and Cothran (2006), asserts that everyone seems to want to know what it is exactly that causes operative schools to succeed and poor-performing schools be unsuccessful. McCaughtry et al. (2006, p. 221) conducted an interpretive study with a purpose of "understanding factors that make teacher professional development successful and what success might mean in terms of teachers' instructional practices and feelings about change". They have find that the reason for this is that there is a conspicuous chasm in the studies that address the significance of teaching aids (resources) in school performance (McCaughtry et al., 2006). Moreover, they argue that many studies that investigate the resources in the field of physical education do not even give scrutiny to the importance of resources and what it entails for physical education teachers (McCaughtry et al., 2006). Kirk (2005) and Amusa and Toriola (2010), concur that the general superiority of primary school physical education and the importance of using resources is unknown by teachers due to the scarcity of exploration done on

this area. Due to the lack of understanding on how to use and access **resources**, they have become a challenge to those who teach physical education.

Khoza (2015a), in an interpretive case study where he investigated the use of e-learning by the facilitator and the students with different signal, and the noise in teaching and learning a basic research course at Bachelor of Education Honours level at a University in South Africa. According to Khoza (2015a), learning is an act of developing knowledge, values/attitudes and/or skills that point to the attainment of anticipated learning results or addresses other life-related challenges. This suggests that learning is a key to one's life because it teaches them to handle life challenges. Teachers should ensure that every learner receives education and there are no obstacles that can hinder children's learning. Khoza (2015a) refer to obstacles in teaching and learning as the 'noise'. He goes on to say that there are two elements in teaching and learning in which teachers should select from, there are important issues or activities of learning (resources) that promote teaching and learning (Khoza, 2015a). On the other hand there are issues that teachers should avoid because they interrupt learners from leaning i.e. lack of understanding how to use the resources [noise] (Khoza, 2015a). Maharajh, Davids, and Khoza (2013, p. 151), in their qualitative case study that investigated the experiences of students who attended a specific compulsory module as part of their postgraduate Honours degree qualification, caution that "conventional expectations for successful teaching and learning calls for a well-planned and organised pedagogical approach". This suggests that in order for teachers to be successful in ensuring learners archive intended outcomes they (teachers) should know how to use resources and plan their lessons well before hand.

Physical education most of the times requires resources in order to be successfully implemented. A descriptive survey conducted by Akinsola and Ogunkola (2013, p. 106), define resources as "the sum total of everything either used directly or indirectly for the purpose of educational training to promote, encourage and facilitate the teaching and learning activities". The aim or purpose of this study was to examine to what degree the use of human and material resources are available to teach Mathematics and Science in Nigerian High schools. In our case here, the focus

is on the use of available resources in teaching physical education in the foundation phase. There are few if no studies that have addressed the use of resources in the teaching of physical education in the foundation phase. McCaughtry et al. (2006, p. 222), concur that indeed “there seems to be very few researchers from the educational change community that have specifically documented how sufficient resources influence systemic teacher and school reform”.

However, my study does not focus entirely on the use of resources in the teaching of physical education in the foundation phase. With this study I only wanted to understand how teachers use the available resources because resources discourage teachers and hinder the successful implementation of life skills (physical education). Williams (2015, p. 37), argue that in pursuit of success for their learners, teachers should ask themselves, “what do I do in my programme [physical education] that truly *encourages* youngsters to develop positive attitudes toward physical education?”. This question can be a good question to be asked by teachers who have all the resources they need and understand how to use them. Teachers who do not have sufficient resources can also ask themselves as to how to use the little resources they have to encourage learners to participate in physical education.

Akinsola and Ogunkola (2013), goes on to say there are human resources as well as material resources. These types of resources are both vital in the foundation phase where young learners learn in different styles. While some learners may learn best by listening to the teacher, others learn best by seeing and others by touching. An interpretive case study conducted by Khoza (2012), noted that a resource can be a person or a thing that communicates learning. This suggests that even teachers themselves are resources. Akinsola and Ogunkola (2013), define resources as equipment that aid teaching. As Khoza (2013a), in his qualitative case study, notes there are resources that one can see and touch. It is also about the Ideological-ware which can be considered most important because it includes “teaching/learning methods, theories, research findings, teaching/learning experiences and others” (Khoza, 2013a, p. 52). Therefore, it is the role of the teacher to ensure that resources are available in the implementation of physical education.

Khoza (2015a) notes that there are three types of resources namely: Hardware, Software and Ideological-ware. Teachers should ensure that these resources are properly used to avoid noise in the teaching and learning of life skills (physical education). The improper use of resources in teaching and learning is referred to as *noise* (Khoza, 2015a). He further cautions that the word ‘ware’ in these three types of resources represents awareness to teachers when using these three type of teaching and learning resources (Khoza, 2015a). McCaughtry et al. (2006) assert that without sufficient resources teachers and learners rarely succeed and equally, when resources are limited or not properly used, learners do not succeed (Noise). One can say that if teachers can see the value in resources for teaching life skills physical education, they may feel motivated to teach the learning area. Physical education and other sports programmes vanishes in primary schools because of the lack of resources (Amusa & Toriola, 2010).

Kirk (2005, p. 240), contends that “young people from lower socioeconomic groups, miss out on quality early physical education experiences compared to children from higher socioeconomic groups because of the teachers’ lack of awareness of the use of resources”. He further notes that his investigation puts forward the primary schools because they are incapable of providing excellence in initial physical education practices (Kirk, 2005). Thus, an utmost number of children’s first knowledge of physical education specialist teaching and a wide range of physical activities is experienced as soon as they are transferred to secondary school. That is the reason a large number of investigations on physical education has been focused on secondary school physical education programmes (Kirk, 2005). As a result, Kirk (2005) argues that these rigidities are essential in the function that the schools can play in the initial physical education of children. This suggests that there is a requirement of some new experts on how resources might best be rationalised to ensure that young learners start experiencing physical education from the primary schools. It is therefore the responsibility or the role of the teacher to study further on their subject. As Khoza (2015b) argues, Ideological-ware resources are obligatory in any teaching and learning setting and it is impossible for the teachers or students to be successful in teaching and learning without Ideological-ware resources. Teachers and learners cannot succeed without Ideological-ware because Ideological-ware are in them as they are not coming from outside of them like the Hardware or Software resources (Khoza, 2015b).

### 2.5.7 Teacher role (How are the teachers teaching?)

In a quantitative survey to assess the teachers' perceptions of caring in the physical education classroom, Gibbs (2007) contends that the basis of successful teaching of physical education is the ability of teachers to care for their learners and to teach them to care for themselves and others. This suggests that teachers need to ensure that learners have learned to accept one another as this is a component of the life skills that children need in order to be efficacious in their future lives. It is the role of the teacher to ensure that learners have the good social skills before taking them to the physical education class. Gibbs (2007, p. 265), further argue that a "caring relation involves both engrossment and motivational displacement on the part of the teacher". This therefore suggests that caring should start from the teacher so that he/she could easily transfer it to the learners. Learners will imitate their teachers on how to socialise and will start to care for one another.

A qualitative case study conducted by Khoza (2013a), exploring a framework used by the lecturers in teaching educational technology in a higher institution, argues that the core idea in the **role of the teacher** is to increase educational opportunities for potential students who otherwise would not be able to attain higher education. Likewise, Silverman (2013), notes that according to self-determination theory, teachers can inspire learners by supporting their psychological needs for relatedness, skill, and autonomy. This suggests that if teachers can build a strong foundation, by utilising all the teaching methods available for physical education in the foundation phase, learners may develop the love of sports and they may in future participate in sports. Haerens et al. (2013, p. 3), opine that "autonomy refers to the experience of being the initiator of one's own actions and to the experience of psychological freedom when engaging in an activity". Thus, the role of the teacher in independent support involves "identifying, nurturing, and developing pupils' personal motivational resources, such as their interests, preferences, and personal goals" (Haerens et al., 2013, p. 3).

Gillies and Boyle (2010, p. 934), emphasises that:

*another role of the teacher is to prepare the physical space for learning and teaching, and ensure that the learning tasks are challenging and engage learners in higher-order thinking, helping the teacher to understand that he/she need to accept his/her role as a producer of a new classroom curricula and programs, and training learners in the social and academic skills they will need to negotiate their new learning environments.*

This is because with the newly adopted curriculum CAPS is in contrast with the out dated curriculum C2005 to NCS that promoted outcomes (learner-centred) approach of teaching. This suggests that the role of the teacher has changed from being an instructor and now with the new curriculum CAPS the role of the teacher has shifted to be the source of knowledge (teacher-centred) or be a facilitator (Berkvens et al., 2014). Haerens et al. (2013), further note that teachers should also try to nurture motivational resources through the provision of interesting, challenging, and relevant activities that are likely to attract students' curiosity. These activities should be undertaken in a safe environment at an appropriate time.

#### **2.5.8 Location and time (Where and when are they teaching?)**

Physical education is supposed to be one of those lessons that are taught outdoors. Khoza (2013a), asserts that a **space** is a place where teaching and learning is done. Moreover, the Department of Basic Education (2011a) states that for the successful implementation of physical education, foundation phase learners will need comfortable workspaces in which they can do their activities (games), toil and easily move around. It can either be indoors or outdoors because free play activities can take place in both (Department of Basic Education, 2011a). One more important element that the CAPS document stresses is that “all foundation phase learners, but Grade R learners in particular, should not be stuck in chairs behind desks all morning” (Department of Basic Education, 2011a, p. 10). However, in a mixed mode design study conducted by Morgan and Hansen (2008) to determine what classroom teachers perceive as barriers affecting the successful implementation of physical education, one of the participants in the study said that some teachers do not have the expertise and the knowledge to effectively teaching physical education. Therefore, they do not want to take learners out for physical

education because they are avoiding embarrassments (Morgan & Hansen, 2008). However, this study does not address how teachers can deal with issues relating to the lack of expertise in order to successfully teach physical education. This study will ensure that it addresses the issue of space in the teaching of physical education after it have understood the teachers experiences about teaching space. Teachers do not teach physical education because they do not have ample space to teach physical education. As a result, teachers save themselves time and sometimes they use physical education time to teach other subjects.

Time used for teaching physical education is one of the issues contested by teachers in many studies. A concern raised by a teacher in Morgan and Hansen (2008), is that it makes one feel frustrated that there is little **time** and that there are a lot of preparations to be done before starting physical education. While this is true, it can be argued that if a teacher plans well then preparations need not take a lot of time. Rooth (2005), in her general recommendations, stated that time allocated for Life Orientation is reasonable if this time is utilised optimally. Moreover, Loubser (2012) oppose what is done by some teachers that they spend more time teaching Literacy and Numeracy than Life Skills. Thus, the Department of Basic Education (2011a, p. 7) clearly indicate that “the allocated time per week may be utilised only for the minimum required NCS subjects as specified, and may not be used for any additional subjects added to the list of minimum subjects”. Therefore, the school heads should monitor the use of time allocated to ensure that physical education time is not used for any subject other than physical education. This will help when it’s time to assess physical education. Physical education should be assessed through observation as there are observation sheets to assess practical subjects like physical education.

### **2.5.9 Assessment** (How are they assessing teaching?)

The Department of Basic Education (2011b, p. 3), define **assessment** as “a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners”. However, it should be noted there are different types of assessments strategies. Kennedy (2006); Department of Basic Education (2011a);

Redelius and Hay (2012); Hoadley and Jansen (2013); Ní Chróinín and Cosgrave (2013), concur that assessment is habitually defined in relations to formative assessment (assessment for learning), summative assessment (assessment of learning), and continuous assessment (assessment as learning). These assessment strategies are applied differently in the process of teaching and learning. Firstly, Ní Chróinín and Cosgrave (2013) conducted a qualitative study in Limerick and Dublin on physical education teachers in order to discover the effect of integrating assessment into primary teachers' physical education lessons on their viewpoints on assessment and teaching and learning in primary physical education. Therefore, Ní Chróinín and Cosgrave (2013) argue that assessment is an important part of the teaching and learning course that can assist detect what the pupils are learning as well as how the children are learning. Furthermore, Ní Chróinín and Cosgrave (2013, p. 221), argue that "the use of assessment strategies can make learning more enjoyable and challenging for the children".

Of the three types of assessment (Formative, Summative, and Continuous) the one that is considered most relevant to the assessment of physical education is **formative assessment**, also known as 'Assessment for Learning'. Leirhaug and MacPhail (2015), argue that assessment for Learning (AfL), unlike the more old-style 'assessment of learning', has significantly increased curiosity in the investigation and improvement on assessment in physical education. However, the Department of Basic Education (2011a), emphasises that assessment in the foundation phase, especially in physical education should be done through role-play, discussions and demonstration. Shortly, this suggests that the assessment in physical education, according to CAPS, should be continuous (assessment as learning) or formative (assessment for learning). These types of assessment are "essential in improving pupil's learning and advance physical teachers' teaching and assessment practice, and as such is considered to be an important element of physical education's future" (Leirhaug & MacPhail, 2015, p. 1). Importantly, these forms of assessment prioritise learners and advance their knowledge. Leirhaug and MacPhail (2015, p. 3), expand on this by stating "we favour the view that AfL is embedded in a social-constructivist view of learning which places the learner at the centre of the learning process". If teachers need to advance teaching and learning, they must understand that assessment must be formative (assessment of learning) in its purposes and goals (qualities of CAPS), especially in physical



education, and that it must put the learner at the center of the assessment process (Gillespie, 2013; Lorente-Catalán & Kirk, 2013). Furthermore, Redelius and Hay (2012) argue that such assessment is important because it responds to the students in terms of their own learning, and informs teachers' later preparation of lessons and teaching.

However, **summative assessment** also known as 'formal' or 'assessment of learning', is defined as the process of measuring or judging what students know and can do in order to determine the level a student has reached at a certain curriculum or school stage (Redelius & Hay, 2012). The Department of Basic Education (2011a) cautions that for life skills to develop in the foundation phase, summative assessment (assessment of learning) should be done once per term for each learner. Summative assessment is frequently limited "to just the traditional examination paper and does not include other areas like project work, portfolios or essays" (Kennedy, 2006, p. 63). As a result, it does not qualify to be used to assess the practical part of physical education but it can be used to assess the theoretical part of physical education (Department of Basic Education, 2011a). The last type of assessment is **continuous assessment**. Kennedy (2006, p. 63) notes that "continuous assessment is a combination of summative and formative assessment and in practice, continuous assessment often totals to repeated summative assessments with grades being documented but little or no specific feedback being given to students". If that is the case (no specific feedback being given to learners) summative assessment contradicts CAPS in some areas because CAPS contends that "in both cases [assessment for learning and assessment of learning] regular feedback should be provided to learners to enhance the learning experience" (Department of Basic Education, 2011a, p. 66). Hoadley and Jansen (2013), assert that continuous assessment is related to an assessment that is usually done for recesses throughout a unit or period of learning. This suggests that those who are relating assessment as learning to recesses are not doing the right thing and somehow they are failing the curriculum vision for assessment.

Teachers find it difficult to assess physical education, especially in our context where there is little or no research done on physical education assessment. While Mudekanye and Sithole

(2012), argue that physical education should be assessed, just like any other subject in the curriculum, Ní Chróinín and Cosgrave (2013, p. 222), note that:

*Primary teachers feared that the imposition of assessment in physical education would force undesired accountability, turning physical education into something negative that would be perceived as 'work'. A combination of these factors resulted in assessment in primary physical education being avoided.*

More so, Gillespie (2013); Ní Chróinín and Cosgrave (2013), argue that in order for assessment to be operational in physical education, teachers must be knowledgeable and skilled in assessment and committed to improving learners' own knowledge and skills in this area.

Within the context of this study, teachers may assess their teaching by ensuring that they always do a reflection after their teaching of physical education in order to check whether or not they have done justice to the curriculum. Similarly, Department of Basic Education (2011a, p. 66), emphasise that teachers should have the check lists for subjects like physical education because "checklists and rubrics may also be used to record assessments and both formal [assessment of learning] and informal [assessment for learning] will enable the teacher to track and monitor the learner's progress throughout the term". However, informal assessment is considered the best tool for this kind of an assessment. This is supported by the Department of Basic Education (2011b, p. 4), where they note that:

*Informal or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide feedback to the learners and teachers, close the gaps in learners' knowledge and skills and improve teaching.*

This suggests that teachers, when teaching physical education, should not just teach for the sake of teaching. Teachers must carefully observe the learners performance and therefore, give guidance. This may help teachers to ensure that they improve their teaching. Moreover, the

Department of Education (2005), note that assessment for the sake of recording and reporting in the foundation phase should be based on or concentrate on the learning results (outcomes). Khoza (2013a, p. 54), asserts that “learning outcomes are measured/observed from students’ performance because they use specific observable/measurable keywords according to Bloom’s taxonomies”. This may work best in the teaching of physical education because teachers can observe whether learners are achieving the intended outcomes and so that they can try new strategies to improve their teaching. Learning outcomes were the products of the competence or horizontal curriculum (C2005), currently the focus is on the content because the current curriculum (CAPS) is a performance or vertical curriculum. However, for CAPS to focus on the content does not mean CAPS doesn’t observe the learning outcomes. CAPS incorporates both formative and summative assessment and it emphasises that summative assessment should be done once per term (four times a year) and more often for the formative assessment (Department of Basic Education, 2011a).

## **2.6 Conclusion**

In closing, most of the studies mentioned above have been conducted overseas and few have focused on physical education and its assessment, especially South African foundation phase teachers’ experiences. In the studies mentioned previously, the issues of the curriculum spider web have not been clearly stated and it may be difficult for teachers to understand the arguments around curriculum implementation. The curricular spider web has made it clear with the questions asked per theme to guide the teachers to ensure they implement the curriculum successfully.

So this study will use these questions to deal with the issues of curriculum that the teachers experience in the implementation of physical education in the foundation phase. This suggest that based on the literature studied and the issues stated above the curricular spider web is suitable for this study. This is to ensure that teachers clearly understand the issues they oversight when implementing the curriculum, especially when teaching physical education. Moreover, most of the studies have been conducted as surveys, in the form of literature, and/or

investigations where the authors were investigating the teaching of physical education in the secondary schools and the importance of physical education in the health of young learners. There are no studies that were aimed at exploring the teachers' experiences in teaching physical education in the foundation phase. According to the literature review above, there were no studies that employed interpretive paradigm and use a case study to explore the teachers' experiences in teaching physical education. Therefore, this study employed this research method in order to explore teachers' experiences in the teaching of life skills (physical education) in foundation phase classes. The next chapter will present the research design and methodology that has been used to explore the teachers' experiences.

## **Chapter 3**

### **Research Design and Methodology**

#### **3.1 Introduction**

This chapter presents the design and methodology of the qualitative interpretive case study conducted with three teachers who teach life skills (physical education) in a primary school in the Mpumalanga Province, South Africa. Anderson and Elloumi (2004), note that educational research seeks knowledge within the field of education. As this study explores the teachers' experiences, Check and Schutt (2012), and the Physical Education Institute of South Africa (2015), categorised this type of educational research as 'exploratory research'. They state that this type of research aims to learn and investigate educational phenomena without explicit expectations. In other words this research type is more interested in understanding what is happening in the field and how the participants make meaning of their actions. So is this study, the aim is to understand teachers' behaviour and their concerns towards teaching physical education so that teachers may use the findings of this study to deal with their concerns and ensure quality teaching. In support of this Cohen, Manion and Morrison (2007, p. 48) further assert that "when we use the term educational research, we likewise have in mind the curiosity as to how can we deal with the problems of teaching and learning within the formal educational framework". Educational research also helps with the elucidation of issues that have a direct or indirect bearing on teaching and learning.

Just like this study it is therefore, advisable that teachers research their subject and should also understand that the key focus when doing research is that they search for understanding or to be acquainted with new information on their subjects. Educational research is usually conducted with the goal of causal to the large amount of information of theory that exist (Plomp, 2009). More so, Plomp (2009, p. 10), note that "another broad aims of doing educational research are to provide insights and contributions for improving practice, and to inform decision making and policy development in the domain of education". This suggests that without teachers doing

research on their subjects they will always find it difficult to understand the challenges that make the implementation of the curriculum fail and their practices will not improve to a point that encourage learners to fully participate in learning. Thus, it is vital that teachers do research and use the correct methods of conducting research to ensure that they (teachers) produce good results that will improve their practices.

In research, methodology aims to describe the structure of a study. Fei (2015, p. 567), states that “methodology can be defined as a general research paradigm that summarises how a research project is to be carried out and identifies the detailed process to be employed”. Furthermore, Knox (2004, p. 123), contends that the “relationship between research philosophy and research method is an important one, as it allows one to: decide which method(s) are appropriate for the piece of research, take a more informed decision about the research approach, to think about constraints which may impinge on the research”. This suggests that the researchers need to understand that it is important to get the research methods right when conducting research in order to ensure that the study produces good results (Anderson, 2004). These research methods include the research design, paradigm, the sampling, and devices or approaches for information generation or, sometimes, how the results are to be analysed (Fei, 2015). This study is a qualitative research because exploratory research normally involves qualitative methods (Check & Schutt, 2012; Physical Education Institute of South Africa, 2015). Martens (2010, p. 225), describes a qualitative method as “research that is designed to provide an in-depth description of a specific program, practice, or setting”. In this respect, qualitatively exploring teachers’ experiences can only happen when teachers themselves give their own opinions.

### **3.2 Qualitative research**

Ary et al. (2006, p. 420) state that qualitative research “seeks scientific explanation that includes the discovery of laws governing not only the behavior of the physical world but also human behavior”. However, Gibbs (2007), contend that despite the multiplicity of approaches to qualitative research, it should be noted that qualitative research is not for specialised settings but is used when we want to understand the world out there and to explain social phenomena from

the inside, in different ways. For this reason it was important to use qualitative research in this study as the purpose of this study is to understand teachers' experiences of teaching life skills (physical education). Fei (2015), notes that qualitative data is usually collected via continuous interaction with the population being studied. In this case the population being studies are the foundation phase teachers, in the locations where they often devote their time (the school as described in the context on the previous chapter). Moreover, Govender (2012), asserts that qualitative researchers want participants to speak for themselves, and in this regard the three teachers that have been identified for this study have spoken for themselves. Including foundation phase teachers as the participants ensured that the study produced the required data from the teachers about their expertise of teaching the subject life skills. The reason this study was conducted is that, despite the fact that teachers are given a guide (CAPS policy document) by the government to follow, some of them fail to follow the CAPS policy document. As result teachers experience difficulties in implementing the curriculum and they end up leaving out some of the important subjects in the curriculum. Thus, employing the qualitative research helped to unravel the teachers' experiences of teaching physical education in the foundation phase.

Martens (2010) and Govender (2012), hold the notion that qualitative researchers study the phenomenon in their ordinary surroundings with an aim of making sense of the phenomena (teachers' experiences) according to the understanding of people within that situation. Similarly, Fei (2015), asserts that qualitative research is convenient for discovering fresh issues or getting to know intricate matters, e.g. for illuminating societies' theories and conducts. However, Rich (2012) contends that as rich as qualitative data may be, it may not be enough for sustaining the trepidations or endorsements of a given methodology. This suggests that the researcher should ensure that participants provide the data that is relevant to the study by channeling them in the right direction when asking the questions. Fei (2015) and Check and Schutt (2012), asserts that the most commonly used qualitative research methods include case study, action research and ethnography research, etc.. This study employed a case study as the research method.

### **3.3 Research design**

#### **3.3.1 Case study.**

According to Fei (2015, p. 568), “a case study is an empirical inquiry that investigates a contemporary phenomenon in the real world context”. Stake (1995) and Ally (2004), define a case study as the study that looks at the uniqueness and convolution of a lone event, coming to know more about its activity within a significant situation. Springer (2009), asserts that a case study attempts to understand the case in relation to real-life situations. Furthermore, Cohen et al. (2007) and Bertram and Christiansen (2014), concur that case studies attempt to expose the feeling of being in a specific circumstance. In addition, Ary et al. (2006); Cohen et al. (2007), assert that case studies are employed when a researcher needs to generate data to be informed and provide others with an in-depth portrayal of a circumstance. For that reason, it was vital that the case study method be adopted so that the aim of this study (to understand the teacher’s experiences of teaching life skills physical education in the foundation phase) can be achieved. Thus, the selected populations for this study are the right candidates to explain the experiences of teaching physical education in the foundation phase.

This study did not intended to generalise its findings but only intends to use or report first-hand information from the teachers. Stake (1995, p. 2), indeed emphasise that “a case is a specific, a complex, functioning thing”. Thus, it is essential for this study that the actions and circumstances being explored endorsed to tell a story for themselves instead of being deduced, gauged or critiqued by the student or the researcher (Cohen et al., 2007). Springer (2009, p. 407) state that “the case study is advantageous because of the richness of information that results from the intensive focus of one situation”. Cohen et al. (2007), emphasise that one of the qualities of a case study is that it observes people in physical environments and case studies are aware that the environment is an influential foundation of both causes and effects of certain behaviours in a given context. This is because a case study is usually concerned about a single case, for that reason, it is easy for the researcher to generate more data that gives a full indication of a sense of how it is like to experience teaching in a given setting (Check & Schutt, 2012). In contrast, Springer (2009), states that the disadvantage of a case study is that case studies rely on one case.



Despite the fact that a case study relies on one case, to overcome that as a limitation of a case study “methodologically” I used the literature that came with different views on the topic of this study. The identified teachers had given the information base on their understanding but the literature extended the information gathered from the teachers by giving more information of the same problem around the world. The context and the researcher’s status can be a limitation to a research study. The context in which this study was conducted is a rural area and teachers are not used to participating in research studies. Therefore, I had to build a good relationship with the participants and clearly explain to them about the study they are participating on. This has been done to ensure that teachers are free and understand what they are doing so that they give the rich information. If the participants are not free and lack the understanding of what they are doing they cannot give enough information and that can limit the study to produce quality results. Finally, Cohen et al. (2007); Creswell (2009); Bertram and Christiansen (2014), indicate that case studies are a research style that are frequently used by researchers in the interpretivist paradigm.

### **3.3.2 Interpretive paradigm**

Bertram and Christiansen (2014, p. 21), when defining the paradigm they state that “a research paradigm represents a particular worldview that defines for the researcher who holds this view”. Moreover, Creswell (2009), further state that it also indicates acceptable methods when conducting research and how it should be applied. Furthermore, Fei (2015), asserts that the research approaches embraced can be significantly different in light of the precise research drive and a researcher’s perspective of paradigm. In this case, this study employed the interpretive paradigm. Creswell (2009) and the Physical Education Institute of South Africa (2015), contend that interpretive researchers trust that educational veracity is communally created. This suggests that education is meant to be achieved when many people (teachers and communities) work together to achieve a similar goal. Furthermore, the aim of educational research is to get to know the significance societies give to the reality, not to conclude how the truth works though detached from these socially constructed elucidations (Physical Education Institute of South Africa (2015). The researchers’ viewpoint in this case was that the teachers have answers to how they react towards the teaching of life skills (physical education) thus, when exploring their

experiences it was believed that no one but the teachers themselves can tell their experiences. As a result, the interpretive paradigm was considered the correct paradigm for this study because this study aimed not to judge the teachers on their behaviour but to understand their reasons for their behaviour as it related to the teaching of life skills (physical education).

When defining the term ‘experience’ in the previous chapter it was said that experience is context based and so is the interpretive paradigm. Bertram and Christiansen (2014) assert that exploring teachers’ experiences could not be done by ignoring the larger social, cultural, and political context, as the interpretivist approach to research is underpinned by the idea that people’s behaviour is context dependent. This suggests that one should understand that the context has a huge role in the teacher’s behaviour towards certain types of teaching styles and thus, it should not be overlooked when conducting research, especially of this kind (schools in rural areas). More so, teachers are the ones working in a given context and they understand the context better than any other person, which is why it was deemed to be vital that they (teachers) talk about their experiences themselves. Cohen et al. (2007, p. 21), clarify this by asserting that “the context of the interpretive paradigm is to understand the subjective world of human experience”. Likewise, Bertram and Christiansen (2014), asserts that the purpose of the interpretivist researcher is to fathom how persons understand the environment they work in. It was for this reason that this study explored the teachers’ experiences and why each teacher gave their individual experiences.

Fei (2015, p. 567), emphasise that “human or societies have unique characteristics like rules, norms, symbols, meanings, and values, which is different from the world of nature, interpretivists hold that social phenomena are multi-layered and deserve multiple interpretations”. By studying the teachers’ experiences using an interpretive paradigm, Wells, Kolek, Williams, and Saunders (2015), contend that we can develop an improved knowledge of education research, as well as the basis set for future research in the education system. This suggests that if researchers can first study or understand the teachers’ perspectives about their environment as well as their challenges this can pave a way for further research in the education

system and that may help improve the implementation of the curriculum. Therefore, this study used the interpretive paradigm. Fei (2015) emphasise that in order to ensure that participants are free and give the full details about their experiences, the researchers must first get to know the people they intend to study (participants). Knowing the participants will ensure they also know and trust the researcher. The researcher must then retain a full record of what was heard and observed from the participants (the research findings).

### 3.3.3 Sampling

Bertram and Christiansen (2014), says sampling is a decision the researcher makes when selecting which people, settings, behaviors to observe. Check and Schutt (2012) and the Physical Education Institute of South Africa (2015), further state that sampling methods clarify, for the researchers, how to select cases that can lead to suitable overview about a population the researchers wish to learn about. Thus, this study used **purposive** sampling. Purposive sampling indicates that I made a specific choice about which people to include in this study. In this study I purposefully chose three foundation phase teachers because they were among the subset of the population teaching life skills in the foundation phase, and they were in a position to give a true reflection of the teaching process. This sample was used as it would be impractical to attempt to research all those in the subset (Check & Schutt, 2012; Physical Education Institute of South Africa, 2015). Moreover, the chosen individuals were selected because they are experienced in the teaching field (they have taught in the foundation phase for a long time), as it is argued that purposive sampling considers the unique position of the population selected for a particular study (Physical Education Institute of South Africa, 2015). The teachers selected for this study were chosen with a clear understanding that they do not represent all South African foundation phase teachers (Check & Schutt, 2012). The targeted community, or participants, for this study were three foundation phase teachers, one teacher from each grade that constitutes the foundation phase i.e. grade 1-3. As such, this is a purposively selected sample.

Bertram and Christiansen (2014), also state that purposive sampling is done through **convenience** sampling, which is choosing the sample that is easiest to reach. Check and Schutt

(2012), assert that the populations are sampled because they are available or easy to find therefore, this type of sampling is also known as “availability” sampling. In the school where this study was conducted each grade has a Departmental Head (HOD). Thus, the initial intention was to use the HOD’s as participants because usually the HOD’s are the most experienced in their field. However, one of the HOD’s was not well during participant selection and as a result, I had to include another teacher who took over the HOD position during the other’s absence. In another grade, the HOD requested that she be excused and I had to ask another teacher to fill in her place. As for the last grade, the HOD is not currently teaching in the foundation phase but she is teaching in the Intermediate and Senior phase, thus, I had to choose one teacher from that grade. This is how the convenience sampling was employed in the sampling of the participants who were taking part in this study.

In this case, I have used the school that I am currently teaching in because it is closer to my home. The chosen teachers have been selected with the aim of understanding their experiences. Three teachers from one school have been selected as participants in this study. These teachers were purposively selected because there were more than three teachers in the schools’ foundation phase. There are also more than one teacher in each grade of the foundation phase. Convenience sampling in this study has been used to ensure that participants who could not participate were replaced (as indicated above about the inclusion of the participants). Bertram and Christiansen (2014), state that purposive sampling is frequently done through convenience sampling in order to overcome instances where the selected participants do not make it to the interview session. The biographies of the participants are stated in the table below.

<b>Participants</b>	<b>Years of Experience</b>	<b>Subjects</b>	<b>Grade</b>	<b>Number of learners in class</b>	<b>Gender</b>	<b>Race</b>
Participant 1	15	Siswati (HL), English (FAL), Mathematics and Life Skills.	2	52	Female	African
Participant 2	24	Siswati (HL),	3	52	Female	African

		English (FAL), Mathematics and Life Skills.				
Participant 3	31	Siswati (HL), English (FAL), Mathematics and Life Skills.	1	54	Female	African

**Table 3.1: Foundation phase teachers (Participants)**

### 3.3.4 Data generation methods

**Table 3.2: Data generation plan**

	Focus	Objective 1	Objective 2
<b>Why were the data being generated?</b>	Explore and understand the experiences of life skills (physical education) teachers in teaching physical education in the foundation phase.	Understand teachers' perceptions towards the implementation of life skills (physical education).	Explain the teachers' understanding of physical education as it leads to their experiences in teaching the learning area.
<b>What was the research strategy?</b>	Observations and questionnaires with open-ended questions; semi-structured interviews based on the curricular spider web concepts were used to generate data.	Observations and questionnaires with open-ended questions; semi-structured interviews were used to generate data.	Observations and questionnaires with open-ended questions; semi-structured interviews were used to generate data to understand the teachers' experiences.
<b>Who (or what) were the sources of data?</b>	Foundation phase life skills teachers who teach physical education.	Foundation phase life skills teachers who teach physical education.	Foundation phase life skills teachers who teach physical education.
<b>How many of the data sources</b>	Three foundation phase teachers in total, one	Three foundation phase teachers in total, one	Three foundation phase teachers in total, one

<b>were accessed?</b>	teacher in each grade.	teacher in each grade.	teacher in each grade.
<b>Where were the data generated?</b>	Data were generated from the life skills foundation phase teachers in a primary school.	Data were generated from the life skills foundation phase teachers in a primary school.	Data were generated from the life skills foundation phase teachers in a primary school.
<b>How often were the data generated?</b>	The data were generated through the semi-structured interviews with the teachers using open-ended questions only once. The interview took about an hour at most with each teacher.	The data were generated through the semi-structured interviews with the teachers using open-ended questions only once. The interview took about an hour at most with each teacher.	The data were generated through the semi-structured interviews with the teachers using open-ended questions only once. The interview took about an hour at most with each teacher.
<b>How were the data generated?</b>	The data were generated through observations and questionnaires, using semi-structured interview which were audio and video-recorded.	The data were generated through observations and, questionnaires using semi-structured interview which were audio-recorded.	The data were generated through observations and questionnaires, using semi-structured interview which were audio-recorded.
<b>Justification of this plan for data generation:</b>	As this study is a qualitative study. In a qualitative study a researcher aims to get a depth understanding of the teachers' experiences. It was important that I used open-ended questions on a semi-structured interview so that teachers will give their real experiences in an hour interview.	As this study is a qualitative study. Therefore, in a qualitative study the researcher aims to get a depth understanding of the teachers' experiences. It was important that I used open-ended questions on a semi-structured interview so that teachers will give their real experiences in an	As this study is a qualitative study. Therefore, in qualitative study the researcher aims to get a depth understanding of the teachers' experiences. It was important that I used open-ended questions on a semi-structured interview so that teachers will give their real experiences in an hour interview.

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Bertram and Christiansen (2014), assert that *data* are the facts that a researcher generates in order to find answers to the particular question he or she is asking. Cohen et al. (2007); Bertram and Christiansen (2014); Fei (2015), concur that data can be generated using many methods. Cohen et al. (2007), define methods as a variety of methodologies employed in educational research to generate data which are to be used as a foundation for interpretation, for elucidation and extrapolation. If that is the case, this study used two methods of data generation: **interviews and observations**. Fei (2015), indicate that these data generation methods are amongst the most commonly used methods of generating qualitative data. Qualitative data is textual and is generated from human beings with an aim of understanding their point of view. Fei (2015) contends that it is believed that people’s understanding of the world is theoretical, falsifiable, contestable and altering, and the researcher could have numerous views about the participants and their environment.

An **interview** is a dialogue between the interviewer (researcher) and the interviewee (participants) (Bertram & Christiansen, 2014). More so, “interviews enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view” (Cohen et al., 2007, p. 349). This needs time in order to ensure that the discussion produces fruitful results that may help both the researcher and the participants. I spent about 45-60 minutes with each participant while discussing curricular spider web areas so that teachers were able to give their full experiences of teaching life skills (physical education) in the foundation phase. Martens (2010), states that interviews allows the researcher to explore a single broad question and as the session continues other questions will emerge. Questions that will emerge may be asked by the researcher after he is sensitised of the gist the interviewees (participants) bring along with to the situation.

Thus, there were three (3) research questions that generated the ten (10) main **open-ended questions** used for data generation (curricular spiders' web questions). The ten main open ended questions from the curricular spiders' web were used to generate data as follows: the rationale question was expected to generate the teaching reasons based on Personal, societal or/and content/professional reasons. The goals questions was expected to generate the types of goals the teachers are teaching towards based on the aims (long term goals), objectives (short term goals) and/or outcomes. The content question was expected to generate the teaching activities, whether the teachers are teaching physical education, sports and/or games. Accessibility and resource questions were expected to generate data about the types of resources the teachers are using to teach, and whether or not they are physical (hardware), financial (software) and/or cultural (Ideological-ware) resources. Teaching activities was expected to generate the types of teaching method based on either the teacher-centred, learners-centred and/or content-centred method of teaching. The teachers' role question was expected to generate the role the teachers play in the field when teaching physical education either as facilitators, instructors and/or assessors. Location and time were expected to generate answers based on the space and time used for teaching physical education. Assessment was expected to generate the types of assessment used to assess physical education based on formative (assessment for learning), summative (assessment of learning), and continuous assessment (assessment as learning). To generate the data from the participants using these open-ended questions, semi-structure interviews were used.

Martens (2010, p. 371), asserts that open-ended questions “allows the respondent's concerns and interests to surface, providing a broader lens for the researcher's gaze”. Subsequently, the type of interviews that were used was a **semi-structured interview**. The reason for using semi-structured interview was that this study used the qualitative research style. Therefore, with the qualitative style the aim was to get a deeper understanding of the participants in relation to a given question or topic. Ary et al. (2006), state that semi-structured interviews are interviews in which the researcher chooses an area in which they have curiosity and enquiries are articulated but the researcher (interviewer) may adapt the format or questions during the discussion course.



As the participants were talking, other questions or follow up questions emerged which was how I probed clarifications for deeper understanding.

Interviews ensured that I received the information I was expecting to receive because the participants were not limited in answering the open-ended questions. Bertram and Christiansen (2014), referred to interviews as a structured conversation where the researcher has certain expectations of answers he wants from the participants, and has designed particular questions to be answered. To ensure that the interviews ran well, I asked open-ended questions from the curricular spiders' web (Thijs & Van den Akker, 2009). This was done to ensure that teachers understand the requirements for curriculum implementation. Open-ended questions ensured that I gained the deepest information from the participants because open-ended question allowed participants to share their own opinions or their own experience in relation to the given question (Bertram & Christiansen, 2014).

The second method of data generation that has been employed to generate data for this research study was observation. Bertram and Christiansen (2014) and the South African Department of Education (1999), state that observation in research occurs when a researcher goes to a school or classroom and takes field notes of the activities of the individuals at the research site. Cohen et al. (2007), note that the useful aspect of **observation** as a data generation method is that it gives a researcher the chance to generate 'live' data from naturally stirring communal settings. Observations ensured that, as a researcher, I had an opportunity to generate data and report on exactly what was happening from the field instead of relying more on second hand data (what other people have told me) (Bertram & Christiansen, 2014). In the research site the researcher can record the observed data in either a structured or unstructured way (South African Department of Education, 1999). For the intention of this study I used **unstructured observation**. Bertram and Christiansen (2014, p. 74), state that "an unstructured observation means that the researcher does not go through a check list ticking off boxes or rating particular activities she sees occurring, but [instead] writes a free description of what she observes". Moreover, a researcher can choose to be either a 'covert observer' or an 'overt observer' during

the observation process (Hodge et al., 2012). According to Check and Schutt (2012, p. 192), a covert researcher “observes others without participating in a social relation of events and an overt researcher (true participant observer) publicly acknowledges being a researcher and participates in some group activities”. As a researcher and teacher in the same school where I conducted this study, it was not easy to be a covert observer because the learners knew me as a teacher. Thus, I had to adopt an overt participant (participant observer) method in order to switch from research to teacher when the learners called on me. Observations were done only once with the teachers because the teachers were not used to going out and teach physical education.

Since this is a qualitative study, unstructured observations became a good data generation tool because it allowed me to write a free description of what I observed. Cohen et al. (2007) note that observation can be a potent instrument but it does have its complications. Bertram and Christiansen (2014, p. 78), note that one of the challenges of observations is that “it is practically impossible for any person to observe *everything* that is happening in any situation, especially one where there are different interactions going on among a number of people”. This was exactly what happened in my observations because I was observing the relations between the educator and the pupils in the physical education lesson. It was impossible for me to observe every action because I had to observe the teacher and the learners if they are following the teachers’ instructions. Therefore, I had to be more careful when doing my observations. However, the use of a video recorder helped to cover those instances where I may have missed observations.

These types of data generation fit in to this study because this study uses the interpretive paradigm which relies on and requires qualitative information in order to understand the participants’ behavior or experiences of their work place. Even though, there were challenges with interviews; initially participants did not provide trustworthy answers because they seemed to be afraid that their actions or behaviours were going to be exposed. Yet, there are also advantages of interviews. The South African Department of Education (1999, p. 179), assert that “the advantages of interviews are that the researcher has a control over the line of questioning and the participants can provide historical information (experiences)”. Similarly, Cohen et al.

(2007), asserts that the strength of unstructured interviews is that it increases the relevance of the questions and the conversation can be matched to persons or situation. However, the weak point of the interviews is that it will result in different information generated from different people which might make it difficult to analyse (Cohen et al., 2007; Creswell, 2009). In this study however, triangulation in the data generation methods helped overcome the weakness of each method of data generation. As each method has its weaknesses, triangulation prevented unreliable data; for example, if participants provide untruthful interview information, then the truth would be revealed during lesson observations.

### **3.3.5 Data analysis**

Bertram and Christiansen (2014, p. 115), define analysis as “separation of the whole into pieces for the purpose of a study”. Ary et al. (2006); Cohen et al. (2007); Fei (2015), concur that data analysis in qualitative research involves organising and reducing data, and looking for important parts. Gibbs (2007), notes that one of purposes of qualitative analysis is to find configurations and produce explanations. This is done to ensure that similar ideas are not scattered in different parts of the analysed data which would ultimately result in the study losing coherence. To ensure that indeed similar ideas are not scattered, after the transcription of the recorded voices and videos I then put similar ideas together to analyse them together. Gibbs (2007) further notes that qualitative research mostly employs both inductive and deductive approaches. Therefore, this study used both inductive and deductive reasoning for the data analysis. Wanyama and Quay (2014, p. 4), define inductive as “the generation and justification of a general explanation based on the accumulation of lots of particular, but similar, circumstances”. Wanyama and Quay (2014), further opine that qualitative studies explicitly strive to create new theory on a given topic, instead of using existing theories just to test them (theories).

Fei (2015, p. 567) asserts that “analysing qualitative data is an inductive process, which often involves the process of transcribing recorded data into written form that is agreeable to analysts”. Furthermore, Bertram and Christiansen (2014), state that in inductive reasoning, data analysis starts from the specific observation, meaning it starts from the raw data that has been generated.

Inductive reasoning is said to be more open-ended and the categories within it emerge from the data (Bertram & Christiansen, 2014). Similarly, Dhunpath and Samuel (2009), refer to this as the grounded analysis whereby they state that in qualitative data, classifications and analysis emerge from the generated data with minimal a priori expectations. I used the data that I generated from the teachers to explain the situation or the experiences of the teachers when teaching physical education. I used the generated data to explain the teachers' experiences and in the analysis there is less of the second hand data (literature) and more of the first hand data (teachers' words). The analysed data in this study was not really an assumption but it was what the participants have said based on the conceptual framework questions that I asked the teachers about their experiences when they implement the curriculum. There was also a conceptual framework that acted as a guide to this study. With the conceptual framework (which included the rationale, aims and objectives, content, time, grouping, teaching activities, teachers' role, resources, location, and assessment) deductive reasoning was also used for data analysis. Bertram and Christiansen (2014), note that theoretical framework in a study influences the design of the study, data generation and analysis in a study.

Gibbs (2007) notes that it is vital that, as the researcher, I know that qualitative data are very personal and individual. Understating this, I ensured that I first gave details of the process and requirements of the study to the participants so that they would make an informed choice about participating in the study. Thereafter, participants agreed to the use of an audio and video recorder. The audio recorder was used to ensure that their words were not incorrectly presented or misinterpreted during the data analysis process.

### **3.4 Validity**

#### **3.4.1 Trustworthiness**

Trustworthiness of findings is important in qualitative research and it is largely concerned with human behavior or experiences (Ary et al., 2006). Therefore, it is vital that qualitative researchers consider transferability, dependability, credibility and confirmability (Cohen et al.,

2007). I had to ensure that these issues are taken care of during the data generation and analysis before the findings were published. To ensure that the data generated was of high quality and can be trustworthy one must ask oneself, “can they be confident on the researcher’s observations, interpretations, and conclusions? Are they believable (credible)?” (Ary et al., 2006, p. 498). Since **credibility** is concerned about truthfulness of the study, I had to ensure that errors were dealt with in the research design, selection of the participants and taking in to account the context of the study. I used the correct methodology to conduct this study, for example: the paradigm matched the research style or design and the sampling. Moreover, I used the check points i.e. after preparing the research proposal I defended it and it was declared passed with some corrections to ensure that the study is in line with the University research ethics. Secondly, each chapter was submitted to the supervisor in order to rectify errors. Hodge et al. (2012), assert that credibility in research is more concerned with the interpretation of observations and interviews transcripts than to whether or not the conclusions made by the researcher are supported by the data in hand. The participants agreed that after analysis or transcribing, the data can be given to peers for debriefing to ensure that the conclusions I made about the data are exactly in the participant words. I indeed gave the analysis to peers for debriefing to ensure the data are the true reflection of the participants’ words.

*Although the qualitative researcher typically does not have generalizability as a goal, it is his or her responsibility to provide sufficiently rich, detailed, thick descriptions of the context so that potential users can make the necessary comparisons and judgments about similarity and hence transferability (Ary et al., 2006, p. 501).*

This suggests that the data cannot be generalised because qualitative studies deal with people’s behavior which changes overtime. Moreover, the historical background of one context may not be the same as another. Therefore, the results of this study may not be **transferable** unless they can be of benefit to other teachers who are in a similar context and sample. The details about the context of the study are stated in chapter one as well as the sampling in chapter three, should other teachers want to use the findings from this study.

Ary et al. (2006, p. 502), note that “...qualitative studies expect variability because the context of studies changes”. They further stated that for the researcher to investigate dependability in the study he or she must use these strategies: an audit trail, replication logic, stepwise replication, code–recoding, interrater comparisons, and triangulation. These strategies were all applicable to this study and they were used to ensure **dependability**. Direct quotes were used as this was done to allow readers to assess the findings of this study. Moreover, I used audio and video records in data generation to ensure that during data analysis participants’ words were represented in the form of direct quotes. Therefore, I ensured that the results of this study were accurate. Lastly, Bertram and Christiansen (2014), caution that the qualities of the researcher, such as his or her knowledge of the field being researched and his educational background especially in research, can influence the data generation process. Therefore, as a researcher and teacher in the same school where this study was conducted, during the interviews I ensured that I did not include my understanding of the field being studied (physical education), especially understandings gained from other sources. I understood that the findings from this study were not going to be the same as those of other sources. Therefore, I reminded myself that I was a researcher and that the participants needed to respond to the researcher and not their colleague (this was explained to the participants before the data generation).

### **3.4.2 Limitations**

Bertram and Christiansen (2014), mentioned a lot of issues that can cause limitation or influence the data generation in any research. Some of the issues they stated include the researcher, the participants and the context where the study is taking place. This usually happen during the interview session. There were limitations in this study too as any research did encounter challenges. However, the challenges were addressed to ensure that this study becomes a success because this study was done to raise awareness to the teachers about their behaviour that somehow fail the curriculum (Stake, 1995). The important issue to be taken in to consideration is that without the permission a study cannot be conducted because of the ethical issues. In this regard, permission to conduct this study was granted through signed consent letters by the Mpumalanga Department of Education; the University of Kwazulu-Natal; and the teachers themselves. These were the most important bodies that could or could not have given this study

the go ahead. It was vital that ethical issues being handled with care and the participants had to understand everything about the study they were participating in so that they could make an informed decision about their participation.

The status of a researcher can cause participants to feel uncomfortable revealing the information they should reveal. Fortunately, it was easy for the teachers (the participants) to talk to me because they knew me as their colleague. Therefore, I created a relationship based on trust with the participants so that they would feel comfortable enough to express themselves without any fear. The participants agreed to take part in this study because they understood that I was not going to deceive them. The consent letter clearly defined everything that was expected from them and the nature of the study. This was also done to ensure that the participants do not come across something they had not agreed on that may lead to their withdrawal from the study. The context was one issue that even now remains a limitation. It was clear in this case that teachers were not aware of what a research entails, especially among those who studied long time ago. However, I had to be patient with them and explained that the nature of the study intended, not to expose anyone, but rather to help them realise how their experiences affected their teaching and learning. Correspondingly, the sampling is important; the participants included in the study were people with a background in the field being studied. This was done to ensure that relevant information is generated from the participants because they know what it is like to be in a foundation phase classroom. The participants selected for this study were strictly foundation phase teachers as they had years of experience in teaching the foundation phase.

### **3.5 Conclusion**

This chapter presented the procedure that was used to carry out this study. The methodology that has been used for this study is linked to the manner in which they work together in order to ensure that the study produces reliable findings. The study opted for a qualitative case study which works well with the interpretive paradigm. The interpretive paradigm was chosen because the study intended to understand the participants' experiences from their field of work or their real world. The study ensured that it followed all the required steps in terms of research ethics;

addressing the limitations that may lead to false information; the choice of the right people to participate in this study.

The next chapter will present the analysis of the data generated through the interviews and the field observation. Moreover, the data that has been analysed has also been discussed in the next chapter.



## **Chapter 4**

### **Data analysis and discussions**

#### **4.1 Introduction**

The primary aim of this study was to explore the teachers' experience of teaching CAPS life skills (physical education) in the foundation phase. This chapter presents an analysis and subsequent discussions per theme of the data generated in order to understand the teachers' experience and also to know how they teach the foundation phase physical education programme in the context of curriculum change. A case study approach was considered suitable for this study because it seeks to understand the phenomenon in its natural setting (Stake, 1995). The curricular spiders' web themes were cross-referenced with the research questions to ensure that the study stayed on track. Creswell (2009), cautions that themes in qualitative research are not referred to as theories, but that they provide an extensive explanation that researchers can use to study people's behaviour and attitude. In this case, the themes from the curricular spiders' web helped me ask the questions that are relevant to teaching. In order to answer research questions, data were generated through semi-structured interviews with the three teachers and through field observations. The three teachers have participated on the interview sessions and they have all given their experiences. However, only two participants were able to do activities for observations and the data presented below under the observation are for those two participants only. However, the data was offered with the use of the strands of the curricular spider web (the conceptual framework) as themes and the findings were presented under each theme by means of direct quotations and validated with discussions.

The answers to the main research question are stated under the teachers' experiences and the curricular spiders' web themes below. The major research questions that framed this study were:

#### **Research question 1**

*What are the foundation phase teachers' experiences in teaching CAPS life skills (physical education) in the foundation phase?* The teachers have indicated that they experience some

challenges or difficulties when teaching physical education. Their accounts below will clearly explain the challenges the teachers encounter when teaching physical education.

### **Research question 2**

*Why do foundation phase teachers experience teaching CAPS life skills (Physical Education) the way they do?*

There are a number of issues that the teachers have stated as reasons they experience the teaching of physical education the way they do. Amongst the issues stated by the teachers includes the lack of knowledge for the physical education content, and the unsuitable environment they are working in.

### **Research question 3**

*What is the influence of teachers' experiences in teaching CAPS life skills (physical education) in the foundation phase?* Their experiences influence their teaching and learning. To the greater extent it affects the development of the learners because teachers end up not teaching physical education because of their experiences. It also affects the curriculum because physical education is part of the curriculum and if it is not taught correctly then the curriculum is not fully implemented and there is no balance.

## **4.2 Teachers' experiences**

The teaching of Physical Education faces challenges in most countries (Wanyama & Quay, 2014). Teachers have raised a lot of concerns about their experiences in the teaching of life skills (physical education) in the foundation phase. A number of the issues or problems that hinder the successful implementation of physical education around the globe are still experienced by the teachers today. These issues includes the lack of the content knowledge, lack of resources, lack of support from the management, and lack of funds (see Roux, Burnett & Holander, 2008;

Jacobs, 2011; Amusa et al., 2012). This suggests that for physical education to be successfully implemented in schools the government should ensure that the findings of different studies conducted by academics on physical education be taken into serious consideration. In addition, the teachers need to study more in relation to physical education. According to Morgan and Burke (2008, p. 3), the “experiences or personal backgrounds of teachers are important components affecting the teaching and learning process”. This suggests that if teachers have good experiences in teaching physical education then they will have the passion for teaching their subject and that would positively impact their teaching. One of the most important issues that can motivate teachers to successfully teach physical education is the knowledge of the subject and the availability of resources to support the teachers and learners.

In their responses, when teachers were asked about their experiences of teaching physical education, one key dare that was common to the participants was the dearth of understanding of physical education content. The participants clearly stated that for them to do the right thing they need someone who understands physical education; someone who specialises in physical education to come and teach them so that they are able to do the right thing. Participant 1 agreed that there is a need for a physical education specialist *‘so that before learners can go to the playground they must have something in mind’*. This statement indicates that teacher teaches because of societal reasons, where one always expects instructions from someone in order to teach. In social/societal reasons, teachers implement policies by following instructions from others’ opinions without interpretation or enactment of the policy documents because they do not read studies around what they are doing. So if the instructions or opinions are misleading then teachers will do poor job because their point of reference is misleading.

The opposite of teaching for societal reasons is Professional/Content reasons of teaching where teachers read studies on what they are doing in order to critique their policy document before they use it. So they enact it using studies as their point of reference (they do not implement it with errors). Teachers are aware that they are not doing justice to the curriculum when they teach physical education which concerns them because they understand that what they are doing in the field does not in any way help develop learners in the way it is meant to. Thus, it is now clear that teachers need to study more on their subjects in order to apply professional reasons of

teaching because they have seen that relying on someone (society) does not help them in any way. Stake (1995, pp. 91-92), in describing the teacher as the researcher, argues that “the intention of research is to inform, to sophisticate, to assist the increase of competence and maturity, to socialise, and to liberate”. He further opine that the above are also the teachers’ responsibility but, one can argue that teachers can ensure that these responsibilities are completed if teachers become the researchers.

One can argue that it is dangerous to allow teachers to teach something they do not have knowledge of because they may not be successful in what they are doing (Brownell et al., 2004). All that is needed from the teachers, especially within CAPS, is content knowledge because CAPS places more emphasis on content (as it is a performance or vertical curriculum) (Bernstein, 1999). Brownell et al. (2004), contend that teachers must have content knowledge in order to teach their subjects with much concern for teaching skill. Moreover, they argue that “from this perspective, teachers with subject matter knowledge are best positioned to help students achieve” (Brownell et al., 2004, p. 56). The teacher asserts that *‘you are only given and told that do this, and you do not see what to do and where to start and finish, whether you are doing the right thing or not I do not know’* (Participant 3). Teachers experience some challenges in their teaching because they do not understand what they are supposed to teach, however, they are expected at the end of the day to produce learners who are competent. To ensure that teachers do not embarrass themselves they do not completely teach physical education. One can contend that to bring back the value or dignity of physical education, teachers need first to transform their believe system of doing the activities. Brownell et al. (2004), caution that the state and districts can recruit or ensure that the available teachers become the special physical education teachers with the subject proficiency. Teachers should be ready to use research-based practices, or they should have knowledge in both. Maybe doing an action research with them whereby they will be taught that they need to improvise and reflect on their actions instead of relying on the society may change their believe system. After they have participated in action research then, they can go for training on how to teach physical education.

*There is no one who is looking after physical education teachers. This life skills contains irrelevant things and the government officials will be talking behind the windows. I personally do not like this life skills, I will not lie to you. The officials do not ask us teachers about what do we encounter or experience on their workbooks. They should ask us teachers, which books to use and how to work with the foundation phase learner (Participant 3).*

*With the issue of not taking physical education serious, I do not know how to deal with it because even if you can go out to scout for more information about physical education, you will get these things [books on physical education activities] and you must use them but you will be told that you are wasting the learners time (Participant 1).*

Teachers argue that the workbooks they are using to teach physical education in that the activities stated in those books are not relevant and are not fully detailed on how to practice physical education. These accounts answer to the research's main question about what the teachers are experiencing while teaching physical education in the foundation phase. More so, it indicates that the teachers are only teaching to impress the Department of Education which is a societal reason for teaching. So far, one can argue that teachers are experiencing challenges in implementing the curriculum because they are not teaching because of their profession or the content but their focus is much on the society and it seems as if they are not aware of that. More answers will be found below whereby the ten aspects relating to the curricular spiders web are used to drive questions on how teachers experience the implementation of CAPS life skills (physical education) in the foundation phase.

The following ten themes were developed by Thijs and Van den Akker (2009) and were further used by Berkvens et al. (2014), to address the quality of education in their efforts to better clarify to the government, curriculum developers and teachers how the curriculum can successfully be implemented in different countries. These questions were used to generate the data from the teachers in order to find the answers to the research main questions. The themes are: **Rationale/vision** (Why are they teaching?); **Goals** (Towards which goals are they teaching?);

**Content** (What are they teaching?); **Teaching activities** (How are they teaching?); **Teacher role** (How do they facilitate their teaching?); **Accessibility and resources** (With whom and with what are they teaching?); **Location and time** (Where and when are they teaching?); and **Assessment** (How are they assessing teaching?) (Thijs & Van den Akker, 2009). This study applies these themes in an exploration of teachers' experiences of teaching CAPS life skills (physical education) in the foundation phase in a school in the Nkomazi East circuit of the Ehlanzeni district in Mpumalanga province.

<b>Themes</b>	<b>Questions</b>	<b>Categories</b>
Rationale (reasons or vision)	Why are they teaching?	Personal reason (pedagogical) Content/professional reason (studies) Societal reason (beneficial)
Goals	Towards which goals are they teaching?	Aims Objectives Outcomes
Accessibility and Resources	With whom and with what are they teaching?	Physical (Hard-ware resources) Financial (Soft-ware resources) Cultural (Ideological-ware resources)
Assessment	How do they assess their teaching?	Assessment for learning Assessment of learning Assessment as learning
Content	What are they teaching?	Physical education Sports Games
Teachers' role	How do they facilitate their teaching?	Instructor Facilitator Assessor
Time	When are they teaching?	Hours Days
Teaching environment	Where are you teaching?	Face to face
Teaching activities	How are they teaching?	Teacher-centred Content-centred Learner-centred

**Table 4.1: The 10 curricular spiders' web themes and their propositions**

### 4.3 Theme 1: Rationale

The teachers have covered almost all the three main perspectives of the rationale of teaching (pedagogical, content, and societal preparation) (Berkvens et al., 2014). However, not all the participants in their responses have covered the three perspectives. It therefore becomes a problem to curriculum implementation if teachers do not cover all the three perspectives because a drive for teachers to be successful on their work is to know the reasons of teaching. Understanding these reasons may ensure that teachers strive to have knowledge and metacognition development (content); and teachers should have the content knowledge of a particular subject. Having a content knowledge will ensure that teachers develop their character or their personal skills (pedagogical). Personal skills is vital because with it teachers will be able to put in to action their skills and expertise to develop their societies and become the contributing members in their societies (societal preparation). This suggests that teachers should first have content knowledge which will assist them to teach or impart this knowledge to society.

The teachers' reasons of teaching physical education were based on the competence of the learner (OBE). Focusing on the outcomes suggests that teachers were working against the performance or vertical curriculum (CAPS) that says teachers should have the subject or **content** at heart (Bernstein; 1999; Hoadley & Jansen, 2013). It was witnessed during the activities conducted with the learners that the activities were not taken from any official book but were instead activities that learners play at home every day (everyday knowledge). However, there was not much the participants have said about preparing learners to gain knowledge (content) of the physical education. This was because the teachers themselves lack the content knowledge of physical education, which is the opposite of the CAPS requirements or qualities. Teachers should understand the theory behind physical education because learners need that information in order to develop their love for physical education. This is because knowledge is gained when teachers first understand the reason and the importance of everything they teach. Participant 1 clearly indicated that she is teaching for societal reasons because she does not read studies to understand the theory behind physical education. She is waiting for instruction from the community members (physical education specialists) in order to teach them (horizontal curriculum). This was clearly stated by her account when she said:

*There is no theoretical part of physical education that we teach, only the practical. I did not kn[o]w about the theory behind physical education all I knew was that I would take the learners to the field and say now we run just to warm up ourselves after that I give them the ball and they must play. And the soccer game that I want them to play I do not know much about it so I cannot tell if this is wrong or this is right (Participant 1).*

The account above indicates that there is a need for content knowledge which can be gained through studying more on the given subject. Studying may also ensure that teachers get to know the reasons of teaching from different sources instead of relying on society to provide teachers with the information. Not knowing the content clearly indicates that the physical education content is not fully covered and probably not understood by teachers. The teachers' account above clearly indicated that her knowledge of physical education is a horizontal (everyday knowledge) because even learners can do this (playing soccer) without being taught. For example, learners do play soccer without the rules on the streets. In teaching and learning every game played should have rules taught to learners by the teacher. Teaching games or activities without the theoretical knowledge of them suggests that Participant 1 is teaching without the rationale of teaching physical education. However, teachers have good plans for their learners and they really do want to see them (learners) being somewhere good in future as Participant 3 indicated:

*These learners will not end up being educated and use the pens as their careers or being educated that they will end up in the offices. We will see some of them being soccer players, some of them being musicians. That is what they are teaching them for just that we as teachers do not correctly follow it. This suggests that not doing the right thing is because the people who should help us as teachers in physical education are not available (Participant 3).*

This account suggests that Participant 3's main reason of teaching is to put the community/society at the centre of her teaching. She is expecting the instruction from the community members without reading studies on physical education. As a result her findings indicate that societal reasons are influenced by competence curriculum where teachers teach



according to what their communities need and only facilitate the achievement, without prescribed content, of learning outcomes. However, she is missing a point in South Africa where the current curriculum is driven by content/professional reasons, which are influenced by the performance curriculum, wherein all teachers should follow the prescribed content from the CAPS document. As teachers insist that they need a specialist who will teach them how to teach physical education, one may argue that it poses a risk to teachers because they will rely on that person and may not learn as they claim they want to. During my discussions with Participant 3 she told me that there was once a man (physical education specialist) who was moving around the schools teaching the teachers how to teach physical education. The good thing about this man is that he was not only teaching them the practical but he was also teaching the theory for physical education. I was told that this man died years ago, the argument now is from what he taught them (teachers) there is nothing they know, therefore, what will they learn from the new person that will be hired today to teach the teachers how to teach physical education.

Teachers should work towards developing themselves through research and reading on their subjects instead of relying on society to help them. Studying may help teachers gain knowledge because if the department can hire a physical education specialist and the similar situation (the person dies) happens again teachers may go back to zero. Shortly, this suggests that the point of reference for teachers should be the content knowledge (studies) not people (society). In other words, it suggests that teaching for societal reasons is not advisable. One may contend that it may be the reasons C2005 was not successful and now CAPS as a performance or vertical curriculum encourages teachers to develop themselves in order to gain knowledge of their subjects. With this approach one can argue that the teachers fail the learners because they (teachers) themselves lack the content knowledge of the subject (physical education). It may be concluded that teachers experience some difficulties in teaching physical education because they do not fully understand it.

This may be the reason teachers only cover two perspectives i.e. the pedagogical and the societal preparation and leave out the third perspective i.e. the content. However, the content is the most important element and it should not be left out of their teachings.

*I teach physical education to improve the learners as they grow because growing kids needs to be strong (Participant 2).*

*To prepare the learner to participate in any sporting code, and the physical health of the learner, if the learner is physically healthy it also boost in blood circulation (Participant 1).*

This clearly indicates that the rationale/reason the teachers are teaching physical education is to develop the learners physically. In other words the reason of teaching physical education is societal because developing a learner physically does not mean the learner has developed professionally or that the learner has gained any knowledge. These are qualities of the competence curriculum which are no longer in use because CAPS (the current curriculum) promotes content knowledge.

Learners may participate in different sporting codes in their future but the question arises, *how can they want to do that if they do not know the importance of it?* Focusing on the physical development of the learner only helps the learner develop personally because that benefits an individual learner. Even the activities that teachers do with learners are simple and are meant to develop the learners physically. Shortly, it seems teachers are unaware that they are employing the competence or horizontal curriculum that is driven by the outcomes and their (teachers) main reason of teaching is social or societal. If the main aim is to develop learners who are healthy people then teachers expect that person to be a good citizen in future society. Thus, competence curriculum is currently no longer in use but the performance curriculum (CAPS) is:

*They go out and use the ball, with the ball they throw to one another, to check who quickly catch it and the one whom the ball slips in hands [who cannot catch] (Participant 1 and 3).*

The throw and catching of the ball was one activity that all the participants have said they are doing with the learners every time they go out. The participants have mentioned that they know there are some activities that should be done in physical education but they do not know how to do them; the only activities they do are doing is the throw and catch, and the cat and the rat game (chase). These are the activities the learners do whenever they go out for physical education for a reason like:

*They move or play with their fingers you see, they stretch them, for that they exercise their muscles to get used to be folded and stretch them straight so that they will be able to write (Participant 3).*

This suggests that physical education is vital and as the above teachers' account indicates, physical education can help learners do well academically. This is because not every learner starts schooling at the reception year (grade R); some learners come from home straight to grade one which may be the reason for doing the kind of activity stated by Participant 3 above. However, one may argue that such activities can be done at the beginning of the year and as time goes on teachers can further develop the learners' content. These activities (throw and catch) at the time like the time this data was generated (in July i.e. third term) it must be done for a different reason especially for teaching the content and the importance of physical education to the learners. Indeed, with learners who did not start schooling in the reception year it is vital that social development be emphasised (physical education can help them develop socially) because those who started in the reception year have already learned a thing or two about socialisation.

It was only Participant 2 who directly spoke of teaching learners for social development.

*I want the learner to be able to socialise with other learners especially when they play soccer, he must be able to fit in the society and be able to play with other learners, and there must be a team work (Participant 2).*

According to Participant 2 her main reason of teaching is for social development to the learner as indicated above that if it happens '*that the learner has a problem he must not be afraid, he must face people*'. It also suggests that her reason of teaching is based on the community or society because she wants the learner to participate in community activities without fear. As a result, her account indicates that the societal reasons of teaching are influenced by competence curriculum where teachers educate according to what their communities need and only facilitate, without any prescribed content, the achievement of learning outcomes (to socialise).

#### **4.3.1 Discussion theme 1: Rationale**

It is good that the teachers in this study have the learners' best interests at heart. However, it is not useless to care for the learners' interests without having information to give to the learners that you aim to develop. On the analysis above, the teachers have not indicated their interest to develop themselves further. This was indicated by the teachers' accounts because there is nowhere the teacher are saying anything about themselves. The study is focusing on the teachers and the questions were based on them but their responses reflect that they care much about the learner. Teachers have not shown any sign of teaching to gain any fame for what they do when they are in school teaching. However, it is unclear if physical education is a success. This is because one can say that if physical education was a success just like subjects such as Mathematics and the learners are doing well in it the teachers would do well just to gain the fame. Because any teacher whom his or her learners do well in such subject the educator should be recognised as the best educator in the area. Even though the teachers indicated that they wish their learners gained knowledge of physical education and developed physically, it is astonishing that teachers do not have the content knowledge of the subject (physical education) despite there being a curriculum policy document that contains all the information they need.

The teachers did not refer to the curriculum policy document, and did not try to link their reasons of teaching with the ones from the curriculum policy. This suggests that the teachers do not even consider looking at the policy document when planning for physical education. All the teachers are doing is enacting the competence (horizontal) curriculum which is in sharp contrast with the performance (vertical) curriculum they are supposed to be implementing (CAPS). This is the

reason one of the participants indicated that she does not or did not know there is a theory behind the teaching of physical education. Capel (2007), cautions that the concept of knowledge for teaching is too knotty for teachers to understand. This is one issue that causes physical education to lose its value, because if the teachers do not fully understand the importance of physical education they are unable to teach learners about the importance of physical education. Moreover, Capel (2007) argues that life skills teachers, when it comes to physical education, usually have a partial interpretation of the knowledge required for teaching and this little knowledge fortifies the old-style approaches to teaching physical education. One may argue that the traditional method of teaching teachers employ is outcomes based where the focus is on seeing if learners are able to put into practice what was taught. According to the teachers' accounts, they want to see their learners being physically fit or able to catch the ball like they are taught (societal reasons of teaching). In light of this, learners may end up disliking physical education because they do not know why they are doing it. Service Ontario (2015) document agrees that learners should indeed acquire not only what to do to develop personal (societal reasons of teaching) fitness but also *why* to do it and *how* to do it successfully (content reasons of teaching).

Service Ontario (2015) includes a structure that indicates some of the important information as based on the movement skills and concepts. These skills are not only for learners but also for teachers to understand. Understating the information in this book may also help teachers develop their pedagogical perspective. Lee, Shaw, Chesterfield, and Woodward (2009, p. 297) note that "...we need people to think differently and challenge themselves to acquire knowledge from diverse sources to stimulate new learning in their performers". In other words, they suggest that teachers need to explore their subject in order to ensure that they are equipped with a lot of information about their subject (instead of relying on the prescribed learners work books (LWB). The three perspectives, as indicated by Berkvens et al. (2014), can only be achieved to the fullest if teachers can become researchers. Capel (2007, p. 500) opine that "...teachers know what teaching approach to use to achieve a particular learning outcome, but may not be able to articulate why that outcome is important". According to Berkvens et al. (2014), a shared, common vision is important to ensuring successful implementation of the curriculum. In their responses the teachers indicated one important element which I personally think may help

teachers, especially those working with the physical education curriculum. There is a need for physical education specialists who visit schools to teach the teachers first, the significance of physical education and second, the different types of activities.

However, this kind of an approach (having a physical education specialist) is encouraged when teachers are dealing with the Competence (Horizontal) curriculum driven by social/societal reasons (like C2005 – NCS) of teaching whereby everything (aims of teaching) is around achieving the identified outcomes. But, as of now the curriculum we are referring to is CAPS (Performance/Vertical curriculum) all teachers are expected to read different studies in order to understand and master their specified subject content. Therefore, the findings indicate that these teachers are teaching CAPS (performance curriculum) as if they are teaching C2005 or NCS (competence curriculum). As a result, they cannot avoid these challenges because CAPS (vertical/performance/collection curriculum) is always about international standards which demands reading/studies whereas NCS was about achieving local outcomes (which can be achievable from other people's opinions without reading).

Doing so can ensure that there is no inconsistency in the implementation of the curriculum i.e. the teaching of physical education can be done through relevant content, which suggests that the curriculum can be sustained for a longer period of time. Berkvens et al. (2014) contends that such inconsistency can make it difficult for the teachers and the curriculum to move towards improvement and consequently the changes that the government brings with the curriculum tend to be short lived. One of the participants indicated that they (teachers) should be involved and be asked what is and is not working in order to ensure that the curriculum is practical to every part of the country. Reason being, some of the activities in the learners workbooks as if they are planned for schools that are well resourced. It should be taken in to consideration that there are also schools in the rural areas where some of the activities are not practical. This is fully supported by Berkvens et al. (2014, p. 11) when they state that “teachers, school principals and others working at the grassroots level should be involved in the development endeavor”. They further indicate that a joint strategy would ensure that the changes that the teachers implement is relevant to the nation, consistent with international and local policies, and integrates significant local needs (Berkvens et al., 2014) .

#### 4.4 Theme 2: Goals (aims and Objectives)

The teachers claim that the goals they have for their learners when teaching physical education are both short and long term goals. According to Kennedy (2006), goals are divided into aims (long term goals) and objectives (short term goals) which all belong to the teacher. There are also learning outcomes that are to be attained by the learners at the end of the learning programme through the use of the Bloom's levels of constructing outcomes. The participant below indicated that she has long term goals (aim); however, these goals are not stated. This may suggest that the teachers do not read their policy document (CAPS) because the policy document is clear about curriculum aim, objectives (general aims of the South African curriculum) and outcomes (specific skills).

*I have a long term goal [teaching for knowledge] when teaching physical education in a way that the learner must not only learn physical education so that it ends here at school (Participant 1).*

*... even if I do not do the right thing but my aim is that at the end of the day what I will tell the learners or teach them they must understand and know it (Participant 3).*

The accounts above indicates that the teachers are teaching learners that at the end learners must gain knowledge (content) that they will use even in their future. However, it seems as if the teachers are not aware that the aims and objectives are to be taken from the policy document (CAPS). Participant 1's statement falls under the societal perspective because the teacher here is teaching learners that with physical education they can go places and make a living out of physical education. Knowing what we are taught means we can be able to put it in to practice at any time. Teachings for societal reasons are qualities of the horizontal curriculum which contradicts the current curriculum (CAPS) that is content driven and encourages teachers to study further (vertical curriculum). Participant 3 indicated that she wants her learners to understand and know (objectives keywords) physical education. This suggests that she is using the objectives to guide her lessons. The teachers' (teachers) reasons for teaching should be to teach knowledge and not for gaining specific skills (outcomes). Currently, teachers seem to be missing a point which suggests that they are teaching for wrong reasons because their reasons

contradict the CAPS vision. Some teachers, when teaching physical education, aim at trying to show learners that there are great opportunities in physical education. To ensure that learners understand there are opportunities in physical education teachers refer the learners to the top athletes and sportsmen or sportswomen. As indicated by one teacher, *‘I do not know where to start but the main aim is to teach the learners so that even if they grow up tomorrow they will use this information’* (Participant 3). Participant 3 added that even though she is not correctly teaching physical education, because of the lack of knowledge for herself, she wishes the learners well.

Of the three perspectives, the content falls under both the subject (performance curriculum) and student perspective (competence curriculum). If a learner must understand and know the subject (qualities of CAPS) it is suggested that the learner will use that information and that it will boost their self-esteem because the learners will know what they are doing. Indeed knowing what you are doing boosts self-esteem.

*Moreover, I want that the learners to be strong physically because if a learner is physically strong that is a long term goal and it improve the learner (participant 2).*

In this case, it is clear that the teachers are most concerned with the development of the learner physically because they believe that if the learners are physically fit and strong they will be able to stand up for themselves in future (societal reason of teaching). This is however, a long term goal (aim) because the fitness of the learner is permanent and will help the learner stand the ever changing world. Teachers should understand that according to CAPS, the development of a learner should cover almost all the domains of development i.e. physical, cognitive, emotional, social, and others not only the physical development.

*Another issue is that I see the learner if he is able to socialise with other learners when they play in the playground or when he exercise (participant 2).*

Socialisation is the second domain that the participants have mentioned as their goal to develop in the learners when teaching physical education. This is a short term goal (objective) because



socialisation is done during the lesson and learners achieve this goal during that given space of time. Moreover, Participant 2's account here indicates that her reasons for teaching are societally driven. She is influenced by competence or horizontal curriculum where teachers teach according to the needs of the community and only facilitate the achievement of learning outcomes. Another short term goal that has been mentioned was that of doing physical education for entertainment as mentioned by Participant 2 '*...that they are able to entertain themselves, be happy and relieve the stress of staying in the classroom*'. According to Participant 2, teaching and learning for entertainment is a short term goal because the learners entertain themselves while still in the playground. Entertainment allows learners time to refresh their minds while still in the playground so that if they go to the classroom after physical education lesson they will be able to focus on their studies. However, learning for entertainment has no measurable goals because one cannot measure the happiness of one child in a playground.

#### **4.4.1 Discussion theme 2: Goals (Aims and Objectives)**

The goals that the teachers have for their learners when teaching physical education are both a short and long term. It is worthwhile for teachers to remember that the aim (long term goals) of a subject offers the extensive reason or general teaching goal of the subject whilst the objective (short term goals) offers a more precise information about what the teaching of the subject hopes to attain (Kennedy, 2006). On the other hand, there are learning outcomes which are referred to as the "statements of what a learner is expected to know, understand and/or be able to exhibit after completion of a course of learning" (Kennedy, 2006, p. 8). The general aims in the CAPS document are the teachers' aims (long term goals). Curriculum is there for teachers to implement it as it is, however it may be altered to fit in a given context. This suggests that their (teachers) aims should be derived from the policy document. However, it seems as if teachers are not reading their policy document (CAPS) as argued in the previous chapter. Furthermore, teachers need to familiarise themselves with Blooms taxonomy in order for them to be able to construct the learning outcomes for the learners. The specific skills in the policy document (CAPS) are the outcomes that the teachers should ensure their learners achieve at the end of the learning programme. Nonetheless, CAPS stipulates that "through life skills learners are exposed to a

range of knowledge, skills and values that strengthen their physical, social, personal, emotional and cognitive development (Physical Education)” (Department of Basic Education, 2011a, p. 8).

Once again the teachers’ accounts clearly indicated that whatever the teachers do, especially in teaching physical education, they do with the aim of developing the learner (societal reasons of teaching, horizontal/competence curriculum). Berkvens et al. (2014, p. 14) opine that “...what is important in teaching and learning is creating opportunities for the learners to continue studying or finding a job [long term goal], but so too are competencies like building self-esteem and being a successful learner”. This may be possible if teachers can understand and are able to employ the correct aims and objectives to ensure that the learners achieve the required outcomes. It is further, argued that if teachers need to be successful in implementing CAPS they should read further (research) so that they can know that in teaching and learning aims and objectives are created by the teachers. On the other hand, learning outcomes are used to measure learners’ performance. Learning outcomes were used most during competence/horizontal curriculum. Teaching in competence curriculum was for societal reason because it was about learners’ achievement of outcomes with no push for mastering the content like in the performance curriculum.

Sallis et al. (2012, p. 125) stated that “physical education, a school curricular subject over the past 100 years, has a number of **goals**, including providing students with the knowledge, skills, abilities, and confidence to be physically active throughout their lifetime”. These are the qualities of CAPS (performance/vertical curriculum) that the teachers should adopt. With the teachers’ accounts above one may say that teachers are somehow in line with the goals for teaching physical education. Reasons being the teachers have indicated that they want to see their learners becoming athletes and be able to live well with their fellows in their societies by having good social skills. However, the most important issue (i.e. the CAPS vision of teaching for knowledge of the content, of which teachers themselves should study to gain the knowledge of the content) is missing.

Once again, teaching physical education just to develop the learner is teaching because of social or societal reasons, which is in contrast with the qualities or requirements of CAPS. The CAPS

as it has been said earlier on that it is a performance curriculum (focus more on the content). To gain knowledge of the content means teachers must study more on their subjects so that they will teach their learners the correct and up to date content. This may also ensure that the learners themselves have knowledge of physical education. If teachers understand the content it may ensure that they do not struggle when constructing the measurable or observable outcomes. Khoza (2013b, p. 2) contends that “subjects must have observable and measurable learning outcomes in order to attain consistency of delivery, transparency, comparability, credibility, and clear information for students to choose and act accordingly”. This can happen if Berkvens et al. (2014), 3-S models as explained here according to the goals of teaching i.e. the society (aims), the subject (content), and students (outcomes) could be all covered by teachers. Indeed, education that does not consider these 3-S models may not develop the learner to be a responsible adult in future. Therefore, teachers should cover the 3-S Model to ensure they successfully implement the intended curriculum. Currently teachers are missing a lot in the curriculum and that somehow makes their teaching not to be of an expected quality.

Berkvens et al. (2014, p. 15) contend that “aside from government, ministries in charge of education, ministries of labour, economic affairs, finance, women affairs, etc. should be included, as well as labour associations, industrial associations, universities and vocational training institutions”. This may ensure that the curriculum is relevant to what the above mentioned stakeholders require. Learning should not end right in the school as one of the participants indicated that she is not teaching the learners so that what the learners are learning will end there in the school. The involvement of the above mentioned stake holders may ensure that their goals are included in teaching and learning. As a result, stakeholders will invest more in the education system which will ensure that the curriculum is sustainable for a longer period of time. One can argue that the curriculum somehow fails because the teachers may not be aware of the goals all the stakeholders have about education. Therefore, teachers may not be incorporating what the other stakeholders need and that sees the students not being employed specifically those who do not make it to the higher institutions. Schooling should ensure that every person has access to a better future and that education itself is accessible to everyone.

#### 4.5 Themes 3: Accessibility and Resources

Learners may have access to education but the question is, of what quality is the education that the learners have access to? Are there resources to support teaching and learning to ensure quality education?

The availability of resources gives access to education. Khoza (2012) asserts that there are three types of resources i.e. the software, hardware, and Ideological-ware. The availability of these resources may ensure that there is access to high quality physical education. However, Ideological-ware resources play a vital role because even if there are no hardware or software resources teachers can use the Ideological-ware resources to construct software and hardware. These types of resources will be used interchangeable with the aspects under accessibility. Life skills emphasise that physical education be taught because it helps develop the learner in different domains of life. However, the lack of accessibility to education denies learners high quality teaching and learning. Berkvens et al. (2014) notes that accessibility in education depends on a number of aspects that the state, provincial government, at the district level, schools, and teachers should ensure that they are available. The availability of resources on the above mentioned levels may ensure access to quality physical education. These aspects include the physical (Hardware), financial (Software) and culture (Ideological-ware). The physical or hardware is referred to as any teaching and learning resources that one can see and touch (Khoza, 2012). Participants indicated that under the physical (hardware) aspects of physical education implementation:

*The lack of resources makes it impossible for the learners to access physical education*  
(Participant 1).

Berkvens et al. (2014) argue that supportive teaching materials or resources inspire teachers and learners *‘which we do not have, including the playground, it is dusty and there is no grass. Even if there can be the grass there is no water to water the grass. Resources are scarce’* (Participants 1, 2 and 3)

Yet, if it is “impossible” to access physical education because of the scarcity of the resources then one can conclude that it is for that reason that the teachers are so reluctant to teach physical education. As such, the lack of resources may cause teachers to teach lower quality physical

education that does not fully develop the learners. The account above suggests that the lack of physical resources in the school do not inspire the teachers to teach physical education. Participant 2 further elaborated on what happens when they take part in a physical education lesson:

*When I go out to the playground I do not have anything to take with me such as balls etc. I should have mine [teaching aids] for my classroom and you have yours but there is none. There are no facilities whereby when they finish physical education activities they will go and wash themselves and change the clothes they were wearing so they will be clean. There is not all of that (Participant 2).*

These accounts indicate that learners are at risk of slow development because sometimes the lack of physical structures (hardware) can lead teachers to abandon physical education. Moreover, it indicates that there is no high quality education. By quality education suggest it is when there is everything (resources) that a teacher and the learners will need to be able to implement the curriculum. As it has been indicated before, resources are a major problem and they can deny the teachers an opportunity to provide a high quality physical education. The teachers have further expressed their feelings about what they experience when teaching physical education without resources:

*It is painful even to me as the teacher to teach physical education without resources because learners are not getting exposed to a lot of activities (Participant 1).*

*It is difficult for me... we end up do not teach some of the things [activities]. We sometime stay in the classroom and teach (Participant 2).*

For teachers to stay in the classrooms and teach, one may argue that they are trying to save the lives of the young learners from sicknesses. Lastly, life skills promote healthy living. However, if learners go to play during physical education sessions and come back with sweat or dirty they should have a place to wash themselves. If there are no changing rooms where learners can wash themselves means the school does not promote healthy living. Learners will have to stay with the sweat until they go home to wash themselves. According to Khoza (2012, p. 75), “software is any material that is produced for the hardware to display information or communicate learning”. In this case, the financial (software) is used to purchase the hardware resources to help teach

physical education. On the financial aspect of accessibility (software) these are the teachers' reports:

*Physical education is not fully funded and that denies the learners access to physical education (Participants 1 and 2).*

*You know I have never seen anything put aside for physical education specifically here (Participants 2 and 3).*

The above accounts are shared by all participants; if physical education is not funded in schools then that is an indication that life skills (physical education) is not valued by the school management which, as it have been stated before; puts the learners lives at risk:

*The available resources and the ones that are bought are the little things like skipping ropes, hoops and the balls of different sizes (Participant 1).*

*Those who go to buy the materials only buy for teaching, specifically for physical education there is none (Participant 2).*

Teaching materials here are referred to as materials or teaching aids for subjects like Mathematics which are considered as more important than physical education. Therefore, one may say that every subject in the curriculum policy document is important because it contributes to the learner's life and future:

*Therefore ...the principals can buy the cheap materials so that it will be clear that physical education is also a subject in the curriculum. It started last year that the school buy us the tennis balls and other materials. All along there was nothing at all but they [the officials] would say go out and play (Participant 3).*

As it is important to purchase teaching materials or resources for subjects like Mathematics and Science, it is similarly important that resources be bought for life skills (physical education). This may help teachers as they want to learn how to teach physical education and also increase the interest and love for physical education. Teachers have not yet started using the available resources to teach physical education, which may be because they are still not aware as to how to use them. Teachers should be encouraged to use the available resourced so that the school

management will see the importance of having physical education resources in the school. For the school not to buy anything to assist the teachers to successfully teach physical education is an indication that physical education is not important. To the school management it seems as if physical education is something that the teachers are creating for themselves just to get some time to rest. One last aspect of accessibility is the culture (Ideological-ware) of the teachers and the communities surrounding the schools. The South African Schools Acts (SASA) allows the community to suggest the kind of education they need for their learners.

Ideological-ware is an important aspect because it encourages teachers to study on their subjects. Khoza (2013a), states that the examples of the Ideological-ware are teaching / learning strategies, theories of teaching / learning, research findings, experiences and others. Learning strategies, theories of learning and research findings can be obtained and be known through studying and will forever be inherent in one's mind. This may be vital in the implementation of CAPS because it is the performance (vertical) curriculum that promotes knowledge instead of the outcomes (competence curriculum) of the content. The teachers have told of their experiences in relation to their cultures (Ideological-ware) and that of the learners' cultures in the teaching of physical education. However, the teachers accounts had focused on the learners cultures, teachers themselves did not mentioned much about their Ideologies (cultures).

*Since I started working I have never come across any challenge whereby a learner could not participate in physical education because of their culture. Children like to play. Unlike in the old days, now parents do understand that physical education is meant to help learners exercise (Participant 3).*

However, Participant 1 has a different experience compared to Participant 3 when it comes to the cultures of learners, and this is her experience:

*Some cultures for example do not allow girls to wear pants and as such that particular learner cannot access physical education because in some [physical education] activities you cannot participate in them wearing a skirt. Consequently, you may find that such a learner may or should have done better than others. However, that does not mean the*

*learner does not completely participate in physical education but she does not do all the activities just like others because some learners can excel in almost all the sporting codes* (Participants 1).

According to Participant 1 she once had a learner who was from a home where their culture did not allow a female child to wear pants. This suggests that cultures do prevent some learners from participating in some physical education activities. In that case, the teachers should have come out with a way to overcome the instances where learners' cultures disallow them to participate in physical education. Through Ideological-ware i.e. teaching and learning strategies from research findings teachers would have find a way to help such learners that are denied by their societal cultures to take part in physical education. This suggests that ideological-ware is essential for teachers to understand and possible be in favour of it so to ensure the successful implementation of the CAPS.

#### **4.5.1 Discussion theme 3: Accessibility and Resources**

It is evident that learners do not have access to high quality physical education. It appears that physical education in schools is taught for the sake of teaching, whether it help the learners develop or not it is no longer taken in to consideration. To that end, the Physical Education Institute of South Africa (2015) (PEISA), in partnership with the Department of Basic Education, note that they have observed that physical education is not given much priority in some schools. For that reason they have collaborated to ensure that the physical education month and day is observed in schools. In their endeavor to accomplish this vision, the Department of Basic Education is determined to extend opportunities for a just and equal access to physical education to all pupils in public schools (Physical Education Institute of South Africa, 2015). However, one may argue that extending opportunities to learners can only be a success if the opportunities are first extended to teachers because they implement the curriculum. This would ensure the thoughtful use of resources provided by the Department, which would also extend the opportunities of teaching and learning of physical education.



The need for the physical education resources may be known by the schools management but Trede, Sheehan, and McEwen (2013, p. 95) contend that "...their integration and potential influence on student learning has mostly been neglected or overlooked," which ultimately affects the success of the learners and the interest of the teachers who teach physical education. McCaughtry et al. (2006), contend that resources have been connected directly to operative schools where learners attain good results and teachers are content with their jobs. This suggests that if the blame should be directed to the teachers let them be provided with the resources they need to teach and see if they will fail. While some teachers completely ignore physical education some teachers with the little resources they have in schools they make a good use of it. There may always be blame that teachers do not teach physical education. Have it ever been considered how is it like to teach without the teaching aids (teachers' main concern)? Imagine a teacher going in to the classroom without a textbook or chalk to write on the chalk board with. The teacher will have to tell the story to the learners and the learners will feel bored. Learners cannot grab all the information that the teacher will be saying to them unless the learners see and read the information for themselves. Indeed without sufficient resources, teachers and learners seldom become successful in their teaching and learning (McCaughtry et al., 2006).

Currently, the burning issue may be the understanding of the importance of resources, especially by schools managers. Trede et al. (2013), assert that focusing on resource dimensions and their role in increasing teachers' interests and learners' learning is not an easy task. Reason being, the outcome that the resources has on learning is complex and not well understood by the curriculum users (Trede et al., 2013). Likewise, McCaughtry et al. (2006, p. 222) opine that "not only do we have little understanding of how adequate teaching resources influence more and less effective physical education teachers' day-to-day instruction". We know even less about what resources might mean for physical education teachers' professional development and programme improvement (McCaughtry et al., 2006). This is where Ideological-ware is significant because research findings will increase our knowledge of the status of physical education. This suggests that there is a need for everyone in the education system to understand the importance of resources, especially in the teaching of physical education, in order to ensure that resources will be provided (the qualities of the vertical curriculum). However, it is first necessary to understand the significance of physical education in the growth of young learners.

Access to physical education can be achieved through the supply of funds (software resources) and the observation of the cultures (Ideological-ware resources) of the teachers and the societies from which the learners come. With the observation of the two, one can argue that the physical (hardware resources) may not become a huge problem because teachers and communities can work hand in gloves to create, or make available, the physical resources needed to teach physical education. This may happen through donations and other sources of income instead of looking to the Department to provide everything to schools. Berkvens et al. (2014) contend that educational facilities must be offered to all schools in order to advance accessibility for all. Trede et al. (2013), further argue that the reason physical education is not successful is because it is interdependently influenced by socio-cultural, physical, and material proportions. This suggests, for example, that if there are no enough funds for physical education then physical education is unlikely to be successful. Furthermore, Trede et al. (2013) opine that there is a concern that the scarcity of good working conditions (the physical) in schools, especially rural schools, could force the teachers to provide education that is of low quality or even unsafe.

Likewise, Asadi Behzadkolaee et al. (2015) note that with the lack of finances or teaching and learning materials (physical) consequently, make a considerable amount of schools in the rural areas to be in an undemanding educational state. As a result, education does not satisfy all the necessities of pupils because pupils hail from different cultures and backgrounds which should be catered for in schools. The cultures of learners are another factor that hinders learners to access physical education. One of the participants indicated that she once taught a learner whom her culture did not allowed them to wear pants. One can argue that the availability of funds and resources can help cater for such learners in schools. The culture of the learners should be taken into consideration. Gram (2004), note that within schools, diverse opinions and attitudes of the society (about their children) are to be known – for example with respect to societal class, sex or cultural differences. Observing such issues will ensure that teachers do not encounter challenges in their teachings and they (teachers) will plan ahead for such learners when they conduct physical education activities. Gram (2004) further notes that this shows that the acuity of childhood is closely associated to the local community and philosophy in which it occurs. Teachers should also understand that in the third world, children's situations usually differ from one type of society to another.

Observing all these three aspects of accessibility as well as the resources and ensure that they are put in to practice will see the teaching of the content that is applicable to the necessities of the society. For the sustainability of physical education and the curriculum, Berkvens et al. (2014) contend that sufficient budget and materials should be provided to achieve long term results. This suggests that if more funds can be invested in physical education then the subject can be sustainable for a long time. Currently teachers are no longer interested in teaching physical education because of the lack of funds and materials to support teachers to successfully teach physical education. Berkvens et al. (2014) caution that teachers need time to understand how to use the resources, and in many cases extra preparation time for applying the resources in the classroom is essential. However, Ally (2004) argues that it is not the resources per se that make teachers teach and learners learn, but rather the plan of the everyday models and imitations, and the learners' contact with those models and simulations. Thus, Hodge et al. (2012, p. 366) opine that "resources must address the very latest on topics such as childhood obesity, culturally relevant practices, behavior management principles, and strategies to address the needs of students with disabilities". Ensuring that the above mentioned issues are addressed may also ensure that the activities that are taught are relevant to what the curriculum is intended for. The resources should also be adapted to fit in with the given context in order for physical education to be practical to different schools. Lastly, the available resources in schools should be utilised wisely, and stored safely, so that they will be used for a longer period of time. Taking care of the available resources and keeping them safe will ensure that physical education is sustainable. If, for example, the teaching resources are not taken care of after they are used learners may take them home and the schools cannot afford to purchase new resources that are the same every year. It is thus the role of the teachers to ensure that the resources are safe for future use.

#### **4.6 Theme 4: Content**

The participant's responses base on the content have highlighted that the teachers do not often visit their policy document. The policy document incorporates physical education content with different activities, including activities for locomotor, perceptual, fine motor, and other skills to be used per term. Problematically, the activities are not detailed or there are not put step by step on how to teach them. As a result teachers need to go all out (research) to find out on how to practice these activities. The content is the most important part of the curriculum implementation

because without content there is no subject and teachers may teach what they feel is correct resulting in a lack of uniformity in the educational system. CAPS requires that teachers be familiar with the content because CAPS is a content driven (performance) curriculum.

Participant 1 clearly stated that *‘we do not have any prescribed books for physical education we only have a life skills learners work books and it does not have physical education in it’*. Teachers rely more on the learners workbooks as the Department of Basic Education (DBE) emphasise that the learners workbooks should be utilised at all costs. In the life skills workbooks there are some activities where it is stated “let’s move”. Those activities in the life skills learners’ work books are for physical education. The only element that is not in the LWB has been indicated by Participant 3: *‘we do not do the theoretical part of physical education where we will teach the learners about the importance of it’*. The LWB only gives the content for physical education as stated in the curriculum policy document. Participant 1 further indicated that *‘even the movements stated in that life skills workbooks are for indoors activities not for outdoors’*. Some of the physical education activities can be done indoors. Participants have indicated that the playgrounds they have in their school does not allow the learners to do some of the physical education activities. Details about the place or location will be discussed later on.

#### **4.6.1 Discussion theme 4: Content**

One distinction of a career is its renowned body of knowledge (content knowledge) (Capel, 2007). Without content knowledge, one can argue that there is no high level of quality teaching that can take place. Currently in South Africa, the official curriculum (CAPS) (performance or vertical curriculum) is driven by content which therefore implies that teachers need to know their subjects’ content in order to ensure that there is high quality teaching and that the intended curriculum is achieved. Similarly, Ally (2004, p. 3) opine that “teaching and learning is influenced more by the content and teaching approaches in the learning resources than by the type of technology employed to deliver instruction”. Teachers have indicated that they do not have the necessary knowledge for effective physical education. Thus, there is an indication that there is a need for teaching training in order to ensure that teachers gain knowledge for physical

education because teachers are expected to be teaching physical education day in and day out. Teachers are teaching physical education without the knowledge of it. Capel (2007, p. 498), notes that "...physical education teachers are likely to teach this content the way they were taught themselves".

The theory is greatly needed by physical education teachers as they have indicated that they do not know anything about the theory behind physical education. There is a theory behind all content being taught. Ally (2004, p. 7), states that:

*...the three schools of thought can in fact be used as classification for teaching and learning. Behaviorists' strategies can be used to teach the "what" (facts), cognitive strategies can be used to teach the "how" (processes and principles), and constructivist strategies can be used to teach the "why" (higher level thinking that promotes personal meaning and situated and contextual learning).*

Anderson (2004), argue that teachers need theories of physical education in their teaching and learning in order to help them to wisely spend their time and limited resources. Without these theories, Capel (2007) believes that traditional methods to educating physical education should be emphasised because teachers implement the curriculum without understanding how or why physical education is being imparted. Moreover, understanding physical education content and its theory will ensure that teachers are "clear about why physical education is taught in schools, the aims and purposes of the physical education and be able to plan their content and teaching methods to enable them to work towards achieving those aims" (Capel, 2007, p. 501). Children should have the opportunity to learn significant content with the correct teaching methods during their physical education classes (Gross & Buchanan, 2014). However, Goudas et al. (2006) cautions that teachers should take into consideration the reasons they are teaching a particular content compared to the methods they employ to teach it. Understanding the content will ensure that teachers teach learners the relevant content using the correct teaching methods. As a result teachers may like physical education because according to the look of things currently, teachers do not teach physical education because they do not understand it. The lack of understanding of

physical education by the teachers drives them to end up teaching sports instead of physical education activities and this suggests that they are now teaching irrelevant activities.

Berkvens et al. (2014) argue that if the subject is to be considered as relevant it should cover all the essential basic features of what is worth learning. This suggests that if teachers would say they are teaching physical education that is relevant to the needs of the learners, it should cover the full content and teachers should understand the theory for physical education. For consistency, teachers should ensure that the content they teach is in line with the vision, aims and objectives set for physical education. Teachers should ensure that all the above mentioned aspects are covered in their teaching and learning, which will see physical education become sustainable for a longer period.

#### **4.7 Theme 5: Teaching activities**

The activities taught should be so interesting to learners that they will like participating in physical education. CAPS, as a performance or vertical curriculum, requires the content-centred approach to teaching unlike C2005-NCS, which was a competence or horizontal curriculum, that promoted the learner-centred approach to teaching and learning. The teachers teach CAPS physical education as if they are still implementing the competence curriculum. The activities that are taught in schools, especially rural schools, are always the same. Learners get used to the activities that are being taught. As a result, learners get bored and some of them no longer participate in the lessons. Another troubling element is the learner-teacher ratio in these kinds of schools. You find that there are more than fifty learners in each class and teachers find it difficult to teach physical education because are unable to see to the needs of all the learners. However, there are some strategies the teachers are using to ensure that every learner gets a chance to play by the end of the day. As Participant 3 accounts:

*We split the learners because there are many activities for young learners and they do not play the complicated games. As learners are many then it is difficult to play with them in big numbers. We take certain group and they will be playing throw and catch the ball. Boys like kicking the ball (Participant 3).*

To ensure that the learners enjoy the lessons or the activities *‘we also allow the learners to bring out the games they play at home and they all play together’* (Participant 3). Including the activities that come with the learners without planning for such activities suggests that it is no longer a lesson but the games. Physical education activities should be planned for. Moreover, this kind of strategy is in contrast with CAPS and promotes the competence (horizontal) curriculum which promotes everyday knowledge. Teachers should understand that physical education is not about playing games but is an educational practice. If, for instance, the teacher needs to include activities that the learners bring from their home experiences, it is suggested that the activity be given to the teacher a day before so that they can plan for it and check whether or not it is an activity that fits in the physical education curriculum. If the activities from learners are not planned for, then the activity will be taught using the learner-centred approach because the learners and not the teacher will dominate that lesson.

There are a lot of activities that the teachers can choose from, however, teachers do not know how to conduct them or the rules associated with those activities. Participant 2 mentioned a number of activities such as *‘soccer, indigenous games, rugby, and mini cricket, even though we do not do it because we do not know it especially myself. It needs someone to help teach the learners about cricket’*. This suggests that there is a need for a workshop or a training whereby teachers will be trained for such activities because they are important in physical education. One can conclude that teachers are unable to teach a range of activities in physical education because they lack the knowledge of such activities. This has been witnessed by Participant 2 when she said *‘there is however a limit to such activities ... the rules and what so ever NO, I do not know’* (Participant 2). Participant 1’s account further emphasises that there is a need for a specialist because the current teachers cannot help the learners practice the activities that they (teachers) do not know. *Learners need a practice to be able to play the activities* (Participant 1).

#### 4.7.1 Discussion theme 5: Teaching activities

The increase of encouraging outlooks toward physical education and its activities for both the teachers and the learners should be one of the main objectives of both primary and secondary school physical education programmes (Williams, 2015). Teachers are supposed to equip themselves with the knowledge of a variety of games to ensure that physical education becomes more interesting to the learners. Regrettably, “school-based physical education often ends up *discouraging* schoolchildren from becoming active for a lifetime because many of its games, activities, and teaching practices reflect a lack of critical thinking” (Williams, 2015, p. 37). Teachers do not search for more activities and they do not take time to plan for the activities in order to check whether the activities are challenging to the learners. Moreover, one can argue that it may be difficult for teachers to develop themselves to a point where they will have knowledge of physical education because it is evident that teachers teach because of societal reasons. Should there be physical education specialists, as the teachers insist there should be one, they will not work to develop themselves because there will be a person who will do all the activities that teachers must study and know on their own. Teachers rely on the learners workbooks for the activities and the activities that are in those LWB are not new to the learners. Some of the activities learners always do them on their own during break time or at home. The workbooks are the same every year; if a learner repeats a grade then that particular learner will be aware of all the activities in that workbook and they will not be interested in the activities. Thus, teachers need to be creative enough to make the activities interesting or even bring new activities. For teachers to relying much on the LWB suggests that teachers are teaching for societal reasons because they are using the workbooks even though the activities therein are not interesting to the learners. Reason being the teachers want to impress the departments’ officials by ensuring that every activity in the workbook is done.

There are more activities in the curriculum policy document that teachers can choose from. It is unfortunate that teachers do not visit the curriculum policy documents to look for these activities. Another element is that the activities in the policy document are not detailed on how to practice them. It is the duty of the teacher to find out how the activities stated therein can be practiced. The use of additional books on physical activities can provide some information on how to practice the activities stated in the CAPS document. Stolz and Pill (2014, p. 56) opine that



physical education specialists and “researchers across various countries see potential in the approach for improved student learning and engagement in games and sport teaching”. However, there is a question asked by Williams (2015, p. 37) about the role of the teachers in ensuring that learners participate in the physical education lessons: “What do I do in my programme that truly *encourages* youngsters to develop positive attitudes toward physical education and eventually become physically active adults?”

Likewise, Berkvens et al. (2014, p. 18) caution that “inspiring learning activities do not depend solely on the appearance of the materials students have to work with, but on how inspiring the learning activities are in themselves and on how well teachers invite students to engage”. This suggests that teachers need not make excuses about the scarcity of teaching materials and should instead try to make their lessons more interesting; learners may fully participate and not even notice that there are resources missing in the activity. In other words this is to say that teachers should be creative (the qualities of the vertical curriculum). However, being creative and invent resources should not be a substitute to the need of resources that are a huge obstacle on the way of the physical education in schools.

Furthermore, Berkvens et al. (2014) argue that in some cases, the activities set by the Department of Basic Education limit out-of-classroom learning and suffocate the acknowledgement of informal learning opportunities. This is especially true in the rural areas where there are: no good environments for play; a shortage of resources; and the lack of knowledge of a variety of activities from the teachers. As a result, physical education is not taught in schools because the above mentioned elements are the key to the successful implementation of physical education. This is to say that physical education should ensure the development of a learner, and not to place the life of a learner at risk. However, teaching physical education in an unhealthy environment using irrelevant activities places the lives of the learners at risk of getting hurt and delays development.

Instead of avoiding the teaching of physical education because the activities that should be taught are irrelevant to our context, Berkvens et al. (2014) and the Department of Basic Education (2011a) argue that physical education activities are practical to different contexts and only

require to be adjusted to fit in with a given context. If teachers can be creative enough to be able to adjust the activities to fit in their different contexts that will ensure the curriculum is sustainable for a long period of time. One can argue that the curriculum fails in a given country because of the activities that are impractical in other parts of a particular country. It may happen that it is a huge part of the country whereby the activities are so impractical. It is thus the role of the teacher to ensure that they adjust the activities to fit in with their context instead of leaving them out and continuing with the same activities that no longer interest the learners.

#### **4.8 Theme 6: Teachers' role**

Berkvens et al. (2014, p. 22), opine that "...it is the teachers who are the linchpin in implementing the intended curriculum in practice. They are the ones that provide interesting, challenging, motivating and inspiring education". This suggests that teachers should ensure that they know their role, especially in teaching physical education, because this is one subject that always needs to be exciting to the learners. With regards to the role of the teachers in physical education lessons, teachers have indicated that:

*As a teacher my role is to check if all the learners participate in the activities and check if they do understand the activities. I must ensure that the learners feel the joy that is felt by the other learners by participating so that they will all participate. If these learners are many I must group them (Participant 3).*

The above accounts suggest that the teacher is aware or knows of her responsibility in the teaching of physical education. However, her account indicates that her role is that of an instructor not a facilitator because there is no specific activity being referred to by the teacher. It can be further argued that an instructors' role is not effective in teaching physical education. A learner should reflect both skills and knowledge after successfully learning physical education. It is not only the skills that the learners should know but importantly the knowledge (philosophy or the theory) of physical education. Khoza (2013b, p. 9) caution that "knowing is about learners' ability of reproducing what was given to them by their facilitator [teacher], whereas understanding is about learners' ability of reflecting from their experiences in order to interpret and address the tasks that are given to them by their facilitators [teacher]". Take for example the

instructor in a driving school, he or she teaches the driving skills. Some of the learner drivers may be taught the rules of the road but as soon as the learner driver receives their license they are no longer observing the road rules because the most important thing to them was to gain the driving skills. All they (learner drivers) care for is knowing how to drive (skills) so they will reproduce it to the examiners to be able to pass their driving tests not for understanding. Physical education teachers should play the role of facilitators:

*Because for some learners I do not know if they are inactive from home or they have a problem because children like to play. I must therefore, do a follow up because if I will just watch I will have a problem when it comes to marks allocation because it is not acceptable that the learner has failed the practical (Participant 3).*

This suggests that the involvement of learners is motivated by their grading (marks allocation) at the end of the year. This is a societal reason for teaching, because the department (society) it is not acceptable that a learner fail physical education. The learner should pass physical education whether s/he is not good in some of the activities being done during physical education.

*I control, I observe, and I look at the learners that they do not hurt each other (Participant 2).*

*As our playground is dusty therefore, together with the learner we must first check if the place is safe, there are no sharp objects that can hurt the learners. I must also see to it that even if they play they do not play too close to each other (Participant 1).*

The above accounts from two participants indicate that the teachers do consider the safety of the learners. Safety is a very important issue in the teaching and learning environment because learning cannot take place in a threatening space. Especially in life skills subject where the emphasis is on developing the skills that learners will practice in their adulthood which includes healthy living (healthy eating, being safe at all time, respect and others).

*The observation and leading by demonstrating to them first. But you find that even if I demonstrate to them I do not show them everything because I do not know some of the activities (Participants 1 and 2).*

*Also the age is a factor in this case because I will tell the learners that this is what I want to do but I can't. Then learners will laugh but there will be one learner to volunteer and do it then the other learners will take it from that learner and do it (Participant 1).*

Physical education needs a facilitator because these learners are still young and on their own they cannot do the activities. According to the accounts above, the participant is aware that her role is that of a facilitator just that the age is a factor to her. She understands that a teacher should lead by example by means of demonstrating to the learners. Age is one aspect that affects the implementation of physical education in the foundation phase because the teacher should demonstrate to the learners (as the participants have accounted for above). However, their age no longer allow the teachers to do the demonstrations, especially in the foundation phase because most of the teachers in the foundation phase are old. Therefore, they are unable to demonstrate the activities to the learners.

#### **4.8.1 Discussion theme 6: Teachers' role**

According to Khoza (2013b), facilitators (physical education teachers) should use learning outcomes to drive their subject. This suggests that physical education teachers should be facilitators and not observers, instructors or controllers. The findings indicate that the teachers are not employing the facilitators' role when teaching physical education. This is clear because teachers have not indicated the assessment strategies used to measure the outcomes from their learners. Khoza (2013b) further opines that it becomes important for facilitators (teachers) to assess their learners after learning has taken place. However, this only happens when facilitators are conscious of the aims, objectives and learning outcomes (Khoza, 2013b). In this case it seems as if there is no awareness of teaching goals from the teachers. Teachers only teach to impress the departments' officials and that is teaching for societal reasons.

South African Department of Education (1999), has made it clear in White Paper 1 that the teachers are responsible for ensuring that teaching and learning take place in a safe location. Teachers have been entrusted with the classrooms and the learners as well because they are well trained to ensure successful the teaching and learning. One most important thing that should be

kept in mind and heart by the teachers despite their experiences is the creation of barrier free physical settings (South African Department of Education, 1999). Khoza (2013b) said it is the teachers' responsibility to know their learners before they start their teaching in order to teach their learners according to the learners' strengths for positive teaching and learning. Teachers should ensure that their responsibilities are handled well in order to ensure successful teaching and learning.

Gross and Buchanan (2014) cautions that a quality physical education programme needs committed and knowledgeable physical education experts (teachers). Similarly, Khoza (2013b, p. 2) concurs that there "should be ongoing development of facilitators (teachers) as individual and professionals" in order to ensure that the right person is teaching the subject. This suggests that those teaching physical education should be equipped with the necessary knowledge in order for them to do the right thing. In light of this, one can argue that they are not taking up their full responsibilities because they do not know what to do. Capel (2007), asserts that if the government wants teachers to provide physical education that will help young learners today to live a healthy life, there is a need for physical education teachers who will be more than technicians. Khoza (2013b, p. 8) contend that "when teachers' interpretation of what they are doing is positive, it does not matter how much other specialists in the field may criticise it, they will continue until they are forced by a certain force to transform in order to change their position". One may argue that the current physical education teachers are technicians because they want to do things according to the instruction from other people. Teachers are not coming with information of their own (pedagogical or content knowledge) to ensure that they succeed in their teaching. As a result, if things do not work according to the plan they are given, they (teachers) get stuck and say physical education is impossible.

Capel (2007) emphasises that there is a prerequisite of physical education teachers who can contest and, where applicable, alter the teaching of the subject. It is the responsibility of the teacher to assess every possible situation and the teaching approaches so that if some of the activities do not work out they will find a new way of doing them. The schools and the DBE itself may appreciate if teachers can come up with new strategies that can work. Service Ontario (2015, p. 15), indicated that "teachers should reflect on the results of the learning opportunities

they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability”.

Capel (2007), opine that teachers should also have reasons for the plans they have, and the strategies they are going to employ, to teach their subject (physical education) in order to ensure that the curriculum is applicable to the learners they are teaching. It is the responsibility of the teacher to ensure that the vision of the curriculum is achieved. If teachers can be fully responsible by ensuring that their lessons have goals and objectives and teachers are being consistent on those goals and objectives the curriculum can be successful. One can argue that the curriculum is practical, only when teachers can play their role of ensuring that they plan and secure the availability of the resources. It is always said that teachers should improvise (the resources), doing so can ensure that the curriculum is practical. Service Ontario (2015), clarifies this by stating that the preparation and accommodation of consistent physical education classes may need some ingenuity, especially if resources are scarce and must be shared by large numbers of learners. If teachers know and take up their responsibilities the curriculum will not struggle and it can be made sustainable for a long period.

## **4.9 Theme 7: Location and time**

### **4.9.1 Location**

The teaching of physical education is usually face-to-face, and takes place in the school playground. The school where this study was conducted does not have a specific area where physical education is taught: a place with good resources like sandy soil, grass, and jungle gyms;

*Physical education is taking place in the schools' sports ground (Participants 1 and 3).*

According to the teachers' experiences:

*The playground is not conducive for learners to learn physical education there (All the participants).*

*The ground is dusty and it can cause learners to fall sick (Participant 2).*

These comments indicate that the teachers are aware that a space where physical education must take place should be conducive. Participant 1 has indicated that:

*...the dust, remember the dust have all the kinds of diseases. The dust can affect the learners to a point whereby they end up sick from the lungs or any internal illness because I myself do not know what they inhale from that dust.*

The teachers have indicated ‘...where physical education should take place there should at least be the sand or there be the grass so that it will be comfortable for the learners’ (Participant 3).

*There should also be shelters so that when they finish playing they will stand under the shelters* (Participant 2)

*Secondly, we have learners whom are sensitive, even us teachers. The sun in this place is too strong [hot] you will come back from the playground suffering from a severe headache and so are the learners there are some who are like that* (Participant 3).

The above accounts indicate the concerns of the teachers about the health of the learners and teachers themselves. Lack of safe learning space and good sanitations are some of the elements that the teachers experience when teaching the life skills physical education. One can conclude that the above comments from the teachers may contribute to the reasons that teachers not to teach physical education.

*I do not know the health status of these learners. For me I hate the dust because I once suffered from asthma for a long time, so this kind of sickness does not want dust and so are the sinuses. We need comfortable spaces so that even if the learners jump they will not get hurt unlike here where they will be jumping on the dry ground with some stones. If a learner gets hurt, parents at home do not take it that learners were playing or learning* (Participant 3).

The main concern of the teachers about the place where they practice physical education is about the safety of the teachers and the learners. For this reason, there is a need for a comfortable space that will also promote good health in these teachers and their young learners. We do not need a situation whereby a learner will receive a permanent disability as resulting from the unsafe place

at school. A safe and conducive place may even save the teachers' time because they will not worry much about safety and may teach different activities.

#### 4.9.2 Time

Physical education is allocated sixty minutes a day, for two days per week. Participant 3 in her remarks about the time they have for teaching physical education indicated that *'the time allocated for physical education is enough and even more because we do not like it [P.E]'*. With the experiences she (Participant 3) had in teaching physical education, her statement indicates that she has lost the motivation to teach physical education. However, Participant 2 has a different opinion, in her statement she said:

*The thing that there will be period one, period so and so they [learners] get tired, as if they can go out and exercise and come back and continue. The time is not enough as if we can have more time. Physical education according to me I wish it should always be there, it should be allocated more time so that the children will be developed.*

*However, if there was someone who specialises in physical education the time was enough that even if it was time up learners were still enjoying themselves and do not want to go back to classes because this thing physical education was well done (Participant 2).*

One can argue that it is not that teachers do not like physical education like it was said earlier on. Teachers do not have the expertise for teaching physical education thus; they lose the interest on physical education. It can also be argued that should the teachers be equipped with the information they need to effectively teach physical education, they could enjoy the experience and the time allocated for the subject may be enough.

The allocation of time should have been done according to the number of learners in a grade and in a class. For example, in grade 3 there are 216 learners in total, there are four classes and there are four teachers. Some teachers having more than fifty learners in a class.



*They [management] do not look at how many classes they just give us a period after break we all find ourselves in the playground and sometimes it is not effective because the learners end up playing (Participant 2).*

This suggests that there should be a way that teachers can split the allocated time for physical education because currently all four teachers use the same time for physical education. Apart from grade 3 the whole of the foundation phase has been allocated the same time for physical education, with each grade constituting around 200 learners. How can over 600 learners use one small playground for physical education? Physical education in this school requires face-to-face contact and all the learners need the teachers' attention. This suggests that there should be ample time for physical education and moreover, that the classes should be split in order to do physical education in different times.

#### **4.9.3 Discussion theme 7: Location and time**

The school is a vital place for learning, attaining skills and basic attitudes, which are retained with the learners all their life (Asadi Behzadkolaee et al., 2015). Thus, the school must be a good environment that promotes health and the play grounds should be conducive for learners' play. The location, or the space, is a very important aspect of a school (especially in primary school where young learners like to play and their development depends on that play). Moreover, Asadi Behzadkolaee et al. (2015) caution that the school, as a second home, should be eye-catching and optimally challenging to promote interest of the learners in the educational program. Likewise, Tsiakaraa and Digelidisa (2015) opine that a central role in children's impetus to learn and develop is determined by the learning environment the learners engage with. In the case of the school where this study was conducted, the teachers believe that the learning environment does not promote the development of the learners because it is not of a good standard and does not interest the learners.

Gross and Buchanan (2014, p. 68), contend that:

*In order to provide daily, quality, developmentally appropriate physical education, physical education specialists must overcome many variables that affect the delivery of their lesson content, and affect their attitude and outlook on their profession.*

In this case teachers in some of the school are not physical education specialist and they themselves need to be taught more about physical education as they have indicated in their comments. Because of the poor environment in rural schools, teachers are compelled to keep their learners in the classrooms for the whole day. This is in sharp contrast with what Scott et al. (2014, p. 47) believe is needed: “actual contact with friends and different resources in an outdoor setting interacts strongly with memory and as a result enhances subsequent retention and recall of learned material and fosters motivation to learn”. This may be the reason Howie and Pate (2012) state that physical education is associated with academic success. At times, learners in rural schools do not do well academically; one may argue that it may be as the result of learners not participating in extracurricular activities and also the lack of physical education in such schools. Even though learners are always in the classrooms, taking them out is often seen as wasting their study time.

Time is one factor that plays a huge role in the implementation of the curriculum. Teachers themselves are not of the same voice when it comes to the issue of time. As indicated by the teachers during the interviews, the time allocated for physical education is enough while others disagree. However, Van Deventer (2009) argues that the time allocated for physical education is enough and that it ultimately depends on how the time is utilised by the teachers. The argument is that if teachers have the content knowledge, time would not be a problem because they could plan beforehand. Time becomes insufficient because teachers struggle with many difficulties (bringing the materials together) before they start the lesson of the day. O'Sullivan (2013) states that the physical education curriculum tends to be practical when it is adjusted to meet the necessities of learners. To ensure the needs of the learners are met there is must be well trained teachers to teach physical education, the DBE and school administrators provides sufficient time, resources, and facilities that are necessary for the implementation of physical education. Wanyama and Quay (2014) and Mudekunya and Sithole (2012), argue that physical education is seldom implemented, to the point that some head teachers timetable it only to please school inspectors. This can be addressed by ensuring that time is split accordingly so that all the learners

have an opportunity to participate in physical education activities. It makes it impossible for learners to participate in physical education if there are too many learners and the teacher may find it difficult to assess the learners.

#### **4.10 Theme 8: Assessment**

Assessment is one aspect in education that is supposed to help teachers diagnose the problems in their teaching so that they may come up with some strategies on how can they improve the quality of education being offered to learners (Redelius & Hay, 2012). The focus of the teachers is on assessment of learning, as Redelius and Hay (2012, p. 212) argue that ‘assessment of learning’, “is the process of attempting to measure or judge what students know and can do in order to ascertain the level a student has reached at a particular curriculum or school juncture”. Likewise, Berkvens et al. (2014) argue that the focus of assessment is now “on measurability, education has - in many cases - not been considered in the light of what was intended, i.e. ‘what is important for students to learn?’ but mainly from the perspective of what they need to master to pass exams and tests”. This has been witnessed by Participant 3 when she said ‘...*with the physical education we do today it is said that a learner does not fail. This suggests that whatever or however the learner plays is correct because the learner exercises*’. The above statement makes it obvious that physical education is not done as a lesson where learners will learn different types of movements with the benefits therein. Learners are involved in physical education just to play or exercise in order to stay fit and healthy. With the teachers’ accounts stating that learners should pass physical education no matter the outcomes, it raises a question as to whether or not the teachers are aware of the different types of assessment (assessment as learning, assessment for learning and assessment of learning)? If teachers were aware of these different types of assessments they were not going to worry much about the learners being promoted without being able to practice physical education. Teachers would have employed in their daily teaching the AfL and AaL to ensure that learners are doing what is expected so it will be easy for the learners when the assessment of learning is performed.

On the account below, Participant 1 explains how learners are being assessed in order to ensure that they indeed do not fail. One of the participants has indicated above that in the CAPS life skills (physical education) learners are not supposed to fail.

*However, it means that they will do well or pass the other activities because they may not fail in every activity. Truly if I have seen that on this particular activity the learner is not good, I must give this learner another chance on another activity. In physical education you are not supposed to assess the learners in one activity, you must assess a learner with an activity that you know the learner will do well in it because the aim is to ensure that the learner pass (Participant 1).*

Though the above account indicates that teachers are using the assessment for learning, it seems as if they are not aware of this. The main concern of the teachers here is in promoting the learner to another level and according to the account above the way the teacher assesses the learners is through observation. The teachers indicated that CAPS life skills (physical education) are no longer the same as those that the teachers taught many years ago. Also the assessment strategies or tools that they employ today are different from what the teachers used years ago. One may argue that the assessment strategies employed today are the same strategies used years ago and that they only require that teachers upgrade themselves to be familiar with the assessment concepts that are used today.

*Lawfully, not mentioning what is happening today, we used to have the note book where we wrote all the names of our learners on physical education day, I will allocate each learner some marks in the field (Participant 3).*

However, she did not mention the difference of assessing physical education today compared to physical education some years ago. I am quite sure that the very same method is employed today. The most worrying aspect is that teachers skip physical education. If teachers go out with the learners they do not go to do physical education but they take learners outside just to do some activities that are not even planned for. Therefore, there cannot be an assessment for an activity that has not been planned for.

The accounts below indicate how, if ever, the teachers assess physical education:

*When I assess physical education I have the check list to look if this happened well and this not well done (Participant 2).*

*Because these learners are many we assess them in groups by checking if the learner is able to do what he is taught, because individually you cannot (Participant 3).*

*We assess the learners through observation when we are outside, there is a point where I do not do the activities with them (Participant 1).*

The teachers have not indicated the time in which they assess physical education for one to detect the type of assessment they use for physical education. However, one thing that is obvious is that teachers are assessing the learners for grading or promotion to the next level. Assessment for promotion is the assessment of learning. If learners are not supposed to fail it suggests that CAPS is implemented as if it is a competence curriculum. In real competence curriculum classes learners do not fail because they are all capable of achieving the identified outcomes. Therefore, teachers should use different strategies to make sure that learners achieve outcomes according to their different paces.

#### **4.10.1 Discussion theme 8: Assessment**

Teachers still encounter difficulties when assessing physical education. López-Pastor, Kirk, Lorente-Catalán, MacPhail, and Macdonald (2013) concur that assessment is indeed one of the most worrying concerns physical education teachers have had to deal with over the last forty years. Yet, teachers are still finding it difficult to assess physical education because their accounts above indicate that they are struggling in assessing physical education. The only way to overcome the problem of assessment is for teachers to study about assessment so that they will learn different strategies about assessing physical education. Assessment, regardless of the subject in the curriculum or stage of learning within which it happens, is crucial to the main business of education (Redelius & Hay, 2012). For assessment to do what it is intended for, the Department of Basic Education (2011a); Redelius and Hay (2012, p. 212), opine that “assessment provides feedback to the learners on their own learning, and informs, for the

purpose of optimising learning, teachers' subsequent planning and pedagogy", and as such it requires that teachers have an understanding of assessment especially in practical activities like physical education. The requirement of assessment, according to CAPS, has been discussed in chapter 2. Understanding the different types of assessment (assessment of learning, assessment for learning and assessment as learning), and understanding when to apply them, can help teachers assess physical education without any challenges.

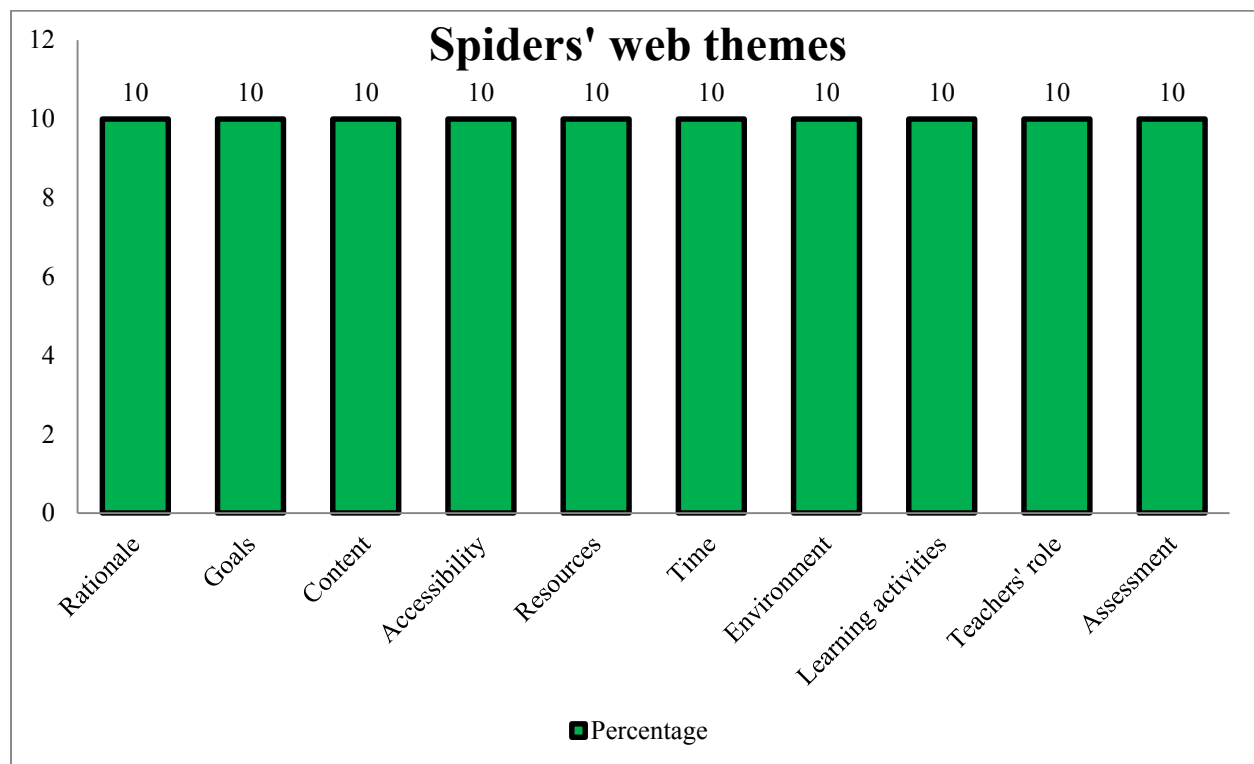
As a result Gillespie (2013, p. 235), note that "the role of assessment within education and in particular, within physical education is worthy of ongoing theorising, research and critical inquiry". This may help physical education teachers to understand assessment because currently it seems as if teachers only assess for the sake of grading. Teachers do not concern themselves with using assessment to improve their pedagogies. One important issue that makes assessment in physical education unsuccessful is that the teachers "lack the content knowledge and that is a further significant barrier to primary teachers assessing in physical education" (Ní Chróinín & Cosgrave, 2013, p. 221). One can argue that the lack of content knowledge may cause teachers to assess the subjects incorrectly. Ní Chróinín and Cosgrave (2013, p. 221) further indicate that "many practitioners get assessment 'horribly wrong' in physical education by focusing on summative assessments (assessment of learning) only at the end of a unit of work which focuses solely on the child's ability to perfect a skill, e.g. the ability to perform a forward roll proficiently".

Teachers should know that physical education is about more than just the activities that learners participate in during the lessons. Currently the teachers' attention in school physical education is focused more on activities than on erudition (Leirhaug & MacPhail, 2015). Berkvens et al. (2014) argue that assessment should be used to ensure that what is taught is relevant which will ensure that the correct assessment tool be used in the formative assessment (assessment for learning and assessment as learning). Ní Chróinín and Cosgrave (2013, p. 220) delineated formative assessment as "frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately". Furthermore, there should be consistency in assessment, which can only happen if teachers use the CAPS standards. As Avery (2012) indicates, it is essential to increase physical education assessment to consist all the canons for assessment to stimulate learners success, increase teaching and programs, and be in support

for physical education as a crucial part of a learners' total growth. Assessment in physical education could be practical but only if teachers can dedicate themselves to this by seeking more information on how to assess physical education. Encompassing all these strategies can improve teaching and learning and may guarantee that the curriculum is sustainable for a longer period of time.

According to Thijs and Van den Akker (2009), the curriculum to be sustainable for a longer period, the concepts of the curricular spider web should be addressed in unity. In chapter 2 there is a structure that has been adopted from the curricular spider web to represent the teachers' experiences in teaching life skills (physical education). The figure is represented by different colours. It has been said that the colors have been adopted from the colours of the road sign (robot). Berkvens et al. (2014), asserts that the metaphor of the spider web emphasises how the nature of a curriculum depends on each concept for survival. The graph below (section 4.10.2) indicates the balanced concepts of the curricular spider web. Each concept is represented with a 10% green bar. In chapter 2 it has been indicated that the green colour suggests that the curriculum may be sustainable for a long time. One can therefore argue that in teaching and learning according to the curricular spider web the concept should be as indicated in the graph below to ensure that the curriculum is sustainable.

#### 4.10.2 Summary of the findings

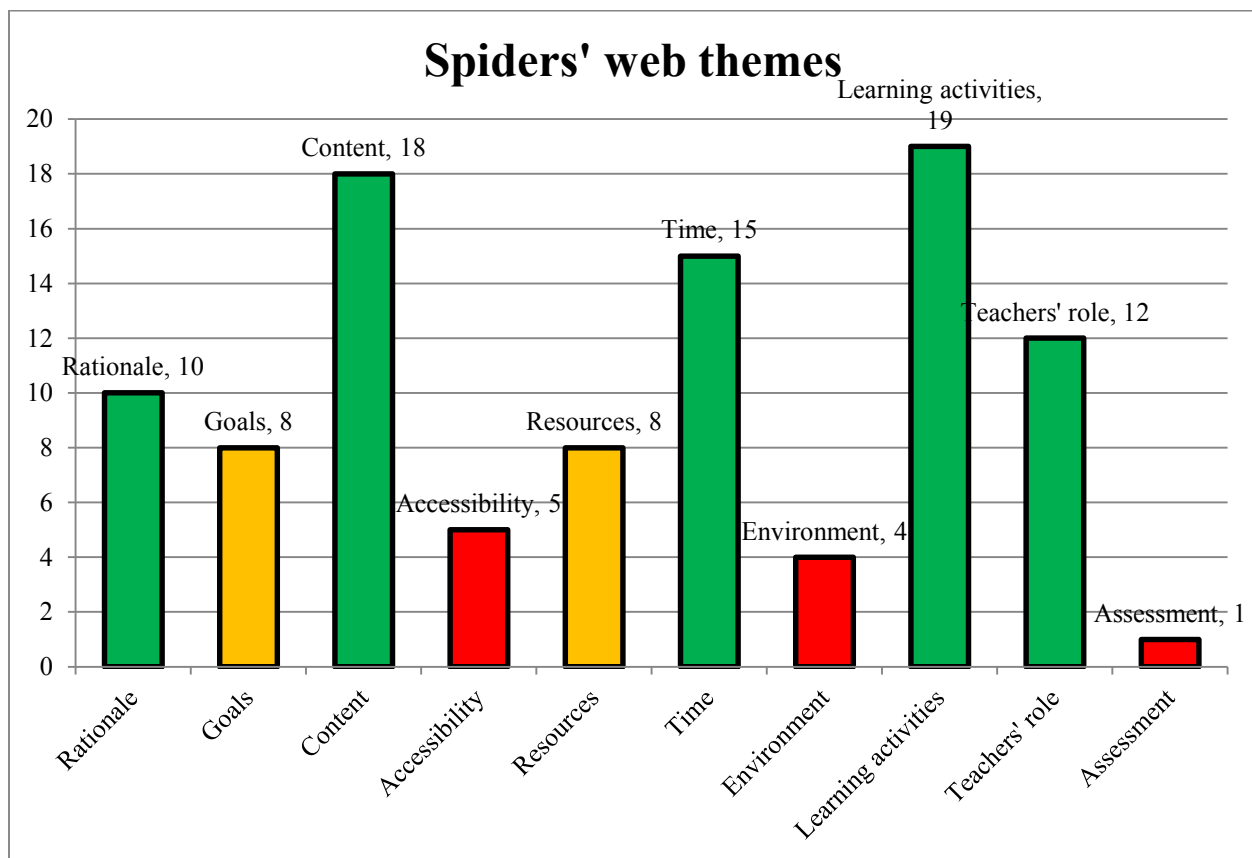


**Figure 4.1: The balanced curriculum**

Khoza (2015b) contend that the curriculum visions may only be understood after the curriculum has been well-defined. The curriculum is defined from three layers (representations) i.e. the intended curriculum (intentions as specified in curriculum documents), implemented (curriculum as interpreted by its users i.e. the teachers) and the attained (learning experiences as perceived by learners) (Thijs & Van den Akker, 2009). Teachers should therefore understand the rationale for the above mentioned levels to ensure the successful implementation of the curriculum. The graph below represents the findings from the teachers' experiences of teaching life skills (physical education). The green bars represent the concepts that are balanced. However, it is obvious that the green bars are now far above the 10% that each concept should be. As the green bars are far above the 10% and the other two colours (orange and red) are below 10% with the red colour being even below 5%. This suggests that the teachers are pulling too much on other concepts and leave others not fully covered.



Thijs and Van den Akker (2009, p. 12), indicated that “although a spider web is relatively flexible, it will most certainly rip if certain threads are pulled at more strongly or more frequently than others”. The findings as represented in the graph below suggest that teachers are indeed pulling strongly more on the concepts represented by the green bars. As a result the curriculum is no longer balanced. The unbalanced curriculum as represented in the graph below raises a concern about the sustainability of the curriculum. Thus, teachers should work towards balancing the bars and ensure they are all green because it is evident from the graph below that teachers do not balance the curriculum.



**Figure 4.2: The unbalanced curriculum**

#### 4.11 Observations for Participant 3

##### **1. Content (Does the teacher understand the physical education content? Does he or she somehow teach or talk to the learners about the importance of physical education?)**

*Teachers may know the physical education content from what they learnt in the colleges and taking from what they did in their younger ages as they grow. However, in the lesson presented learners were not taught any theory of the activities they did on the lesson of the day. The activities were not planned for because the teacher did not bring any lesson plan to the field, learners were only told what to do. Learners were struggling to play the activity of the day. Especially the second activity where they had to play “the cat and the rat” learners did not know the song that is being sung during the activity.*

*According to the rules of the game if the learners start to run, one learner must run to the left and the other one run to the right, they should come back where they started. The first one (learner) to get to the spot rests and the one who came after must continue to conduct the activity until he gets to the spot first. Because learners were not first given the clear rules as well as the importance of the game, learners were not playing the activity correctly. The teacher had to stop the learners and instruct them during the activity. The time was not waiting for them, they ended up cutting the activity short even before the learners could understand how the game should be played.*

*The first activity was the activity that, according to the teacher, came with the learners and it was not planned for by the teacher. It was about “balancing” whereby learners get inside the sack and race, running with both feet in the sack. Learners did the activity but it was only for fun to the learners.*

##### **2. Teaching activities (Is the activity a physical education activity?)**

*The activities that were presented were indeed for physical education. Only if they were properly planned and presented well to the learners, learners were going to learn a thing*

<p>or two.</p>
<p><b>3. The use of resources (Are there any resources? How are they being utilised?)</b></p> <p><i>Resources were there and they were used accordingly. Especially for the first activity because learners brought the sacks from home to use in the activity or a game of their choice. However, it was not every learner who brought the sack with him or her. Thus, those who did not bring their own sack could not participate in the activity because of the egocentric nature of young learners. Some learners could not lend their fellows the sacks.</i></p>
<p><b>4. Teachers' role (Is the teacher involving him or herself in the activity?)</b></p> <p><i>Participant 3, as the teacher, did not involve herself in the activities but she was giving the instructions to the learners on how to play the activities. Shortly, her role was that of an instructor during the lesson which is ineffective in teaching physical education. One may argue that the learners were not doing the activities correctly because there was no demonstration they were getting from the teacher. Demonstrations help the learners to see exactly what they are supposed to do.</i></p>
<p><b>5. Assessment (How the teacher assesses the lesson?)</b></p> <p><i>The activities that the teacher conducted on this day were not assessed. The teacher only did the activity, which according to what I saw was not to the learners' satisfaction. It seems as if the lesson was only done for me (the researcher) to see so that I will have something to record as I did indicate to the participants that I will also do an observation of one physical education lesson. Because before this day and after there was no activity that has been done.</i></p>
<p><b>Additional information from Observation:</b> <i>The learners were too many for the teacher to handle because they did not get an opportunity to participate in the activity they ended up interrupting and that led the activity to be cut because learners ran all over the ground and to the management it will seem like the learners were playing outside not learning. The time was always a factor because the learners were too many and there was only one hour to conduct a lesson and ensure that all the learners have participated. In this case, the little opportunity that the learners get to go outside they see or find an opportunity to play because they were not used to going out to learn.</i></p>

**Table 4.2 Observation for Participant 3**

#### **4.11.1 Discussion Participant 3 observation**

A lot has been shared in the discussion of the analysis about the content knowledge, activities, teachers' roles, resources and assessment. The observations have added to what the teachers said during the interviews. The observations offered an opportunity for me to see if what the teachers were saying during the interviews is being done in practice or not. In terms of the content, it was evident during the observation that the teachers do have an idea of what must be done during physical education lessons, but that they lacked the theory for physical education and indeed do not teach learners anything about the importance of physical education. Moreover, in the activities that were done teachers did not plan; they only taught what came first and what they thought was practical in their context. In other words, teachers do not prepare for physical education because it seems to them that physical education is about taking the learners outside and play. However, teachers should understand that everything a person does is done for a reason; there is even a reason for kicking a ball. There must be a reason for every activity that is being taught. One may argue that if the physical activities can be planned for and if teachers can also prepare a strategy on how they are going to teach these activities, teachers can teach physical education successfully even without the resources.

Resources are one factor that causes the teachers to avoid physical education because there seems to be the belief that physical education cannot be taught without resources. During my observation in Participant 3's lesson, I noticed that the "cat and the rat" activity did not need resources but only required thorough planning and knowledge of the activity from the teacher. The other activity was done as a warm up activity for the learners. Learners used the sacks to race, as it was indicated that resources cannot completely be a barrier to teaching and learning. Resources to be available it requires a teacher to be creative and ensure that learners are also taught to be creative as well. Learners brought sacks to be used as the resources for the activity that they did as a warm up activity before the main activity. This was one way of indicating to the teachers that having resources for any physical education activity sometimes does not require a lot of money. However, using recyclable objects to create resources does not mean that all the physical activities will need such simple resources. There are some activities that will require teachers to buy resources. Avery (2012, p. 12), reminds us that the "relationship among

curriculum (what is taught), instruction (how it is taught), and assessment (evaluation of student learning) is the foundation of effective programs”. This suggests that in every subject that is being taught the above three issues should be considered because one can argue that they are core to the successful implementation of a curriculum. However, during the observation of the lesson being discussed here, the assessment has not been done. Therefore, it suggests that the programme was not effective.

#### 4.12 Observation for Participant 2

##### **1. Content (Does the teacher understand the physical education content? Does he or she somehow teach or talk to the learners about the importance of physical education?)**

*The teacher knew the content of the activity she taught because the activity was one of the old activities that teachers taught a long time ago. Briefly, teachers know what they are supposed to do especially in physical education lessons. However, the teacher did not teach the learners about the importance of participating in physical education or the benefits of participating in the chosen activity. The teachers only taught learners physical education, this is to say they teach or they want to see learners doing the activities.*

##### **2. Teaching activities (Is the activity a physical education activity?)**

*Once again, without Participant 2 being in contact with Participant 3, both the teachers have taught the similar activity “inja encane” (the puppy). This activity is similar to “the cat and the rat” in the way it is executed. The race activities seem to be the only activities that are being practiced in this school, it may be because of the lack of resources as the teachers have indicated in their responses. Roberts, Fairclough, Ridgers, and Porteous (2012, p. 2), concur that “...young children’s recess activities were dominated by active games such as chase and ball games”. However, in this case the activities are not done for recess but for education purposes that suggest that teachers should thoroughly plan for activities (ensuring that there are also the resources for teaching such activities) and also plan for the assessment. In the absence of the teaching resources, teachers opt for activities that will not need resources.*

##### **3. The use of resources (are there any resources? How are they being utilised?)**

*There were no resources that have been used except for the persons that were available i.e. the teacher and the learners because they too are the resources in teaching and learning.*

**4. Teachers' role (Is the teacher involving him or herself in the activity?)**

*The teacher involved herself in the activities by playing with the learners and she demonstrated the activities to the learners. The learners enjoyed the lessons because their teacher was part of them. This suggests that the teacher here knew her role or responsibility in the implementation of physical education. Her role in the activity was that of a facilitator because she ensured that the learners take after her through her demonstration so that they achieve the goal of the activity.*

**5. Assessment (How the teacher assesses the lesson?)**

*Assessment is one feature in the curriculum implementation that is not taken seriously because even Participant 2 did not assess the learners. Though the lesson was planned, it was not indicated as to how the lesson was going to be assessed. One can argue that it was because teachers do not have much knowledge on how to assess physical education or it was because physical education was done just for fun.*

**Additional information from Observation**

*In one activity (race) the teacher gave the learners some instructions on how to race but learners were struggling to do exactly what the teacher told them. One thing that the teachers did was that they assumed that the learners had prior knowledge of these activities. Teachers assume that learners play these games at home but in reality teachers discovered that the learners do not know these activities. Therefore, it is advisable that teachers should plan their activities and teach the activities to the learners. Teachers should not assume that learners have knowledge of the activities because learners today are not like learners twenty years ago.*

**Table 4.3 Observation for Participant 2**

#### **4.12.1 Discussion for Participant 2 observation**

According to the observations I discovered that teachers know what to do in physical education. Just that there are lot of issues that make teachers not to teach physical education. Listening to their responses during the interviews and taking from what was observed in the playground, one can conclude that teachers know what they do. During my observation I have noticed that the only thing that teachers lack is confidence and a certainty as whether they are doing the right thing without support and resources. According to my observation, Participant 2 has done almost everything correctly; she was involved in the lessons, and she covered the content. The only elements she lacked were the resources and the assessment.

#### **4.13 Conclusion**

In this chapter the data generated from the interviews and field observation was analysed and presented using narratives which were discussed under each theme. The discussion of each theme was supported by literature sources. The two data generation methods, interviews and observation, employed in this study allowed for triangulation of the results to ensure validity and reliability. In the next chapter the recommendations and conclusions will be offered.

## Chapter 5

### Summary and Recommendations

#### 5.1 Introduction

This chapter will provide a summary of the study. This includes the drive of any study i.e. the conceptual framework that has been taken from the curricular spiders' web, and the justification of the method used to conduct this study. This chapter will also provide recommendations which are based on the discoveries and deliberations of the discoveries in the preceding chapters. It will further highlight the limitations of the study and a few implications for teaching and learning, and suggestions for further research. Lastly, it will include concluding remarks that will sum up the whole study.

The research main questions that framed this study were:

#### Research question 1

*Why do foundation phase teachers experience the teaching of CAPS life skills (Physical Education) the way they do?*

The research findings have revealed that there are a number of issues that teachers have stated as reasons they experience the teaching of physical education the way they do. Key issues stated by the teachers include: the lack of knowledge of the physical education content; and the environment in which they work is not conducive for teaching and learning of physical education. However, findings from both the literature (with CAPS) and research data revealed that the major reason behind the lack of physical education content is the absence of curriculum teaching rationale/visions/reasons. For example, when the South African curriculum teaching visions shifted in 2012 from competence/horizontal (C2005/NCS) to performance/vertical focused, teachers did not understand the shift. As a result, teachers are still struggling to cope with the demands of the new curriculum (CAPS). Now teachers teach CAPS as if they are still enacting the C2005/NCS principles. To overcome these problems, teachers need to develop themselves by studying further.



## **Research question 2**

*What are the teachers' experiences in teaching CAPS life skills (physical education) in the foundation phase?*

Teachers have indicated that they experience some challenges or difficulties when teaching physical education. It is not always the challenges the teachers encounter when teaching physical education. Teachers need some expertise of teaching physical education so that they will overcome the challenges they encounter. As a result, the challenges, such as the lack of curriculum understanding, are dominant and they hinder the successful teaching of physical education.

## **Research question 3**

*What is the influence of teachers' experiences in teaching CAPS life skills (physical education) in the foundation phase?*

Dewey (2001, p. 145) cautions that “when we experience something we act upon it, we do something with it; then we suffer or undergo the consequences”. Teachers’ experiences influence their teaching and learning. To a greater extent, it affects learners because teachers end up not teaching physical education (acting upon their experiences) because of their experiences and that affects the development of the learners (suffer the consequences). It also affects the curriculum because if physical education is not taught, then the curriculum is not fully implemented and there is an imbalance to the curriculum as intended and the curriculum as implemented. When teachers experience challenges due to their lack of understanding of the curriculum they do not do justice to PE education. Physical education is said to be one learning area that helps learners to realise their fullest potential (Department of Basic Education, 2011b). If teachers are not doing justice to PE education, then learners suffer.

## **5.2 Summary**

The purpose of this study was to gain an understanding of teachers' experiences of teaching physical education in a primary school foundation phase located in the rural areas of Mpumalanga. Therefore, to generate quality data it was evident that the study would need to be conducted with a qualitative case study tool under the interpretive paradigm. Such methodology was adopted because it would ensure that the study generate first-hand information from the teachers. Furthermore, the conceptual framework from Berkvens et al. (2014) curricular spiders' web, has been used to ask teachers questions how they experience the teaching of physical education in the foundation phase. These themes, with their questions, were used to cross-reference the study's main research questions to ensure that the teachers responses correspond with the implementation of the curriculum as that is the main purpose for teaching.

The discoveries indicate that the teachers are willing to correctly implement the curriculum. However, they experience challenges that include the lack of the curriculum understanding; the dearth of support from the department; and the lack of resources to teach physical education. This has also been found by Thijs and Van den Akker (2009, p. 25), who indicated that "reasons for the loss of the basic skills including inadequate teaching approaches and learning resources, lack of school time, lack of maintenance during the learning career, teachers' lack of knowledge and skills, and insufficient alignment among school types". For these reasons, the recommendations below will provide suggestions on how some of these challenges could be addressed in order to ensure that quality education is provided, at all times, to learners.

## **5.3 Recommendations**

Educational research, or research based on teachers' implementation of the curriculum, should contribute to teachers' understanding of their work (teaching). Thus, teachers should be trained to understand the ten curricular spider's web concepts in order to understand the curriculum, which may see teachers implement the curriculum without any challenges. Furthermore, research findings could be used to enlighten teachers. Research can also help teachers with professional development, and also to the school leadership/management to support the teachers with the necessary requirements for curriculum implementation. Such research could also help teachers to

understand how to teach learners effectively regardless of socio-economic backgrounds as this is considered to be a key hindrance to successful teaching and learning in South Africa.

The current approach to school-based physical education could be improved through the reading (research) by the teachers. CAPS emphasise the working together of different stakeholders (e.g. parents, curriculum developers, teachers and learners) to contribute to quality teaching and learning. At present, as is evidenced from the teacher's interviews, physical education programmes are not successfully implemented due to the teachers' lack of content knowledge.

In seeking to close the enactment gap and improve the implementation of the physical education programme, teachers and the DoE should look at strategies that will ensure that a comprehensive physical education programme is successfully implemented in every single primary school, especially in rural schools. Findings from the teachers' experiences have been generated through the curricular spider's web themes. As such recommendations will be done according to the findings from the spider web themes.

For teachers to successfully implement or teach physical education they must have a **rationale** for teaching, which can be taken from the CAPS document or planned by the teachers (objectives) themselves. The findings reveal that teachers lack the vision for teaching physical education. As indicated in Berkvens et al. (2014) curricular spiders' web, the rationale is the core of curriculum implementation. This suggests that teaching cannot successfully take place without the rationale. Thus, teachers should be encouraged to study further (by means of research or enroll for Advanced Certificates in Education ACE) on their subject and the curriculum policy documents.

When teachers educate without first setting **goals** for their lessons the result is an absence of aims and objectives of teaching. Thus, teaching and learning become meaningless if it is conducted without aims and objectives. Teachers need to understand their curriculum and its goals so that they are able to draw their objectives directly from the curriculum. Therefore, it is recommended that the specialists from the DBE who conduct the workshops for clusters in

different circuits should include in their sessions these issues (informing teachers about the goals and how to set the objectives derived from the CAPS aims). Informing teachers on how to set goals in their teaching may be one reason that teachers are encouraged to study. It can also develop teachers not to rely on society for information. Educational specialist concerns in their workshops are that teachers should teach and mark the workbooks.

The teachers indicated that they lack the **content** knowledge of physical education and for that reason; almost all the participants in this study have indicated that there is need for physical education specialist (society) who will help educate teachers on how to implement physical education. According to CAPS teachers are encouraged to study their subjects because society (physical education specialist) cannot be a permanent solution to their teaching challenges. In-service training, research, and short-term courses can also help teachers develop knowledge for physical education content. Studying requires much energy especially for the foundation phase teachers because some of them are near their retiring ages as such they are tempted to fall back into their old practices (Thijs & Van den Akker, 2009). If there is a need to improve the quality of teaching, teachers will have to study further to ensure they gain the content knowledge or understand the curriculum.

One can argue that the one day, or one week, in-service training offered to teachers is not enough to equip teachers with the curriculum knowledge or content knowledge required to implement a full year's curriculum. It is therefore recommended that the in-service training for teachers take a long time that can be estimated to about a year or so. The curriculum improvement in schools is similarly influenced by the ambit to which teachers are equipped to implement the innovation (Thijs & Van den Akker, 2009). Teachers need to be trained in order for them to gain content and theory knowledge of physical education. Without the theory, teachers are failing to prepare learners for future participation in physical activities.

Mudekanye and Sithole (2012), indicated that physical education in schools is scheduled for the sake of teachers and there is little or no support from school administrators. Teachers have disagreeing views about the location and time for teaching physical education. Learners, in order

to enjoy physical education, need ample **time** and a safe **environment** to play or do physical education. The findings from the teachers in this study indicate that the environment in their school is not favorable for physical education. Thus, there is a need for the curriculum developers to visit the schools and check for the playgrounds where physical education is taking place in schools. The visit should be done in schools in the rural areas so that they will recommend the right materials that that will promote a safe learning environment.

Some teachers are concerned that not enough **time** is allocated to physical education while others say time is enough. It is recommended that teachers use the little time they are allocated currently only to get acquainted with the different strategies for teaching physical education. Pupils should be persuaded to participate in extracurricular activities at home, which will ensure that learners have ample time to participate in physical education. Moreover, learners will utilise the given time in schools to inspire their teachers to teach physical education. Teachers are discouraged by the learners. Learners take a long time to learn an activity and time end up not being enough to cover the activity of the day.

The findings for this study indicate that teachers are employing the incorrect **role** in teaching physical education. The role of the physical education teacher should be a *facilitator*. Khoza (2013b) cautions that physical education teachers should be facilitators so that they are able to create objectives. Teachers need to understand and be aware of diverse roles in teaching so that they will not only use teaching as a role to teach. Teaching without strategies may not produce the anticipated results because teachers may apply the incorrect method of teaching especially in teaching the practical subject like physical education. Currently, teachers are using the same teaching strategy to teach theory in a subject and practical. However, a theory and practical requires a different approach when teaching. The findings indicate that teachers are using their role of *instructors* when teaching physical education and this role is not relevant for teaching physical education. The correct role of the teacher is to ensure the correct methods of teaching and that learning becomes interesting to learners. Understanding the role of the teacher through studying (from the workshops or courses) or research may ensure quality teaching. It is thus recommended that teachers understand their roles in teaching physical education, so that will ensure they select the correct activities that will be interesting to their learners.

Moreover, there are no physical education **assessments**, thus, to the learners physical education sessions are similar to jaunts (Wanyama & Quay, 2014). Indeed, teachers do not assess physical education correctly and the findings indicate that teachers only use the assessment of learning strategy to assess physical education. It is therefore recommended that teachers be informed about different types of assessment and the relevant assessment strategy for physical education. It is apparent that the one thing that makes the teachers fail in their work is their lack of desire to study further. Some teachers are aware that they should have a notebook (check list and rubrics according to CAPS) to record learners marks. Yet, teachers could not clearly explicate the checklists they should use (currently the findings indicate that teachers no longer carry checklists). The subject specialists, the DBE officials, and school management should regularly visit schools or teachers to check whether they are doing the right thing so that they can devise a way forward to ensure the correct method of assessment are employed.

Teachers protest the lack of **resources and accessibility** when teaching physical education. Even if resources are available and are of good quality, there is regularly no guarantee that resources offered are used as anticipated (Berkvens et al., 2014). It is recommended that there be a group of officials who will investigate whether teachers are knowledgeable about how to use the necessary resources. Resources are always available, the only thing missing is the knowledge of how to use the resources. Once again, to support this Berkvens et al. (2014, p. 20), contend that there are a number of “unused materials that can be found in all schools, hidden away in cupboards or in the principal’s office”. Moreover, teacher can use cheap or recyclable materials as resources to teach physical education. Teachers must be advised to use the available resources in schools so it will be convincing to the heads of schools that teachers really need resources to teach physical education.

This suggests that there is a lot that needs to be done, especially by the school administrators or the curriculum designers, in terms of managing the implementation of physical education. If physical education is considered a subject with a huge impact on assisting learners to develop, then why is it not given much priority? This calls for the curriculum developers to manage the implementation of physical education. Otherwise as a country we will still encounter citizens

who will grow with a lot of sicknesses like: obesity, cardiovascular and many other sicknesses that can be addressed by partaking in physical education. Goudas et al. (2006), opine that when abilities are imparted in such a way that a student knows the skills are exchangeable and understand how to interchange them, the result can remain extremely influential.

#### **5.4 Implications for Teaching and Learning**

Teaching and learning is meant to develop both the teacher and the learner. While the teacher is teaching s/he is learning and developing him/herself. As a result teachers need to reflect on their teaching so that they will be able to detect on their own the implications of their teaching.

- Teaching and learning becomes unsuccessful if teachers lack knowledge of a given subject.
- Learning should be fun and interesting to both the teacher and the learners. Every party must enjoy being a participant in the teaching and learning process. If teachers are not interested in their work then teachers will behave negatively towards their learners which will cause learners to not enjoy learning or going to school.
- Learners should be fully engaged in their learning so that they will have the oomph to learn. As a result, learning to them will be something worth being pursued. Moreover, it may ensure that the curriculum be sustainable because several characteristics of the curriculum will be covered. As the statement below indicates:

*In the end, raising the quality of education is not making education outcomes measurable, but ensuring that education is relevant to learners, consistent in structure, practical to teach and affordable to sustain (Berkvens et al., 2014, p. 27).*

#### **5.5 Additional research is needed**

The findings of this study was based on three teachers experiences of teaching CAPS life skills (physical education) in the foundation phase of a school located in the rural area of the Nkomazi East Circuit in the Ehlanzeni District. Thus, having visited more than one school in this area, I have observed that physical education is not taught well in primary schools, especially in the foundation phase. It is therefore, recommended that further research be conducted on the following:

- Including rural teachers in research studies so that they can form a better understanding of what research is. This should be an action research study which may train teachers on the ten curricular spider's web concepts in order for teachers to understand the curriculum. Involving teachers in (action) research may help them to learn a thing or two about research which may result in them turning to further study in order to develop themselves.
- The use of resources needed for the teaching of physical education in the foundation phase is one aspect that should be further studied as it will ensure that solutions be found to address the lack of resources. This may include the education of teachers on how to create their own resources if there are none in a given school.

### **5.6 Limitations of the study**

All studies have some confines, and this study too makes no exception. Time was a limitation because the data could only be generated from the participants after working hours but by that time teachers are exhausted and wanted to go home and rest. This resulted in delays in the study timeline. Moreover, conducting research with people who do not understand how research is conducted, and for what purposes, was a limitation too because they (people) think you (the researcher) want to expose them which could have resulted in the participants attempting to hide important information.

### **5.7 Conclusion**

The efficacious implementation of physical education depends on the willingness of teachers to reflect on their practices by using their experiences to find solutions to their weaknesses. Physical education is not given much priority because teachers who are supposed to teach PE do not value or have much interest in the subject due to the issues that hinder successful implementation.

Teachers are supposed to be role models to learners. The findings indicate that some teachers have lost interest in teaching physical education because of the lack of resources to support teachers. This suggests that if teachers teach physical education just for the sake of pleasing the principals (societal reasons of teaching), the learners too will participate on physical education just to please their teachers. Teachers should understand that when they teach they are helping



the learner to learn and gain knowledge. Therefore, teachers must have a content knowledge of the subject (physical education) to be able to teach the learners well (CAPS qualities).

It is possible to ensure that the curriculum is successfully implemented; teachers should develop themselves continually because new information emerges daily. More so, to ensure that the curriculum implementation is a success it is vital that teachers use their experiences to reflect on their practices. This study has been used to understand teachers' experiences in order to enable teachers to use the discoveries to improve their teaching practices. The findings have revealed a numbers of problems that teachers encounter as challenges in their practice, and as such it will therefore be a worthwhile for teachers to use such information to develop their practice further. Teachers understand physical education from what they have learned in their teacher training institutions. Such information is still relevant but it requires some modification to meet the standard of the CAPS life skills. The findings also indicated that everything the teachers do is for the learners. Thus teachers should not allow their beliefs and attitudes to shadow the good things they have for their learners.

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## **Appendix One**

Stand No. 7

Block 'C' Phakama

1346

11 May 2015

Dear Sir/Madam

### **Request to conduct a research**

I would like to request for permission to conduct a research at your institution. I would like to apologize in advance for any inconvenience I might cause on my side. Hopefully the research will not disturb the smooth running of the school.

The research intends to **Explore the Teacher's Experiences of Teaching CAPS Life Skills (Physical Education) in the Foundation Phase.**

My plan is to interview the teachers in your school who are teaching life skills in grade 1 to 3. This piece of research is part of my Master's Degree studies.

I would like to assure you that information gathered will be treated with utmost confidentiality. I am bound by ethical standard of conducting research not to reveal any information gathered, furthermore the dignity, privacy and interest of the participants will be respected. The following items will be given to the teachers to read:

Please note that:

- Their confidentiality is guaranteed as their inputs will not be attributed to them in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on their preference.
- Any information given by them cannot be used against them, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the participants may receive as part of their participation in this research project;
- Data will be stored in secure storage and destroyed after 5 years.

- They have a choice to participate, not participate or stop participating in the research. They will not be penalized for taking such an action.
- The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;
- Real names of the participants will not be used, but pseudonyms such as participant A, B, C, D, E and F will be used to represent participants' names;
- The research aims at understanding the challenges of your community relating to teachers' understanding of the curriculum, teaching experiences, and effects on learners' development.
- Their involvement is purely for academic purposes only, and there are no financial benefits involved.
- If they are willing to be interviewed, they will indicate whether or not they are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: [mhlongoah@yahoo.com](mailto:mhlongoah@yahoo.com)

Cell: +2772 136 8026

My supervisor is Dr. SB Khoza who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details:

Phone number: +2731 260 7595

Email: [khozas@ukzn.ac.za](mailto:khozas@ukzn.ac.za)

Discipline Co-ordinator is Dr. LR Maharajh,  
Curriculum Studies, School of Education,  
Edgewood College, University of KwaZulu-Natal  
Tel (031) 260 2470  
Cell: 082 202 2524

Email: [maharajhlr@ukzn.ac.za](mailto:maharajhlr@ukzn.ac.za)

You may also contact the Research Office through:

P. Ximba

HSSREC Research Office,

Tel: 031 260 3587

E-mail: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za)

Thank you for your contribution to this research.

#### DECLARATION

**I ..... (Full names of principal)  
hereby confirm that I understand the contents of this document and the nature of the  
research project, and I consent the researcher to undertake the research project in my  
institution.**

**SIGNATURE**

**DATE**

.....

.....



## **Appendix Two**

Curriculum Studies, School of Education, College  
of Humanities,  
University of KwaZulu-Natal,  
Edgewood Campus,

Dear Participant

### **INFORMED CONSENT LETTER**

My name is Andrew H. Nhlongo. I am a Curriculum MEd candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa.

I am interested in **Exploring Teachers' Experiences of Teaching CAPS Life Skills (Physical Education) in the Foundation Phase**. I have observed that teachers are not aware of issues between planned curriculum (intended) and enacted (implemented) curriculum which yields in different results (attained curriculum) in school. I am doing a case study, thus I want to understand the experiences of the teachers so that I will improve my practices and perhaps that of my colleagues in teaching CAPS life skills (physical education) because I am a foundation phase teacher. Therefore, to gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population members' opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- There will be no limit on any benefit that the participants may receive as part of their participation in this research project;
- Data will be stored in secure storage and will be destroyed after 5 years.

- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The participants are free to withdraw from the research at any time without any negative or undesirable consequences to themselves;
- Real names of the participants will not be used, but pseudonyms such as participant A, B, and C will be used to represent participants' names;
- The research aims at knowing the challenges of your community relating to teachers' understanding of the curriculum, teaching experiences, and effects on learners' development.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Cell: +2772 136 8026

Email: [mhlongoah@yahoo.com](mailto:mhlongoah@yahoo.com)

Supervisor: Dr. S.B Khoza

School of Education

Edgewood campus, University of KwaZulu-Natal.

Contact details:

Phone number: +2731 260 7595

Email: [khozas@ukzn.ac.za](mailto:khozas@ukzn.ac.za)

Discipline Co-ordinator: Dr. L.R Maharajh,  
Curriculum Studies, School of Education,  
Edgewood Campus, University of KwaZulu-Natal  
Tel: (031) 260 2470  
Cell: 082 202 2524  
Email: [maharajhrlr@ukzn.ac.za](mailto:maharajhrlr@ukzn.ac.za)

You may also contact the Research Office through:

P. Ximba

HSSREC Research Office,

Tel: (031) 260 3587

E-mail: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za)

Thank you for your contribution to this research.

#### DECLARATION

**I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.**

**I understand that I am at liberty to withdraw from the project at any time, should I so desire.**

**SIGNATURE OF PARTICIPANT**

**DATE**

.....

.....

## **Appendix Three**

### **Interview questions**

The following questions are for the teachers to answer in order to get their experiences of teaching CAPS life skills (physical education). The questions will somehow check whether the teachers do understand the Curriculum Assessment and Policy Statement (CAPS) issues as stated in the curriculum spider web. This will help clarify whether their experiences are around the curriculum or they are personal. Teachers (participants) will be responding to the questions as stated by the curricular spider web themes. Moreover, participants will also indicate on their own views whether there is relevancy, practicality, consistency and sustainability in the curriculum taking from their experiences of teaching CAPS life skills (physical education).

1. **Rationale/vision.** Why are you teaching CAPS life skills (physical education)?
2. **Aims/objectives.** Towards which goals are you teaching CAPS life skills (physical education)?
3. **Content.** What are you teaching CAPS life skills (physical education)?
4. **Time.** When are you teaching CAPS life skills (physical education)?
5. **Teaching activities.** How are you teaching CAPS life skills (physical education)?
6. **Resources.** With what are you teaching CAPS life skills (physical education)?
7. **Teacher role.** How are you facilitating the teaching of CAPS life skills (physical education)?
8. **Accessibility.** With whom are you teaching CAPS life skills (physical education)?  
What challenges do you encounter in terms of a) finances b) learners cultures c) the physical issues?
9. **Location.** Where are you teaching CAPS life skills (physical education)?
10. **Assessment.** How do you assess your learners to check whether your teaching of CAPS life skills (physical education) was successful?

## **Appendix Four**

### **Unstructured Observation Schedule**

#### **Part 1 - Information**

Name of the participant: \_\_\_\_\_ Time: \_\_\_\_\_

Date of Observation: \_\_\_\_/\_\_\_\_/2015 Place: \_\_\_\_\_

Subject/Lesson: \_\_\_\_\_

#### **Part 2 - Main scheduled observation aspects**

<b>1. Content (Does the teacher understand the physical education content? Does he or she somehow teach talk to the learners about importance of physical education?)</b>
<b>2. Teaching activities (Is the activity a physical education activity?)</b>
<b>3. The use of resources (are there any resources? How are they being utilised?)</b>
<b>4. Teachers' role (Is the teacher involving him or herself in the activity?)</b>
<b>5. Assessment (How the teacher assesses the lesson?)</b>
<b>Additional information from Observation</b>

## Appendix Five

### Department of Education Permission



**Mr. A.H. Nhlongo**  
**P.O. BOX 737**  
**UTHOKOZANI**  
**1346**


**RE: APPLICATION TO CONDUCT RESEARCH: MR. A.H. NHLONGO**

Your application to conduct research was received. The title of your study reads: "Exploring Teachers Experiences of Teaching CAPS Life Orientation (Physical Education) in the Foundation Phase." Your request is approved subject to you observing the provisions of the departmental draft research policy which is attached. You are also requested to adhere to your University's research ethics as spell out in your research ethics document.

In terms of the attached draft research policy data or any research activity can only be conducted after school hours as per appointment. You are also requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be in the best interest of the department. To this effect, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendations could be implemented. You may be required to prepare a presentation and present at the department's annual research dialogue.

For more information kindly liaise with the department's research unit @ 013 766 5476 or [a.baloyi@education.mpu.gov.za](mailto:a.baloyi@education.mpu.gov.za).

The department wishes you well in this important project and pledges to give you the necessary support you may need.

  
MRS MOCO MHLABANE  
HEAD OF DEPARTMENT  
05, 6, 15  
DATE



## Appendix Six

### University Ethical Clearance



26 August 2015

Mr Andrew Hebron Nhlongo 210555140  
School of Education  
Edgewood Campus

Dear Mr Nhlongo

Protocol reference number: HSS/0794/015M

Project title: Exploring Teacher's Experiences of Teaching CAPS Life Skills (Physical Education) in the Foundation Phase.

#### **Expedited Approval**

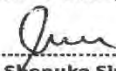
In response to your application dated 26 June 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

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.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully

  
.....  
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Dr SB Khoza

cc Academic Leader Research: Professor P Morojele

cc School Administrators: Ms B Bhengu, Ms PW Ndimande, Ms T Khumalo & Mr SN Mthembu

---

Humanities & Social Sciences Research Ethics Committee


Dr Shenuka Singh (Chair)






Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4608 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snymnm@ukzn.ac.za](mailto:snymnm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

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