

# Re-skilling of in-service teachers in Physical Education in South African schools

by

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Discipline: Higher Education



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*“Now to Him who is able to [carry out His purpose and] do superabundantly more than all that we dare ask or think [infinitely beyond our greatest prayers, hopes or dreams], according to His power that is at work within us, to Him be the glory ...”*

*Ephesians 3:20*

***SOLA GRATIA! GRACE ALONE! SOLI DEO GLORIA! TO GOD ALL THE GLORY!***

“A journey of a thousand miles begins with one small step”

## SUMMARY

The status of Physical Education (PE) in South African schools, is one of a low priority subject area. Several factors contribute to the reasons for concern regarding the delivery of PE, such as a lack of sufficient resources, a decline in physical activity and the deteriorating health of children. The purpose of this study was twofold: firstly, to outline the situation with regard to PE in South Africa, and secondly, to present the results of research on PE in the Free State province (South Africa), by: 1) determining the impact of the changes in the curriculum on the state of PE as a subject; 2) assessing the specific needs and challenges of in-service Foundation Phase Life Skills teachers in the Free State, regarding PE; 3) investigating the challenges of subject advisors of Life Skills and Life Orientation in supporting in-service teachers with implementation of PE in schools in the Free State; 4) exploring the role of PE in providing opportunities to support the enhancement of school sport, “sport for all” and sport development; and 5) demonstrating the necessity for capacitating in-service Life Skills and Life Orientation teachers and explore a renewed approach to inform a re-skilling programme to effectively support teachers to teach Physical Education proficiently. The structure of the thesis constitutes five research articles, addressing the specific aims of the study. Articles 1 and 4 comprise review articles to enlighten the context. For the purpose of Article 2, the participants were Life Skills teachers (n=94) in the Foundation Phase at randomly selected schools in the five districts of the Free State. Quantitative and qualitative data were captured using a questionnaire. Data were analysed descriptively using absolute and relative frequencies and histograms. SAS Version 9.3 TS Level 1M2 was used for all the statistical analyses. For both Articles 3 and 5, the participants were ten (10) Life Skills and Life Orientation Subject Advisors, serving schools in the five districts of the Free State Province. Data collected via semi-structured interviews, were analysed by means of qualitative content analysis, via SAS 9.4 Software. The results disclosed that policy transformation had a negative impact on the implementation of PE in schools, primarily as a result of insufficient teacher

development in Life Skills and Life Orientation. The necessity for re-skilling of in-service teachers is demonstrated in the fact that 96.6% (n=88) of teachers indicated it as a priority to address developments within PE, to ensure that the requirements of the curriculum are met. Subject Advisors of Life Skills and Life Orientation also experience challenges with regard to curriculum implementation. Inadequate resources, especially at historically disadvantaged schools, contribute to the implementation challenges. The results revealed that core governmental documents and policies with regard to PE and sport in schools, are seldom implemented. Recommendations which can be used in developing an appropriate re-skilling approach for PE include that: 1) sufficient in-service training and continuing development opportunities are presented by experienced facilitators; 2) instruction regarding content, curriculum requirements, and assessment are incorporated; 3) the empowerment of subject advisors to offer sufficient support and guidance to teachers are prioritised; 4) ongoing, sustainable support systems are created; and 5) collaboration between the DBE and HEI's is established to deliver standardised, research-based, in-service training programmes. Undoubtedly, the ultimate resolution would be graduated PE teachers. However, it is evident that a re-skilling programme could serve as an interim measure. The next logical step and conceivable resolve would be the development of a strategy to establish a short learning programme in PE, which is accredited by the South African Qualifications Authority (SAQA) and the South African Council for Educators (SACE).

Keywords: Physical Education, Life Skills, Life Orientation, in-service teachers, subject advisors, curriculum implementation, training, re-skilling, Free State, South Africa.

## OPSOMMING

Die status van Liggaamlike Opvoeding (LOV) in Suid-Afrikaanse skole, is een van 'n lae prioriteit vakgebied. Verskeie faktore dra by tot die redes vir kommer aangaande die aanbieding van LOV, soos die gebrek aan voldoende hulpbronne, 'n afname in fisieke aktiwiteit en die agteruitgang van kinders se gesondheid. Die doel van hierdie studie was tweeledig: eerstens, om die situasie ten opsigte van LOV in Suid-Afrika te beskryf, en tweedens om die resultate van navorsing oor LOV in die Vrystaat provinsie (Suid Afrika) aan te bied, deur: 1) die bepaling van die impak van die veranderinge in die kurrikulum oor die stand van LOV as 'n vakgebied; 2) die bepaling van die spesifieke behoeftes en uitdagings van in-diens Grondslagfase Lewensvaardighede onderwysers in die Vrystaat, met betrekking tot LOV; 3) die ondersoek van die uitdagings van vakadviseurs van Lewensvaardighede en Lewensoriëntering in die ondersteuning van onderwysers by die implementering van LOV in skole in die Vrystaat; 4) die rol van LOV te ondersoek in die verskaffing van geleenthede vir die bevordering van skolesport, "sport vir almal" en die ondersteuning van sportontwikkeling; en 5) die noodsaaklikheid van die toerusting van in-diens Lewensvaardighede en Lewensoriëntering onderwysers te demonstreer en 'n benadering te ondersoek om 'n heropleidingsprogram te adviseer om sodoende onderwysers effektief te ondersteun om LOV op 'n vaardige wyse te onderrig. Die struktuur van die tesis omvat 5 navorsingsartikels wat die spesifieke doelwitte van die studie aanspreek. Artikels 1 en 4 bestaan uit 'n oorsig om die konteks te verhelder. Vir die doel van Artikel 2, was die deelnemers Lewensvaardighede onderwysers (N = 94) in die Grondslagfase by lukraak geselekteerde skole in die vyf distrikte van die Vrystaat. Kwantitatiewe en kwalitatiewe data is versamel deur middel van 'n vraelys. Data is beskrywend ontleed met behulp van absolute en relatiewe frekwensies en histogramme. SAS weergawe 9.3 TS Vlak 1M2 is gebruik vir al die statistiese ontledings. Vir beide Artikels 3 en 5, was die deelnemers tien (10) Lewensvaardighede en Lewensoriëntering Vakadviseurs, wat diens lewer aan skole in die vyf distrikte van die Vrystaat

Provinsie. Data is deur middel van semi-gestruktureerde onderhoude ingesamel, en is geanaliseer deur middel van kwalitatiewe inhoudsanalise, deur middel van SAS 9.4 sagteware. Die resultate openbaar dat beleid transformasie 'n negatiewe impak op die implementering van Liggaamlike Opvoeding in skole tot gevolg gehad het, primêr as 'n gevolg van onvoldoende ontwikkeling van onderwysers in Lewensvaardighede en Lewensoriëntering. Die noodsaaklikheid vir heropleiding van in-diens onderwysers word gedemonstreer deur die feit dat 96,6% (n = 88) van die onderwysers die ontwikkelings binne LOV om te verseker dat die vereistes van die kurrikulum nagekom word, as prioriteit uitgewys het. Vakadviseurs van Lewensvaardighede en Lewensoriëntering ervaar ook uitdagings ten opsigte van kurrikulum implementering. Onvoldoende hulpbronne, veral by voorheen benadeelde skole, dra by tot implementerings uitdagings. Die resultate het aan die lig gebring dat kerndokumente en beleide wat deur regeringsorganisasies ten opsigte van LOV en sport in skole opgestel is, selde geïmplementeer word. Aanbevelings wat gebruik kan word in die ontwikkeling van 'n toepaslike heropleiding benadering vir LOV, behels dat: 1) voldoende indiensopleiding en volgehoue ontwikkelingsgeleenthede aangebied word deur ervare fasiliteerders; 2) instruksie aangaande inhoud, kurrikulum vereistes en assessering geïnkorporeer word; 3) die voorbereiding van vakadviseurs om voldoende ondersteuning en leiding aan onderwysers te bied, prioriteit geniet; 4) deurlopende, volhoubare ondersteuning stelsels geskep word; en 5) dat samewerking tussen die Departement van Onderwys en Hoër Onderwys Instellings bewerkstellig word om gestandaardiseerde, navorsingsgebaseerde, indiensopleiding programme te lewer. Ongetwyfeld sal die uiteindelige oplossing gegraduateerde LOV onderwysers wees. Dit is egter duidelik dat 'n heropleidings program as 'n tussentydse maatreël kan dien. Die volgende logiese stap en denkbare oplossing sou die ontwikkeling van 'n strategie wees om 'n kort leerprogram in LOV te vestig, wat deur die Suid-Afrikaanse Kwalifikasie-owerheid (SAQA) en die Suid-Afrikaanse Raad vir Opvoedkundiges (SACE) geakkrediteer is.



Sleutelwoorde: Liggaamlike Opvoeding, Lewensvaardighede, Lewensoriëntering, in-diens onderwysers, vakadviseurs, kurrikulum implementering, opleiding, heropleiding, Vrystaat, Suid- Afrika.

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## LIST OF ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
CASA	Coaching Association of South Africa
C2005	Curriculum 2005
CPD	Continuous Professional Development
DBE	Department of Basic Education
DOE	Department of Education
DMSP	Developmental Model of Sport Participation
EMIS	Education Management Information System
EPG	Eminent Persons Group
FMS	Fundamental Movement Skills
FP	Foundation Phase
FSDoE	Free State Department of Education
HAKSA	Healthy Active Kids South Africa
HEI	Higher Education Institution
ICCSPE	International Council for Sport Science and Physical Education
IOC	International Olympic Committee
LO	Life Orientation
LS	Life Skills
LTAD	Long Term Athlete Development
MOU	Memorandum of Understanding
NASPE	National Association for Sport and Physical Education

NCS	National Curriculum Statement
NSRP	National Sport and Recreation Plan
OBE	Outcomes- based Education
PE	Physical Education
PET	Physical Education Task
R-NCS	Revised National Curriculum Statement
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SASCOC	South African Sports Confederation and Olympic Committee
SASRECON	South African Sport and Recreation Conference
SAUPEA	South African Universities Physical Education Association
SMT	Senior Management Team
SUBADV	Subject Advisor
SRSA	Sports and Recreation South Africa
TAFISA	The Association for International Sport for All
UNDP	United Nations Development Programme
UNESCO	United National Education, Scientific and Cultural Organization
UNICEF	United Nations Children’s Emergency Fund
UNOSDP	United Nations Office on Sport for Development and Peace
WHO	World Health Organisation

**PART I**

**GENERAL PERSPECTIVE**

**AND ORIENTATION**

## CHAPTER 1

### PROBLEM STATEMENT, AIMS AND STRUCTURE OF THE THESIS

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#### 1.1 OUTLINE – PART I

Part I of the thesis will familiarise the reader with certain aspects of Physical Education (PE), as an integral part of the Life Skills (LS) and Life Orientation (LO) subject in the National Curriculum Statement (NCS). Chapter 1 provides an introduction to the value and significance of PE in the school curriculum. Background information with regard to changes that occurred in education in South Africa over the past two decades and contributed to the challenges with regard to the implementation of PE, is presented. In addition, the necessity of a renewed approach to address the challenges that arose from the multidisciplinary subjects of LS and LO, is highlighted. The reasoning behind the study is elucidated in the Problem Statement. The growing concern regarding the capacity of LS /LO teachers to deliver PE led to the research question and aims of the study. A description of ethical considerations for the study and an overview of the structure of the thesis are included in Chapter 1.

Chapter 2 consists of an introductory literature review regarding PE as part of LS and LO – and also as described in the Curriculum and Assessment Policy Statement (CAPS). It explicates the context of the study. Part I is concluded with terminology and explanation of key concepts.

## 1.2 INTRODUCTION

This study can be described as an interdisciplinary study between Psychology of Education and Exercise and Sport Sciences located in The School of Higher Education studies. Themes in higher education identified by Tight (2004:6) includes: “teaching and learning, course design, the student experience, quality, system policy and institutional management”. In the South African context, the need for additional categories to address the higher education transformation issues that transpired since democratisation in 1994, were recognised by Bitzer and Wilkinson (2009). Furthermore, Bitzer and Wilkinson (2009:397) suggest that “higher education studies and research should be recognised by all concerned as an interdisciplinary field where multiple communities of practice operate”, which became clear in the search for a resolution with regard to teacher training and the quality of delivery of PE in schools.

The education system in South Africa (SA) has been inundated with changes during the last two decades, resulting in the decline of quality education - a matter of, metaphorically speaking, “two steps forward, three steps back”. This is particularly true when focusing on the turbulent history of PE in South African schools. Unfortunately, in relationship to academic subjects, PE has been low on the priority list (Van Deventer, 2002). Furthermore, reducing time for PE, and being last in line in terms of budget allocation, strengthened the prevailing perception that it is not a valued subject (Lindner, 2002). Consequently, the lack of resources at many schools to deliver PE and sport, can be ascribed to the low precedence assigned to the subject (Van Deventer, 2002).

There are various reasons for concern with regard to the current state of PE in South African schools. One of these reasons is the finding, in a global obesity study, that 13% of children in SA are overweight or obese. During an interview with Health-e News in June 2017 (Health24, 20 June 2017) Prof Alta Schutte from the South African Medical Research Council stated that this is more than double the global average of 5%. The deteriorating health of children, which is intensified by the waning of physical activity out of most aspects of daily life, emphasise the significance of PE (Le Masurier & Corbin, 2004). Furthermore, Tappe and Burgeson (2004) concur that the worldwide decline of daily PE in schools exacerbates the rising prevalence of obesity and diabetes among youth. Since childhood obesity is considered one of the most serious public health challenges of the 21<sup>st</sup> century it is assuring that said illness, as well as related diseases are largely preventable (WHO, 2013). One obvious response would be to intervene in terms of nutrition. Although, in order to reverse the effect of physical inactivity and concomitant consequences, retort could come by providing physical activity opportunities during the school day through PE. However, PE should not merely be castoff as a means to being active or to keep children busy (Le Masurier & Corbin, 2006). On the contrary, PE provides essential content to address the holistic development of learners (Gallahue & Donnelly, 2003).

In a similar vein, an additional reason for concern is the enunciation by the Minister of Sport, Mr Nxesi, wherein he referred to “the death of physical education and sport in a majority of our schools” (Nxesi, 2017). Similarly, the 2016 Healthy Active Kids Report Card confirms that at least half of the children in SA do not meet the recommendations for participation in physical activity or participate in organised sporting activities. In fact, relatively low levels of in-school physical activity indicate the negligence of PE in SA schools (Uys, Basset *et al.*, 2016).

It has to be noted that every child has the right to physical activity, PE and sport, as stated in The Revised International Charter of Physical Education, Physical Activity and Sport (UNESCO, 2015). These issues seem to have caught

the attention of stakeholders such as the Department of Basic Education (DBE) and Sport and Recreation South Africa (SRSA), urging them to reconsider the necessity, value and benefits of PE in schools as emphasised in the White Paper for Sport (SRSA, 2012a). Hence, a Memorandum of Understanding (MOU), a pledge to deliver a sustainable integrated plan for the provision of opportunities to participate in PE and organised sport in schools, was signed by the DBE and SRSA (DBE, 2011). The significance of the issue led to the National Sport and Recreation Plan (SRSA, 2012b) proposing the re-introduction of PE in the school curriculum as a stand-alone and compulsory subject.

However, such a radical amendment (if implemented) has widespread implications, such as the assessment of the capacity of educators and the re-skilling/up-skilling of educators to deliver PE and sports specific training, as identified in the NSRP (SRSA, 2012b). These matters are highly significant, since the barriers to teaching PE are numerous as indicated in research, ranging from low status, negative perceptions, challenges in terms of implementation, such as non-existent or inadequate resources to unqualified teachers (Rooth, 2005; Prinsloo, 2007; Du Toit, Van der Merwe & Rossouw, 2007; Frantz, 2008; Van Deventer, 2011; Van der Merwe, 2012; Van Deventer, 2012).

### **1.3 PROBLEM STATEMENT**

The incapacity of in-service LS/LO teachers to effectively implement the curriculum for PE emanates from the inception of policy transformation processes in 1997, which, after a period of turmoil, resulted in PE being marginalised to one of the subject areas of LS/LO. Due to LS/LO being such a vast, multifaceted subject, the teacher is overwhelmed with knowledge, terminology and concepts relating to the diverse study areas. Furthermore, the practical nature of PE requires subject matter knowledge, pedagogical content knowledge (DBE & HET, 2011), presentation skills (Prinsloo, 2007; Van



Deventer, 2012) and hands-on programme planning and content ideas (Van Deventer, 2012).

In addition, diminishing teacher-training opportunities, due to the closing of teacher-training colleges (Jansen & Taylor 2003) and resultant phasing out of PE at schools and universities, meant that a small percentage of teachers had exposure to training at HEI's (Van Deventer & Van Niekerk, 2009). Therefore, the various Provincial Departments of Education had to take responsibility for training, which proved to have its own challenges (Van der Merwe, 2011).

The problem is that the lack of knowledge and skills regarding PE has a negative impact on the delivery of the subject in schools. Research has shown that the barriers that exist in the implementation of PE cause a domino effect, for example, teachers are either randomly assigned or rotated annually to LS/LO. This results in unqualified, inexperienced teachers delivering PE; this influences the teacher's attitude and intensifies the pressure to meet the demands, which may lead to deficient implementation; this can be potentially harmful to the status of the subject (Van Deventer, 2004; Rooth, 2005; Christiaans, 2006; Prinsloo, 2007; Van Deventer & Van Niekerk, 2009). The aforementioned disturbing scenario led to the research questions.

#### **1.4 RESEARCH QUESTIONS**

Against the background of these arguments, the primary research question emerged: what is the most appropriate approach for the re-skilling of in-service teachers in LS/LO to both support and empower them in implementing the PE curriculum proficiently?

The secondary research questions arising from the above, are:

- How did the changes in the Physical Education curriculum impact on the state of Physical Education as a subject?

- What specific needs do in-service Life Skills teachers have concerning the practical implementation and delivery of Physical Education in the Foundation Phase in primary schools in the Free State?
- What are the challenges that Life Skills and Life Orientation Subject Advisors experience regarding the implementation of Physical Education in the schools and amongst the teachers they serve?
- What role does Physical Education play in supporting the enhancement of school sport, “sport for all” and sport development in South Africa?
- What would the best approach be to capacitate in-service teachers to effectively implement PE?

## 1.5 AIMS OF THE STUDY

The specific aims of this study are to:

- Determine by means of an extensive review of the literature the impact of the changes in the Physical Education curriculum on the state of Physical Education as a subject;
- Assess the specific needs and determine the challenges of in-service Foundation Phase Life Skills teachers in the Free State, concerning the practical implementation and delivery of Physical Education;
- Investigate the unique challenges subject advisors of Life Skills and Life Orientation encounter with regard to their supportive role to guide in-service teachers in implementing Physical Education in schools in the Free State.
- Explore and argue the role Physical Education plays in providing opportunities to support the enhancement of school sport, “sport for all” and sport development in South Africa.
- Demonstrate the necessity for capacitating in-service Life Skills and Life Orientation teachers and explore an approach to inform a re-skilling

programme to effectively support teachers to teach Physical Education proficiently.

## 1.6 RESEARCH DESIGN

In order to answer the primary research question with regard to the most suitable approach for the re-skilling of in-service teachers in LS/LO to implement the PE curriculum proficiently, a mixed methods approach is used.

Since the study is presented in an article format comprising secondary research questions linked to each article, the research problem and questions of the study can best be answered through the use of both the quantitative and the qualitative approaches (Creswell, 2003). Therefore, only one research method would not be sufficient, because both the qualitative and the quantitative approaches to research add value to answering the research questions. In conducting research, the quantitative approach deals with numerical data while the qualitative approach focuses on the presentation of facts in a narrative form. A mixed-methods approach is therefore used to ensure the cross-checking of information and to enhance the validity and reliability of the findings (Henning, van Rensburg & Smit, 2004).

A research design that consists of 5 phases, was followed (cf. Figure 1.2). Each phase is associated with an article (cf. Section 1.8). Although the research methods are discussed in the respective chapter, a brief summary is provided for orientation purposes:

- In Phase 1 (cf. Chapter 3) an overview of the history focus on the changes in the Physical Education curriculum, and how it impacted on the state of Physical Education as a subject by means of a literature review (cf. Section 3.1).
- In Phase 2 (cf. Chapter 4), LS Foundation phase teachers (n =100) from randomly selected primary schools in the Free State (20 schools per district from the five districts) completed a questionnaire (cf. Section 4.4.). Quantitative data captured by the questionnaire (cf. Appendix G)

served to assess the situation regarding the implementation of the LS and LO curriculum and the CAPS curriculum. The last section in the questionnaire captured qualitative data by means of open-ended questions regarding general issues concomitant to the major problems encountered in the implementation of LS.

- In Phase 3 (cf. Chapter 5), the investigation followed a qualitative research approach. SUBADVs were purposefully selected on the basis of representing all teaching phases and the five education districts of the Free State (cf. Section 5.4). In-depth semi-structured interviews (cf. Appendix H) sought to identify issues, challenges and difficulties that they experience in supporting teachers with regard to the subject area of LS and LO, in particular with the implementation of PE.
- In Phase 4 (cf. Chapter 6), a review of the literature related to PE, school sport and sport development, as well as an exploration of core documents, in particular the NSRP, MOU and School Sport Report (cf. Section 6.6), were undertaken. The role PE plays in supporting the enhancement of school sport, “sport for all” and sport development in South Africa were investigated.
- During Phase 5 (cf. Chapter 7) of the research, qualitative data were collected by means of in-depth, semi-structured, face-to-face interviews with SUBADVs. Ten purposefully selected SUBADVs which represented the five districts of the Free State, participated to determine the best approach to capacitate in-service teachers to effectively implement PE (cf. Section 7.2).

Triangulation refers to the use of different data collection methods in one study, such as the combination of qualitative and quantitative research (Cohen and Manion, 1985). Since the results will be affected by the method used, a mixed-method approach is useful to support validity and reliability of results. Therefore a combination of methods and investigators in the same study can contribute to the richness of the data and insights (Cohen and Manion, 1985). Hence, “it is generally accepted that engaging multiple methods of data

collection, such as observation, interviews, and document analyses, will lead to trustworthiness” (Maree, 2007:80).

## 1.7 ETHICAL CONSIDERATIONS

Ethical considerations for quality research were followed to ensure that the research adhered to high standards of ethical conduct at all times. The confidentiality and anonymity of participants were respected and protected throughout the study. Each participant signed an informed consent document which fully disclosed the aims of the research and the procedures to be followed. Participation was voluntary, participants’ right and choice to participate were respected, which meant that participants could withdraw at any time during the study. Permission to conduct the research in the schools of the Free State, were obtained from the Free State Department of Education (see Appendix B). Approval was also obtained from the Ethics Office of the Faculty of Education (UFS-EDU-2014-037) (See Appendix F).

## 1.8 STRUCTURE OF THESIS

The thesis is submitted in article format, as approved by the Senate of the University of the Free State (UFS), according to the guidelines for post-graduate studies. Each article has been prepared and submitted for publication in an accredited, peer-reviewed, scientific journal with interests in the topic. Articles have been written according to the guidelines to authors of the various journals (see the relevant appendices).

This thesis is presented in three main parts. The structure of the thesis is presented in Figure 1.1.

**Part I**, General Perspective and Orientation, consists of Chapter 1 and Chapter 2. Chapter 1 introduces the problem statement, research questions and aims of this study. Chapter 2 includes a literature review with regard to LS/LO, with the emphasis on PE. Although Chapter 2 does not comprise a comprehensive literature study, it is a review of the most important literature that will form

the basis for the research articles. Chapters 1 and 2 and Part III, containing Chapter 8, have been written according to the prescribed standards of the UFS Guidelines for References. Referencing is done according to the Harvard method and a list of references is provided at the end of each chapter.

**Part II** of the thesis consists of Chapters 3-7, which, in turn, comprise five articles. The research methods and results of the research articles are discussed and interpreted in each chapter respectively. Although some journals request that the abstract, tables and figures be placed on separate pages after the list of references, the abstracts, tables and figures were placed in the appropriate places in the text in this thesis for technical reasons. Likewise, each article has its own, relevant list of references. The references and list of references of each article are presented according to the guidelines of the scientific journal it was prepared for. For the purpose of quality and examination, the font and spacing is kept the same throughout the thesis.

Articles I and II have already been published in peer-reviewed journals. The articles included in the thesis are as follows:

- ARTICLE I: Physical Education in South Africa: have we come full circle?  
Published: Stroebel, L., Hay, J & Bloemhoff, H J. (2016). Physical Education in South Africa: have we come full circle? *South African Journal for Research in Sport, Physical Education and Recreation*, 38 (3):205-218. ISBN: 0379-9069.
- ARTICLE II: The needs and challenges of Foundation Phase Life Skills teachers in delivering Physical Education: “Jack of all trades and Master of none?”  
Published: Stroebel, L, Hay, J and Bloemhoff, H J. (2017). The needs and challenges of Foundation Phase Life Skills teachers in delivering Physical Education: “Jack of all trades and Master of none?” *South African Journal for Research in Sport, Physical Education and Recreation*, 39 (3):163-177. ISBN: 0379-9069.

- ARTICLE III: Challenges of Life Skills and Life Orientation Subject Advisors in the implementation of Physical Education.

Under review: South African Journal for Research in Sport, Physical Education and Recreation.

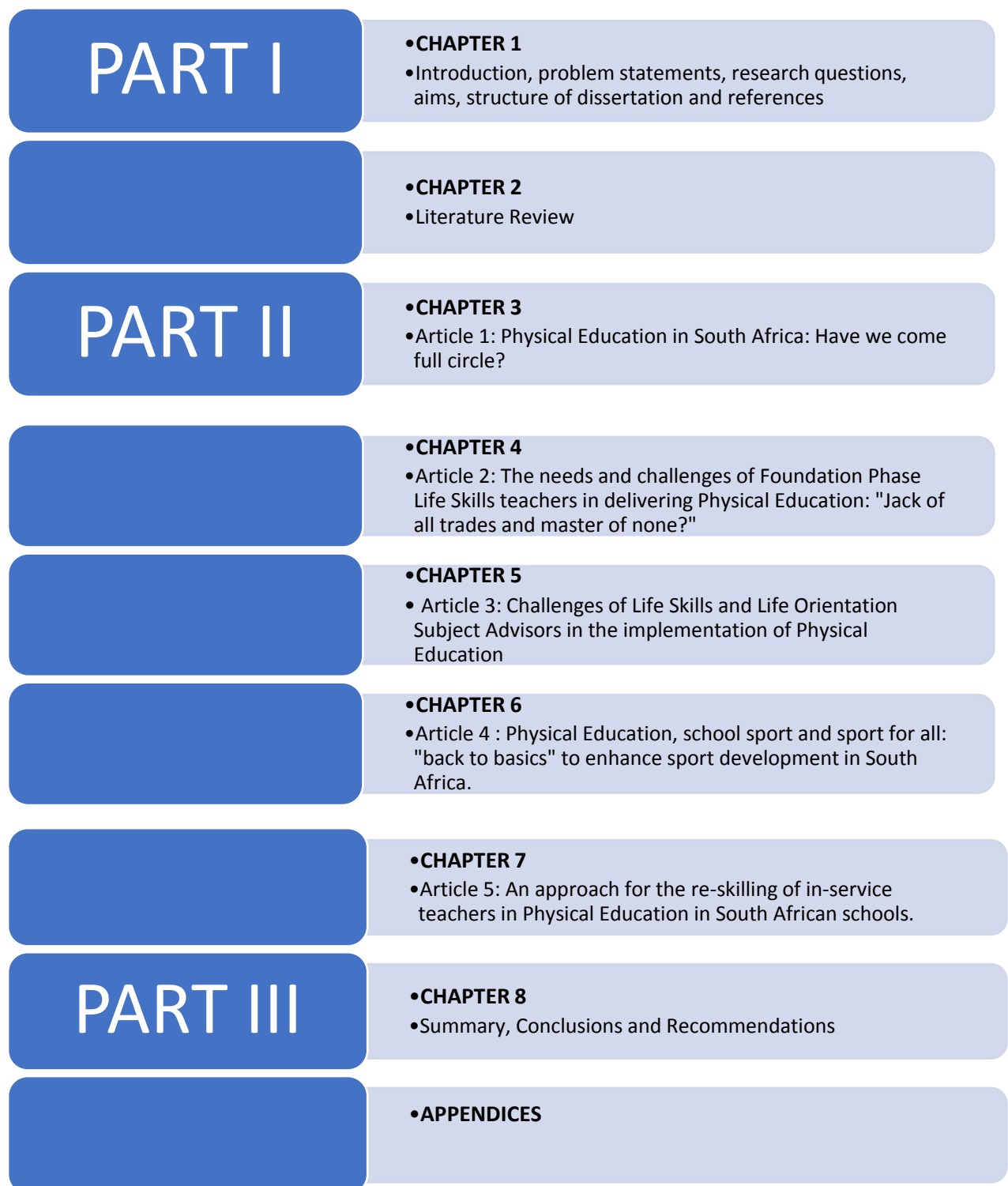
- ARTICLE IV: Physical Education, school sport and sport for all: “back to basics” to enhance sport development in South Africa.

Submitted to: African Journal for Physical Activity and Health Sciences.

- ARTICLE V: An approach for the re-skilling of in-service teachers in Physical Education in South African schools.

Submitted to: South African Journal of Education.

**Part III** consists of the final chapter, which comprise a collective summary, conclusion, and recommendations and limitations of the study. Chapter 8 is followed by appendices.

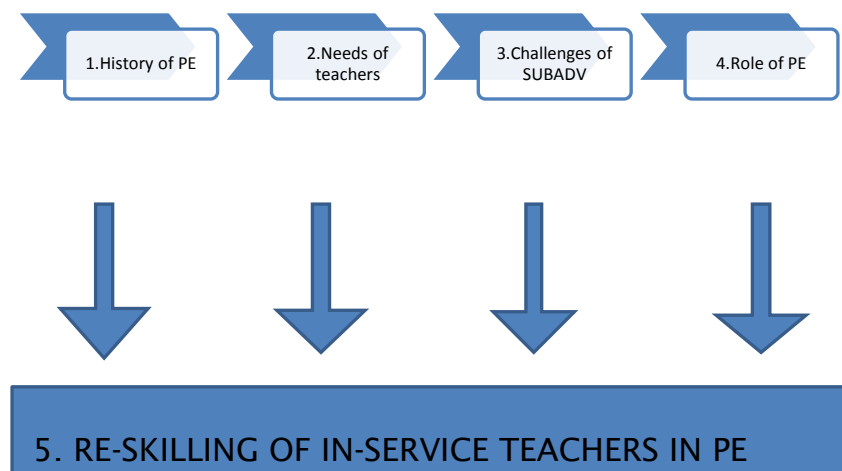


**Figure 1.1: Structure of the thesis**

To provide further clarification for the reasoning and rationale of this study, the succession of the phases is summarised by means of a graphic illustration in Figure 1.2 (This figure is duplicated in article 5 to elucidate the enquiry



process for the reader). The collective results of the articles (article 1-4), represented by a phase in the comprehensive study, repeatedly points towards the necessity of re-skilling of in-service teachers (article 5). It should be noted that coinciding information may occur, due to the importance of providing contextual background and demonstrating the interrelatedness of the themes and research questions.



**Figure 1.2: Summary of the articles of the research study**

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## CHAPTER 2

### LITERATURE REVIEW

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#### 2.1 INTRODUCTION

In order to familiarise the reader with the setting, a brief background regarding the history of PE with regard to curriculum changes is provided, followed by a concise account of the impact of these changes on the implementation of PE. A comprehensive overview of the changes in the curriculum and the transformation processes is provided in Chapter 3 (Article 1), in addition to the consequences, and prevailing implementation challenges teachers and subject advisors are confronted with, in the succeeding chapters (articles). As each article links and progresses towards the main research problem, it presents literature that are applicable to the topic under discussion. Hence, at the risk of repeating myself, a succinct summary was deemed appropriate in order to orientate the reader in terms of the context.

Several researchers have alluded to the significant role of PE in pursuing healthy lifestyles and lifelong physical activity, thus highlighting the importance of providing sufficient opportunities to acquire knowledge, skills and attitudes for movement development (Pangrazi ,2007; Green & Collins, 2008; Hardman, 2010; Van der Merwe, 2011; Van Deventer, 2012; Balyi, 2013). Physical and motor development make a significant contribution to learners' social, personal and emotional development, which makes it integral to their holistic development (ICSSPE, 2010; DBE, 2011). Moreover, literature

provides evidence that there are multiple benefits relating to the participation in PE from early childhood to adolescence (Gallahue & Oznum, 2006; Pangrazi, 2007, Green, 2008; Hardman, 2010; Rink, Hall & Williams, 2010).

It is therefore not surprising that globally the quest for quality PE is prioritised, as illustrated in the Quality Physical Education Guidelines for policy-makers (UNESCO, 2015). This document states that to stop the deterioration of PE across the world, countries should invest in a policy action to ensure that the subject secures its rightful place in school curricula. The United Nations Educational, Scientific and Cultural Organisations' (UNESCO) Statement on PE pledges support for the global initiative of the International Council for Sport Science and Physical Education (ICSSPE) to reverse the decline of physical education and sport (ICSSPE, 2010). Aligned to this drive is the thrust towards quality physical education programmes, reinforced by teacher training and the provision of sufficient resources by UNESCO (ICSSPE, 2010). In a similar vein, the primary outcome of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (DBE & HET, 2011) is to improve the quality of teacher education, teachers and teaching. This implies that in-service teachers who require support in enabling them to implement the curriculum efficiently, should be afforded development opportunities (DBE & HET, 2011).

ICSSPE (ICSSPE, 2010) therefore endorses the 1978 UNESCO International Charter on Physical Education, which requests governments to oversee the implementation of policies for physical education as a human right for all children; correspondingly, to acknowledge that good quality PE depends on well qualified educators, amongst other factors, and therefore commit to capitalise on initial and in-service professional training and development for educators. Furthermore, governments are called upon to support research to improve the effectiveness and quality of PE (UNESCO, 1978).

## 2.2 BACKGROUND TO THE STUDY

Formerly, PE was a stand-alone subject in the school curriculum. The cycle of change commenced after the 1994 election, when the first National Curriculum Statement (NCS), namely Curriculum 2005 (C2005) was introduced (DBE, 2009). PE was relegated to a learning outcome of the new LO subject (Van Deventer & Van Niekerk, 2009). A Revised National Curriculum Statement (R-NCS) (DBE, 2009), followed as a resolution to implementation problems. Subsequently, amendments to the NCS were made and came into effect in January 2012. A single comprehensive Curriculum and Assessment Policy Statement (CAPS) was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12 (DBE, 2011).

The CAPS document for the subject LS in the Foundation (Grade R-3) and Intermediate Phases (Grade 4-7) and for LO in the Senior (Grade 8-10) and Further Education and Training (Grade 10-12) phases, divides the content into topics. In the FP it comprises of four topics or study areas: Beginning Knowledge, Personal and Social Well-being, Physical Education and Creative Arts (DBE, 2011). Whilst there is overlapping of content and topics in the subsequent phases, there are also different, interrelated topics that ultimately aim to guide and empower learners to live meaningful and fruitful lives in a transmuting society (DBE, 2011). LS focuses on the holistic development of learners, therefore the four study areas are organised in such a way to expose learners to a range of knowledge, skills and values that strengthen their physical, social, personal, emotional and cognitive development, amongst other aims (DBE, 2011). Although the objectives of LO bear similarities to those of LS, it is elaborated and expanded to accommodate progression of the advanced phases.

With regard to PE, the general intention is to accumulate on previous experiences to progress to the next phase, thus PE in the Foundation Phase focuses on enjoying the health benefits of exercise and development of social



skills through participation (DBE, 2011), whereas the successive phases concentrate on the development of motor skills and participation in a variety of physical activities (DBE, 2011a) that promote movement and physical development (DBE, 2010a) - to culminate in an understanding of the value of regular participation in physical activity (DBE, 2010b).

Furthermore, it is vital to illuminate the impact of these changes in relation to the LS/LO teacher, in order to understand the context in its entirety.

### **2.3 IMPACT OF CURRICULUM CHANGES ON IMPLEMENTATION OF PE**

“The nature and quality of delivery of the school physical education curriculum is fundamental to the future not only of the subject in schools, but also to the future of active life-styles over the full life-span, for the two are inextricably entwined” (Hardman, 2010:15). Aligned to this view, and in agreement with Green (2008) that the teacher is central in the teaching process, Timperley (2008) concurs that the way in which a teacher teaches, has a strong influence on what a student learns. Therefore, Hardman (2010) suggests that appropriate further professional development opportunities should address pedagogical and didactical developments in order to enhance the physical education experience of children. In view of this, it should be noted that the LS/LO teachers experienced the impact of the curriculum changes first-hand, especially in terms of preparation, or lack thereof, to implement said changes.

Prior to 1994, teacher-training colleges, amongst Higher Education Institutions (HEIs), provided specialist training for PE teachers (Van der Merwe, 2011). The period 1994-1999 was characterised by policy transformation processes. Curriculum 2005 (C2005) was based on the principles of Outcomes-based Education (OBE) (Van Deventer, 2000), with the training of teachers in the principles of OBE mainly done via the various Provincial Departments of Education and not at HEIs (Van Deventer, 2011). Unfortunately, the time succeeding this period, will also be reminisced for the closing of teacher-training colleges and subsequent diminishing of PE at

schools and universities (Jansen & Taylor, 2003; Van Deventer & Van Niekerk, 2009). Henceforth, the next period, signified the inauguration of the CAPS (DBE, 2010b). Van Deventer (2011:828) alleges that the CAPS policy presented challenges in terms of teacher training in LS/LO, since it does not constitute a specific discipline at HEIs”, therefore, a lack of in-service programmes for LO teachers exists (Diale, 2016).

## **2.4 TERMINOLOGY AND EXPLANATION OF KEY CONCEPTS**

Increasing physical inactivity worldwide has significant implications for the health of the world’s population. This led to the WHO developing The Global Recommendations on Physical Activity for Health (WHO, 2011). The WHO (2011:18) emphasizes that: “all children and youth should be physically active daily as part of play, games, sports, transportation, recreation, physical education, or planned exercise, in the context of family, school, and community activities”. The importance of physical activity for the prevention of obesity and chronic disease as children mature, should be recognized (HAKSA, 2016). According to the HAKSA Report Card of 2016, at least half of the children in SA are meeting global recommendations for physical activity. However, less than half of SA children and youth take part in organised sporting activities. Seemingly, the school environment plays a role in physical activity participation rates (HAKSA, 2016). The WHO accentuates that engagement in sport by all children is paramount, since it provides children with skills, knowledge and attitudes which may have an influence on their continuation in regular sport participation and physical activity into adulthood (WHO, 2011).

The International Council for Sport Science and Physical Education (ICSSPE) depicts PE in their International Position Statement on Physical Education (ICSSPE, 2010) as: “physical education in school is the most effective and inclusive means of providing all children, whatever their ability/disability, sex, age, cultural, race/ethnicity, religious or social background, with the skills, attitudes, values, knowledge and understanding for lifelong participation in

physical activity and sport”. Furthermore, Gallahue and Donnelly (2003:10) postulate that the outcomes of PE are “learn-to-move, which is based in acquiring increased movement skills and enhancing fitness through increased physical activity, and learning-through-movement”.

Katzenellenbogen (1999: 85) elucidates that PE should not be delineated as simply participating in various physical activities. She emphasised that the focus should persistently be, “on educationally planned and presented learning experience, hence to meet the needs of learners of what is of value concerning their movement culture for adulthood”.

Henceforth, the contextual actualities relating to PE in Chapter 2, highlights that worldwide, an unceasing pursuit to preserve PE in schools exist. It is evident, however, that the dissimilar state of affairs regarding PE in South Africa calls for a unique approach. Part II, Chapters 3-7, provide a full account of the rationale of the study, by means of articles.

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**PART II**  
**FIVE ARTICLES**

## CHAPTER 3

### ARTICLE I

# PHYSICAL EDUCATION IN SOUTH AFRICA: HAVE WE COME FULL CIRCLE?

Published

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“Those who do not learn from history, are doomed to repeat it”

*Winston Churchill (1948) Adapted by G Santayana*



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## ABSTRACT

Physical Education (PE) in South Africa has been on the receiving end of curriculum reform with far-reaching consequences. Prior to 1994, PE existed as a stand-alone school subject. In 1997, PE was reduced to a learning outcome of a new learning area titled, Life Orientation, within the new

curriculum, Curriculum 2005. Shortly thereafter, a Revised National Curriculum Statement (R-NCS) was established. A second revision of the curriculum followed in 2009, resulting in Curriculum and Assessment Policy Statements for each subject. The purpose of this article is to outline the historical development of Physical Education as subject/partial-subject in South Africa from before 1994 until the present, with regard to the content, state and status and teacher training. The actual implementation, as well as the proposed reinstatement of PE as a stand-alone subject, are addressed, in order to attempt elucidation of the question: "Have we come full circle?"

*Key words:* Physical Education; South Africa; Curriculum; Subject status; Implementation.

### **3.1 INTRODUCTION**

Physical Education (PE) as school subject may have come full circle in South Africa over the past three decades. 'Full circle' in this instance means that, three decades ago, it was a standalone subject in the school curriculum, which was integrated into the learning area Life Orientation (LO) since 1997. Now calls have been made to have it reinstated as a stand-alone subject again.

Pangrazi (2007) alleges that the pursuit of a lifelong physically active and healthy life originates in the PE class. The school is considered the ideal environment to provide the most effective structure and opportunity for all children to learn and develop movement skills, attitudes, knowledge and understanding of the benefits of lifelong participation in physical activity and sport (Green & Collins, 2008; Hardman, 2010; Trost & van der Mars, 2010; Van der Merwe, 2011; Van Deventer, 2012; Balyi, 2013; Discovery, 2014).

Comprehensive research has been done on PE in respect of the perceptions of teachers and learners (Prinsloo, 2007; Amusa & Toriola, 2008; Frantz, 2008), the role in schools (Hendricks, 2004), problems and challenges (Du Toit, *et al.*, 2007), status (Rooth, 2005; Van Deventer, 2011), and implementation (Van der Merwe, 2011; Perry *et al.*, 2012; Van Deventer, 2012), of PE in South Africa.

This study attempted to analyse this seemingly circular road of PE in South African school curricula and broader society and the challenges it faces, by means of a literature review. The historical development of the PE curriculum in South Africa from 1994 to date will be outlined, illuminating three periods: before 1994, the era of Curriculum 2005 (C2005), and the current National Curriculum Statement, referred to as the Curriculum and Assessment Policy Statement (CAPS). A brief overview of the content, state and status of the subject at the time, and the implications with regard to teacher training of each period will be highlighted. The current situation in South Africa with regard to challenges concerning implementation of the LO curriculum will also receive attention.

## **3.2 PERIOD 1: PE CURRICULUM BEFORE 1994**

Prior to 1994, the National Department of Education (DoE) of the National Party Government controlled education. Pelsler (1989) points out that PE was taught to boys and girls separately and the syllabi differed. Mabumo (2014) confirms that PE was recognised as an approved subject, but the separate education departments of the Houses of Parliament approached this differently. In the House of Assembly, each Provincial DoE had its own specific syllabus functional to its own needs while two PE periods a week were allocated for all grades in accordance with the curriculum (Pelsler, 1989). Although it was a compulsory subject from Grade 1 to 12 before 1994, many schools either did not implement it as such or started phasing it out because of staff implications, a shortage of equipment and facilities, or allocating less time on the timetable to PE in favour of 'more important subjects' such as Mathematics and Science (Van der Merwe, 2011).

### **3.2.1 Content**

A differentiation between the syllabi of boys and girls existed, with the programme for boys mainly focusing on sporting activities, while that of the girls consisted of both sport and independent activities (Pelsler, 1989). The

programme for boys was divided into the following phases: Junior Primary, Senior Primary, Junior Secondary and Senior Secondary (Pelser, 1989).

The first national syllabus for PE for girls was officially prescribed by all education departments following the publication thereof in 1972 (Nel *et al.*, 1981). Hence, Nel *et al.* (1981) claim it represented a completely new approach and method of presentation of the subject. As indicated in the Free State Syllabus for Girls (Free State Education Department, 1986), the programme comprised four phases, namely the discovery phase, mastery phase, refinement phase and enrichment phase. The activities throughout the phases consisted of dance, gymnastics, games and water activities, distributed across the four school terms and linked to the seasons. The content of the programme for girls was also divided into the following components:

- The General Programme (Standards 1-3; currently Grades 3-5) encompassed the development of movement but no specialisation in movement activities took place. This programme served as the basis for movement divisions that followed from Standard 6 (currently Grade 8) onwards.
- The General/Specific Programme (Standards 4-7; currently Grades 6-9) included the expansion and continuation of the General Programme emphasising the improvement of execution capabilities and improvement of creativity in movement;
- The Specific Programme (Standards 8-10; currently Grades 10-12) contained a higher level of execution linked to knowledge. It also involved the introduction to a wide variety of movement and recreation opportunities (Free State Education Department, 1986).

Van der Merwe (2011) reports that formal apparatus gymnastic activities were regarded as high priority for both boys and girls, but teachers and learners perceived this as negative. Many schools did not have the appropriate facilities to present this form of gymnastics, and in other cases it was regarded as time-consuming and impractical, which led to the teachers simply ignoring that part

of the syllabus and concentrating on 'easier' activities. Furthermore, many children excused themselves from the said activities because of a lack of self-confidence and not regarding themselves as 'gymnasts' (Van der Merwe, 2011).

These curricula were mainly applied in predominantly white schools and in only a few Indian, Coloured and Black schools. This implies that it was actually the former white schools that phased out PE as a school subject, as described earlier (Van Der Merwe, 1999). Although some schools maintained the 'status quo', others applied movement programmes presented by specialists from the private sector. Consequently, a vast number of learners were excluded because of the financial implications. The result was that PE teachers lost interest and accepted the fate that the subject was regarded as inferior. Therefore, learners were left simply to play games (Van der Merwe, 2011).

### **3.2.2 Teacher training**

According to Van der Merwe (1999), preceding the curriculum changes in 1994, teachers' training colleges, amongst Higher Education Institutions (HEIs), provided specialist training for PE teachers. However, because of the restructuring of higher education and the phasing out of teacher-training colleges at the turn of the century, the succeeding period positioned PE as a discipline under pressure at HEIs (Van der Merwe, 2011).

## **3.3 PERIOD 2: CURRICULUM 2005**

The period 1994-1999 was characterised by policy transformation processes (in terms of inter alia PE). After the 1994 election and the inauguration of the first democratic ANC Government in 1995, the new South African Schools Act was established in 1996 (DoE, 2000). Curriculum reform started in earnest in South Africa soon after this, and the first National Curriculum Statement called Curriculum 2005 (C2005) was introduced in 1997, based on the principles of Outcomes-based Education (OBE) (Van Deventer, 2000). For PE, the development was mostly driven by the National Education and Training Forum,

which relied on input from interim provincial committees dealing with PE. The proposed PE policies that emerged led to the publication and implementation of Curriculum 2005 (C2005) (Cleophas, 2014).

School 'subjects' were replaced with 'learning areas', which led to the dawn of a new learning area called Life Orientation (LO) (Van Deventer, 2000). This drastic paradigm shift reduced PE from a stand-alone subject to one of eight learning outcomes in LO (Van Deventer & Van Niekerk, 2009). LO was introduced in different stages, starting with the General Education and Training Band, constituting Grades R to 9 (Department of Basic Education, 2009). Grades were divided into four phases: The Foundation Phase (Grade R - Reception Year, to Grade 3); the Intermediate Phase (Grades 4 to 6); the Senior Phase (Grades 7 to 9) and the Further Education and Training Phase (Grades 10 to 12). One period a week was allocated to LO, of which Specific Outcome 8, namely *Human movement and development*, formed only part (DoE, 1997).

### 3.3.1 Content

Even though the learning areas varied in each phase, LO was one of the learning areas that were incorporated into all phases and were compulsory for all Grade R to Grade 12 learners. Each learning area had specific outcomes, assessment criteria and range statements. The learning area of LO contained eight specific learning outcomes, of which *Human movement and development* was one. With regard to Learning Outcome 8, the specific outcome stated, "to evaluate and participate in activities that demonstrate effective human movement and development" (DoE, 1997:237). The content in the Foundation Phase covered movements and movement variations, individually and in groups. The Intermediate Phase content comprised competence in specialised movement, mastery of skills and participation in group activities. In the Senior Phase, the content focused on skills to perform movement activities involving manipulation of objects and developing a movement repertoire (DoE, 1997).

### 3.3.2 State and status

Unfortunately, there were several adverse implications for LO and PE during this period. Van der Merwe (2011) claims that LO teachers loathed presenting PE. The children were reluctant to participate and the public regarded it as a waste of time and money. However, he implies that the mentioned stakeholders were thoroughly aware of the benefits of PE and physical activity for children (Van der Merwe, 2011).

Based on the aforementioned, the authors agree with Van der Merwe (2011) that a major challenge for LO was the prejudices that existed about the non-examinable status of its previous constituent subjects such as School Guidance, PE, Religious Education and Youth Preparedness. Moreover, it was the subject that was neglected most in order to allocate more time to externally quality assured subjects such as Mathematics, Science and Languages, which explained why children perceived LO as insignificant (Du Toit *et al.*, 2007; Van der Merwe, 2011). Justifiably, this resulted in a negative impact on the status of PE during this period.

### 3.3.3 Teacher training

The training of teachers in the principles of OBE was done mainly via the various Provincial Departments of Education and not at HEIs (Van Deventer, 2011). According to Jansen and Taylor (2003), the Government's decision to close down the 120 teacher-training colleges during this period contributed to a negative attitude towards education as profession. They further suggested that a rationalisation process aggravated the situation, contributing to a loss of nearly 16 000 educators, of which the majority were teachers with vital skills and experience (Jansen & Taylor, 2003).

By early 2002, the report of the task team reviewing the implementation of the National Curriculum Statement had identified inherent flaws in C2005, based on the major complaints and challenges encountered since its introduction. To address the shortcomings of C2005, a Revised National Curriculum

Statement (R-NCS) was completed in 2002 and scheduled for implementation in January 2004 (DBE, 2009). Increased pressure from both the health sector and the new government system emphasised the necessity for the subsequent modifications (DoE, 2000).

Despite declining teacher-training opportunities in PE, the reinstatement of PE as a learning outcome of LO in the R-NCS continued and was completed in 2008 and the final phase was implemented in Grade 12 (Van der Merwe, 2011).

### **3.4 PERIOD 3: CURRICULUM AND ASSESSMENT POLICY STATEMENT**

In 2009, a Ministerial Task Team was appointed to review the Revised National Curriculum Statement (R-NCS) (Grades R to 12). Following this, a Ministerial Project Committee developed the Curriculum and Assessment Policy Statements (CAPS) for each subject in the R-NCS, with the aim to improve the R-NCS's performance (DBE, 2010b). In the Curriculum and Assessment Policy Statement (CAPS), the study areas known as Life Skills (in the Foundation Phase and Intermediate Phase), and Life Orientation (in the Senior Phase and FET Phase) were aimed at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society (Van Deventer, 2011). With regard to the Foundation Phase, six hours were allocated to Life Skills (LS) per week, of which two hours were allocated to PE and Movement (DBE, 2011b). In the Intermediate Phase (Grade 4 to 6), two hours per week were allocated to LO and in the Senior Phase (Grade 7 to 9) 2¼ hours per week allocated to LO. The PE outcome is assigned 40 minutes of this time, which converts roughly into one period per week for both phases (Department of Education, 2008). In the Further Education and Training Phase (FET) (Grade 10 to 12), two hours per week are allocated for LO, and 60 minutes of this time are assigned to PE, which convert to 50% of the time per week (DoE, 2008).



### 3.4.1 Content

The subject Life Skills aims to develop learners through an array of diverse, but interrelated study areas, such as Beginning Knowledge, Personal and Social Well-being, Physical Education and Creative Arts (DBE, 2011b). The content for the Personal and Social Well-being and Physical Education study areas addressed in the Intermediate Phase (Grades 4-6) relates to that in Life Skills in the Foundation Phase (Grade R-3) and LO in the Senior (Grades 7-9) and Further Education and Training Phases (Grade 10-12). The intention of PE in the Foundation Phase is to allow learners to enjoy the health benefits of exercise and develop social skills through participation in PE (DBE, 2011b). In the Intermediate Phase, PE targets the development of learners' physical well-being and knowledge of movement and safety. Through engagement, learners will develop motor skills and participate in a variety of physical activities (DBE, 2011c).

Building on the foundation laid in the previous phases, the focus in the Senior Phase is to provide opportunities for learners to demonstrate an understanding of and participate in activities that promote movement and physical development (DBE, 2010a). The outcome and content emphasis in the Further Education and Training Phase are to accumulate on the previous experiences to expose learners to an understanding of the value of regular participation in physical activity (DBE, 2010b). Generally, the activities cover participation in physical fitness, games, sport, and recreation (DBE, 2010b).

### 3.4.2 State and status

LO, and therefore PE, is the only subject in the CAPS that is not externally assessed or examined in Grade 12 at the final end-of-year examination (DoE, 2008). Five internal formal tasks add up to the total mark in Grades 10, 11 and 12. In Grade 12, four tasks, which consist of a written task, mid-year examination, a project and a Physical Education Task (PET) are set and assessed by the Life Orientation teacher. The focus of the practical assessment for the PET falls into two broad categories: participation; and movement

performance (DBE, 2010b). The fifth task, the final examination, is set as a common paper at provincial level and is marked by the LO teacher at the different schools (DBE, 2010b). Consequently, the low status can be attributed partially to the distinctive assessment method and non-examination status with reference to the final end-of-year examination (Du Toit, *et al.*, 2007).

Despite promising policy development in terms of CAPS, Jacobs (2011) argues that the practice of LO, and subsequently PE has not shown any marked improvement. She maintains that the theory of CAPS and the practice thereof are far removed from each other, which results in ineffectiveness and negative attitudes among both learners and teachers. Rooth (2005) reports that teaching LO seems to be a transitory duty that changes from year to year, which means that these substitute teachers cannot take ownership of LO. In view of this, Morgan and Bourke (2005) highlight that insufficient teacher training and unqualified staff have a detrimental influence on the quality of PE offerings. A study done by Prinsloo (2007), on the implementation of LO programmes in South African schools, affirms that being 'qualified' in LO ranges from attending a three-day HIV and AIDS course to a two-hour LO workshop, or being an ex-Guidance, ex-Religion Studies or ex-PE teacher. Both Christiaans (2006) and Prinsloo (2007) concur that both the choice of teachers assigned to LO and the reasoning underlying the choice have an effect on how the subject is perceived. Van der Merwe (2011) shares this view that unqualified teachers certainly do not benefit the status of the learning area. In addition, lack of facilities and equipment and insufficient support with regard to implementation decrease the position and status of the subject significantly (Van der Merwe, 2011).

### **3.4.3 Teacher training**

Van Deventer (2011:828) claims, "The new CAPS policy does not permit HEI's to train teachers specifically for LS in the Foundation and Intermediate Phases because with all its broad topics LS does not constitute a specific discipline at HEIs". Thus, one can deduce that controversy exists regarding current teacher

training and training recommended by the Department of Basic Education (DBE) in 2009 (DBE, 2009). Proclamations such as “training for both Curriculum 2005 and the National Curriculum Statement was shown to be too superficial and too generic”, “training has also been decontextualised and unsupported”, substantiate the necessity for subject-specific training (DBE, 2009:55).

### 3.5 CURRENT SITUATION

In 2011, the Memorandum of Understanding, signed by the Ministers of Basic Education and Sport and Recreation, committed the government to promoting mass participation and physical activities that are aimed at enriching the school curriculum. Furthermore, a commitment to deliver a sustainable integrated plan to provide school learners with the opportunity to take part in PE and organised sport through the creation of an accessible and implementable school sport support system was made (DBE, 2011a:7). In addition, the DBE Action Plan 2014, which is part of the amendment of the NCS, indicates the facilitation of the implementation of PE in schools (DBE, 2009; DBE, 2011a). The National Sport and Recreation Plan (2012a) maintains that to maximise access to sport, recreation and PE in every school in South Africa, it is essential that skilled, qualified and active teachers support participants during all stages of their development (Balyi *et al.*, 2013). This encompasses not only the re-introduction of PE as a curriculum subject/outcome with requisite time, but also assesses the capacity of educators to deliver PE and sport-specific training (Sport and Recreation South Africa, 2012a).

To strengthen the above line of thinking, Morgan and Hansen (2013) claim that factors such as reduced time to implement meaningful lessons, insufficient equipment and low levels of expertise and confidence have led to current PE programmes (as part of LO) being pronounced by teachers as inadequate in achieving key syllabus outcomes. Similarly, Du Toit and Van der Merwe (2013) state that as for the pre-1994 curriculum, several schools failed to provide a well-organised PE programme. Moreover, in many school’s

facilities, apparatus and equipment were non-existent or in dismal condition, which complicated the situation even more. Despite that, the DoE contends that the lack of equipment and apparatus cannot be used as an excuse for failing to present the compulsory PE periods (Department of Basic Education, 2008).

Although all schools do not have the necessary facilities, apparatus, equipment or person power to implement or present physical activities, it is recommended by the DBE (2008) that LO teachers are educated and trained to improvise equipment and apparatus to utilise during PE periods until it can be provided. With regard to time and proficiency, the DBEs Director of Safety, Enrichment and Sport in Education, Ms Mabumo, commented on the two-hour time allocation per week for PE as part of LO at the 2014 'Designed to Move' Conference. She suggested that "if a teacher is not trained and does not know what to do, it is a waste of time. For a teacher who is trained and knows what to do, the time is not enough" (Mabumo, 2014). In addition, Du Toit *et al.* (2007) recommend that addressing practical and didactical improvising skills in PE seems to be paramount. Therefore, the need for the re-skilling of educators to deliver PE, and finally resourcing schools with the requisite PE equipment, cannot be emphasised enough (Sport and Recreation South Africa, 2012a).

Numerous deliberations took place during 2014 to drive the promotion of physical activity and 'sport for all' in South Africa. At the 2014 *South African Sport and Recreation Conference* (SASRECON), Gert Oosthuizen, the Deputy Minister of Sport, emphasised the importance of accessibility of PE and school sport for all children in South Africa in his keynote address (Oosthuizen, 2014). The *Designed to Move Initiative and Sport for Social Change Network* hosted a national conference from 25 to 27 November 2014 with the main objective being to enhance recognition of the improvement of sport and physical activity among schoolchildren in selected communities in South Africa. Creating awareness and gaining a common understanding of the current South African situation of physical activity before, during and after

school hours were prominent issues. A *Physical Education Consensus Group* was formed at the “Life through Movement” conference on 12 September 2014 to chart a national initiative for the reinstatement of PE in South African schools as an independent subject in the primary and secondary school curriculum. This initiative aims to structure a University Physical Education Forum to provide direction on research, resource development, education and training (Roux & Burnett, 2014).

### **3.6 CHALLENGES PE FACES**

The difficulties that PE in South Africa experiences are not isolated problems. On the contrary, the problems seem universal, oscillating between challenges, such as low status, lack of facilities and apparatus, as well as inadequately qualified or unqualified teachers to present the subject (Van Deventer, 2004; Du Toit *et al.*, 2007; Hardman, 2010; Lee & Cho, 2014). However, despite the proclaimed necessity and benefits of PE, as disclosed in the White Paper for Sport and Recreation of South Africa (2012b), these problems persist. Although PE in South Africa has undergone several changes over the past 20 years with regard to purpose and programme goals (Du Toit & Van Der Merwe, 2013), the status and delivery remained an obstacle. Gradually, the emphasis shifted from being an insignificant component of LO in C2005 to a reconstructed outcome as part of LO, leading to the subsequent proposed reintroduction of PE in the school curriculum as a stand-alone and compulsory subject (Sport and Recreation South Africa, 2012a). Such is the significance assigned to PE and sport that an appeal was made by Sport and Recreation South Africa to prioritise it to create a better future for the children of South Africa (Sport and Recreation South Africa, 2012a).

One of the reasons why the proposed reintroduction of PE is a focal point at present is the state of our children’s health and physical activity. The Healthy Active Kids South Africa (HAKSA) Report Card examines the state of South African children’s (6 to 18 years) health with particular reference to physical activity, healthy eating and maintaining a healthy weight (Discovery Vitality,

2014). Whilst healthy habits are endorsed, the information provides an evidence-based benchmark by means of a percentage of children achieving success. The overall score in 2014 with regard to physical activity and PE in schools was a D (20 to 39%) (Discovery Vitality, 2014). Keeping in mind that this indicates success with less than 40% of South Africa's children, it is an indisputable reason for concern. In view of that, the statement of Amusa and Toriola (2008) that PE as a school subject in South Africa generally has been neglected, misunderstood and regarded as inferior, rings true.

This bleak picture supports the disturbing tendency of the decline of PE and questions the actual implementation of the current CAPS curriculum. The HAKSA Report Card confirms that presently less than two-thirds of children participate in weekly PE classes! (Discovery Vitality, 2014). In urban primary schools, more than a third of 10-year-olds (34%) do not have PE during the week. Even though PE might be regarded as one of the 'best investments' for physical activity, if it is not implemented or executed, children will clearly not attain the benefits (Discovery Vitality, 2014). According to Pangrazi (2007), the pursuit of a lasting physically active and healthy lifestyle originates in the PE class. Trost and Van Der Mars (2010) concur that school-based PE programmes have the potential to maximise opportunities for children experiencing barriers to engage in out-of-school physical activity programmes. Additionally, Balyi *et al.* (2013) affirm that it is the only environment where all children have the opportunity to develop fundamental movement skills, which are considered the building blocks for the learning of sport-specific skills.

Amidst all these challenges, the proposal of the reinstatement of PE in the school curriculum as a stand-alone and compulsory subject (Sport and Recreation South Africa, 2012a) surfaces yet again, highlighting the apparent circular road PE has travelled, as illustrated in Figure 1.

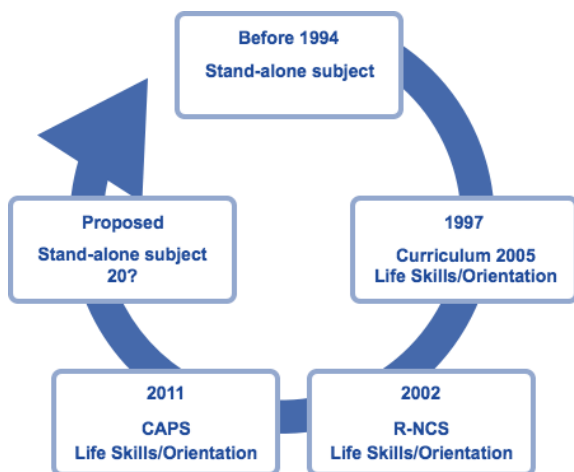


Figure 3.1: Curriculum changes

### 3.7 DISCUSSION

Lambert (2014) suggests that the best way for the Government to promote physical activity for children is to prioritise the implementation of PE in schools. In order to realise this, capacity development through the training and support of educators is needed to match policy (Lambert, 2014). The proposal of Moss (2014) that a ‘new generation’ of PE teachers is needed to create a behaviour change in terms of physical activity and health, using technology to their advantage, should, therefore, be considered seriously.

Van der Merwe (2011) provides a novel perspective that has been overlooked throughout the process of curriculum change: the legal liability of the LO teacher who presents the PE learning outcome/topic. It is the only outcome where learners participate physically in a lesson environment. If any negligence can be proven in the case of injury, or inadequate safety measures transpire that could have been prevented by the teacher, serious implications and consequences could ensue (Rossouw & Keet, 2011). The expectation that the PE teacher should possess the knowledge, skills and experience with regard to safety precautions, appropriate activities and supervision, should thus be seriously considered (Himberg *et al.*, 2003). Additionally, Himberg *et al.* (2003) argue that in all probability teachers who do not meet the requirements, will avoid situations where they are at risk to be found

negligent, adding to the number of reasons to circumvent the PE class. Ultimately, the opportunities for physical activity should not be jeopardised by the lack of safety procedures; essentially, it should be a priority.

In view of this, to assist schools to implement and sustain physical education programmes, competent educators should provide opportunities to enhance the physical education experience of children effectively in order to lay the foundation for leading active and healthy lifestyles (Frantz, 2008; Hardman, 2010; Rink *et al.*, 2010). Perry *et al.* (2012) claim that teacher education is integral to quality physical education delivery. In addition, the facilitators must be able to harness resources effectively and with responsibility (Robson *et al.*, 2013).

Although the situation in South Africa is unique with regard to the educational environment and the position of PE at present, both developing and developed countries encounter problems with the effective implementation of policy requirements of national curricula and government initiatives that aim to enhance the quality of PE (Du Toit *et al.*, 2007; Rainer *et al.*, 2012). The recurring theme seems to be that although the importance and benefits of PE are not denied, the delivery and implementation are frequently under suspicion.

Political rhetoric is a general phenomenon in South Africa, although little often materialises (Van Deventer, 2012). Policies, reports and action plans do not necessarily revert to action. Cleophas (2014:21) points out that “the solution to the problem of the apartheid legacy of educational inequality and the lack of purposeful PE participation opportunities” was the motivation for the positioning of PE within the LO learning area, as part of C2005. However, in due course, the DoE admitted, that the “new curriculum was never researched or properly trialled and there was inadequate preparation and consideration of whether teachers, pupils and the system in general were prepared for such a fundamental change over such a short space of time” (DBE, 2009:12). Cleophas (2014) emphasises that departmental officials were not



pedagogically prepared for the implementation of LO either. He advances that the majority of South African schoolchildren had limited purposeful opportunity to participate in PE under the apartheid regime and still lacks access to meaningful PE, despite all the changes that have taken place (Cleophas, 2014). In view of this, if the total well-being of society, social transformation and mass participation in physical activity and lifetime activity is a serious matter for the South African government, transferring years of oratory into action, is key.

Hardman (2010:15) believes that the “quality of delivery of the school physical education curriculum is fundamental to the future not only of the subject in schools, but also to the future of active life-styles over the full life-span, for the two are inextricably entwined”. Quality PE was defined at the World Summit on Physical Education held in 1999 as “the most effective and inclusive means of providing all children with the skills, attitudes, knowledge and understanding for lifelong participation in physical activity and sport” (Green & Collins, 2008: 226).

Notably, the proclamation of the National Association for Sport and Physical Education (2007) states that highly qualified physical education teachers are required to facilitate improved teaching practices and to strengthen the quality of physical education instruction. If this serves as the benchmark, the criticisms against C2005 and the R-NCS regarding teacher training are explicable. Accordingly, the DBE recognised that a wide variety of factors interacted to have an impact on the quality of the education system in South Africa. However, it affirmed that teachers’ poor subject matter knowledge and pedagogical content knowledge were important contributors (Christiaans, 2006; DBE, 2009; Van Deventer & Van Niekerk, 2009; Departments of Basic Education and Higher Education and Training, 2011).

### **3.8 CONCLUSION**

It is evident that the changes to the PE curriculum from 1994 until present had a far-reaching impact on the state and status of PE. The implementation of the

post-apartheid curriculum in schools and the delivery of PE suffered a major setback as a result. Therefore, the current proposal for the reintroduction of PE as a stand-alone subject in the curriculum (as was the case prior to 1994), should not be considered lightly, as it has extensive consequences. If PE receives the requisite time, the capacity of educators to deliver PE is improved and schools are provided with the essential PE equipment, it may lay the foundation for a significantly healthier population.

In conclusion, Lambert (2014) reiterated in her keynote address at the South African Sport and Recreation Conference in 2014 that the Scientific Advisory Board involved with the 2014 HAKSA Report shares a vision for the future of South African children. She would like to report that, amongst other outcomes, teachers have been provided with training and support to promote physical activity and to deliver PE appropriately in the curriculum. Should this become a reality and Physical Education is reinstated as a stand-alone subject in the school curriculum, in response to the copious pleas - South Africa would indeed “have come full circle”.

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## CHAPTER 4

### ARTICLE II

# THE NEEDS AND CHALLENGES OF FOUNDATION PHASE LIFE SKILLS TEACHERS IN DELIVERING PHYSICAL EDUCATION: “JACK OF ALL TRADES AND MASTER OF NONE?”

Published

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*Mark Singletary*

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## ABSTRACT

In the current national Curriculum and Assessment Policy Statement (CAPS), Physical Education (PE) is located in the subject Life Skills (LS), which comprises four subject areas in the Foundation Phase (Grade R-3). Although the foundation for lifelong participation in physical activity is established in early childhood years, the decline of PE and deteriorating health of children indicate a disparity regarding the delivery of PE. The aim of the study was to determine the needs and challenges of LS teachers with specific focus on effective implementation and delivery of PE in the Foundation Phase in selected primary schools in the Free State Province. Primary schools (n=100) were randomly selected, from which 94 FP teachers returned questionnaires. The data were analysed descriptively using absolute and relative frequencies. SAS Version 9.3 TS Level 1M2 was employed for all the statistical analyses. The most challenging issues revealed were a lack of qualified PE teachers and resources, a need for assistance with assessment, learners with special needs and in-service training. The DBE (Department of Basic Education) should prioritise the training of LS teachers, with specific reference to PE, by collaborating with Higher Education Institutions to provide standardised in-service teacher training.

**Keywords:** Life Skills; Physical Education; Foundation phase; Teacher training; Curriculum and Assessment Policy Statement (CAPS); Department of Basic Education; Higher Education institutions.

## 4.1 INTRODUCTION

Curriculum change in South Africa (SA) is an exhaustive topic, and the repeated changes carry the burden of mostly negative connotations. Generally, the impact it has had on the education system, the teachers and the learners is of great concern and has been explored in detail, specifically with regard to the implications for Physical Education (PE) (Rooth, 2005; Christiaans, 2006; Prinsloo, 2007; Van Deventer, 2008; Van Deventer, 2009; Van Deventer, 2012). Since 1997, a succession of changes and revisions to the curriculum

took place, in an attempt to overcome the curricular divisions of the past (DBE, 2011a). Subsequently, in 2009 the Curriculum and Assessment Policy Statements (CAPS) were published for each subject in the NCS (DBE, 2011a). In the CAPS for Grades R to 3 (Foundation Phase), the study area known as Life Skills (LS) aims at guiding and preparing learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society (DBE, 2011a).

The purpose of LS is to develop learners through a range of diverse, but interrelated study areas: Beginning Knowledge, Personal and Social Well-being, Physical Education and Creative Arts. LS has been organised as such to ensure that the foundational skills, values and concepts of early childhood development and the subjects offered in the subsequent grades are imparted and established in Grades R-3 (DBE, 2011a). Furthermore, the CAPS document for LS states that the subject is vital for the holistic development of the young child, as it concerns itself with the integration of social, personal, intellectual, emotional and physical growth of learners (DBE, 2011a). Since the curriculum dictates what and how teaching and learning should take place, it has an unequivocal effect on all domains of the school, such as the management, the classroom, the extramural programme, the teachers and the establishment as a whole.

However, with curriculum changes come challenges, and in the ideal setting, policy implementation should equal policy development. The UNESCO (United Nations Educational, Scientific and Cultural Organisation) guidelines for quality PE, state that national strategies “should address the significant gaps between policy rhetoric and actual implementation to ensure legislation on PE provision is being applied consistently” (UNESCO, 2015:47). As in South Africa, New Zealand experienced a series of consecutive changes to the national curriculum since 1990, followed by ongoing reviews and revisions (Petrie & Hunter, 2011). Petrie and Hunter (2011:332) further elaborate that the challenges of new policy initiatives appeared to have teachers “paralysed by policy”. In addition, the limited professional development opportunities

contributed to teachers not having support to “make sense of what they were to teach” (Petrie & Hunter, 2011:332). Likewise, in South Africa, the reality of implementing policy seems to be challenging, particularly with regard to the LS teacher who is instrumental in putting the curriculum into practice. Jacobs (2011) argues that the theory of CAPS and the practice thereof are far removed from each other, which results in ineffectiveness and negative attitudes by both learners and teachers. The authors concur and argue that unrealistic expectations from LS teachers may be one of the main contributing factors to this negative environment.

Since the curriculum changes took place in SA, the teacher of LS had to transform virtually overnight. The LS and Life Orientation (LO) teacher had to become a master in a multi-faceted subject that expects him or her to be a skilled, competent educator in a variety of areas such as Social and Natural Sciences (Beginning Knowledge), Psychology and Sociology (Personal and Social well-being), the Fine Arts (Creative Arts) and Human Movement Science (Physical Education). LO is the equivalent of LS in the Senior and FET phases. The collective aim of the four study areas within LS is comprehensive and equally significant (DBE, 2011a:8). Moreover, every study area is encumbered with specific aims, content, concepts and skills. According to the CAPS for the Foundation Phase (FP) (DBE, 2011a:8), a brief account of the concepts and skills relating to the four study areas are presented here. With regard to *Beginning Knowledge*, key concepts that are covered have been drawn from the Social Sciences, Natural Sciences and Technology. Scientific process skills and technological process skills are also incorporated. The study area of *Personal and Social Well-being* contains the topics of social health, emotional health, relationships with other people and the environment, as well as values and attitudes. *Creative Arts* is structured around two parallel and complementary streams – Visual Art and Performing Arts. *Physical Education (PE)* encompasses the development of the learners’ gross and fine motor skills and perceptual development. The focus is on play, movement and games that contribute to the advancement of positive attitudes and values. The emphasis

is on physical growth, development, recreation and play (DBE, 2011a:8). The challenges with regard to the delivery of PE will be clarified.

## 4.2 PHYSICAL EDUCATION AS A STUDY AREA IN LIFE SKILLS

The Healthy Active Kids South Africa (HAKSA) Report accounts that less than two-thirds of children participate in weekly PE classes and more than a third of 10-year-olds (34%) do not have PE during the week in urban primary schools (Discovery Vitality, 2014). According to Pangrazi (2007), the pursuit of a lasting physically active and healthy lifestyle originates in the PE class. Similarly, the international guidelines developed by UNESCO provide a framework for policy-makers to ensure Quality PE. PE is regarded as the “entry-point for lifelong participation in physical activity” (UNESCO, 2015:6). Hence, the school is the only environment where all children have the opportunity to develop fundamental movement skills, which are considered the building blocks for the learning of sport-specific skills (Balyi *et al.*, 2013). Concurrently, early childhood is a very important phase for motor development, when children develop an increased awareness and understanding of the body as a vehicle for movement and acquire movement skills (Pangrazi, 2007). In 2001, Margaret Whitehead introduced the term “physically literate individual”, which underlines the notion that said individuals are able to understand and “read” the physical environment and respond to it with appropriate and confident movement (Whitehead, 2001:131). Additionally, Gallahue and Oznum (2006) emphasise that a wide assortment of movement experiences provides children with a wealth of information on which to base their perceptions of themselves and the world. Furthermore, physical and motor development makes a significant contribution to learners’ social, personal and emotional development, which makes it integral to their holistic development (ICSSPE, 2010; DBE, 2011a).

PE might be regarded as one of the ‘best investments’ for physical activity, but if not implemented, children will certainly not attain the benefits (Discovery Vitality, 2014). Therefore, to ensure the achievement of the full benefits, the

requirements of public investment, a supportive environment and high quality programme delivery are proposed in accordance with the UNESCO guidelines for quality PE (UNESCO, 2015). Following on, The International Council for Sport Science and Physical Education (ICSSPE, 2010) and the United Nations Office on Sport for Development and Peace (UNOSDP, 2013) ultimately strive to reverse the decline of PE and sport (ICSSPE, 2010), not only because it affords “the most effective and inclusive means of providing all children ... with the skills, attitudes, knowledge and understanding for lifelong participation in physical activity and sport” (Green, 2008:226), but also for the gains sports bring in terms of development and peace programmes (UNOSDP, 2013).

Van Deventer has done extensive research into the state and status of PE, teachers’ perspectives and the implementation of LS and LO, since the curriculum changes came into effect (Van Deventer, 2008, 2009, 2011, 2012). He concludes that PE is at a critical junction in South Africa, and changes need to be made at grassroots level (Van Deventer, 2011). A number of researchers share the sentiment of Van Deventer (Rooth, 2005; Christiaans, 2006; Prinsloo, 2007; Van der Merwe, 2011; Cleophas, 2014) and agree that support is needed, especially with regard to unqualified teachers, lack of facilities and implementation of the curriculum. Accordingly, Morgan and Bourke (2005) concur that insufficient teacher training and unqualified staff has a detrimental influence on the quality of PE offerings. It is, therefore, obvious that the LS teacher has to face complex and diverse challenges. The question involuntarily arises: Is this Life Skills teacher a ‘jack of all trades and a master of none’?

#### **4.3 PURPOSE OF THE STUDY**

The aim of this study was to determine the challenges and needs of in-service LS teachers concerning the effective implementation and deliverance of the subject area PE in the Foundation Phase in selected primary schools in the Free State. The input of in-service teachers is essential to provide insight into the



general and specific needs, as they have first-hand knowledge and experience of the challenges that accompany the implementation of the CAPS in LS on a daily basis.

## **4.4 METHODOLOGY**

### **4.4.1 Research design**

Quantitative and qualitative data captured by a questionnaire typify the research design as a survey. According to Creswell (1998), in quantitative research the literature provides direction for the research questions. Quantitative research is thus generally deductive. In the quantitative phase a survey design is the most appropriate design for the collection of information and opinions from a group of respondents (Creswell, 1998). Qualitative research may also be defined as a systematic process which involves investigating and collecting facts and information about something in narrative form (Henning *et al.*, 2004). The information collected through the open-ended questions, is used to complement the information gathered through questionnaires.

### **4.4.2 Sample**

Primary schools (n =100) (20 schools per district from the five districts) were randomly selected by using the official address list of the Free State Department of Education (FSDoE), which is available on their public website (FSDoE, 2015). The FSDoE, as well as the principal of each school, granted permission to conduct the research. The principal or head of the Life Skills Department at each school nominated and requested a LS teacher to complete the questionnaire.

### **4.4.3 Ethics and approval**

Approval was obtained from the Ethics Board of the Faculty of Education, University of the Free State (UFS-EDU-2014-037). The participants were treated in accordance with the ethical guidelines outlined by the Ethics Board of the

Faculty of Education. The principals of the selected schools completed an informed consent form and distributed an informed consent form and questionnaire to an appropriate teacher in the FP for completion. Inclusion criteria included that teachers must be in service, currently teaching LS and/or PE in the Free State Province (FP). No restrictive or excluding criteria regarding gender, ethnicity, socio-economic level or educational level were applicable.

#### **4.4.4 Procedures**

Initially, the methodology entailed that teachers in LS would be contacted via a letter distributed by the Subject Advisors of the five districts in the Free State. Assistance with coordination and distribution of the letters of information and consent forms would have been requested at focus-group meetings with subject advisors. It was assumed that the subject advisors would be in the best position to distribute the questionnaires, as they visit the schools on a regular basis. However, due to copious challenges encountered with the subject advisors, such as time constraints, demanding programmes, budget cuts, transport issues and availability, a new distribution system was implemented. The researcher personally distributed the information and consent letters, as well as a copy of the FSDoE permission memo and the questionnaires. Questionnaires were collected personally from the schools on a communicated schedule, which gave the teachers sufficient time to complete the questionnaires. Of the 100 schools selected, 94 FP teachers responded.

#### **4.4.5 Questionnaire**

The instrument used in this study was a modification of the questionnaire designed by Van Deventer (2008) and used in numerous related studies during 2009-2012 to assess the situation in schools regarding the implementation of the LS and LO curriculum and Outcome-Based Education (OBE) (Van Deventer, 2008, 2009, 2011, 2012). Permission was granted from Van Deventer (10 December 2013) to use and adapt the questionnaire with regard to the curriculum related questions. All questions concerning OBE were adapted to refer to the CAPS document.

The questionnaires consisted of four sections. The first section related to *demographic information*, which mostly focused on the school and the community served. The main section of the questionnaire related to the *curriculum*, in which various elements with regard to the execution of CAPS were addressed. The third section dealt with *extramural activities* with the focus on the available facilities and the sporting activities presented at the school. In the fourth section, *general issues concomitant to the major problems encountered in the implementation of LS* were addressed (Van Deventer, 2008).

#### **4.4.6 Statistical and qualitative analysis**

Clindata International in Bloemfontein performed the statistical calculations. Results from the questionnaires were analysed descriptively using absolute and relative frequencies. Comparisons to test for associations of ordinal variables between districts or school classification (urban/rural) were done using a Chi-squared test. SAS Version 9.3 TS Level 1M2 (SAS, 2014) was used for all the statistical analyses. The teachers' responses to open-ended items were analysed both quantitatively and qualitatively and complemented the statistical findings.

### **4.5 RESULTS**

#### **4.5.1 Demographic information**

Responses were received from all 20 schools (100% response rate) in the Fezile Dabi, Motheo and Thabo Mofutsanyana Districts, 15 schools (75% response rate) in the Lejweleputswa District and 19 schools (95% response rate) in the Xhariep District, resulting in a sample size of 94 schools (overall response rate of 94%). The schools served mostly the Black communities (89.1%), followed by the White (8.7%) and Coloured communities (2.2%). Of the 87 teachers who classified their schools, approximately half (44 [50.6%]) labelled their school as rural and the other half considered their schools (43 [49.4%]) as urban. Most

schools ranged from 500-999 learners (42.4%), followed by 1000+ learners (32.6%), 100-499 learners (20.7%) and <100 learners (4.3%).

#### 4.5.2 Curriculum

Responses were comparable across the five districts. No statistically significant differences were found between the responses of urban and rural schools. All teachers who responded (n=89) indicated that LS were presented at their school, but only 30.3% indicated that their schools had qualified PE teachers to do so. The teachers who responded (n=93) (98.9%) indicated that they understood the principles of NCS-CAPS. They received the knowledge regarding the principles of the NCS-CAPS curriculum through departmental in-service training (90.3%) and from Higher Education Institutions (HEIs) (4.3%). A small percentage (6.4%) of the teachers received training at both HEIs and during departmental in-service training.

The perception of the teachers of the *importance* that the schools attached to LS according to a five-point Likert-type scale, where a rating of 1 indicated not important and a rating of 5 very important, was that the majority of teachers (73.6%) rated LS as important and very important. With regard to the assessment of movement content in PE (n=91), 23.1% indicated that they could not assess PE. The dominant reasons forwarded were lack of knowledge regarding portfolios (76.1%), rubric development (100%) and movement matrix development (76.1%).

*Resources* to present LS were only available in 47.8% of the schools who responded (n=90). The majority of schools (37.7%) did not have access to computer-assisted learning; 36.6% lacked learning material; and 25.5% schools required textbooks. In the "other" category of the question, 16% of the schools indicated that they also lacked facilities, equipment and apparatus to present PE classes.

The existence of *team planning* sessions was significantly different between rural and urban schools. Significantly ( $p < 0.05$ ) more teachers in urban schools

(93%) had planning sessions conducted than in rural schools (71.4%). Reasons forwarded for the lack of team planning sessions were that there was only one teacher in the grade, only one class per grade, or only one teacher in the FP.

In total, 64.8% (n=88) of the schools made *provision for learners* with learning barriers and special needs. A dissimilar list of learning barriers and special needs was identified by the teachers, ranging from the physically disabled, such as learners in wheelchairs and learners with walking frames or limping (19.3%), intellectually disabled (6.8%), eyesight problems (5.6%), hearing disabilities (4.5%), epilepsy (3.4%), speech impairment (1.1%), hyperactivity (1.1%), muscular dystrophy (1.1%) to those with Down syndrome (1.1%), a genetic disorder. In addition, neurodevelopmental disorders, such as autism (1.1 %) and Asperger syndrome (1.1%) were specified also. It is interesting to note that fewer teachers listed learning barriers and special needs like obesity (4.5%), eye-hand coordination (4.4%), low muscle tone (2.2%) and balance (2.2%). The disconcerting issue is that learners with special needs require particular support and assistance. Only 33.7% of the schools had teachers with special needs qualifications employed.

Almost all the teachers (96.6%) (n=88) indicated that an in-service training workshop would be useful to address their needs. In the open-ended section of the question, the LS teachers' responses confirmed the pronounced need for training with regard to new developments within LS (programme planning, content and presentation ideas). They indicated that school holidays (33.7%), the beginning of the year (22.8%) and any time after school hours (12%) would be an appropriate time for in-service training.

#### **4.5.3 Extramural activities**

Most of the schools offered netball, athletics and soccer as a sport (98.9%), followed by cricket (79.7%) and volleyball (66.9%). at some of the schools Rugby (59%), modern dancing (54.5%) and tennis (52.9%) were offered. In response to indicate "other" extramural sport at schools, they specified cross-

country, table tennis, jukskei, biathlon and chess (8.5%) and indigenous games such as dibeke, morabaraba and rope skipping (3.1%).

In general, facilities and equipment to present PE and sport were insufficient. Only 22.2% of the schools had sufficient facilities. Most schools (84.0%) had an open space outside, 60.5% had a netball court, 44.4% had a soccer field and 30.7% had a hall. Other facilities only occurred in less than 30% of the schools. Of those schools that did not have adequate facilities themselves, 86.2% used the facilities of other schools, 70% used community centres, 66.7% had scholars practise on their own and 45.5% made use of clubs.

#### **4.5.4 General issues**

Regarding the implementation of LS, the major problems encountered by schools are the lack of experts in LS (73.6%), sources (61.3%), subject material (59.7%), computers (59.7%) and time (45.3%). Furthermore, they regarded assessment (51.5 %) as a major problem. In an open ended question where teachers could specify other major problems regarding the implementation of LS, other than a few comments regarding time constraints (5.5%) and administration overload (5.5%), 22.2% of responses confirmed that training is a necessity. Moreover, again they specified facilities and space (33.3%), although a previous question addressed this issue.

In response to an open-ended question where teachers were asked if they had any further comments regarding the presentation and implementation of PE in the FP, teachers (54.2%) clearly utilised the opportunity to share their thoughts and emphasise their concerns and problems. The responses varied from affirmative annotations to adversarial remarks.

**Table 4.1: Responses to open-ended questions**

Affirmative annotations	Adversarial remarks
Benefits of PE, affect the development of the child, positive outcomes and virtuous values and attitudes (23.9%);	Lack of facilities, resources, playgrounds and space (22.1%); Lack of time (5.5%); Transport problems (1.8%);
Requests for PE to be a stand-alone subject (5.5%);	Motivation for teachers (1.8%); Information of competitions (1.8%);
Importance of PE as subject (5.5%).	Safety concerns (1.8%).

Appeals for trained and qualified teachers for effective delivery were accentuated (23.9%) and assistance with regard to assessment was noted (5.5%) as well.

#### **4.6 DISCUSSION**

The selected sample of primary schools in the Free State was regarded as inclusive by representing previously disadvantaged, as well as former Model C schools. Although the schools classified themselves as urban or rural, it should be mentioned again that this was the perception of the teachers. There seems to be confusion regarding the classification of urban and rural schools. According to Mr. Frans Kok, Head of the Education Management Information System (EMIS) in the FSDoE, no specific definition or document exists to distinguish between urban and rural schools (Kok, 2016). Therefore, the teachers' view of whether the school is in an urban or rural area is an acceptable classification for the purpose of this research.

The majority of teachers (73.6%) rated LS as an important/very important subject. Similarly, teachers' annotations in an open-ended question regarding the presentation and implementation of PE emphasised that the PE study area of LS is considered as equally important. Teachers made comments such as, "it is a very important part of our education, gross motor skills must be well developed"; "physical education is important because it helps the child to develop mentally and physically"; "physical education help the learners to

develop their body and mind”. This is encouraging, as it portrays that teachers believe that PE holds benefits for a healthy, active lifestyle and the development of mainly gross motor skills and good values, attitudes and behaviour. This finding also relates to those of Rooth (2005), Christiaans (2006), Van Deventer and Van Niekerk, (2009) and Van Deventer (2012).

Since only 30.3% of schools indicated that their schools had qualified PE teachers, teacher training seems crucial. The Departmental in-service training was performed mainly by FSDoE, while Higher Education Institutions (HEIs) only featured in a few (10%) of the cases. The finding corroborates that of Van Deventer (2009) and Van Deventer and Van Niekerk (2009) that a minority of teachers had exposure to training at HEIs. The restructuring of higher education and phasing out of teacher training colleges at the turn of the century, accompanied by a rationalisation process, contributed to a loss of nearly 16 000 educators, of which the majority were teachers with vital skills and experience (Jansen & Taylor 2003). Hence, the succeeding period positioned PE as a discipline under pressure at HEIs, and the training of teachers in the principles of OBE was done mainly via the various Provincial Departments of Education and not at HEIs (Van der Merwe, 2011).

Incidentally, the results with regard to assessment seemed to be contradictory in relation to the number of qualified teachers. Although 69.7% teachers are not qualified, the majority (76.9%) indicated that they knew how to assess movement content. On the other hand, 23.1% who responded negatively in terms of assessment provided reasons in relation to portfolios, rubrics and movement matrix and other reasons. The ‘other’ responses accentuated that assessment in PE is more complicated than assumed, as one teacher explained, “We are not so sure about rubrics we are using, we will be happy if we can get some help”. Another teacher stated, “But still not sure we doing it correct because we are not trained as PE teachers to cater for all, no matter the barrier”. Another response indicated that it is a problem to assess physically disabled learners, and another pointed out that there is “totally no in-depth knowledge of the learning area”.



In general, the belief was that facilities and equipment to present PE and sport are insufficient. This finding relates to studies done by Van Deventer (2008, 2009, 2012). In a study by Van Deventer (2008) at Western Cape High schools, 56% of LO teachers indicated a lack of sufficient facilities. The bleak picture in terms of demand (for delivery of PE) and supply (the equipment needed for effective delivery), is emphasised by the following comment of a teacher:

“Schools have to purchase their own apparatus. The Department of Basic Education wants schools to present PE, but does not even have the money for stationery or their own photocopy machines.” However, the DBE Action Plan 2014 indicates the facilitation of the implementation of PE in schools (DBE, 2009; DBE, 2011b). At the 2014 *South African Sport and Recreation Conference* (SASRECON, 6-8 October 2014), Gert Oosthuizen, the Deputy Minister of Sport, emphasised the importance of accessibility of PE and sports at school for all children in South Africa in his keynote address (Oosthuizen, 2014). Keeping in mind that the DBE regards this as a matter of importance, Walter (2014) reports in her study of promoting physical activity in disadvantaged schools in Port Elizabeth, SA, that many historically disadvantaged schools lack the basic resources for sport, making it very difficult for teachers (many of whom are not suitably qualified) to do anything meaningful in relation to PE. Notwithstanding, Du Toit and Van der Merwe (2014) contend that the lack of equipment and apparatus cannot be used as an excuse for failing to present the required PE periods. Although all schools do not have the necessary facilities, apparatus or equipment to implement or present physical activities, it is recommended by Du Toit and Van der Merwe (2014) that teachers improvise and create equipment and apparatus from waste material to utilise during PE periods. This would also serve as an opportunity to integrate PE with the other study areas of LS.

Most schools (64.8%)(n=88) claimed to be inclusive in providing for learners with learning barriers and special needs in PE, ranging from hyperactivity to severe physical disabilities, as well as hearing disorders, Down syndrome, autism, and muscular dystrophy. However, 66.3% (n=73) of schools indicated

that they did not have teachers with qualifications to deal with learners with special needs. According to the Policy on Screening, Identification, Assessment and Support (DBE, 2014) barriers to learning and development may include chronic health conditions. Therefore, it could be the reason why teachers (4.5%) listed obesity as a learning barrier. Furthermore, some teachers also perceived eye-hand coordination (4.4%), low muscle tone (2.2%) and balance (2.2%) as learning barriers, which they specified accordingly.

The results indicated that 96.6% (n=88) of teachers would find an in-service training workshop useful. The need for reinforcing capacity regarding new developments within PE (programme planning, content and presentation ideas) is clearly illustrated. This finding corresponds with the findings of Rooth (2005), Christiaans (2006), Van Deventer (2008), Van Deventer and Van Niekerk (2009) and Van Deventer (2012). The earnestness to engage in further education and training was clear in retorts, such as “any time of the year”, “whole year”, “all year round, but we need to vary the activities according to different seasons”, “beginning of each term (first week before re-opening)” and “as soon as possible”.

Frantz (2008) argues that in order to assist schools to implement PE successfully, teachers should be provided with appropriate training opportunities. Accordingly, The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (DBE & HET, 2011), emphasises the importance of teachers acquiring the knowledge and competence to interpret and utilise teaching resources and learner support materials. To address these issues, development opportunities for practising teachers were proposed in order to provide support to develop knowledge and practices that will enable them to implement the curriculum more successfully (DBE & HET, 2011). Hardman (2010) agrees with this viewpoint regarding in-service training/further professional development and accentuates that it should address properly pedagogical and didactical developments in order to enhance the PE experience of children. Notwithstanding, Morgan and Hansen (2013) point out that factors, such as reduced time to implement meaningful

lessons, insufficient equipment and low levels of expertise and confidence have led to current PE programmes being pronounced by teachers as inadequate in achieving key syllabus outcomes. Balyi *et al.* (2013) concur that skilled, qualified and active teachers should support participants during all stages of their development.

As Green (2008:207) points out, “central to teaching are the teachers themselves”. This implies a consideration of the capacity of educators to deliver PE and the re-skilling of educators where it deems appropriate, as suggested by numerous studies (Van Deventer, 2001, 2008, 2012; Rooth, 2005; Christiaans, 2006; Du Toit *et al.*, 2007; Van Deventer & Van Niekerk, 2009).

One of the major problems encountered by schools with the implementation of LS is the lack of experts in LS (73.6%; n=72). The need for training was highlighted emphatically in responses, such as “not experts trained in PE”; “we need training, capacitation, motivation and encouragement from experts”; “a trained and knowledgeable person (qualified) who is eager to do the work”. Based on the aforementioned, the legal liability of the teacher who presents PE needs serious consideration to prevent the consequences of negligence in the case of injury (Rossouw & Keet, 2011; Van der Merwe, 2011). Therefore, in all probability, teachers who do not meet the requirements, will avoid situations where they are at risk to be found negligent, adding to the number of reasons to circumvent the PE class (Himberg *et al.*, 2003). Notwithstanding, the opportunities for physical activity should not be jeopardised by the lack of safety procedures. Principally, it should be a priority. A general comments section afforded the opportunity for teachers to elaborate on the issues of implementation and presentation of PE in the FP. Although encouraging commentaries were made, conflicting statements outweighed the positive in terms of the lack of facilities, resources and safety concerns, such as the following comment from a teacher:

“If or when the school has sufficient facilities, educators may be more interested in physical education. The open space that the school is full of stones and if that space can be used to build the multi-court, it would bring a lot of difference in this school”.

Subsequently, UNESCO calls for the development of quality PE programmes, supported by teacher training and the allocation of sufficient resources (CIGEPE, 2011). Moreover, the 2015 UNESCO Guidelines serve as benchmark for quality PE provision and teacher training, and it clearly states that PE teachers’ training should include “appropriate preparation for delivering programmes that contribute to health objectives, a strong theoretical basis and a skill-set to work with a range of individuals” (UNESCO, 2015:50). Lambert (2014) proposes capacity development in order to match policy. The best way for the Government to promote physical activity for children is to prioritise the implementation of PE in schools, which implies the training and support of educators (Lambert, 2014) and further training in the form of workshops and conferences (Perry *et al.*, 2012). In addition, Du Toit *et al.* (2007) maintain that addressing practical and didactical improvising skills in PE seems to be vital. Even in the general comment section of the questionnaire, the recurring theme appeared to be appeals for trained and qualified teachers to deliver the subject efficiently. As one teacher summarised, “Because of not having a qualified person to do physical education, our learners are not exposed to different sporting codes and a less number is participating in sports.”

#### **4.7 CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of this study, it is evident that LS teachers face numerous challenges on a daily basis with regard to the implementation of the diverse LS curriculum, and in particular with the delivery of PE. The absence of qualified teachers, the lack of facilities and equipment to present PE, and the need for assistance to teach PE to learners with special needs and learning barriers became apparent. The findings highlight that the majority of teachers

affirmed a need for in-service training to learn more about new developments in PE with regard to programme planning, content and presentation ideas. Hence, this led to questions regarding the extent to which teachers are adequately and appropriately equipped and supported to implement the CAPS for PE in LS effectively.

The results clearly show that facilities and equipment to present PE remain a problem. This can be addressed by including improvising strategies and innovative approaches in workshops to support teachers who lack sufficient space and equipment, until the DBE can provide in this need. Therefore, the authors support the proposal of Van Deventer and Van Niekerk (2009) that in-service training should include short courses. However, to achieve better results, the practical nature of PE should be considered when the duration of such courses is decided (Van Deventer & Van Niekerk, 2009; Van der Merwe, 2011). Van Deventer (2012) further suggested that the frequency of short courses should receive attention by following up said courses with refresher workshops. Furthermore, international studies pursued in New Zealand and Scotland on similar issues warn against pitfalls of continuous professional development courses (Jess *et al.*, 2011, Petrie, 2011). Petrie (2011) cautioned that these opportunities should cater for different pedagogical approaches and consider contextual relevance. In a study by Jess *et al.* (2011:195), they argue for developing a “richer and more extensive repertoire of pedagogical strategies” in teaching PE. It should be noted, however, that although the previous studies offer valued insight, the dissimilar context to the unique situation in South Africa, especially with regard to the cessation in training of teachers delivering PE, should be considered.

It is strongly recommended that further investigation into the most effective approach for short courses and workshops should concentrate on ensuring that qualified, skilled, experienced instructors who are knowledgeable in pedagogical and didactical principles of PE present these training opportunities. Future research should also focus on the preparation of

available space, improvisation of apparatus and application of safety principles for the practical presentation of PE.

Lastly, in order to assist the LS teacher to meet the demands for effective implementation of CAPS, collaboration between the DBE and HEIs to provide standardised in-service teacher training in PE throughout the Provinces should be explored. At present, the expectations with regard to the LS teacher are questionable. Serious consideration needs to be given to the idealistic expectations with regard to the 'full package' of in-service LS teachers. They should be tutored, nurtured and supported to deliver attainable objectives of the curriculum.

In conclusion, to reap the benefits of PE, particularly in terms of the health and physical activity perspective, the impact in the Foundation Phase is essential; therefore, the voice of the teacher should be heard. The outcry is loud and clear. They need to be empowered in the pursuit of proficient delivery of quality PE. If not, the question will remain, is the LS teacher a 'jack of all trades and master of none'?

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**CHAPTER 5**  
**ARTICLE III**

**CHALLENGES OF LIFE SKILLS AND LIFE ORIENTATION SUBJECT  
ADVISORS IN THE IMPLEMENTATION OF PHYSICAL  
EDUCATION**

Submitted to and Under Review:

*South African Journal for Research in Sport, Physical Education and  
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## Challenges of Life Skills and Life Orientation subject advisors in the implementation of Physical Education

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### ABSTRACT

The roles of the Subject Advisor of Life Skills (LS) and Life Orientation (LO) are to provide professional support and guidance to teachers and to monitor the implementation of the Curriculum and Assessment Policy Statement. This study aimed to provide an understanding of the challenges faced by LS/LO Subject Advisors (SUBADVs) in guiding teachers to effectively deliver Physical Education (PE) in schools in the Free State Province of South Africa – within an ecosystemic theoretical framework. This study forms part of a larger research project looking into the effective implementation of PE in South African schools. This investigation followed a qualitative research approach and a grounded theory methodology was adopted. Semi-structured interviews were conducted with ten SUBADVs in LS and LO in the Foundation, Intermediate and

Senior Phases from the five education districts in the Free State. Data collected were transcribed verbatim and qualitative content analysis was used to analyse the data. The results indicate that the major challenges encountered by SUBADVs with the implementation of PE are the lack of facilities and resources in schools, a lack of knowledge and understanding of PE by LS/LO teachers and the need for training in this regard. These issues necessitate appropriate in-service training for SUBADVs and teachers alike.

Key words: physical education, life skills, life orientation, subject advisors, teacher support, curriculum implementation.

## **5.1 INTRODUCTION**

South Africa (SA) had a wakeup call during 2014 with regard to the state of the health of the nation, and especially the youth. The Healthy Active Kids SA report unveiled a deterioration in terms of health, physical activity and Physical Education (PE) in schools since 2012 (Discovery Vitality, 2014). This happened subsequent to numerous efforts to encourage children to be more active. In this regard a memorandum of understanding (MOU) in the form of a pledge to deliver a sustainable, integrated plan to provide learners with the opportunity to participate in PE and organised sport - through the creation of an accessible and implementable school sport-support system - was already signed in 2011 by the Department of Basic Education (DBE) and Sport and Recreation South Africa (SRSA) (DBE, 2011a:7). The launching of campaigns that exemplify the significance of accessibility of PE and school sport for all children in SA has also been spearheaded since 2014. One example of this focused thrust towards promoting PE was the establishment of the South African Universities Physical Education Association (SAUPEA) in 2016 at a UNICEF PE Forum in Johannesburg. This transpired after incessant discourse amongst universities since 2014, at which time the objective of SAUPEA was articulated to provide direction on research, resource development, education and training (Roux & Burnett, 2014).



The mentioned initiatives and the mandatory nature of both sport and PE to be offered by all schools (SRSA, 2011), confirm the importance to deliver quality PE programmes to ensure that all learners obtain equal benefits. However, curriculum reform in SA over the past 20 years seemingly overwhelmed teachers and required numerous modifications and adjustments within a limited time frame (DBE, 2009). With time it became apparent that teachers needed additional support and guidance in respect of the implementation of the (PE) curriculum (Du Toit *et al.*, 2007; Van der Merwe, 2011; Van Deventer, 2012). This supportive and facilitative role has been assigned to Life Skills (LS) and Life Orientation (LO) Subject Advisors (SUBADVs) in district offices of the respective provincial departments of education. The unique challenges SUBADVs face in their supportive role of teachers are often overlooked, specifically in the case of PE as being only one component of LS/LO.

Previous studies mostly focused on the impact of curriculum changes on the state and implementation of PE within LO, and describe the problems and challenges it presents for teachers (Rooth, 2005; Christiaans, 2006; Du Toit *et al.*, 2007; Prinsloo, 2007; Van der Merwe, 2011; Van Deventer, 2011, Perry *et al.*, 2012; Van Deventer, 2012) and learners (Frantz, 2008; Jacobs, 2011). More recently, Cleophas (2014) provided a historical-political perspective on PE and focused on how political issues have (negatively) influenced the school curriculum. Globally, research also confirms a similar trend to that in SA, namely that several countries struggle to reverse the demise of PE (Hardman, 2010; UNOSDP, 2013; Lee & Cho, 2014). This happens even though PE is internationally regarded as a subject of importance, as emphasised in the United Nations Educational, Scientific and Cultural Organisation's (UNESCO) appeal for the development of quality PE programmes, supported by teacher training and the allocation of sufficient resources (CIGEPS, 2011).

## 5.2 PURPOSE OF THE STUDY

Apart from Van der Merwe (2011) who reports on a Department of Education (DoE) initiated countrywide training of SUBADVs that took place in 2008, an absence of studies about the challenges facing SUBADVs or senior education specialists in the implementation of the LO curriculum(s) seems to exist, especially with regard to PE. If a better understanding of the way in which effective implementation of PE in schools is to be acquired, then a more in-depth examination of the role of the SUBADV seems imperative. Therefore, the purpose of this study is to highlight some of the issues and challenges that are currently encountered by SUBADVs with regard to their supportive role in guiding teachers to effectively deliver PE in schools in the Free State Province of South Africa. The primary research question was formulated as follows: what are the challenges that LS/LO SUBADVs experience regarding the implementation of PE in the schools and amongst the teachers they serve? Gaining an in-depth understanding hereof could help to generate and maintain the momentum of the drive to support PE in schools.

This research is grounded in the ecosystemic approach developed by Bronfenbrenner (Donald, Lazarus & Moolla, 2014). This approach represents a merger of ecological theory and the systems approach within the human environment: ecological theory focuses on the interdependence of people and systems to sustain balance in the environment, and the systems approach highlights that the human environment is made up of interacting and influencing systems. Bronfenbrenner proposes five levels of environment (contexts or systems) that influence an individual's development; the microsystem, the mesosystem, the exosystem and the macrosystem (Bronfenbrenner, 1979). Within the microsystem are all the structures with which an individual has direct contact.

The mesosystem connects the structures of an individual's microsystem with one another, such as the teacher and the SUBADV. Next, the mesosystem is nested within the exosystem, which refers to the larger social context in which

an individual does not directly function. All three of the above systems are encased within the macrosystem, which is regarded as the outermost system of an individual's context (Bronfenbrenner, 1979; Donald *et al.*, 2014). The point of departure in this study was that SUBADVs of LS/LO are in an interdependent relationship with the LS/LO teachers they serve, and that these two systems impact each other reciprocally through constant interaction. Without appropriate systemic interaction, interdependence and balance in these two systems, it will be highly improbable to develop quality PE implementation as part of LS/LO.

## **5.3 BACKGROUND TO THE STUDY**

### **5.3.1 Curriculum changes (in PE) over the last 20 years**

The ongoing changes and amendments to the curriculum indisputably left its mark on the education system, as Paton-Ash and Wilmot (2015:1) point out: “since the transition to democracy in 1994, the South African government has been trying to address the challenge of providing quality education for all children in schools”. Prior to 1994, PE was recognised as a stand-alone subject, although each provincial department of education approached it in a different way (Mabumo, 2014). Furthermore, PE had its own specific syllabus with two PE periods a week assigned for all grades in accordance with the curriculum (Pelser, 1989). With curriculum reform foremost on the transformation agenda after the 1994 election, the first National Curriculum Statement (NCS), namely Curriculum 2005 (C2005) was introduced at the turn of the century (DBE, 2009). PE was marginalised to a learning outcome of a novel subject, Life Orientation (LO) (Van Deventer & Van Niekerk, 2009).

In 2002, a review report compelled the introduction of the Revised National Curriculum Statement (R-NCS) (DBE, 2009), in order to resolve ongoing implementation issues. A further iteration of the R-NCS took place towards the end of the first decade, and the Curriculum and Assessment Policy Statements (CAPS) were developed for each subject in the NCS by 2011 (DBE, 2011b). In the current CAPS, the subject Life Skills (LS) in the Foundation and Intermediate

Phases and LO in the Senior and Further Education and Training phases, comprise of several diverse topics, of which PE is one (DBE, 2011b).

PE, as one of the subject areas or topics of LS/LO, focuses on learners experiencing the benefits of regular participation in physical activities, in order to understand the importance of a physically active lifestyle (DBE, 2011b). Through the adoption of a physically active lifestyle, health is promoted (Ericsson, 2014). Hodges, Kulinna and Lee (2014:33), however, report that “a large percentage of children and adolescents around the globe are not achieving the recommended health sustaining activity levels”. The World Health Organisation (WHO) furthermore ascribes the rising levels of physical inactivity as the fourth leading risk factor for global mortality (WHO, 2010:7). Undeniably, if the general health of the worldwide population is at risk, intervention is paramount. In this regard, it is not surprising that international organisations such as the European Commission, the WHO, United Nations Children’s Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Office on Sport for Development and Peace (UNOSDP), the International Olympic Committee (IOC) and the International Council of Sport Science (ICSSPE) in partnership with UNESCO, developed guidelines for policy-makers to inform the provision of quality PE. These guidelines serve to support policy-makers (i.e. heads of department or senior officials within ministries) by providing a framework to “reshape physical education policy to accelerate the development of several dimensions of human capital...” (UNESCO, 2015:5).

Unfortunately, according to Stroebel, Hay and Bloemhoff (2016), the changes to the PE curriculum from 1994 until present and the implementation of the post-apartheid curriculum in schools, resulted in serious challenges regarding the delivery of PE in South African schools.

### **5.3.2 Health and Physical Education**

The Healthy Active Kids South Africa (HAKSA) Report Card of 2014 accounts for less than two-thirds of children who participated in weekly PE classes

(Discovery Vitality, 2014). Furthermore, the overall score in 2014 with regard to physical activity and PE in schools was a D, which equals 21% to 40% (the grade for each indicator is based on the percentage of children and youth meeting a defined benchmark) (Discovery Vitality, 2014). This alarming tendency of the decline in PE questions the actual implementation of the current CAPS curriculum (Discovery Vitality, 2014). The importance and delivery of PE for the preservation of the subject in schools and the essential role it plays in influencing active life-styles are recognised in the literature (Green & Collins, 2008; Hardman, 2010). Green and Collins (2008:226) contend that PE provides all children with “the skills, attitudes, knowledge and understanding for lifelong participation in physical activity and sport”. This argument is supported by Cale and Harris (2013) and Goodway, Famelia and Bakhtiar (2014) who similarly elaborate on the benefits of regular engagement in PE. In addition, a controlled intervention study (the Swedish Bunkeflo project) by Ericsson (2014) reported positive effects of daily motor skills training and PE. Moreover, Balyi, Way and Higgs (2013) argued that the PE class is the only environment where all children have the opportunity to develop fundamental movement skills, which are considered the building blocks for the learning of sport-specific skills.

Against the above context, the capacity of teachers to deliver PE should be deliberated, as they have the opportunity to enhance the experience for children and lay the foundation for leading healthy lifestyles (Frantz, 2008; Hardman, 2010).

### **5.3.3 Teachers**

The LO teacher is instrumental in putting the curriculum into practice. However, it seems as if the LO teacher’s role was created without considering whether the teachers or the system were ready for such a “fundamental change over such a short space of time” and whether they were sufficiently prepared for the change (DBE, 2009:12). Jacobs (2011) affirms that the theory and the practice of CAPS are detached from each other, which results in ineffectiveness

and negative attitudes by both learners and teachers. Modisaotsile (2012) agrees that a number of challenges contribute to the quality and functionality of education at present, including poor teacher training, unskilled teachers, and a shortage of resources. Insufficient training is probably best illustrated in a study done by Prinsloo (2007) on the implementation of LO programmes at South African schools, who found that a three-day HIV and AIDS course or a two-hour LO workshop, or even being an ex-Guidance, ex-Religion Studies or ex-PE teacher are considered as being “qualified” in LO. Teaching LO appears to be a transitory duty that changes from year to year (Rooth, 2005). Christiaans (2006) and Prinsloo (2007) suggest that the choice of teachers assigned to LO has an effect on how the subject is perceived. Therefore, as the LO teacher is strategic in the implementation of quality PE, unqualified teachers certainly do not benefit the status of PE (Van der Merwe, 2011).

Against this backdrop, the situation that subject advisors (SUBADVs) find themselves in currently emerged as a focal point for the researchers – keeping in mind the SUBADVs role is to advise and support teachers in LO with its diverse study areas and topics. Hence, with the decline in health and physical activity, SUBADVs should be playing a cardinal role with regard to the effective delivery of PE at schools.

#### **5.3.4. Subject Advisors**

The drawn-out and frustrating process of policy development has left its mark on the implementation and delivery of PE. Consequently, teachers were not adequately prepared or appropriately qualified to deliver LO with its diverse study areas (DBE, 2009). Cleophas (2014) emphasises that departmental officials were not pedagogically prepared for the implementation and support of LO either. Nevertheless, SUBADVs of LS and LO are expected to provide guidance and advice to teachers for the practical implementation of LO and PE, often without the necessary background.

According to the *Government Gazette* of 2013 (Notice 300 of 2013) (DBE, 2013:14), a SUBADV is “a specialist office-based educator in a district office or

circuit office whose function is to facilitate curriculum implementation and improve the environment and process of learning and teaching by visiting schools, consulting with and advising school principals and teachers on curriculum matters”. The post of a SUBADV “requires the incumbent to be a subject and/or phase specialist in his/her field, demonstrating both depth and content knowledge as well as its pedagogy” (DoE, 2012:47). The titanic task of a SUBADV is illustrated best by the roles and responsibilities described in the *Government Gazette* no 35107 (2012:47), of which the following is only a condensed account applicable to this article: “SUBADVs monitor and support the implementation of Curriculum and Assessment Policy Statement (CAPS); monitor and ensure effective education service delivery at school level; are involved in the training in and monitoring of the implementation of CAPS; provide focused support to struggling schools; conduct effective site visits to schools to provide professional support and guidance; attend meetings, conferences and workshops provincially and nationally; ensure alignment of curriculum implementation to national objectives and standards and present courses and activities”. Based on the aforementioned, providing optimal assistance to teachers may be viewed as a unique and difficult challenge.

## **5.4 METHODOLOGY**

### **5.4.1 Research design**

In order to comprehend the scope of the challenges faced by SUBADVs regarding their involvement in schools and with teachers, the “focus is on exploring the way they interpret and make sense of their world and the experiences they have in the world” (Merriam, 2009:24; Grbich, 2007), and how the context of their situation has impacted on constructing their understanding (Grbich, 2007). The investigation followed a qualitative research approach. To explore the extent of the challenges and issues the SUBADVs face and to understand their experiences and perspectives, the study focused on the interpretation of the subjective experiences and meaning attribution of SUBADVs and was therefore approached from an interpretivist

paradigm. An attempt was made to describe the feelings and experiences of the SUBADVs with the intention of developing an understanding of the meaning(s) imparted by them, or “seeing through their eyes” (Nieuwenhuis, 2007:51). Hence, a grounded theory design was adopted, as it is an inductive, comparative, iterative and interactive method (Charmaz, 2006).

#### **5.4.2 Participants**

The participants in the study consisted of ten SUBADVs (5 male and 5 female). Eight of the ten participants do not hold any qualification in PE, but rather specialize in a variety of subject areas such as Guidance, Arts and several other subjects. They are all involved in the subject area LS and/or LO in the Free State (FS). During a telephonic interview, SUBADVs were nominated by the Acting Coordinator of the SUBADVs of LS and LO, Free State Department of Education (FSDoE) (T. Phatoli, 2015, personal communication, 18 June). SUBADVs were purposefully selected and approached to take part in the study on the basis of representing all teaching phases and the five education districts of the FS. “Purposeful sampling is based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 2009:77). Therefore, it was envisaged to include all phases and districts in order to determine whether subject advisors experience similar challenges and difficulties with regard to implementation of the curriculum and support of teachers. The study covered the five districts, namely the Motheo District (n=2); Lejweleputswa (n=2); Xhariep (n=2); Fezile Dabi (n=1) and Thabo Mofutsanyana Districts (n=3). The school phases represented were: FP (n=2); FP and IP (n=5); IP and SP (n=2); SP (n=1). The sample was strongly affected by the availability of the SUBADVs, and as an unfortunate consequence the exclusion of one teaching phase, namely FET emerged. Conversely, the number of interviewees was eventually deemed appropriate, as a saturation point was reached during data analysis with no new information emerging from the iterative data (Patton, 2002).



### **5.4.3 Ethical considerations**

The entire process was executed with due consideration to all ethical aspects in qualitative research. The FSDoE granted permission to conduct the research and district coordinators assisted in providing contact details of subject advisors in the province. Ethical clearance was obtained from the Ethics Board of the Faculty of Education, University of the Free State (UFS) (UFS-EDU-2014-037). The participants were treated in accordance with the ethical guidelines outlined by the Ethics Board of the UFS and the approval and conditions specified by the FSDoE. Written informed consent was obtained and participants' right to privacy and anonymity were assured in terms of any publications forthcoming from the study.

### **5.4.4 Data collection**

In 2015, provincial and district subject advisors from the FSDoE were approached with a brief overview of the research. Logistical issues forced the researcher to revert from planned focus group discussions to individual interviews with those subject advisors who could avail themselves during the period of data collection. Data for this project were gathered over a period of six months in the course of 2015 and early 2016, by means of in-depth semi-structured interviews with SUBADVs. Interviews sought to identify issues, challenges and difficulties that subject advisors experience in their task to assist and support teachers with regard to the subject area of LS and LO, in particular with the implementation and presentation of Physical Education. Face-to-face interviews were conducted at the convenience and availability of the SUBADVs at their respective district offices.

Questions firstly focused on general challenges of LS/LO from the SUBADVs' point of view - and their perceptions of the challenges that teachers face. A question addressed the difficulties teachers experience with the implementation of CAPS. Questions directed more specifically to PE investigated what contributed to problems with the topic and how it could be addressed. Sample questions focusing on PE included:

- Which difficulties do you experience when supporting/advising the teachers who teach Physical Education?
- Which strategies/recommendations/solutions would you like to propose to address these problems/issues?

#### 5.4.5 Data analysis

Qualitative content analysis was used to analyse the data. Data were recorded by means of field notes and audiotaping. Data collected were transcribed verbatim by the primary researcher and analysed initially by the researcher who conducted the interviews with the participants. Guided by Merriam (2009:29) who argues that “the investigator is the primary instrument of data collection and analysis”, the data were organised into structured themes, whereby an “inductive stance was assumed to strive to derive meaning from the data, resulting in theory that emerges from, or is ‘grounded’ in, the data – hence, grounded theory”.

The interview transcripts were analysed independently by reading the text several times to gain meaning, and codes and categories were allocated to extracts of text. The interview results were read and extracts of text then allocated to coded items (categories). The text of the interview transcripts were imported into SAS 9.4 Software (SAS, 2014). The transcripts were programmatically searched for the extracts of text that were identified and relevant codes were assigned to each interview/question, resulting in interview outcomes. The two methods of analysing the data (primary researcher’s inductive coding and the coding/programming of the results by independent statistical analysis) served to validate the results, as it was comparable from two separate sources.

The qualitative data is firstly presented quantitatively in the form of a table (Table 5.1), to make it easier for the reader to see all the results at first glance, before being presented qualitatively in the rest of the article.

## 5.5 RESULTS

The results presented in Table 5.1 are according to seven themes identified from the interviews and supported by field notes and statistical analyses. The three most prominent themes that emerged – inadequate facilities and resources; lack of knowledge and understanding of PE and the need for training and workshops will be discussed, as it highlights the unique challenges SUBADVs of LS and LO face with regard to their supporting role.

**Table 5.1: Summary of the opinions of SUBADVS (A-J) on PE**

SUBADV	A	B	C	D	E	F	G	H	I	J	Frequency of use in interviews*
THEMES											
Lack of importance of PE	✓	✓		✓	✓	✓	✓	✓	✓		31
Inadequate facilities and resources				✓		✓	✓	✓	✓	✓	48
Need for training and workshops	✓	✓	✓	✓	✓	✓	✓	✓	✓		32
Lack of knowledge and understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓		41
Inappropriate allocation of teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓		19
Rotation of teachers	✓	✓		✓	✓	✓	✓	✓			18
Assessment problems	✓	✓	✓			✓					15
Lack of funding								✓	✓	✓	9

\*A SUBADV could mention a theme more than once (the opinions could be summarised in a theme – similar responses). Multiple opinions of SUBADVs were summarised per theme.

### 5.5.1 Inadequate facilities and resources

One problem that was mentioned frequently during interviews was inadequate resources. This includes facilities, apparatus and financial resources. This problem is twofold: firstly, the SUBADVs experience the consequences of the shortages in executing their specific duties and responsibilities and secondly,

the schools and teachers encounter these problems and the ramifications thereof in the classroom. The situation SUBADVs find themselves in impact greatly on their supporting role, as the district offices prove to be the biggest challenge preventing them from doing their work effectively, with a scarcity of financial, physical and human resources seen as having a dominant negative impact, *“At district level ... we are having a problem of transport, you want to go to a school, but you don't have transport; “we do not have ... photocopy paper, printers”; “telephone is not working, photocopy machines, not working.”* There is a shortage in person power, which implies that workshops cannot take place and teachers have to cope without adequate support, *“we are letting it to the teachers to see how they are doing it”*.

In addition to the difficulties SUBADVs experience with insufficient resources they acknowledge that a lack of resources in schools also proves to be the prevalent barrier teachers face preventing them from implementing CAPS effectively as required by the policy. SUBADVs are duly frustrated, as one participant stated, *“I wouldn't want to listen to the challenges, I want the results ... I want the implementation, you can't come and tell me that you don't have a ground, you don't have a ball, ... I'm not going to tell you how to improvise ... it goes back to the issue of resources ...”*

The Department of Education cannot provide adequate resources for all the schools. Currently a disparity exists between certain urban schools and township schools, *“the masses of them, in the township schools, they are really lacking these facilities”*. One participant explains it from the teachers' point of view, *“our teachers, even if you say - improvise, they will say like, how long should we improvise?”* Limited funding has an impact, as funds are usually allocated to matters with a “higher priority”. The added frustration becomes clear in the following comment by a participant, *“I remember 1996 there was this talk about redressing the past imbalances, I'm still waiting to see that.”*

SUBADVs attest that in some cases, teachers go to desperate measures in order to provide children with opportunities to participate, such as purchasing

skipping ropes from their own funds. Whereas some schools do not have facilities at all, others do not have a suitable space for outdoor PE classes. It should be noted that inadequate facilities are also not conducive to learners safety: *"it's too rocky outside, they don't even have ... a soccer field outside ..."*; *"It's pure, pure ground, stones are there, glass are there – the safety measures are also the problem"*. A participant points out that learners' socio-economic backgrounds could become a barrier to participation. Hazardous, unsuitable surfaces necessitate appropriate shoes that they cannot afford, which may result in learners playing soccer or netball with school shoes, which increase the risk of getting injured.

On the other hand, teachers will use the lack of facilities and resources as an excuse *"not to do anything"*. It is however very disconcerting to note that the availability of facilities does not guarantee the optimal use thereof. One participant reiterated that even if all the sport equipment is available, it may remain unused and is *"gathering dust"*. This is confirmed by another participant, which described a sponsorship where schools were provided with a bag of sporting equipment which included equipment for rugby, table tennis, tennis and soccer. Even with necessary equipment, the hindrance in implementing came from the teacher described by the participant as *"an old lady of 55"* who vindicated not supplying a report by, *"I am old, now I'm going for pension, you know this thing of Physical Education, I'm not interested in it, I was given ... it by the principal ..."* Therefore, a comment made by a participant, *"sometimes I think that they (teachers) simply don't want to"* may not seem too far-fetched. In addition, a lack of maintenance and theft also impact negatively on the situation. According to a participant who attended a certain school in the district himself, the school was fully equipped for PE with a multipurpose hall and sufficient apparatus, *"but today you can't find a single thing there; not even a mat; it's not there; it just disappeared"*.

### 5.5.2 Lack of knowledge and understanding

Eight of the participants volunteered, without being questioned, that they were not qualified in PE: “most of us, if not all ... the whole team is not ... trained in PE, so it is really a challenge for us ... to also assist teachers ... I think in our team, our Provincial team it is only one person who is a PE specialist ...”

One participant admitted, “when I go to school, I never touch it, I don't want to lie ... I never say anything, I ... don't ask when I get to school, what do you do in PE?” SUBADVs feel incapacitated to assist teachers with the practical execution, and one participant mentioned that to elude exposure, he purposefully avoided it. SUBADVs that are not trained or uncomfortable with a specific subject area have to rely on colleagues who are more familiar with a specific topic to assist in terms of particular content. In some districts, there are no subject coordinators to guide and support the SUBADVs with their unique challenges.

A participant stated, “the biggest challenge, really is true that we don't have, up to now; we have not received a specific training how to handle PE at school”; “with Physical Education, I am not a specialist. I don't know, that is that.”

It is the perception of SUBADVs that teachers experience difficulties with the application of the CAPS and move directly into practical work, without a real understanding of what to do, “*going out there, throw one soccer ball to the kids, and let them play. They play there; unsupervised ... you can see that teachers don't actually know what is going on.*”

Participants are of the opinion that teachers do not know how to maintain discipline, and/or to conduct a PE class or which procedures to follow. Apart from safety with regard to the environment, safety measures in terms of instructions are not addressed; “*they just let learners run around and play and do whatever they want to do... what happens if a learner get injured on the ground ... the teacher will be in trouble ... you have to follow the policy, it's the Bible ...*”

According to a participant, the relevant teachers do not attend workshops, and although a textbook can be read, the interpretation requires in-depth knowledge of the content and theory. They *“don't attend workshops; they don't know what the requirements are; they don't read the policy ... they never, they never read the policy ...”*

Several participants came to the realisation that the accessibility of equipment does not necessarily mean PE will be efficiently implemented, *“even the schools, are not giving teachers enough time ... to learn, and to be glued with the subject ... our teachers are struggling with the content ... don't get clued up with the policies, they are struggling with policies... as to how to handle it, even though we are conducting workshops”*. Therefore, it is clear that teachers do activities without comprehending or focusing on the skills that need to be developed through the activity *“so it becomes just a useless activity ...”*; *“the schools in township, it is because teachers are not doing their work, they are not controlled and they are not doing quality work, they are not teaching the theory ... if you do not know the content you don't know what to teach in terms of theory, because you cannot do practical's without mastering the theory”*.

### **5.5.3 Training and workshops**

The majority of participants reiterated the need for teachers to undergo training and become qualified. One participant referred to *“proper training”* in order to understand the content and acquire the skills. A participant commented: *“we cannot forever train and train and train every time with new people”* and compared it to *“you won't find a general practitioner, tomorrow this person is not a general practitioner, they have ... moved this person to become ... a dentist or the dentist is now ... an optometrist ... but with us, we have people who are not specialists ...”*

Several participants referred to training they had undergone, which they felt was insufficient and did not concentrate on the practical implementation of the curriculum, *“the person who was doing that training, I felt like he was just a gym instructor ... we did some movements, we enjoyed... but we did not*

*really come to address what we need to address and how we should assist teachers when it comes to the policy”.*

A participant further maintained that a workshop for teachers facilitated by a service provider did not succeed in the actual aim and nothing was really gained to assist teachers “... *if we could get somebody who can train the subject advisors, maybe together with the teachers, who understands what the policy requirements are, who understands how assessment is done, who can give us strategies how to do it, ... if we are assisted with a person who can really advise us as how to approach it”.*

Moreover, a participant explained, “what we always do ... take 150 teachers to go and workshop them on Maths, the whole morning ... in the afternoon when they get tired, we call someone who can say something about LS, PE, so I think also the Department hasn't giving it the priority ... the Department has got to play a part”.

A participant referred to a debate in the media about the training of teachers, “that we are taking teachers for only two hours or a day, and then in the end we expected to be ... knowledgeable in the particular subject, that they must be masters and they must teach, and now we can see, what those people were talking about, because some of the teachers you will find that they were trained in three or two subjects, and they have the manuals and they have the information but in terms of implementing, we find that when they go back to their schools there is a huge, huge problem”.

He further stated, “The people who are training in those subjects, they are not the ones who are teaching the subjects.”

## **5.4 DISCUSSION**

Findings emanating from this study suggest that SUBADVs experience a number of challenges in their attempt to support teachers to effectively deliver PE. These challenges impact negatively on the role and responsibilities of the SUBADV in facilitating curriculum implementation. Noticeably, insufficient



facilities and equipment to present PE and sport are a major concern - a finding that relates to a study done by Van Deventer (2012). The importance of accessibility of PE and sports at school for all children in South Africa was accentuated by Gert Oosthuizen, the Deputy Minister of Sport, at the 2014 South African Sport and Recreation Conference (SASRECON, 6-8 October 2014) (Oosthuizen, 2014). However, the meaningful delivery of PE at many historically disadvantaged schools is still jeopardised because of a lack of basic resources (Walter, 2014).

Cleophas (2014) contends that the majority of South African schoolchildren have limited purposeful opportunity to participate in PE under the apartheid regime, but despite all the changes that have taken place post-1994 still lack access to meaningful PE. This view supports the contention that teachers' meagre subject matter knowledge and pedagogical content knowledge are important contributors to the quality of education (DBE & HET, 2011). Prinsloo (2007) argues that the presentation of PE programmes requires expert skills from teachers and that intensive training over a period in a number of problem areas is imperative. In addition, Prinsloo (2007) reports that the different provincial departments and the district offices attempted to train and support teachers. However, the quality and quantity of the training and support were not as successful and the support received from learning support facilitators was rather unsatisfactory. They also failed to visit the schools on a regular basis and could not provide assistance, due to a lack of knowledge or problem solving skills (Prinsloo, 2007).

It is obvious that SUBADVs of LS/LO are in an interdependent relationship with the LS/LO teachers they serve, and that these two systems impact each other reciprocally through constant interaction. The aforementioned relationship and interaction could be best illustrated by the monitoring and supporting SUBADVs are expected to provide with regard to the implementation of the curriculum by teachers. Furthermore, SUBADVs are required to support teachers in strengthening their content knowledge, in addition to paying personal visits to schools to ensure that teachers have access to the necessary

resources (DoE, 2012). It would therefore appear imperative that collaboration between those assigned (SUBADVs) with the responsibility of supporting teachers in the implementation of the curriculum and those responsible for the execution (teachers) of the curriculum are efficient so that congruence can be obtained between actual and desired delivery of PE.

## 5.5 CONCLUSION

Curriculum reform in South Africa has seemingly proven to be an impediment for the delivery of PE. The status and state of PE at schools at present, coupled with the impact on implementation of the curriculum have clearly been a case of three steps forward and two steps back – not taking PE forward purposefully. Based on the results of this study, it is evident that SUBADVs face copious challenges with regard to the implementation of the diverse LO curricula, and in particular with supporting teachers to deliver quality PE. Within an ecosystemic framework, PE would succeed where SUBADVs and teachers are trained, committed and passionate – and interact in an interdependent and balanced way. The absence of qualified SUBADVs and teachers, the lack of facilities and resources to present PE and the need for appropriate in-service training for SUBADVs and teachers are evident and need to be addressed without deferment for the sake of the health of South Africa's children.

Finally, as SUBADVs appears to be crucial to the successful implementation of the curriculum, it is encouraging that they regard LS/LO as a very important subject, as is best reflected through the comments of one participant who suggested that it is *“the core-subject ... the mother of all ... we normally refer to it as an alpha and omega, you can build the learner through Life Skills and Life Orientation, you can also destroy”*.

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**CHAPTER 6**  
**ARTICLE IV**

**PHYSICAL EDUCATION, SCHOOL SPORT AND SPORT FOR ALL:  
“BACK TO BASICS” TO ENHANCE SPORT DEVELOPMENT IN  
SOUTH AFRICA**

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## Physical education, school sport and sport for all: “back to the basics” to enhance sport development in South Africa

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### ABSTRACT

Although the delivery and quality of Physical Education (PE) is a universal challenge, South African schools in particular find it challenging to provide a solid foundation and adequate resources, as well as to sustain efforts to yield a healthy nation and produce champions in sport. The aim of this article is to argue that quality PE plays a significant role in providing opportunities for exposure to a variety of physical activities that form the basis of sports participation. This review explores literature and core government documents related to PE, school sport and sport development, in order to elucidate the significance of delivery of quality PE and school sport. It seems that globally, the development of mass sports is continually opposed by the prominence of elite sports. The role that schools and PE can and should play in engaging children in physical activity is often overlooked. The newly appointed Minister

of Sport articulates concerns about major challenges faced with regard to the implementation of PE and sport at school as, seemingly, policies and plans are in place, but they do not materialise. The precedence of addressing inequalities between schools and ensuring an enabling environment for all children at all levels of participation through PE, school sport and ‘sport for all’ to contribute to enhanced sport development are emphasised. The potential to become an active nation is tangible if we can succeed in getting “the basics right”.

Key words: Physical Education, physical activity, school sport, sport development, policy implementation

## 6.1 INTRODUCTION

Let’s start at the very beginning, a very good place to start ... when you read you begin with A, B, C – when you sing you begin with do, re, me ...” This renowned song sung by Julie Andrews in the classic movie “The Sound of Music” captured the essence of learning new skills, whether it may be reading, writing or singing. When learning new skills, the foundation should be sound, and the “basics” important. To ‘get back to basics’, a phrase commonly used to indicate the solving of difficulties, is according to the *Cambridge Dictionary* “the central and most important principles of something” (*Cambridge online dictionary*, n.d.). Hence, on the same “note” – to realise successful sport development in South Africa (SA), one would assume that the basics, namely the important principles receive attention in order to progress to the ensuing stages resulting in elite performance, “to reach the pinnacle of the pyramid” (Kirk & Gorely, 2000). Fundamental movement skills (FMS), such as running, jumping, throwing and kicking are as essential as teaching ABCs to read and write (Barnett *et al.*, 2013). In teaching children FMS they are provided with the foundation they need for a physically active lifestyle (Barnett *et al.*, 2013). The National Sport and Recreation Plan (NSRP, 2012) noted that the basis underpinning mass sport participation and high performance are the ABC’s of athleticism (agility, balance, coordination) and the ABC’s of athletics (run,

jump, throw) (SRSA, 2012). In light of the importance of a solid foundation to build on, it is presumed that every school in SA is adequately resourced to deliver Physical Education (PE) and school sport, as endorsed by the Revised International Charter of Physical Education, Physical Activity and Sport (UNESCO, 2015). This charter states that, “every human being has a fundamental right to physical education, physical activity and sport”. Simultaneously it is emphasised that resources for these purposes must be allocated "without discrimination" to avoid exclusion experienced by vulnerable or marginalised groups.

Numerous deliberations to drive the promotion of physical activity and ‘sport for all’ in SA have transpired. There is undoubtedly a need for this involvement to address the lack of accessibility and availability of sporting facilities and resources in especially disadvantaged communities. One of the most significant current discussions regarding PE in schools centres around the delivery and quality thereof; this seems to be a universal challenge, and therefore the low status, lack of resources and inadequately qualified teachers to present the subject experienced in South African schools, are not unique (Van Deventer, 2004; Hardman, 2010; Lee & Cho, 2014). The call for qualified physical education teachers producing quality and inclusive PE as a compulsory subject in all grades and levels of education should be taken seriously (UNESCO, 2015). The reason for this is what Tappe and Burgeson (2004:291) in their article titled: “PE: a cornerstone for physically active lifestyles” refer to as the increase in prevalence of obesity and diabetes among youth and adults, and the absence of daily physical education. These matters are a concern for the public health sector and the public, and subsequently engendered support for physical education and other school physical activity programmes (Shilbury, 2008).

Leading countries in sport seem to have successfully implemented a long-term approach to sport development, thus emphasising that a solid foundation and sustained efforts are paramount to have a healthy nation and produce champions (NSRP, 2012). The Active After-schools Community Program (AASC)

in Australia that were created with the purpose of increasing sport participation among primary school-aged children, signals a course change from using mass sports as a platform to produce elite athletes (Green & Collins, 2008:235). In the governments in Canada, New Zealand, the UK and Singapore, investment in sport focuses on developing elite sporting success (Houlihan & Green, 2008). In contrast, Finland promotes sport programmes that aim to increase levels of mass participation, as a means of ensuring that all citizens have equal access to, and are encouraged to participate in sporting activities. Green and Collins (2008) observed that Finland had been able to attain levels of sport participation across various age groups and between gender groups that few other countries had been able to achieve.

Bloyce and Smith (2010) suggest that the inclination towards elite sports as opposed to the development of mass sports, results in considerable tension in some countries. African countries do not escape this anomaly either, thus Amusa and Toriola (2012) appeal that in Kenya the emphasis should rather be on curriculum development that embraces the physical education of all youth, instead of focusing on elite athletes only. Furthermore, Green and Houlihan (2005) point out that advocates of elite sport development and wider mass participation respectively, allegedly have a history of divergence, causing conflict over importance and focus. Accordingly, many sport federations in South Africa shifted their focus from the long-term development of mass-based sport to the nurturing of elite athletes, with the expectation of short-term results (Desai, 2010). Interestingly, Murray (2009:1) paints a different picture, which may disclose the success of Jamaica on the athletic front, "The Jamaican education system has paved the way enabling the island's Olympic gold glory. Through its physical education syllabus and its dedicated physical education teachers we now reap the benefits." Hence, De Bosscher *et al.* (2008) refer to one of the nine pillars leading to sporting success, namely the impact of a broad base of sport participation. The broad base is not always a condition of success, as Shilbury (2008) points out that not all participants are likely to be elite athletes; however, it may have a significant influence, as it provides a

supply of young talent, training opportunities and competing at various levels of ability (De Bosscher *et al.*, 2008).

What is often overlooked, however, is the role schools, and by implication PE can and should play in engaging children in physical activity as well as intramural and extramural sport (Rink, Hall & Williams, 2010) and, subsequently, sport development. In this regard, the last three Ministers of Sport in SA acknowledged the significance of concentrating on the fundamentals for participation. The previous Minister of Sport and Recreation, Makhenkesi Stofile, referred to schools' sport as the "nursery" for participants in senior competitions (Desai, 2010:3). His successor, Fikile Mbalula, pronounced during his budget speech that "meaningful investments are required from an early age for enhanced effective participation in sport" (Mbalula, 2014). However, although the newly appointed Minister Nxesi agrees with the aforementioned, he clearly articulates concerns about major challenges faced with regard to implementation of PE and school sport, which he refers to as "the death of physical education and sport in a majority of our schools". He further contends that transformation must include the demand for access for all learners to sport and physical education (Nxesi, 2017a). In keeping with the Ministers' of Sport sentiments, PE has the capacity of supporting school sport development, sport development and "sport for all", if it is only acknowledged as the foundation for introducing, exposing and developing all children's skills and abilities to participate in physical activities and subsequently, school sport - which might, in turn, lead to effectual sport development (Green & Collins, 2008).

Against this background, the aim of this article is to argue that quality PE plays a significant role in providing opportunities for exposure to a variety of physical activities and sport skills that will form the basis of sports participation in the future (DBE, 2011b), thus impacting positively on sport development. A review of the literature related to PE, school sport and sport development, as well as an exploration of core documents, in particular the NSRP, MOU and School Sport Report, were undertaken in order to elucidate the



significance of the delivery of quality PE and school sport to support effective sport development in South Africa. However, the adversities of currently disadvantaged communities and schools are a reality and should be considered when focusing on mass participation and “sport for all”, therefore emphasising the importance of PE and school sport.

Recommendations are subsequently made to address the issues that are highlighted in the core documents, in order to deliver quality PE and school sport to all children in South African schools.

## 6.2 CONTEXTUALISATION OF SPORT DEVELOPMENT

The literature provides numerous clarifications of the term sport development, and various classifications seem to exist (Coalter, 2013; Burnett, 2010; Shilbury, 2008, Lyle & Dowens, 2013). Collins (1995:21) proposes that sport development affords “effective opportunities, processes, systems and structures... to enable and encourage people in all or particular groups and areas to take part in sports...”. On the other hand, sport-for-development refers to the use of sport as a tool to improve people’s lives and enlarge people’s choices (Right to play, 2011). Coalter (2013:22) distinguishes between three models of the sport-for-development approach: the *sport plus* model (where interventions such as leadership or life skills are incorporated parallel with sport development); *plus sport* where sport is used to lure youth to education and training programmes such as HIV/AIDS prevention programmes; and the traditional forms of provision for sport. Burnett (2010) describes a similar, yet uniquely South African approach to sport-for-development: a government-initiated mass participation programme; a community-club development programme; and an ‘outside-in’ approach through the development of capacity building by means of local partnerships.

However, several authors agree with the historic vantage point, namely that sport development is a term used “to describe policies, processes and practices that form an integral feature of work involved in providing sporting opportunities and positive sporting experiences” (Hylton & Bramham,

2008:12), which in a sense relates to the traditional forms of provision that Coalter (2013) suggests and the mass participation indicated by Burnett (2010). Additionally, Robson, Simpson and Tucker (2013:6) pronounce sport development as “a process of structural and organizational change” focused on creating opportunities for all individuals in order to reach their sporting potential. This incorporates enabling the advancement of elite sport in addition to transformation that benefits individuals and communities through sport. In similar vein, sport participation that concentrates on more extensive, improved quality and standards of performance which is more widely accessible, is associated with purposeful intervention and is present at all levels and stages of participation, development and performance (Lyle & Dowens, 2013). Furthermore, sport development is proposed as different categories of which one such category describes sport development as the “consequence of related physical activity” (Lyle & Dowens, 2013:235). They further contend that other independent forms of sport-related activity, such as physical education, “can be said to be contributing to the overall development of sport” (Lyle & Dowens, 2013:236). In the light of the foregoing, and for the purpose of this article, we adopted the approach advocated by Lyle and Dowens, whereby PE, as a sport-related activity can contribute to development of sport.

The expanse of sport development models and approaches are vast, e.g. the Australian Institute of Sport promotes the Foundations, Talent, Elite and Mastery (FTEM) framework that integrates three key outcomes of sport participation: active lifestyle, sport participation and sport excellence (Cale & Harris, 2006). Coté’s Developmental Model of Sport Participation (DMSP) (Coté, Horton, MacDonald & Wilkes, 2009), describes the route followed through different stages of development on the road to elite sport or recreational participation. Similarly, Balyi, Way and Higgs (2013) developed the Long-Term Athlete Development model (LTAD), a seven-stage framework that guides participation pathways in sport and physical activity for young athletes striving for advancement within competitive sport (Balyi *et al.*, 2013). Most

models suggest a linear pathway, whereas Bailey *et al.* (2009b) advocates the Three Worlds Continuum, which explicates that engagement in sport is driven by motives such as participation, personal excellence and elite excellence, and therefore individuals should be given the chance to engage, disengage, and re-engage with sport.

Another popular model is the sport-development continuum model, which proposes an ideal prototype and is commonly used by various organisations to provide lucidness to their strategies and policies for sport. This model describes development on a hierarchical basis from foundation to participation, followed by performance and excellence as the apex (Hylton, 2013:5). There are, however, some critique on the sport development pyramid. Tinning, Kirk and Evans (1993) consider the pyramid model as a way of explaining development in sport, with PE seen as the base of the pyramid and elite sport at the top. Nevertheless, they point out that the pyramid structure is not the best parallel to draw in terms of progression and participation in sport and physical activity since it is limited to two pathways: progress towards elite sport or exiting the system. In addition, Bloyce and Smith (2010) argue that a wide participation base does not necessarily contribute to greater numbers of elite performers, although the 'pyramid structure' is the traditional notion of sport development. Similarly, whichever model is presented, the supposition that individual capability inexorably leads to success is questioned by Darnell and Hayhurst (2011), since numerous variables and restraining circumstances can play a substantial role.

### **6.3 THE SIGNIFICANCE OF PHYSICAL EDUCATION**

Article 1 of the Revised European Sports Charter declares that governments should ensure that all young people have the opportunity to receive physical education instruction and acquire basic sports skills, take part in sport and physical recreation in a safe and healthy environment and ultimately to reach levels of personal achievement and/or levels of excellence (Council of Europe, 2001). In concurrence, the National Association for Sport and Physical

Education (NASPE, 2007) states that the primary goal of physical education is to adopt and value a physically active lifestyle, which is achievable when students develop self-efficacy and experience a sense of accomplishment and pleasure (Siedentop, 2011).

Research confirms that the basis of a physically active and healthy lifestyle is the opportunities provided in the school environment for all children to develop fundamental movement skills (FMS), which are considered the building blocks for the learning of sport-specific skills. (Pangrazi, 2007, Trost & Van der Mars, 2010; Balyi *et al.*, 2013). PE therefore affords an effective structure and opportunity for all children to acquire movement skills, attitudes and knowledge in relation to participation in physical activity and sport (Green & Collins, 2008; Trost & Van der Mars, 2010; Hardman, 2010; Van Deventer, 2012). The importance of a sound foundation of motor skills and providing opportunities for optimal development of physical abilities during the crucial years of growth and maturation are evident in the literature (Gallahue & Ozmun, 2006; Pangrazi, 2007; Hardman, 2008; Rink *et al.*, 2010; DBE, 2011; Vardhan, Balyi, & Duffy, 2012; Balyi *et al.*, 2013). Therefore, FMS as well as advanced sport-specific skills can be enhanced through a variety of movement experiences (Gallahue & Ozmun, 2006:87; Coté *et al.*, 2009). Congruently, the contribution of physical and motor development is also vital to children's holistic development (ICSSPE, 2010; DBE, 2011). Dudley, Okely, Pearson and Cotton (2011) state that movement skill development and competency, combined with participation in physical activity and enjoyment should be part of a range of indicators of an effective PE curriculum and PE pedagogy.

Notwithstanding, with at least half of children in SA not meeting the recommendations for participation in physical activity according to the 2016 HAKSA Report Card (Uys *et al.*, 2016) the grade assigned for overall physical activity levels is a C (41-60%). Less than half of children and youth participate in organised sporting activities, reflecting a D classification (21-40%). In similar vein, it is reported that South African primary school children have relatively low levels of in-school physical activity, thus the grade assigned remains a D,

the same as in 2014. This unequivocally indicates failure of the implementation of PE in SA schools (Uys *et al.*, 2016).

In contrast to the findings of the aforementioned HAKSA report, SRSA (2012:21) has the vision of “an active and winning nation”. However, the majority of our nation struggle with poverty and poor health, according to Mbalula (2014). He suggests that sport and quality physical education should be prioritised, laying the foundation and ensuring that the efforts are sustained (Mbalula, 2014). Contrary to this stated priority, the Sport for Life LTAD document (Vardhan *et al.*, 2012) reports that the vast majority of children attending the 27 000 schools throughout the nine provinces lack access to regular, quality programmes of sport and/or physical education. This state of affairs brings the words of Nelson Mandela to mind, “It was not lack of ability that limited my people, but lack of opportunity.” (Mandela, 1994:42). Besides, this limitation has serious consequences for the development of physical literacy, skills development, and the exploration of talents for these unfortunate learners (Vardhan *et al.*, 2012). In addition, Cleophas (2014) contends that the majority of South African schoolchildren were denied purposeful opportunity to participate in PE under the apartheid regime and at present, the situation persists with regard to access to meaningful PE. This is confirmed by Du Toit and Van der Merwe (2013), who report that prior to 1994, several schools were deficient with regard to well-organised PE programmes, facilities and equipment. Morgan and Hansen (2013) clarifies this phenomenon by explaining that factors such as reduced time to implement meaningful lessons, insufficient equipment and low levels of expertise and confidence in teachers cause barriers in accomplishing syllabus outcomes.

The fact that PE is situated in the subject Life Skills (LS) in the Foundation and Intermediate phases, and in Life Orientation (LO) in the Senior and Further Education and Training phases as one of four interrelated study areas (DBE, 2011b) contributes to its marginalisation. The negative impact of such relegation is highlighted in a study done by Jacobs (2011) where LO was

perceived by learners as a relaxing, free period, which, in turn, impacts negatively on sport development, transformation within sport and the sport-for-all concept, according to Van Deventer (2012).

#### **6.4 THE IMPLICATIONS OF SCHOOL SPORT**

Mbalula (2014) refers to school sport in his budget speech as the “bedrock of our entire sport development continuum”. He further postulates that it is the foundation from which to develop potential, therefore the school sport championships is regarded as the prospect for identifying and nurturing talent to the elite performance level. According to Balyi *et al.* (2013:269) it is critical that children have experiences in a wide range of sports and activities from a young age and evade early specialisation. The NSRP (2012:33) states that through positive sporting experiences, sport programmes build competence for the “creation of an active and winning nation”. Bailey (2009) supports the notion that contexts emphasising positive PE and sport experiences, are typically characterised by enjoyment, diversity, and the engagement of all. School sport would thus be more appealing if emphasis was placed on its educational potential rather than its competitive side (Bailey, 2009).

#### **6.5 THE RELATION BETWEEN PE, SPORT DEVELOPMENT AND “SPORT FOR ALL”**

SA Sport for Life (Vardhan *et al.*, 2012) addresses the overarching system and structure of sport, physical education and physical activity which embrace the relationship between sport and physical activity, school sport, physical education and high-performance sport at all levels of management and delivery. The alignment and integration of programmes delivered by the Department of Basic Education (DBE), Department of Health, SASCO and SRSA – including Clubs, Provincial and National Sport Federations – have the potential to generate opportunities for children in sport, as well as “place more South Africans on the podium and support the health and wellness of the nation” (SASCO, 2012:67). Similarly, as indicated in the White Paper, the NSRP

reiterates that the impetus for life-long participation emanates from sport and physical education at schools, and are therefore regarded as the “central starting point for sport development in this country” (SRSA, 2012b:23). Lengthening the timeframe of youngsters’ involvement appears to be related to the establishment of wide sporting repertoires (Green, 2012). According to Birchwood (2008) continuous participation in sport throughout adulthood usually derives from being introduced and becoming committed in childhood, therefore, to maximise participation among children and minimise dropout in the future, seems to be the best way to increase continuing sport participation. Likewise, Wolf and Hums (2013) argue that if different physical and intellectual abilities are accommodated, all could reap the benefits from physical activity in sport situations, despite disparate circumstances.

Hardman and Marshall’s (2009) worldwide survey revealed that one of the factors for quality provision to be cautious of, is that an inconsistent foundation may undermine the start of the pathway. Penney and Jess (2004) and Green and Collins (2008) agree that quality PE provides learners with the skills, attitudes, knowledge and understanding for ongoing participation in physical activity and sport. Dudley *et al.* (2011) further suggest that pedagogically effective teaching strategies, in combination with a detailed curriculum, should accomplish the intention of increased participation in physical activity and proficiency in movement skills. However, contentious views exist with regard to the claims made for PE, for instance, MacNamara *et al.* (2011) suggest that regular curricular PE does not guarantee lifelong involvement in sport or physical activity, which can be partially attributed to the poor quality of the PE experience.

Nevertheless, PE may have the potential to play a significant role when it provides the only opportunity to engage with sport or physical activities, since some children are deprived of opportunities to participate in particular sport or extramural programmes, as the barriers they have to overcome are too challenging (Trost & Van der Mars, 2010; Green, 2012). Therefore, the focus should be on inclusivity and addressing the inequalities that may exist in

terms of opportunities for participation. The vision and mission of TAFISA (The Association for International Sport for All) are encompassing; “to achieve an active world by globally promoting and facilitating access for every person to Sport for All and physical activity” (TAFISA, 2011). More than two decades ago, Roberts (1996) noted that PE teachers have confidence in the ‘sport for all’ approach for the reason that (they believe) a variety of activities and sports provides sufficient experience to discover competency and derive enjoyment which would lead to extended participation once leaving school. Likewise, TAFISA considers access to Sport for All and physical activity as a basic human right, and therefore programmes and events should be open to participation by all as it can contribute to individual, community and general quality of life.

The authors’ view is that an indiscernible link between PE and sport development exists, and is incessantly present; the underpinning connection is therefore either obvious or implicit, depending on which lens you use.

Notwithstanding the above discussion, the current state and status of PE in SA are influenced by a variety of factors. To shed light on these influences, the significance of policies, plans and frameworks should be recognised. An exploration of said core documents reveals the intentions and commitments made by relevant stakeholders and the shortcomings with regard to the implementation thereof.

## **6.6 CORE DOCUMENTS**

### **6.6.1 Memorandum of Understanding between DBE and SRSA**

A Memorandum of Understanding (MOU) was signed by the Ministers of Basic Education and Sport and Recreation in 2011, declaring their commitment to encourage mass participation and physical activities that are aimed at enriching the school curriculum (DBE, 2011a). Furthermore, the delivery of a sustainable integrated plan to afford opportunities to take part in PE and organised sport through the creation of an accessible and implementable school sport support system was made (DBE, 2011a). In the MOU (2011) the



significance of early exposure to a variety of healthy physical activities to ensure optimal physical and motor development in children is emphasised; if it is integrated into the school day, all children, regardless of their ability, will therefore have access to PE and sport which potentially can have them leading healthier lifestyles (DBE, 2011a). In keeping with the abovementioned, the MOU set certain requirements for school sport. Schools are expected to allocate time for school sport during or after formal school hours, in addition to a structured extramural sport programme that promotes mass participation; opportunities to participate in school sport leagues; and competitions that include prospects for progress to district and advanced tournaments, on the premise that opportunities for participation shall be made available to all learners and not only a select elite (DBE, 2011a).

### **6.6.2 The White Paper for Sport**

The intention of the White Paper for Sport is to ensure that all South Africans have equitable access to sport and recreation in order to develop and excel at all levels of participation, thus to focus on transforming the delivery (ways) (SRSA, 2012b). In the White Paper, “development” is explained as “early identification and nurturing of talent on the entire spectrum of participation from local to national level” (SRSA, 2012b:24). Moreover, it states that physical education and sport participation in schools must be a matter of priority, in pursuit of a better future for SA children. The White Paper argues that PE and sport can play a role in motivation for lifelong participation, and claims that school sport has a valuable contribution to make to the development and transformation of sport. In addition, the necessity, value and benefits of PE are accentuated (SRSA, 2012b).

### **6.6.3 National Sport and Recreation Plan**

The National Sport and Recreation Plan (NSRP) focuses on accessibility to sport, recreation and physical education in every school in South Africa (SRSA, 2012a). Similarly, the NSRP refers to “two internationally recognised pillars for any successful sports system”, namely increasing levels of participation in

sport and recreation, as well as achieving success in high profile sports (SRSA, 2012a:21). In building an active nation, the NSRP recognises that a solid participation base in the community could be where elite sport successes originate (SRSA, 2012a). Elite sport is organised and competitive and represents the top level of the sport development continuum; hence, it is also associated with 'a winning nation'. On the other hand, mass participation represents the lower section of the sport development continuum and includes efforts to improve participation opportunities in a wide range of sport and recreation activities to as many people as possible, and therefore is associated with an 'active nation' (SRSA, 2012a). The NSRP advances that limited or no investment in sports infrastructure, development, talent identification or competitive sport opportunities for the previously disadvantaged groups existed during the apartheid era. For this reason, the need of transformation to ensure equitable access to sporting opportunities were recognised, which translates to the equitable delivery of school sport, recreation and competitive sport. The importance of an enabling environment is thus emphasised in the NSRP (SRSA, 2012a).

#### **6.6.4 Eminent Persons Group (EPG) Report, 2014/15**

The differences in terms of aims and needs between grassroots level sport and high-performance sport are substantial and should be managed to diminish "an ever-increasing gap between the quality of programmes at the top and bottom ends of the sport development continuum", according to the Eminent Persons Group (EPG) Report (SRSA, 2015:9). The SRSA EPG Report further explains that, "the introduction of physical education as part of the school curriculum did not, as was anticipated, improve the organisation of sport in the school environment. Physical education teachers are primarily responsible for teaching physical education as a school subject" (SRSA, 2015:37). Consequently, it comes as no surprise that the two previous audit reports and the most recent report under discussion emphasise the urgency to fast-track the implementation of agreed interventions between the DBE and the Department of Sport and Recreation with regard to training and reskilling

of “PE teachers” to facilitate and coordinate school sport (SRSA, 2015:42). The main topic of this report, however, is school sport and how it is affected by uncoordinated and non-aligned national/provincial/local government and national and provincial sport federation school programmes and projects. Despite efforts to ensure that all schools participate in school sport, the number of participating schools remain low – which in part can be ascribed to resource constraints. Especially at township schools, insufficient organised and structured opportunities contribute to the unsatisfactory participation levels. Another factor is the scarcity of facilities and underutilization and coordination of existing facilities, to such an extent that the report accentuates the magnitude of the problem in no uncertain terms, “no facilities, no organizers, no under-age teams and no competitions translates into inadequate access!” (SRSA, 2015:109).

#### **6.6.5 South African School Sport Championship Implementation Evaluation Document**

In the South African School Sport Championship Implementation Evaluation document, (DBE & SRSA, 2016) it is reported that several objectives have been met, including the encouragement of mass participation, the presentation of school sport competitions, and the adherence to the requirements of inclusive participation. However, there are a plethora of challenges listed, including the current inconsistent implementation of the Schools Sport Strategy, as well as the need for improved collaboration between SRSA and DBE. In addition, the inaccessibility of the School Sport Manual to all schools consequently influences the adherence, standardisation and uniformity by all relevant stakeholders. The discrepancies with regard to implementation across the provinces reflect in the school sport competitions at intra-school up to district and national level. Seemingly, tournaments are a major problem, since all role players do not adhere to the structure of the tournaments, e.g. National Federation, School Sport Code structures (DBE & SRSA, 2016). It is clear that the intentions, goals and commitments declared in these documents revealed many challenges. Consequently, several of the “promises”, potentials and

plans were exposed as only that, when considering the appraisal of actual implementation.

## 6.7 CONCLUSIONS AND RECOMMENDATIONS

In the quest for sport development, the relationship between PE, sport and physical activity, school sport, and high-performance sport at all levels of management and delivery should be considered (Vardhan *et al.*, 2012). These associations are affirmed by Rink *et al.* (2010) who contends that the purpose of a good physical education program is to educate students for a physically active lifestyle as well as provide in their daily needs for physical activity. In addition, Goodway (2014) reminds us that children have a right to be physically literate, and engage in physical activity and sport as a natural part of their childhood. Barnett *et al.* (2013) suggest that the importance of developing FMS proficiency during childhood, and its importance as a foundation for a physically active life is evident, and thus commend that FMS development be itemised in all relevant policy documents (Barnett *et al.*, 2013). Emphatically, Cale and Harris (2013:435) firmly believe that “every child of every size matters” and can reap the benefits from “regular engagement in physical education and physical activity”; hence, schools are instrumental in addressing health in the broader sense and obesity specifically. Apart from the abovementioned health benefits, PE is also believed to be a “learning gateway for the skills, attitudes and knowledge necessary for lifelong physical activity and sport”, according to the Revised International Charter of Physical Education, Physical Activity and Sport (UNESCO, 2015). To achieve success in increasing children’s levels of physical activity and improve movement skill proficiency in primary schools, Dudley *et al.* (2011) summarise that direct instruction, a prescribed curriculum, a whole-school approach to physical activity and appropriate, continuing professional development for teachers in integrating curriculum and teaching proved to be effective.

It is clear from the evidence presented in this review that there is a myriad of challenges, but the plentiful benefits overshadow the tribulations. Regrettably,

Van Deventer (2012) concurs that political rhetoric is nothing new, and as a result, plans do not materialise. In order to advance, plans and promises should be put into action, as actions speak louder than words (policy documents).

In summary, it should be noted that, even with the overwhelming evidence of the benefits of PE and the pronounced need for quality PE, there are no dedicated qualified PE teachers in the system. This implies that the LS and LO teacher is accountable for the demands of a multi-faceted subject with diverse areas, including PE, almost like being a “jack of all trades and a master of none” (Stroebel, Hay & Bloemhoff, 2017). Additionally, the new generation of teachers expects remuneration for involvement in school sport, whereas previously it was inevitably accepted as part of teaching responsibilities (*EPG Report*, 2015). Finally, the key challenge remains inequalities with regard to resources at schools, in particular physical (inadequate facilities and space) and human resources (qualified teachers), which, as expected, has a negative impact on the delivery of quality of PE. It is noteworthy that all the above-mentioned core documents emphasise that accessibility is a priority. Unfortunately, the reality is austere as the reports under discussion accentuate an enabling environment, e.g. the NSRP and White Paper, and on the other hand, lament over the shortfalls in terms of resources, e.g. EPG Report and School sport report. Mbalula (2014) raises a critical point by reiterating that lack of facilities will remain an obstacle for delivering sport in schools and sustain participation levels. The reason for this is that, under the National Norms and Standards for building new schools, sport and recreation facilities must be constructed simultaneously, but this has been ignored recurrently (Mbalula, 2014).

SA’s new minister of sport and recreation contends that there is an ever-increasing gap between private, former Model-C schools and rural and township schools (Nxesi, 2017b). He reiterates that the failures at schools attended by the majority of learners are not addressed and therefore advocates for the reinstatement of PE in the curriculum with dedicated,

qualified teachers (Nxesi, 2017b). The Minister's views are in alignment with the strategies planned in the NSRP (SRSA, 2012) and the commitments made in the MOU (DBE & SRSA, 2012) to ensure that PE is a stand-alone subject in the school curriculum, delivered by qualified educators; and that re-skilling/up-skilling of educators to deliver PE takes place and schools are provided with the necessary resources.

In order to assist schools to implement and sustain physical education programmes, trained, competent educators and coaches should effectively facilitate opportunities to enhance the physical education experience of children, to lay the firm foundation for leading active and healthy lifestyles (NASPE, 2007, Hardman, 2010, Vardhan *et al.*, 2012, SRSA, 2012a; Balyi *et al.*, 2013; UNESCO, 2015). As alternative for the absence of specialist teachers, could be what Hardman (2010) suggests, in-service training that addresses pedagogical and didactical developments. Another option is to substitute the specialist teacher with general teachers, after up-skilling and sufficient training. This suggestion applies to the present LS and LO teachers at SA schools who are responsible for teaching PE as one of the topics in the LS and LO subject area. However, according to Morgan and Hansen (2007), available evidence highlights some concerns with regard to generalist teachers; their tendency to rank PE lower in a jam-packed curriculum, lack of confidence to teach PE, and a sense of feeling inadequately trained and prepared. Therefore, to have specialist PE teachers would be the foremost triumph in the fight for quality PE at all schools. The DBE should take responsibility for curriculum resolve with regard to PE; curriculum enrichment programmes in schools inclusive of mass participation in sport and recreation; intra/interschool leagues; and teacher development (DBE & SRSA, 2012). It is recommended that future research explores the prospect to change the profile of LS and LO teachers, (ideally the PE teacher) to qualify as sport coaches with a professional coaching certification, in line with SASCOC and SRSA's Coaching Framework. SASCOC is working towards ensuring that the Coaching Association of South

Africa (CASA) is launched to direct the execution of SASCOC regulation and sport legislation (SASCOC, 2016/2017).

Stakeholders, in particular the DBE, Department of Health, SASCOC and SRSA – including Clubs, Provincial and National Sport Federations – should collaborate to align and integrate their programmes (Vardhan *et al.*, 2012). As expressed in the MOU signed in 2011 (DBE & SRSA, 2012), SRSA should take responsibility from intra-school to national level for school sport competitions. National Federations should assist with tournaments, coordination of sport programmes and capacity building, whereas the DBE should be held accountable for funding of school sport competitions, and provision of adequate sport facilities and sport equipment from intra-school level to the circuit level (DBE & SRSA, 2016).

In conclusion, the authors agree with Green (2012) that PE can live up to the following expectations: provide opportunities for all to participate; influence behaviour and attitudes; and instil knowledge regarding the value of PE to make healthier choices with regard to physical activity and future sport participation. Furthermore, the current inequalities can be addressed effectively by ensuring an enabling environment with adequate resources (teachers and facilities) for all children. In this way, Vision 2030 of the NSRP (SRSA, 2012) that strives towards restoring and regenerating the provision of sport and recreation to meet the needs of sports people at all levels of participation might be within reach. From this review, it is clear that PE, school sport and ‘sport for all’ are all contributing influences in enhancing sport development. This confirms that if one starts at the “very beginning”, and “gets the basics right”, the children of today has the potential to become the “active nation” of tomorrow – that, in itself, (from our perspective) constitutes a “winning nation”.

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**CHAPTER 7**  
**ARTICLE V**

**AN APPROACH TO RE-SKILLING OF IN-SERVICE TEACHERS IN  
PHYSICAL EDUCATION IN SOUTH AFRICAN SCHOOLS**

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## **An approach to re-skilling of in-service teachers in Physical Education in South African schools.**

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### **ABSTRACT**

During the past two decades, curriculum restructuring in South Africa has had some unintended consequences; one of these being the unrealistic demands expected from Life Skills (LS) and Life Orientation (LO) teachers. Physical Education (PE) finds itself within the multi-faceted subject of LS/LO, which implies the teacher has to demonstrate extensive competencies without requisite training and be accountable for the dissimilar demands of this multidisciplinary subject. The continuing professional development needs are undoubtedly just as diverse as the subject itself is. This article seeks to address re-skilling of in-service LS/LO teachers with the focus on the PE

component of the curriculum. The research reported in this article employed a qualitative design, which comprised semi-structured interviews with 10 Subject Advisors of LS/LO in the Free State. Themes that emerged from the data analysis were assessment problems, inappropriate allocation of teachers; rotation of teachers; and lack of knowledge and understanding; which culminates in the need for in-service training. The results of this study indicate the necessity for re-skilling of in-service LS/LO teachers and propose an approach for a re-skilling programme to equip these teachers with the essential knowledge and skills to teach PE proficiently.

Key words: Physical Education, Life Orientation, LO teachers' needs, re-skilling, continuing professional development

## 7.1 INTRODUCTION

Amidst the turbulence of curriculum transformation in South Africa, a critical aspect that was neglected was the training of in-service teachers to implement the National Curriculum Statement (NCS) (DBE, 2009). Ensuing revisions of the curriculum since 1994 had a profound impact on Physical Education (PE), which was marginalised to a learning outcome (Van Deventer & Van Niekerk, 2009) of the subject Life Skills (LS) in the Foundation and Intermediate phases and Life Orientation (LO) in the remaining phases of the NCS (DBE, 2009; Van Deventer, 2009). In the absence of dedicated PE teachers in practice, the alternative resolution was to fill the void with the existing LS/LO teachers. A repercussion of the restructuring was that the LS/LO teacher had to become a master in a multi-faceted subject almost instantaneously, demonstrating competency in diverse areas, for instance Personal and Social Well-being, Physical Education and Creative Arts, depending on the phase (DBE, 2011:8). Hypothetically, these teachers virtually had to transform into superheroes, as it was expected of them to teach a subject without requisite training, and be accountable for the diverse demands of this multidisciplinary subject, almost

like being a “jack of all trades and a master of none” (Stroebe, Hay & Bloemhoff, 2017).

The Provincial Departments of Education were responsible for training of teachers, mainly due to the cessation of teacher training colleges, the phasing out of PE at schools, and restructuring at Higher Education Institutions (HEIs), which left PE in an ill-fated position (Van der Merwe, 2011). A study by Prinsloo (2007) suggests that to be considered as ‘qualified’ in LO can range from being a teacher in one of the former subjects of Guidance, Religion Studies or PE; attending a three-day HIV and AIDS course, or attending a two-hour LO workshop. Accordingly, the quality of education was jeopardised by insufficient preparation and forcing changes in a limited amount of time, without a proper trial period (DBE, 2009). This quick-fix approach contributed to the implementation challenges equally experienced by teachers and departmental officials, since the majority are unqualified in PE (DBE, 2009; Van Deventer & Van Niekerk, 2009; DBE & HET, 2011; Van der Merwe, 2011; Du Toit and Van der Merwe, 2013; Diale, 2016). This finding corroborates a recent study by Stroebe *et al.* (2017), which concluded that less than a third of in-service Foundation Phase LS teachers at primary schools in the Free State were qualified in PE.

Worldwide, the significance of quality PE is emphasised by numerous associations, e.g. The United Nations Office on Sport for Development and Peace (UNOSDP, 2013), as well as UNESCO (CIGEPS, 2011). In essence, these conventions all agree on the necessity of continuing capacity building of PE teachers. Hence, two of the key activities identified in the National Sport and Recreation Plan of South Africa are the assessment of the capacity of educators to deliver PE and sports specific training and the re-skilling of educators to deliver PE (SRSA, 2012).

It has conclusively been shown (Du Toit, Van der Merwe & Rossouw, 2007; Van Deventer & Van Niekerk, 2009; Perry, Mohangi, Ferreira & Mokgadi, 2012; Van Deventer, 2012) that the capacity of educators to deliver PE is insufficient and

that re-skilling should be prioritised, as it is vital to offer quality PE. In response to the call that emanated from the aforementioned research, this paper forms part of a more comprehensive study that was conducted in phases, culminating in the main research question: What would the best approach be to capacitate in-service teachers to implement PE effectively? The approach is nested in the answers to several sub-questions regarding a re-skilling programme (RSP),

- *Why* is it necessary to implement a RSP for in-service teachers?
- *What* should the content entail to prepare teachers effectively?
- *By whom* should this programme be taught?
- *How* should the programme best be presented to the teachers?

The following enquiry process was followed during the larger study. The first phase provided an overview of the historical development of Physical Education in South Africa with regard to the content, state and status and teacher training. Phase 2 intended to determine the needs and challenges of LS teachers with specific focus on effective implementation of PE in the Foundation Phase in selected primary schools in the Free State Province. In Phase 3 the aim was to provide an understanding of the challenges faced by LS/LO Subject Advisors (SUBADVs) in monitoring the implementation of the CAPS for LS/LO, specifically for PE in schools in the Free State Province of South Africa. Phase 4 explored literature and core government documents related to PE, school sport and sport development in order to elucidate the significance of the delivery of quality PE and school sport. The collective results obtained from achieving the aims of each phase of the study consistently pointed towards the need for training (Figure 1) of LS/LO teachers in PE. The teacher is central to implementing the curriculum; however, the reciprocal relationship between the LS/LO teacher and the SUBADV surfaced unobtrusively during the extensive study. Therefore, it became clear that SUBADVs are in the best position to give an insightful synopsis concerning the aspects of teacher

education and training, since they interact with teachers on all levels and cover the entire range of teaching phases.

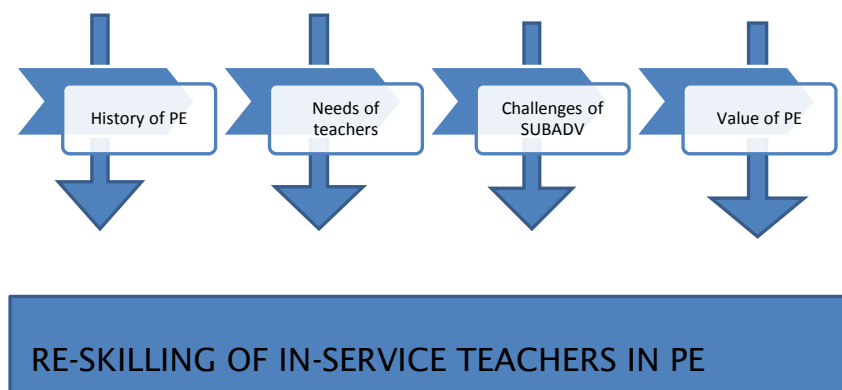


Figure 7.1: Summary of the phases of the comprehensive research study

It was thought that a qualitative approach would provide an in-depth view of the realities and challenges SUBADV's deal with and allow the exploration of broader issues that may support or impede the delivery of PE. The purpose of the study, therefore, was to explore an approach for capacitating in-service LS/LO teachers responsible for teaching PE. In an attempt to determine the extent of the need for in-service training, it was thought to link the expectations and experiences of SUBADV's to the actual need of the teachers for direction and support. Timperley (2008:6) advances that “student learning is strongly influenced by what and how teachers teach”, although other factors also play a role.

Therefore, the focus of this article is on *why*, *what*, *by whom* and *how* re-skilling of in-service LS/LO teachers should take place.

### 7.1.1 Why is it necessary to implement a RSP for in-service teachers?

PE has the potential to afford children opportunities of learning through meaningful and appropriate instruction, not merely being active (Le Masurier & Corbin, 2006). Children essentially need PE, besides having the ‘right’ to physical activity, PE and sport, as stated in The Revised International Charter of Physical Education, Physical Activity and Sport (UNESCO, 2015). However, earlier studies report that, resulting from the haphazard allocation and the

regular rotation of teachers in LS and LO, non-specialist teachers find themselves in the position to teach PE, which has a detrimental effect on the status and practice of LO (Prinsloo, 2007; Van Deventer & Van Niekerk, 2009). In addition, their lack of, or restrained level of confidence (Morgan & Bourke, 2008) and insufficient preparation to teach PE (DeCorby, Halas, Dixon, Wintrup & Janzen, 2005) also have a negative impact. These findings are consistent with those of Diale (2016), who reports that schools move teachers from one learning area to another, depending on the schools' needs, in addition to filling up their individual timetables with LO to have a fair distribution of teacher workload. Correspondingly, research by Van Deventer and Van Niekerk (2009), Van Deventer (2012) and, more recently, Stroebel *et al.* (2017) reaffirm that, in view of the lack of prior training and the directive to deliver on the mandatory outcomes of the curriculum, in-service training is inevitable. Yet, a lack of in-service programmes for LO teachers exists, especially support anticipated to be initiated by HEIs (Diale, 2016).

### **7.1.2 What should the content entail to prepare teachers effectively?**

The wide range of knowledge and skills that are generally expected from a PE teacher falls beyond the scope of this paper. Therefore, the focus will be on the most appropriate knowledge areas that the teacher needs to master in order to apply the content and curriculum for PE. Jess and McEvelly (2013:7) emphasise the significance of thinking “beyond ‘tips for teachers’ and pre-prepared lesson plans” when designing development opportunities. Van Deventer (2009) posits that training should enable the teacher to present curriculum outcomes sufficiently. In addition, Petrie (2011) postulates that diverse pedagogical approaches and context should be considered. Moreover, teachers are held legally responsible for ensuring safety in the PE class, which implies that they should be aware of potentially hazardous environments and how to minimise risks for injury in their classes (DeCorby, Halas, Dixon, Wintrup & Janzen, 2005).



Teachers should also be guided to overcome the lack of resources. DeCorby *et al.* (2005) report that teachers had the inclination to revert to activities that suited the resources at their disposal, rather than follow the curriculum as prescribed, with developmentally appropriate activities. Thus, the absence of appropriate equipment could also affect skills learning. This is particularly relevant in the SA context, since the Integrated Strategic Planning Framework for Teacher Education and Development (DBE & HET, 2011), highlights the importance of teachers possessing the knowledge and competence to interpret and utilise teaching resources and learner support materials to improve the quality of teacher education, teachers and teaching. Du Toit *et al.* (2007) advance that LO teachers be trained in practical and didactical improvisation skills in order to execute prescribed activities in the absence of the required equipment, as this is the reality in many schools. Similar to the results of this study, Van Deventer (2012) identified three crucial topics that needed to be addressed within PE, namely programme planning, content ideas and presentation skills.

For clarity purposes, the phrases *re-skilling* and *continuing professional development* (CPD) will be used interchangeably throughout this article, as it refers to equivalent concepts. The *Cambridge Dictionary* defines re-skilling as “the process of learning new skills so you can do a different job, or do your old job in a different way”, whereas the *Macmillan Dictionary* refers to CPD as “training and education that continues throughout a person’s career in order to improve the skills and knowledge they use in their job”. Both terminologies encompass a process of learning and improving skills, which implies developing and increasing in knowledge, in order to be empowered to reach the expectations/requirements of the work.

### **7.1.3 By whom should the RSP be taught?**

In order for productive professional learning to take place, “the role of knowledgeable expertise” should not be underestimated, according to Timperley (2008:29). Sloan (2010) therefore advocates in-service training

within own institutions, delivered by external specialists or proficient staff. Armour and Mokoupoulo (2012) agree that training should be directed by CPD providers and other experts in order to deepen understanding. Accordingly, Armour and Yelling (2007:184) concur that for a CPD opportunity to be successful, one of the requirements is that it needs to be “delivered by a good presenter who understands the real world of teaching”. In a study conducted by Sum, Wallhead, Ha and Sit (2018:7) teachers reported that “in-service training was necessary to facilitate the implementation of a PE program aligned with curriculum reform”. In addition, it was confirmed that “continuous support from people in professional institutions outside the school framework” are needed. (Sum *et al.*, 2018: 7)

In a recent study (Phase 2 of the extended study) by Stroebel *et al.* (2017:10), not only the need for training was categorically stressed by teachers, but also “motivation and encouragement from experts”. Similarly, this sentiment was echoed in the successive study (Phase 3 of the extended study) by a participant, petitioning that the facilitator of teacher training should understand policy requirements, be informed about assessment, be well-versed in strategies that are applicable in PE instruction, and be able to offer guidance in terms of appropriate approaches for PE (Stroebel, Hay & Bloemhoff, 2017: under review).

In a similar vein, DeCorby *et al.* (2005), as well as Kirk (2005) conclude that inadequate specialist training and the resulting lack of knowledge lead to ambiguity amongst teachers. In reality, the over-burdening of staff and the shortage of expertise resulted in schools utilising external providers to deliver PE (Rainer, Cropley, Jarvis & Griffiths, 2012) with the assumption that such specialists are in a supportive role, not substituting the teacher (Sloan, 2010). However, intentions do not necessarily transpire in reality as envisaged. An example of this is illustrated in a study by Hollander (2017), where insufficient transfer of learning took place between teachers and presenters of a service provider, mainly due to the non-attendance of teachers who used these periods to catch up on administrative work (Hollander, 2017). Furthermore,

teachers came to realise that “merely imitating model lessons does not provide them with an adequate knowledge base to implement flexible and quality teaching” (Hollander, 2017:213). Notwithstanding the aforementioned, teachers’ practices highlighted that a lack of knowledge in terms of planning, lesson preparation and assessment has a negative effect on their ability to teach PE, regardless of accessibility to guidelines and activities within the curriculum (Hollander, 2017). Certainly, while sport coaches have in-depth, specialist knowledge in terms of guiding and managing performance, they may lack experience with regard to working with young children, adapting activities to make it more age-appropriate and designing meaningful learning outcomes (Blair & Capel, 2011; Flintoff, Foster & Wystawnoha, 2011; Rainer *et al.*, 2012), and coping with disciplinary problems, specifically with regard to the managing of large classes and strategies to counteract lack of equipment and to maximise participation during the PE period (Hollander, 2017). This may be a case of the “blind leading the blind”.

Subsequently, apart from the significance of who presents the RSP, the success of the RSP will greatly depend on *how* it is presented.

#### **7.1.4 How should the programme best be presented to the teachers?**

Various researchers have questioned the effectiveness of traditional short course training (CPD) for teachers, especially through workshops (Kirk, 2005; Guskey & Yoon, 2009; Jess & McEvilly, 2013). In addition, Jess and McEvilly (2013:7) caution against the “training trap” where courses are often a once-off occasion, accompanied by a manual. Guskey and Yoon (2009) argue that workshops that offer no follow-up or sustained support, which is unsystematic and fail to focus on established strategies, simply do not ‘work’. The impact of the absence of ongoing support became noticeable when teachers reported challenges and feelings of isolation after returning to their schools to implement the new ideas (Jess & McEvilly, 2013). In a study by Hodges, Kulinna, Paterson, Lee and Kwon (2017), qualified PE teachers with a range of teaching experience, participated in a project which incorporated health

related fitness knowledge into a novel method of teaching PE. A 3 hour workshop focused on the content and teaching methodologies required to fully implement the novel teaching method. Follow up support continued throughout the study by means of constant dialogue, which proved to be highly successful. It was found that teachers benefitted most from scaffolding of information and experiences. Practical examples include written lesson plans, in-person professional development methods, such as continuous discourse, and YouTube training videos. The YouTube video links afforded teachers the opportunity to visualize activities for each lesson over the course of the study (Hodges *et al.*, 2017).

Apart from sustainable support, other crucial features that constitute effective CPD training will be discussed.

Although SA cannot simply replicate best practices that have proved to be successful for teacher training in other countries, it is important to take note of the impact such strategies has. According to Sahlberg (2011), there is substantial support for PE in Finnish schools and society. PE is valued as much as any other subject, which is evident in the teacher academic requirements. For example, all basic-school teachers are required to hold a master's degree qualification (including PE teachers). As a result of the standard criterion, there is confidence in teachers' abilities, which is demonstrated by the flexibility to make their own content decisions concerning activity selections and accountability for student learning and assessment.

Armour and Makoupoulo (2012) evaluated an innovative national CPD programme for teachers in England, and found that an 'audit of need' undertaken prior to the programme informed the selection of appropriate modules. Seemingly, the tailored modules resonated well with teachers and schools as they addressed specific needs and acknowledged the context of teaching in a certain school under certain circumstances. The fact that teachers were actively involved in the learning process and could share ideas, knowledge and experiences with colleagues proved fruitful, as opposed to

being spoon-fed. In addition, they proposed a different structure of CPD that includes sustained and supplementary learning support, and establishing a national programme that could be adapted to meet local needs (Armour & Mokoupoulo, 2012).

Scotland seems to have found the ideal win-win 'formula', an approach that is incorporated in involving teachers in a long-term and ongoing capacity building process that is participative, collaborative and situated (Jess & McEvilly, 2013; Jess, personal interview, 2015), thereby also including the components mentioned by Armour and Mokoupoulo (2012).

Furthermore, research has shown that teachers should learn meaningful knowledge and skills, teaching approaches and assessment knowledge that have been the result of thorough research (Timperley, 2008). Timperley (2008) further advocates partnerships, which is supported by Sloan (2010), who suggests that schools form clusters to organise courses. Thorburn *et al.* (2011) also propose support networks for teachers. Sahlberg (2011) refers to professional communities coupled with professional development. Hence, Lee and Cho (2014:529) are of the opinion that "when the teachers' perceptions change within a supportive educational setting, the culture of the PE teaching takes on a different form". Similarly, collaborative learning, learning with and from professional colleagues, such as cohort groups or teacher tutoring, is valued and endorsed by teachers and scholars alike (Armour & Yelling, 2007; Edginton, Kirkpatrick, Schupbach, Phillips, Chin & Chen, 2010; Thorburn, Carse, Jess & Atencio, 2011).

Considering the practical nature of PE, integration of curriculum and teaching seems vital (Dudley *et al.*, 2011). This implies incorporating theory and practice, supplemented by providing multiple opportunities for teachers to acquire and develop essential subject knowledge and related pedagogical skills (Timperley, 2008; Edginton *et al.*, 2010). Moreover, Thorburn *et al.*, (2011) maintain that linking theory and practice encourages the sense of improved competence. Accordingly, Sloan (2010) concurs that progressive

development of PE-specific knowledge has the potential to build confidence and increase personal enjoyment of teaching the subject. According to Graham (2008), success and enjoyment in teaching originates from having the skill set and ability to intertwine content (what to teach) and process (how to teach). Furthermore, Sum *et al.* (2018:7) suggest that “teachers’ physical literacy and self-efficacy can be regarded as major determinants of effective teaching which, in turn, influences the students’ motivation and participation in regular physical activity”.

However, the significance of context should not be underestimated. In fact, context is key, for the classroom environment is influenced by the broader school ethos, which spirals out to the community and society where the school is located (Timperley, 2008). Edginton *et al.* (2010) agree that a dynamic pedagogy should be contextually based, whilst Diale (2016) avows that contextual needs should be addressed when programmes are structured. The above findings are consistent with the study by Hollander (2017), which indicates that the dissimilar SA context should be considered when CPD courses are designed, since teachers seemingly required descriptive resources, explanations or visual material to enlighten them on how to perform certain activities. Additionally, assistance with methodology and the modification of activities to be more age-appropriate are needed (Hollander, 2017). It is apparent that the copious facets mentioned here point towards the lack of knowledge and confidence, almost as if teachers want to revert to a “paint by numbers” scheme.

## **7.2 METHODOLOGY**

A qualitative research approach was adopted, as the data collected were descriptive and focused on participants’ responses during individual interviews. Analysis, interpretation and description of individual perceptions, attitudes and convictions were concluded according to qualitative methodology (Henning *et al.*, 2004). A semi-structured individual interview schedule with open-ended questions was used to elicit data. SUBADVs are

probably in the best position to gauge teachers' development and determine what teachers should know in order to deliver PE efficiently. The difficulties teachers experience with implementation of the curriculum, can be associated with experienced reality. However, to avoid predisposition, it was thought that reality, as perceived by SUBADVs, would provide a realistic and trustworthy depiction. This authentic information provided by SUBADVs on what teachers know and what they need to know, is relevant to the current situation in PE delivery. SUBADVs are in the position to provide an accurate account of what occurs at schools, since they resolve enquiries, perform observations and engage in discourse with teachers on a daily basis. The interview questions intended to determine a) which challenges SUBADV experience to support LS/LO teachers; b) which difficulties teachers experience with the implementation of CAPS; and c) which challenges do SUBADVs experience in supporting teachers with the teaching of PE. The study focused on the interpretation of the subjective experiences and meaning attribution of SUBADVs and it was therefore approached from an interpretivist paradigm.

### **7.2.1 Participants**

The participants in the study were purposefully selected and consisted of ten SUBADVs involved in the subject area LS and/or LO, employed by the Free State Department of Education. SUBADV that were interviewed represented the Foundation Phase (n=2); Foundation Phase and Intermediate Phase (n=5); Intermediate and Senior Phase (n=2), and Senior Phase (n=1). Participants held positions as LS/LO SUBADVs in one of the five districts of the Free State, namely the Motheo District (n=2); Lejweleputswa (n=2); Xhariep (n=2); Fezile Dabi (n=1) and Thabo Mofutsanyana Districts (n=3). There were no excluding criteria regarding gender, ethnicity, socio-economic level or educational level. There were 5 male and 5 female participants. Eight of the participants revealed that they were not qualified in PE.

### **7.2.2 Ethical considerations**

Ethical considerations in this study entailed acquiring permission from the FSDoE as well as the Ethics Board of the Faculty of Education, University of the Free State (UFS) (UFS-EDU-2014-037). The ethical guidelines outlined by the Ethics Board of the UFS and the conditions specified by the FSDoE were upheld in the research process. Written informed consent was obtained and participants' rights to privacy and anonymity were assured.

### **7.2.3 Data collection**

Data for this project were collected by means of in-depth, semi-structured, face-to-face interviews with SUBADVs. On average, interviews lasted 22 minutes and sought to identify challenges that SUBADVs experience in their task to assist and support teachers with regard to the subject area of LS and LO, particularly concerning the need for re-skilling and the impact on the implementation of PE. The interview schedule contained a series of open-ended questions. The interview was used to determine a) which challenges SUBADV experience to support LS/LO teachers; b) which difficulties do teachers experience with the implementation of CAPS; and c) which challenges do SUBADVs experience in supporting teachers with the teaching of PE. The nature of the questions provided opportunity for elaboration by participants on issues raised during the interviews. SUBADVs frequently deviated from the questions, obviously preoccupied with the teacher being central to the challenges, mostly with reference to their capacity, or lack thereof, to deliver the outcomes of the subject, specifically with regard to PE. Therefore, a number of direct quotations from responses contained within the interview transcripts are included within the results section in order to substantiate certain views. The SUBADVs in this study, as the principal source of information, played an informative role in acting to confirm the importance of capacitating in-service teachers via re-skilling.

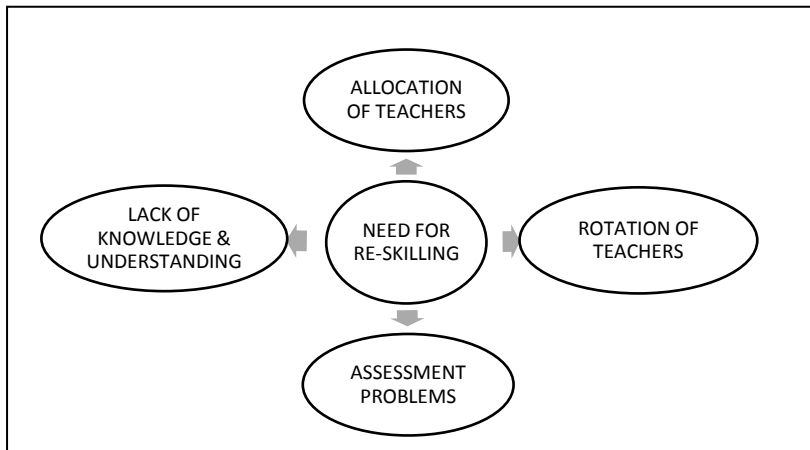


#### 7.2.4 Data analysis

Data were recorded by means of field notes and audiotaping. Data were collected through interviews, transcribed verbatim and analysed by the primary researcher first (Merriam, 2009). The data were transcribed and analysed using a grounded theory approach where open coding identifies the themes within the information, followed by axial coding to categorise the themes in order to find patterns and linkages between themes (Miles & Huberman, 1994). The text of the interview transcripts was imported into SAS 9.4 Software (SAS, 2014), and analysed for the second time. The dual method of analysing the data (researcher's inductive coding and the coding/programming of the results through independent statistical analysis) served to validate the results, as it is comparable from two separate sources. Five themes identified from the interviews and supported by field notes and statistical analyses as indicated in Figure 2, will be discussed.

### 7.3 RESULTS

The themes that have an impact on teacher training comprise assessment problems, inappropriate allocation of teachers, rotation of teachers, and lack of knowledge and understanding, which culminates in the need for training/re-skilling/CPD. These themes are deliberated in relation to the aforementioned questions: *why, what; by whom and how* re-skilling of in-service LS/LO teachers should take place. It should be noted that the need for re-skilling is so dominant that the themes appear to link recurrently to the question *why*.



**Figure 7.2: Themes that affect in-service teacher training**

### 7.3.1 Assessment problems

Assessment issues relate to the question *why* teachers need re-skilling. In the former curriculum, PE was not assessed or evaluated. However, assessing movement and physical skills cannot be circumvented, since SUBADVs seek evidence that assessment took place. In reality, teachers feel ambivalent about assessment:

*Learners just go outside, they play and play, they come back and they are given marks”; “for frequency of participation, learners ... get their 20 marks for free ... even if they are absent.*

In some cases, the marks for every term

*is 100% ... Those people they just give marks ... 20 out of 20 ...*

Stroebe *et al.* (2017) found that assessment in PE is in disarray, since teachers struggle with the choice and correct application of rubrics, the application of the inclusivity principle when assessing learners with physical disabilities, and the interpretation of rubrics.

### 7.3.2 Rotation of teachers

The matter of teacher rotation relates to the questions *why, what and when* teachers need re-skilling. One of the main issues identified by SUBADVs was the rotation of teachers, the fact that there is no continuity;

*the biggest challenge again at schools, is this thing of shifting around. You support a teacher today, you go back to the school after two weeks, and you'll find a new face.*

Some SUBADVs refer to the changing of teachers, the non-retention of teachers or the moving around of teachers,

*next time you will find that it is another teacher ... you keep on training and training and training and at the end ... won't get skilled people, knowledgeable people who can master the content and who can teach a particular game or safety measures ... it is allocation, movement of teachers from subject to subject and at the end, you get people who are not trained,*

resulting in a “vicious circle”. SUBADVs are often unaware of the rotation of teachers; therefore, appropriate induction for new teachers can also not be followed through.

### 7.3.3 Allocation of teachers

The allocation of teachers relates to the question *why* teachers need re-skilling. Several participants specifically identified the allocation of teachers as a major concern. Seemingly, in order to distribute the workload evenly between all teachers, when the assignment of timetables and workload is prepared, teachers who do not have the required number of periods on the time-table will be allocated LO as a “filler” subject,

*you take one, you take one, you take one ... That's how they split it ... it tells you something about the allocation, Life Orientation is not important ...*

it is allocated to anyone. At some schools, principals are allotted to LO, and since their managerial duties impede on the class time, they usually end up not having evidence of any work, because they have not been to class. Additionally,

*principals, they think everybody can teach LS ... they are not aware ... you must have background, you must have knowledge about it, you don't just give it to anybody,*

thus participants argue that principals don't value it as a subject. Disturbing to note is that,

*if the SMT ... or the principal has got something against you, because you know in schools they have internal politics, if they have ... some scores they want to settle with you, then they want to frustrate you, they will give you the subject, and most of the time you will find that it is people who are not committed, who are not knowledgeable, who don't have the background, and then they are just there because they need to keep learners busy.*

Several participants mentioned that it is allocated to

*lazy, troublesome teachers;*

also

*people who are ... not really life orientated*

as well as

*people who are obese and they are physically inactive.*

Disconcerting are the following remarks:

*teachers ... who are drunk at school, no, who always drinks a lot, they are given LS, these teachers who are always sick, they're given LS, these teachers who are not ... knowledgeable;*

*our teachers are not committed, they don't teach and, ... year in year out, the very same useless, lousy teacher, you'll find them at school - they are there.*

The resistance experienced from teachers who blatantly refuse to present PE - especially teachers who are older - is a reality; thus, not only the lack of interest plays a role, but also age and attitude. Participants stated that educators are not trained in PE, they are overloaded and overworked, classes are overcrowded, they are often unprepared, and absent in supervising learners. The austere depiction continues:

*the educator will sit under the tree with the newspaper while learners are doing ...*

and they will

*take a seat outside and sit there and say to them: play!*

and

*... don't know what to do, I sit on the chair, and I say "play", "run", that's Physical Education, and that's that.*

It is explicable then that a participant reacts,

*I mean, you earn a salary, you have to do something..., we cannot pay you for mahala.*

The abovementioned themes, allocation and rotation of teachers have an adverse effect on the implementation of PE; likewise, on the value and status of the subject. Consequently, the need for re-skilling is amplified in view of

the two issues that continually keep surfacing, the lack of knowledge and understanding, and the desperate need for in-service training.

#### **7.3.4 Lack of knowledge and understanding**

The lack of knowledge and understanding of the subject relates to the questions *what* should be included in re-skilling and *how* re-skilling should take place. Eight of the ten SUBADVs are not qualified in PE, which expectedly leads to challenges to support teachers efficiently. It is problematic to such an extent that one participant disclosed avoiding the PE component in totality. SUBADVs, however, observed that teachers frequently skip to the practical part, which in some cases entails throwing a soccer ball to the learners and instructing them to play, often without supervision. Lack of knowledge manifests regularly in disciplinary problems and insufficient instruction by teachers, which carry the risk of injury to learners. Furthermore, adequate physical resources at schools do not compensate for the lack of knowledge and presentation skills, since teachers still have to maximise facilities and interpret content for efficient application correctly. The result is that activities that aim to develop skills are often substituted for activities just to keep learners busy.

#### **7.3.5 Training and workshops**

The longstanding topic of training and workshops relates to the question of *how* re-skilling should take place. Several participants reported that previous training was deficient and vague, omitting the practical application of the curriculum, often just focused on getting them to move and be active, but discounting the issues concerning policy. External providers are sometimes perceived as amateurish and non-specialist by teachers. Unfortunately, PE is also typically seen as an afterthought at workshops. Subsequently, the irony of having a workshop for a few hours and expecting informed teachers who are capable of applying the newfound knowledge successfully as outcomes are clearly unrealistic. A participant alluded to teachers having the manuals,

having done the training, but still lacking the knowhow to implement and apply the textbook knowledge.

## 7.4 DISCUSSION

Armour (2016) contends that in order for CPD to be effective, it should be relevant to contemporary challenges. What is certain, is that CPD is not a matter of seamless merging of different stages of professional education. In fact, the present-day challenges should be addressed by attempting to bridge the gap between theory, research and practice. Moreover, Armour (2016) argues that, from a Deweyan perspective, teachers' play an active role as learners in all learning experiences, thus, not only is the approach towards CPD important, but the characteristics of the teacher as learner should be considered. Therefore, effective CPD should also encourage an engagement in further learning. Armour, Quennerstedt, Chambers and Makopoulou (2017) elaborate on the Deweyan perspective and dismiss formal policies, structures and processes as effective CPD practices for PE. They agree that the complexity of the learning process, context and contemporary challenges are crucial in order to reach success with CPD for PE teachers.

In a similar vein, it is clear that the allocation and rotation of teachers play a significant role in affecting the knowledge, understanding and assessment challenges associated with PE. Alluding to the aforementioned themes, Van Deventer (2009) contends that to implement a new subject without the required human resources is illogical. He further postulates that permitting teachers to work under taxing conditions, where their lack of proficiency is exposed, is both discriminating and unfair to the teacher. Diale (2016) agrees that the conviction that any educator can teach LO contributes to the continual migration of teachers in the subject, which, in turn, increases the volatility. Indisputably, the overwhelming evidence culminates in and substantiates the urgent call for appropriate in-service training. However, in agreement with the

foregoing, Armour (2016) emphasizes that the societal and local contexts are major factors for effective CPD to take place.

The central question of this paper remains then- *how* the RSP should be presented best to teachers to capacitate them to effectively implement PE?

## 7.5 CONCLUSIONS AND RECOMMENDATIONS

The maxim, “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime”, comes to mind when reflecting on the road to curriculum transformation in SA. In a similar vein, Guskey and Yoon (2009) suggest that in order to fast track the implementation of new professional development strategies, appropriate, small-scale pilot studies to assess whether it is effectual are repeatedly omitted. Whether it is related to curriculum implementation or CPD approaches, this statement focuses on tactics used to remedy omissions, since pilot studies are more often than not, met with resistance – the axiom “there’s never (enough) time to do it right, but there’s always (enough) time to do it over” rings true for the SA context. In the same vein, Guskey and Yoon (2009:499) remind us that “effective professional development requires considerable time, and that time must be well organized, carefully structured, purposefully directed, and focused on content or pedagogy or both”.

Therefore, when contemplating the most suitable format for SA’s unique, disparate circumstances and context, particularly considering the LS/LO teachers’ drawback in terms of PE, it is recommended that the following aspects be included in an approach for re-skilling of teachers in PE:

- Sufficient time to conduct pilot studies to inform the development of research-based, tailored, functional programmes;
- Financial resources to fund the programme, for example, a partnership between the DBE, SRSA and the Department of Health to drive a concerted effort for PE; and



- Since in-service training is not yet standardised, and no directives exist to ensure uniformity and higher educational standards, it is recommended that the development of nationally accepted guidelines for a RSP (in collaboration with DBE and HEIs) should be developed that could contribute to the effective implementation of PE in schools. It is therefore proposed that a cohort of expertise in PE, such as SAUPEA (South African Universities Physical Education Association) be involved in said development to ensure informed, research-based guidelines.

A study by Armour and Yelling (2007:184) summarises what PE teachers defined as effective CPD, “what is practical, relevant, and applicable; able to provide useable ideas; challenging and thought-provoking; and offering time for reflection and collaboration”.

In order to develop the best approach to capacitate in-service teachers to implement PE effectively, suggestions for three key components that need to be addressed in a RSP are summarised in Table 1.

**Table 7.1: Key components for an approach to a RSP**

Key component	Suggested approach to address the component
<i>By whom</i> should this programme be taught?	<ul style="list-style-type: none"> <li>* Qualified facilitators with the necessary expertise and experience who are familiar with the curriculum should present training opportunities (Armour &amp; Mokopoulo, 2012; Stroebel <i>et al.</i>, 2017);</li> <li>* Facilitators that are knowledgeable with regard to content and capable to structure and incorporate learning strategies and methods during instruction; and</li> <li>* Who can incorporate a combination of strategies appropriately, such as formal lectures, integrated small group seminars, interactive small groups, utilisation of technology, E-learning, practical demonstrations, and active participation practical sessions.</li> </ul>
<i>What</i> should the content entail to prepare teachers effectively?	<ul style="list-style-type: none"> <li>*The duration of the programme must accommodate the practical nature of PE (Van Deventer &amp; Van Niekerk, 2009; Van der Merwe, 2011);</li> <li>*A “richer and more extensive repertoire of pedagogical strategies” in teaching PE should be included (Thorburn <i>et al.</i>, 2011:195);</li> <li>*Topics and content related to curriculum requirements; linking practical and theoretical aspects; acquiring skills for improvising equipment and modifying and adapting activities (Van der Merwe, 2011; Stroebel <i>et al.</i>, 2017), obtaining presentation skills and learning safety measures (DeCorby <i>et al.</i>, 2005).</li> </ul>
<i>How</i> should the programme best be presented to the teachers?	<ul style="list-style-type: none"> <li>* Conferences should be held on a regular basis, supplemented by follow-up enrichment meetings (Van Deventer, 2012);</li> <li>* Main conference for teachers and SUBADVs (March/April) after workload and allocation of teachers have been finalised;</li> <li>* Biannual Enrichment seminars (June and September); and</li> <li>* Ongoing, sustainable support via expert facilitators.</li> </ul>

Based on the results of this study, it is evident that in order to rescue PE, a RSP could serve as an interim measure, but what is now needed is further research to develop a strategy to establish a South African Qualifications Authority (SAQA) recognised qualification, such as a short learning programme in PE.

The triumph in the quest would be the reinstatement of PE as stand-alone subject, which implies that quality pre-service, undergraduate training programmes to educate dedicated PE teachers at HEIs would be key to

successful implementation of the subject. However, in the event of this not realising in the near future, the alternative resolution would be to empower, enrich and educate in-service LS/LO teachers who lack confidence and competence to teach PE efficiently. Hence the acronym, RESQ-PE (RE- Skilling – (for) Quality-Physical Education), which can also be understood as rescuing or reclaiming PE as a valued subject in its own right is proposed to endorse the endeavour of a teacher training programme.

To conclude, re-skilling is more likely to succeed if a renewed approach is adopted for continuous teacher training/CPD, instead of a ‘hit-or-miss tactic’, where activities are constructed on instinct and custom (Guskey & Yoon, 2009). In other words, “If you’ve always done what you’ve always have, you’ll always get what you’ve always got!”

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**PART III**

**SUMMARY,**

**CONCLUSIONS AND**

**RECOMMENDATIONS**

## CHAPTER 8

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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#### 8.1 INTRODUCTION

PE in the SA school curriculum reflects a rather perplexing past. Undeniably, not being considered as one of the priority subjects at school (Van Deventer, 2002), had an adverse effect on the subject's status (Lindner, 2002). Worldwide, the demise of PE is a concern, one of the reasons being the increasing prevalence of lifestyle diseases amongst children, such as childhood obesity and diabetes (WHO, 2013). The Revised International Charter of Physical Education, Physical Activity and Sport (UNESCO, 2015) emphasises every child's right to physical activity, PE and sport. In order to provide all children with opportunities for quality PE, teacher training and the provision of sufficient resources, amongst other factors, are highlighted by UNESCO (ICCSPE, 2010). In SA, policy transformation processes resulted in PE currently finding itself as a subject area within the multidisciplinary subject of LS/LO. The literature indicates that LS/LO teachers experience numerous

barriers in terms of meeting the requirements for successful execution of the curriculum. The impact of curriculum changes is evident in the poor implementation of PE in schools in the Free State at present; therefore highlighting the necessity for teacher training and support in this regard.

## **8.2 SUMMARY**

This thesis can be seen as a positive step in the direction of addressing the need for training of in-service LS/LO teachers with regard to PE, where the aims were to 1) determine the impact of the changes in the curriculum on the state of PE as a subject; 2) assess the specific needs and challenges of in-service Foundation Phase LS teachers in the Free State regarding PE; 3) investigate the challenges of subject advisors of LS and LO in supporting in-service teachers with implementation of PE in schools in the Free State; 4) explore the role of PE in providing opportunities to support the enhancement of school sport, “sport for all” and sport development; and 5) demonstrate the necessity for capacitating in-service LS and LO teachers and explore an approach to inform a re-skilling programme for teaching PE.

Chapter 2 (p.16 to p.24) included a concise literature review concerning the state and status of PE, in addition to aspects that played a role in the training and development of in-service teachers. As the history of PE has a considerable influence on the implementation of PE in SA at present, literature with regard to these issues was discussed first. A literature focus describing the extent of the impact on the implementation of PE due to the curriculum changes, followed. In this discussion it became clear that the context in which these changes took place is important, in order to fully understand and properly address the lack of appropriate training for LS/LO teachers in practice. Lastly, clarification with regard to the view maintained in this thesis concerning PE, is provided.

Chapters 3-7 were presented in the form of research articles, all of which have been submitted to accredited journals for publication. Of these five articles, two have already been published in accredited journals.

Chapter 3 contains the review article entitled “Physical Education in South Africa: have we come full circle?” by Stroebel, L., Hay, J. and Bloemhoff, H.J. that has been published in the *South African Journal for Research in Sport, Physical Education and Recreation*, 2016, 38(3), pp. 205-218. This article provided an outline of the historical development of PE as subject in the national curriculum, alluding to three distinct time periods: before 1994, the period signifying the implementation of Curriculum 2005 (Outcome-based education), and the period since the induction of the current CAPS. The focus of the review was the consequences of curriculum reform and the impact it had on PE in South Africa. The results showed that prior to 1994, PE was recognised as a stand-alone subject, albeit Provincial DoEs had carte blanche to implement the syllabus as they found fitting. During this period, Higher Education Institutions (HEIs), such as teacher-training colleges, provided specialist training for PE teachers (Van der Merwe, 2011). Period 2, from 1994-1999, was characterised by a policy transformation process. Curriculum reform commenced with the first National Curriculum Statement, Curriculum 2005 in 1997, based on the principles of Outcomes-based Education (OBE) (Van Deventer, 2000). The training of teachers in the principles of OBE was done mainly via the various Provincial Departments of Education and not at HEIs (Van Deventer, 2011). Jansen and Taylor (2003) suggest the shutting down of teacher-training colleges during this period had adverse effects on the education profession. A Revised National Curriculum Statement (R-NCS) was completed in 2002 and scheduled for implementation in January 2004 (DBE, 2009). Despite declining teacher-training opportunities in PE, the reinstatement of PE as a learning outcome of LO in the R-NCS continued and was completed in 2008 (Van der Merwe, 2011). Period 3 signified the inauguration of the Curriculum and Assessment Policy Statement (CAPS) for each subject after amendments were made to the Revised National Curriculum Statement (R-NCS) (DBE, 2010b). The CAPS policy poses challenges in terms of teacher development in LS/LO (Van Deventer, 2011). Lambert (2014) emphasises the importance of teacher training and support to promote physical activity and to deliver PE appropriately in the curriculum. The plea for

PE to be reinstated as a stand-alone subject in the school curriculum, should be considered with caution, as it will have widespread consequences, especially in terms of preparing teachers and providing infrastructure to skilfully implement PE.

Chapter 4, contains the second research article entitled “The needs and challenges of Foundation Phase Life Skills teachers in delivering Physical Education: “Jack of all trades and Master of none?”” by Stroebel, L., Hay, J. and Bloemhoff, H.J., that has been published in the *South African Journal for Research in Sport, Physical Education and Recreation*, 2017, 39(3), pp.163-177. The aim of the article was to determine the needs and challenges of LS teachers with specific focus on effective implementation and delivering of PE in the Foundation Phase (FP) in selected primary schools in the Free State Province. Twenty schools per district in the five districts of the Free State, namely Fezile Dabi, Motheo, Thabo Mofutsanyana, Lejweleputswa and Xhariep Districts, were randomly selected for the study. Out of the primary schools (n=100) that were approached to take part in the study, 94 FP teachers (n=94) returned questionnaires. The data were analysed descriptively using absolute and relative frequencies and histograms. SAS Version 9.3 TS Level 1M2 was used for all the statistical analyses. The teachers’ responses to open-ended items were analysed qualitatively, and complemented the statistical findings. The results indicated that the most challenging issues were: a lack of qualified PE teachers; the lack of resources; the need for assistance with assessment; the need for guidance to accommodate learners with special needs and in-service training of teachers. The results showed that 96.6% (n=88) of teachers would find an in-service training opportunity that address developments within PE such as programme planning, content and presentation ideas, valuable. Furthermore, these results confirm the findings of Van Deventer and Van Niekerk (2009), Van der Merwe (2011) and Van Deventer (2012) that in-service training should consist of short courses that are held more frequently and cater for the practical presentation style of PE. The conclusions drawn from the results suggest that the lack of facilities and equipment to present

PE can be addressed by including improvisation skills and strategies during training and development opportunities. It would be advisable that training opportunities be instructed by qualified, skilled, experienced PE facilitators, to ensure the specific demands are met.

Chapter 5, contains the third research article 3 entitled “Challenges of Life Skills and Life Orientation Subject Advisors in the implementation of Physical Education” that has been submitted to the *South African Journal for Research in Sport, Physical Education and Recreation* for publication and is currently under review. The purpose of this article was to provide an understanding of the challenges LS/LO Subject Advisors (SUBADVs) of the FSDoE experience in guiding teachers to effectively deliver PE in schools in the Free State Province of South Africa – within an ecosystemic theoretical framework (Donald, Lazarus & Moolla, 2014). The starting point for this part of the study was that SUBADVs of LS/LO are in an interdependent relationship with the LS/LO teachers they serve, and that these two systems impact each other reciprocally through constant interaction. This investigation followed a qualitative research approach and a grounded theory methodology was adopted. The participants were ten SUBADVs in LS and/or LO representing the following teaching phases: Foundation Phase (FP) (n=2); FP and Intermediate Phase (IP) (n=5); IP and Senior Phase (SP) (n=2); and SP (n=1). The participants were representative of the five districts, namely the Motheo District (n=2); Lejweleputswa (n=2); Xhariep (n=2); Fezile Dabi (n=1) and Thabo Mofutsanyana Districts (n=3). Data were collected via semi-structured interviews, transcribed verbatim and analysed by means of qualitative content analysis, by firstly using inductive coding, and secondly, by coding/programming of the results by independent statistical analysis via SAS 9.4 Software (SAS, 2014). The themes identified were, in order of frequency from high to low: inadequate facilities and resources; lack of knowledge and understanding; training and workshops; lack of importance of PE; allocation of teachers; rotation of teachers; assessment problems and lack of funding. The results suggest that SUBADVs experience a number of challenges, as



indicated above, that has a negative influence on the facilitation of curriculum implementation. The three major challenges were: 1) the lack of qualified teachers and SUBADVs in PE; 2) insufficient facilities and equipment to present PE and sport, which affects the meaningful delivery of PE at many historically disadvantaged schools and 3) the need for appropriate in-service training for SUBADVs and teachers alike. It is vital that collaboration between the SUBADVs, who are responsible for supporting teachers in the implementation of the curriculum, and the teachers, who are responsible for the execution of the curriculum, are efficient.

Chapter 6, contains Article 4 entitled “Physical Education, school sport and sport for all: “back to basics” to enhance sport development in South Africa” that has been submitted for publication to the *African Journal for Physical Activity and Health Sciences*. The researcher is awaiting feedback from the journal. The aim of this article was to argue that quality PE plays a significant role in providing opportunities for exposure to a variety of physical activities, which are considered as the foundation (basics) of sports participation (DBE, 2011). The White Paper for Sport reaffirms the vital role of sport and PE at schools for sport development and motivation for life-long participation (SRSA, 2012b). This article provided a review of relevant literature and core government documents related to PE, school sport and sport development, such as the Memorandum of Understanding between the DBE and SRSA (DBE, 2011a); The White Paper for Sport (SRSA, 2012b); National Sport and Recreation Plan (SRSA, 2012a); Eminent Persons Group (EPG) Report, 2014/15 (EPG Report, 2015); and the South African School Sport Championship Implementation Evaluation document (DBE & SRSA, 2016). The results show that several policies and plans have been drafted, but few of the intended outcomes materialised. All the above-mentioned core documents point to the prioritisation of accessible resources. Thus, the difficulties disadvantaged communities and schools face with regard to the lack of physical and human resources at schools, should not be disregarded, as it has a direct influence on opportunities for mass participation and “sport for all”. The conclusion

drawn from the results suggest that in order to address the inequalities, fundamental movement skills (FMS) development should be detailed in all relevant policy documents (Barnett *et al.*, 2013). Since PE affords an effective structure and opportunity for all children to acquire movement skills (Green & Collins, 2008; Trost & Van der Mars, 2010), the poor implementation of PE in schools should be seriously reconsidered. From this review it is clear that PE, school sport and 'sport for all' have the potential to contribute positively towards enhancing sport development and the endeavour to become an active nation, provided that the policy documents are implemented.

Chapter 7, contains Article 5 entitled: "An approach for the re-skilling of in-service teachers in Physical Education in South African schools" that has been submitted for publication in the *South African Journal of Education*. The researcher is awaiting feedback from the journal. PE finds itself within the multi-faceted subject of LS/LO. By implication the teacher has unique and diverse continuing professional development needs. However, a lack of in-service programmes for LO teachers exist (Diale, 2016). The purpose of the article was to explore an approach for capacitating in-service LS/LO teachers responsible for teaching PE. In an attempt to reaffirm the need for in-service training, and examine the perceptible requirements for curriculum implementation and support to teachers, the involvement of SUBADVs was essential. A qualitative approach was adopted and data were collected by means of semi-structured interviews. The participants were ten SUBADVs from the five districts in the Free State. Themes that emerged from the data analysis were associated with the main issue, teacher training. The following themes were discussed: assessment problems, inappropriate allocation of teachers; rotation of teachers and lack of knowledge and understanding, which culminates in the need for in-service training. The results confirmed the necessity for re-skilling in PE, which support the findings of Du Toit *et al.* (2007) and Van Deventer (2012), who suggest that the teacher in PE should possess the skills to: execute and plan programmes, be creative with regard to content and present practical prescribed activities. The results also

indicated that the facilitator of teacher training should have an understanding of policy requirements, assessment and PE instruction. The results of this article suggest that in order to empower LS/LO teachers to teach PE proficiently, the approach charted for re-skilling should include that sufficient time be assigned to develop research-based programmes, hence collaboration between schools, the DBE and HEI's are vital to establish standardised in-service training programmes. Furthermore, ongoing, sustainable support for teachers is crucial.

The conclusions that are drawn from this research are presented in accordance with the research questions set out in Chapter 1 (p.6).

## **8.3 CONCLUSIONS**

### **8.3.1 Secondary research question 1: Article 1**

How did the changes in the PE curriculum impact on the state of PE as a subject?

The article revealed that prior to 1994, PE was recognised as a stand-alone subject. The succeeding policy transformation process, which commenced in 1997 with Curriculum 2005, prolonged until the inauguration of the Curriculum and Assessment Policy Statement (CAPS) for each subject after amendments were made to the Revised National Curriculum Statement. At present, PE is a subject area in the Life Skills and Life Orientation subject. The conclusion can be drawn that the curriculum changes had a negative impact on teacher-training opportunities in PE. The lack of teacher development and support proves to be challenge with regard to the implementation and delivery of PE in schools.

### **8.3.2 Secondary research question 2: Article 2**

What specific needs do in-service Life Skills teachers have concerning the practical implementation and delivery of Physical Education in the Foundation Phase in Primary schools in the Free State?

The results indicate that Life Skills teachers experience challenges with regard to a lack of resources; and need assistance with assessment and guidance to accommodate learners with special needs. Furthermore, 96.6% (n=88) of teachers have a need for in-service training that address developments within PE such as programme planning, content and presentation ideas. The conclusion drawn from the results suggest that the lack of facilities and equipment to present PE can be addressed by including improvisation skills and strategies during training and development opportunities. Training should be provided by qualified, skilled, experienced PE facilitators, to ensure the specific demands of the curriculum are met.

### **8.3.3 Secondary research question 3: Article 3**

What are the challenges that Life Skills and Life Orientation Subject Advisors experience regarding the implementation of Physical Education in the schools and amongst the teachers they serve?

The results indicate that the challenges experienced by SUBADVs are: inadequate facilities and resources; lack of knowledge and understanding; training and workshops; lack of importance of PE; allocation of teachers; rotation of teachers; assessment problems and lack of funding. These challenges all influence the implementation of PE in schools, although the need for appropriate in-service training for SUBADVs and teachers is central. The conclusion drawn from the results suggest that efficient collaboration between the SUBADVs, who are responsible for supporting teachers in the implementation of the curriculum, and the teachers, who are responsible for the execution of the curriculum, is vital.

### **8.3.4 Secondary research question 4: Article 4**

What role does Physical Education play in supporting the enhancement of school sport, “sport for all” and sport development in South Africa?

The results indicate that several policies and core government documents related to PE, school sport and sport development had been drafted, but few

of the intended outcomes materialised. The difficulties disadvantaged communities and schools face with regard to the lack of physical and human resources at schools, has a direct influence on opportunities for mass participation and “sport for all”. The conclusion drawn from the results suggest that in order to address the inequalities, the poor implementation of PE in schools needs urgent attention. However, the implementation of policies should precede and supplement the endeavour to mine the potential of PE, school sport and ‘sport for all’ to contribute positively towards enhancing sport development.

### **8.3.5 Secondary research question 5: Article 5**

What would the best approach be to capacitate in-service teachers to effectively implement PE?

The results indicate that assessment problems, inappropriate allocation of teachers; rotation of teachers and lack of knowledge and understanding, culminates in the need for in-service training. The conclusion drawn from the study suggests that the facilitator of teacher training should have an understanding of policy requirements, assessment and PE instruction. The approach followed for re-skilling should include the development of standardised, research-based, in-service training programmes; collaboration between schools, the DBE and HEIs; and ongoing, sustainable support for teachers to implement PE.

The results of this thesis show reasons for concern with regard to the capacity of in-service teachers to deliver PE in schools in the Free State. With increasing demands placed on the LS/LO teacher in the changing school curriculum, the need for in-service training accumulates. The value of an approach that is aligned with the requirements of the CAPS, which aims to address the specific needs of the LS/LO teacher to be capacitated to implement the PE curriculum proficiently, is also demonstrated. The findings in this thesis emphasise the importance of sufficient and appropriate opportunities for re-skilling of in-service teachers in LS/LO with regard to PE.

## 8.4 RECOMMENDATIONS AND LIMITATIONS

The results and recommendations made in this thesis will be disseminated through feedback to the FSDoE, for further circulation to the relevant stakeholders, such as Departmental officials, subject advisors, principals and LS/LO teachers. Similarly, it will be disseminated through publications in peer-reviewed research journals and presentations of papers at national and international conferences. Since the study commenced in 2014, the researcher by now has presented papers at two national and four international conferences to disseminate information gathered during the progression of the research project. Two articles have been published, as mentioned in the Summary (8.1). For a detailed account of the presentations and publications, see Appendix M.

The results of this study provided valuable insight into the state and status of PE in SA schools' post-education transformation, in addition to the challenges experienced by the FSDoE SUBADVs and subsequently, the LS/LO teachers. The following recommendations can be made from the results, which can be used effectively to assist in developing an approach for re-skilling in PE.

Should the appeal for the reinstatement of PE as a stand-alone subject in the school curriculum be successful, the extensive consequences of such a commitment must be considered. The results of this study indicate that multiple changes to curriculum can have a detrimental effect, especially if it is done over a short period of time. Therefore, in order to implement curriculum changes effectively and smoothly, the obligations of schools must be clear, the capacity of educators to deliver PE should receive attention, and schools should be provided with the essential PE equipment and infrastructure, to deliver on the demands of the curriculum. Even if the petition fails to materialise, these issues need to be addressed.

The evidence indicates that the lack of qualified PE teachers contributes to the myriad of challenges experienced with regard to implementation of the CAPS for PE. Furthermore, the challenges LS/LO teachers face, due to the diverse

topics in the subject, are exacerbated by the lack of resources, knowledge and in-service training. It is recommended that in the absence of qualified PE teachers, LS/LO teachers are equipped and capacitated to master the challenges through appropriate in-service training and development opportunities. Said opportunities should be investigated with an emphasis on the institution who provides the training, whether it be HEIs, the DBE or external service providers, for standardisation purposes. It would be advisable that training opportunities be presented by experienced specialists, who are familiar with the content, curriculum requirements and assessment of PE.

The fact that the majority of SUBADVs are not qualified, nor did they receive training in PE, emphasise the importance of equipping and enabling them to serve the teachers they are held responsible for. In the light of the results of this study, it can be stated that SUBADVs are willing, but not sufficiently equipped to offer support and guidance to LS/LO teachers with regard to implementation of the PE curriculum. The effective delivery of PE, especially in historically disadvantaged schools which lack adequate physical and human resources, are failing. It is recommended that future research focuses on the issues that could strengthen and assist the SUBADVs' task in providing support, which implies investigating alternatives to overcome the lack of resources and examining meaningful approaches to train SUBADVs.

The results of this study show that although policies and plans for PE, school sport and sport development exist, the intended outcomes seldom materialise. The researcher recommends that the reasons for lack of implementation be investigated. Core documents emphasise that accessibility to resources is vital for the development of mass participation and 'sport for all'. However, it remains a problem in disadvantaged communities and schools. Further research aimed at solutions to overcome the deficiency of resources, is recommended. The accomplishments of the National School Sport Championships should be investigated to determine whether the goals are met with regard to opportunities to participate, as well as the success in terms of developing children to progress to higher level sport.

Since a deficiency in terms of in-service programmes for LO teachers exist, the researcher proposes that DBE and HEIs collaborate to establish standardised, research-based, in-service training programmes. In addition to these recommendations, further research is recommended with regard to re-skilling of teachers to implement PE:

- That a pilot study be conducted in order to assess the effectiveness of previous/current workshops in PE;
- That an ongoing, sustainable support system be established instead of a once-off workshop annually, e.g. a main conference at the end of the first term, supplemented by two enrichment seminars in the second and third term;
- Support of expert advisers, e.g. a social media group and/or website for practical, hands-on tips and assistance, complemented by visual aids such as photos, videos, webinars; and
- Careful consideration of the context and content of a re-skilling programme, for instance, curriculum requirements, improvisation skills, practical instruction skills, safety precautions.

Any study, however well it has been planned, has limitations, thus the following recommendations for further research, which can strengthen the results of this study, can be made:

One of the major limitations with regard to the distribution of questionnaires in the quantitative study, was the fact that the researcher distributed the questionnaires in person to the schools to avoid delays, resulting in a relative small sample. However, the research project had to be explained to either the administration clerk, principal, head of department or teacher, depending on availability. There were no guarantees that the researcher would be able to collect the completed questionnaire as arranged. In some cases, the questionnaire was not passed on to the appropriate teacher. In other cases, the teacher did not complete it by the collection date, which resulted in the



researcher's schedule being delayed due to the school's remote location and subsequently, unnecessary travelling expenses. The questionnaires that were not completed were left in good faith at the school with the understanding of either faxing or emailing to the researcher upon completion. The particular agreements were not adhered to, and as a consequence all the questionnaires were not returned. The personal distribution of questionnaires resulted in a 94% response rate.

Another limitation to the study was the random selection of 20 schools in each district, which contributed to the difficulties experienced. Purposive selection of schools would be recommended in future. In future studies investigating the Intermediate, Senior and FET phase teachers are recommended in order to increase the generalisability of the results.

Due to the unavailability of SUBADVs for the qualitative study, the initial focus groups could not materialise, and the researcher reverted to semi-structured, individual interviews. Factors that limited the study, was the lack of accessibility to resources that SUBADVs are challenged with, such as vehicles and administrative resources. In addition, there were no SUBADVs for the Further Education and Training (FET) phase available for an interview in any of the districts at the time of the research.

The results of the study were based on data obtained from the Free State province only, and therefore the results cannot be generalised to the larger population in the country, as certain divergences may occur. However, it is sensed that the same trends may be prevalent all over the country. It is recommended that future studies should be conducted to incorporate all the provinces of SA.

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## APPENDICES

## **Appendix A**

### **Permission from Department of Education**

## **INFORMATION AND CONSENT FORM: Department of Education- Free State Province**

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## **INFORMATION AND CONSENT FORM: Department of Education- Free State Province**

Dear Sir/ Madam

Re: Research project: Re-skilling of in-service teachers in Physical Education

My name is Leoni Stroebel and I am engaged in doctoral studies at the University of the Free State. I am an ad-hoc lecturer at the University of the Free State where my area of specialisation is Physical Education.

This study finds its origin in Strategic Objective 2 of The National Sport and Recreation Plan, which is to maximize access to sport, recreation and physical education in every school in South Africa, "Physical Education and sport in all schools" are described as a key activity to ensure that Physical Education is compulsory and a stand- alone subject in the school curriculum (SRSA, 2012).

In addition, the primary outcome of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (DBE & HET, 2011) is to improve the quality of teacher education, teachers and teaching. To address this, development opportunities for practicing teachers are proposed who require support developing knowledge and practices to implement the National Curriculum Statement more successfully.

Bearing the above in mind, the study will focus on the challenges and needs of district coordinators, subject advisors and teachers of Life Skills/Life Orientation, with specific emphasis on the delivery of Physical Education. The study is twofold: a qualitative study with the subject advisors as participants, and a quantitative study with the teachers as participants.

- Qualitative study: I would like to arrange focus group interviews/discussions with district coordinators and subject advisors in the districts of the Free State – Motheo, Lejweleputswa, Fezile Dhabu, Xhariep, Thabo Mofutsanyana and in the Northern Provinces (Gauteng, North West, Mpumalanga, Limpopo).

I hope to focus on the unique challenges faced by coordinators and subject advisors with regard to their advisory and supporting roles. The focus group discussion will be video recorded.

- Quantitative study: With regard to the teachers in Life Orientation, I would like to randomly select Foundation phase teachers from schools in rural and urban areas (20 per district). The 5 districts in the Free State (Motheo, Lejweleputswa, Fezile Dhabu, Thabo Mofutsanyana and Xhariep) will be included in this study. The randomly



selected schools will be contacted via email, with the information and consent letter. Teachers that have internet access will be requested to complete the questionnaire online. Data collected in digital form will be protected by passwords which I will have possession of.

- The teachers who do not have access to email, (e.g.in rural areas) will receive letters from the subject advisors to inform them of the research and obtain consent. The questionnaires will be distributed in the same way, in a closed envelope, with a return envelope inside, to ensure anonymity and confidentiality. Assistance with coordination and distribution of the letters of information and consent will be requested at the focus group discussion/interview meeting. The subject advisors have the opportunity to distribute the letters, as they visit the schools on a regular basis.

To ensure confidentiality and voluntary participation, the following aspects will be relayed to the district coordinators and subject advisors and the teachers of the schools selected:

- The purpose of the research;
- Why they have been selected to participate in the research;
- What they will be expected to do e.g. focus group discussion, questionnaire;
- Their right to information about the research;
- Their right to withdraw from the research;
- Their anonymity will be assured;
- How the data will be recorded;
- How the data will be stored;
- Who will see the data and what will it be used for.

It is envisaged that this study will provide insights into the practice of in-service teachers in Physical Education. All findings will be made known to the Department of Basic Education, Sport and Recreation South Africa and CATHSSETA. Therefore, abovementioned institutions will derive an understanding of how the implementation of Physical Education unfolds in classrooms.

I will be happy to address any questions or requests for more information. If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me direct to discuss it. You are also free to contact my supervisor- the details are given above.

Please sign the form below if you are willing to grant permission for me to conduct the research with the district coordinators, subject advisors and teachers from schools in the abovementioned Provinces and districts.

Yours sincerely,  
Leoni Stroebele

Tel no. 051 4017453  
Email: [stroebelce@ufs.ac.za](mailto:stroebelce@ufs.ac.za)

I....., (first name and surname) have read and understood the contents of this letter. I hereby grant permission for the abovementioned research to be carried out with district coordinators, subject advisors and teachers in the schools. Districts and Provinces as mentioned above. I understand that the information obtained from this study will be used at faculty meetings, seminar presentations, conference proceedings and articles in accredited journals.

District Manager:.....Date:.....

## **Appendix B**

### **Feedback from Department of Education**



education

Department of  
Education  
FREE STATE PROVINCE

**Enquiries:** Dr MC Liphapang  
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**E-mail:** maphokal@edu.fs.gov.za

Ms. LCE Stroebel

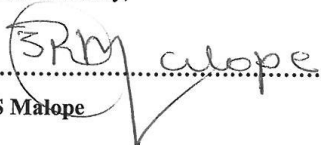
**RE: APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION:**

This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

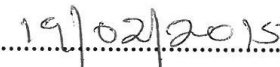
1. Research topic: **Re-skilling of in-service teachers in Physical Education South African schools: A short learning programme**
2. Approval is granted for you to conduct research in the Free State Department of Education for the period **February 2015 to 02 October 2015**
3. Should you fall behind your schedule by three months to complete your research project in the requested period, you will need to apply for an extension.
4. This approval is subject to the following conditions:
  - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
  - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education (Old CNA Building, Room 301, Charlotte Maxeke Street, Bloemfontein).
  - 4.3 You will be expected, on completion of your research study, to make a presentation to the relevant stakeholders in the Department.
  - 4.4 The attached ethics document must be adhered to in the discourse of your study in our department.
5. Please note that the costs relating to all the conditions mentioned above are your own responsibility.
6. This letter should be shown to all participants.

Thank you for choosing to research with us. We wish you every success with your study.

Yours faithfully,

  
.....  
RS Matlope

**HOD: FS Department of Education**

  
.....

**Date**

Directorate: Strategic Planning, Policy Development & Research - Private Bag X20565, Bloemfontein, 9300 – Room 301, Old CNA building,  
Charlotte Maxeke, Bloemfontein 9300 - Tel: 051 404 9290/58/59/ Fax: 086 6229 092 E-mail: maphokal@edu.fs.gov.za

[www.education.gov.za](http://www.education.gov.za)

## **Appendix C**

### **Informed Consent Form**

#### **Principals**



Researcher: L C E Stroebel  
University of the Free State  
Nelson Mandela Drive  
Bloemfontein  
9301  
T: 051 401 7453  
F: 051 401 7044  
Email: [stroebellce@ufs.ac.za](mailto:stroebellce@ufs.ac.za)  
13 August 2015

Promoter: Prof J Hay  
North-West University  
Building C6  
Potchefstroom  
2531  
T: 018 285 2026  
F: 018 294 3400  
Email: [Johnnie.Hay@nwu.ac.za](mailto:Johnnie.Hay@nwu.ac.za)  
Co-promoter: Prof H J Bloemhoff  
T: 051 4012323  
Email: [bloemhj@ufs.ac.za](mailto:bloemhj@ufs.ac.za)

Dear Principal

Re: Research project: Re-skilling of in-service teachers in Physical Education  
(UFS-EDU-2014-037)

My name is Leoni Stroebel and I am engaged in doctoral studies at the University of the Free State. My area of specialisation is Physical Education.

This study is about the needs of teachers of Life Skills/Life Orientation, with specific emphasis on the delivery of Physical Education.

I would like the Life Skills/ Life Orientation teacher at your school to participate in this research as my intention is to gain understanding of the needs and challenges of teachers regarding the implementation of the CAPS in Life Skills/Life Orientation, with specific reference to the teaching of Physical Education.

I would like to contact the teachers via letter, distributed either by myself, or by the Subject advisors for Life Skills/ Life Orientation of the 5 districts in the Free State (Motheo, Lejweleputswa, Fezile Dhabu, Thabo Mofutsanyana and Xhariep). Schools have been randomly selected to participate in this study. The questionnaires will be distributed in a closed envelope, with a return envelope inside, to ensure anonymity and confidentiality. The purpose of this questionnaire is to gather information on the present situation regarding the implementation of the Curriculum Assessment Policy Statement in schools with regard to Life Skills, with the focus on Physical Education.

There are no possible risks to the teacher participating in this research as I will take the following steps to protect the participant from any risks.

Confidentiality and anonymity for all participants: The data and identities of all participants will be held in the strictest confidence and anonymity will be assured in any publications of the study through the use of pseudonyms. My supervisors and I will be the only people in possession of the list of participants with their corresponding pseudonyms.

The list and all the data collected will remain in my possession and will be stored in a locked cabinet. Data collected in digital form will be protected by passwords which I will have possession of. Participation is entirely voluntary and the teacher are under no obligation to take part in this study.

The findings of this study will be used to make recommendations on how to meet the demands of the NCS and CAPS, regarding Physical Education. I hope to design a short learning programme to equip teachers with the necessary knowledge and skills to deliver the subject of Physical Education adequately and proficiently.

I will be happy to address any questions or requests for more information. If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me direct to discuss it, and also note that you are free to contact my promoter (details indicated above).

Please sign the form below if you are willing to grant permission for me to conduct the research in your school. If you would be so kind to give the consent slip to the teacher, who must ensure that the consent slip from the Principal is included in the envelope sent back to me.

Thank you.

Yours sincerely,  
Leoni Stroebe

Tel no. 051 4017453  
Email: [stroebelce@ufs.ac.za](mailto:stroebelce@ufs.ac.za)

I....., (first name and surname) have read and understood the contents of this letter. I hereby grant permission for the abovementioned research to be carried out with the Life Skills/ Life Orientation teacher at the school. I understand that the information obtained from this study will be used at faculty meetings, seminar presentations, conference proceedings and articles in accredited journals.

School Principal:..... Date:.....

School: .....

**Appendix D**  
**Informed Consent Form**  
**Teachers**

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



Researcher: L C E Stroebel  
University of the Free State  
Nelson Mandela Drive  
Bloemfontein  
9301  
T: 051 401 7453  
F: 051 401 7044  
Email: [stroebelce@ufs.ac.za](mailto:stroebelce@ufs.ac.za)  
30 July 2015

Promoter: Prof J Hay  
North-West University  
Building C6  
Potchefstroom  
2531  
T: 018 285 2026  
F: 018 294 3400  
Email: [Johnnie.Hay@nwu.ac.za](mailto:Johnnie.Hay@nwu.ac.za)  
Co-promoter: Prof H J Bloemhoff  
T: 051 4012323  
Email: [bloemhj@ufs.ac.za](mailto:bloemhj@ufs.ac.za)

Dear Sir/ Madam

Re: Research project: Re-skilling of in-service teachers in Physical Education  
(UFS-EDU-2014-037)

I would like to invite you to take part in this research project: Re-skilling of in-service teachers in Physical Education in South African schools: a short learning programme.

My name is Leoni Stroebel and I am engaged in doctoral studies at the University of the Free State. My area of specialisation is Physical Education.

This study is about the needs of teachers of Life Skills/Life Orientation, with specific emphasis on the delivery of Physical Education.

I would like you to participate in this research because of your position as a **teacher for Life Skills/Life Orientation** in one of the 5 districts of the Free State – Motheo, Lejweleputswa, Fezile Dhabu, Xhariep and Thabo Mofutsanyana. Your participation in this project is important as you have first-hand knowledge and understanding of the implementation of the CAPS in Life Skills/Life Orientation, with specific reference to Physical Education. You deal with certain challenges and problems on a daily basis regarding the teaching of Physical Education.

The reason I am doing this study is to determine the needs of subject advisors and teachers in order to design a short learning programme. The goal is to assist in the deliverance of quality Physical Education (PE) programmes.

You will be contacted via letter, distributed by myself or the Subject advisors of the 5 districts in the Free State (Motheo, Lejweleputswa, Fezile Dhabu, Thabo Mofutsanyana and Xhariep). Your school have been randomly selected to participate in this study. The questionnaires will be distributed in the same way, in a closed envelope, with a return envelope inside, to ensure anonymity and confidentiality.

The purpose of this questionnaire is to gather information on the present situation regarding the implementation of the Curriculum Assessment Policy Statement in schools.

There are no possible risks to you participating in this research as I will take the following steps to protect you from any risks.



The purpose of this questionnaire is to gather information on the present situation regarding the implementation of the Curriculum Assessment Policy Statement in schools.

There are no possible risks to you participating in this research as I will take the following steps to protect you from any risks.

Confidentiality and anonymity for all participants: The data and identities of all participants will be held in the strictest confidence and anonymity will be assured in any publications of the study through the use of pseudonyms. My supervisors and I will be the only people in possession of the list of participants with their corresponding pseudonyms. The list and all the data collected will remain in my possession and will be stored in a locked cabinet. Data collected in digital form will be protected by passwords which I will have possession of.

I am sure you will benefit from this study as the findings of this study will be used to make recommendations on how to meet the demands of the NCS and CAPS, regarding Physical Education. I hope to design a short learning programme to equip teachers with the necessary knowledge and skills to deliver the subject of Physical Education adequately and proficiently.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor (indicated above).

Please sign the consent form below if you are willing to participate in the research. Please ensure that the consent slip below is signed and inserted in the return envelope, with the consent slip from your principal and the completed questionnaire.

Thank you for your participation.

Yours sincerely,  
Leoni Stroebele

Tel no. 051 4017453  
Email: [stroebelce@ufs.ac.za](mailto:stroebelce@ufs.ac.za)

<p>I....., (first name and surname) have read and understood the contents of this letter. I hereby agree to participate in the study as a Life Skills/ Life Orientation/ Physical Education teacher in the districts of the Free State Province as mentioned above. I understand that the information obtained from this study will be used at faculty meetings, seminar presentations, conference proceedings and articles in accredited journals.</p> <p>Teacher:..... Date:.....</p>
---

## **Appendix E**

**Informed consent form**

**Subject advisors**

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



EDUCATION  
OPVOEDKUNDE  
UFS·UV

**DEPARTMENT OF EDUCATION  
DEPARTEMENT OPVOEDKUNDE**

Researcher: L C E Stroebel  
University of the Free State  
Nelson Mandela Drive  
Bloemfontein  
9301  
T: 051 401 7453  
F: 051 401 7044  
Email: [stroebellce@ufs.ac.za](mailto:stroebellce@ufs.ac.za)  
13 August 2015

Promoter: Prof J Hay  
North-West University  
Building C6  
Potchefstroom  
2531  
T: 018 285 2026  
F: 018 294 3400  
Email: [Johnnie.Hay@nwu.ac.za](mailto:Johnnie.Hay@nwu.ac.za)  
Co-promoter: Prof H J Bloemhoff  
T: 051 4012323  
Email: [bloemhj@ufs.ac.za](mailto:bloemhj@ufs.ac.za)

Dear Sir/ Madam

Re: Research project: Re-skilling of in-service teachers in Physical Education  
(UFS-EDU-2014-037)

My name is Leoni Stroebel and I am engaged in doctoral studies at the University of the Free State. My area of specialisation is Physical Education.

This study is about the challenges and needs of district coordinators, subject advisors and teachers of Life Skills/Life Orientation, with specific emphasis on the delivery of Physical Education.

I would like you to participate in this research because of your position as **coordinator/ subject advisor for Life Skills/Life Orientation** in one of the 5 districts of the Free State – Motheo, Lejweleputswa, Fezile Dhabu, Xhariep and Thabo Mofutsanyana. Your participation in this project is important as you deal with the teachers on a daily basis and are aware of the challenges and problems they face regarding the implementation of the NCS/CAPS in Life Skills/Life Orientation, with specific reference to Physical Education.

The reason I am doing this study is to determine the needs of subject advisors and teachers in order to design a short learning programme. The goal is to assist in the deliverance of quality Physical Education (PE) programmes.

I would like to set up a meeting with the subject advisors, and interview the participants by means of a focus group discussion. I hope to focus on the unique challenges faced by coordinators and subject advisors with regard to their advisory and supporting roles. The focus group discussion will be video and audio recorded.

There are no possible risks to you participating in the research as I will take the following steps to protect you from any risks.

Your participation will be totally voluntary. You may withdraw from the study if you so wish. I will assure you of confidentiality and anonymity- the use of pseudonyms will be applicable.

I am sure you will benefit from this study as the findings of this study will be used to make recommendations on how to meet the demands of the NCS and CAPS, regarding Physical Education. I hope to design a short learning programme to equip the teachers with the necessary knowledge and skills to deliver the subject of Physical Education adequately and proficiently.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further repercussions.

If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor (indicated above).

Should any difficult personal issues arise during the course of this research, I will endeavour to see that a qualified expert is contacted and able to assist you.

Yours sincerely,  
Leoni Stroebel

Tel no. 051 4017453  
Email: [stroebellce@ufs.ac.za](mailto:stroebellce@ufs.ac.za)

I....., (first name and surname) have read and understood the contents of this letter. I hereby agree to participate in the study as Subject Advisor in the districts and Provinces as mentioned above. I understand that the information obtained from this study will be used at faculty meetings, seminar presentations, conference proceedings and articles in accredited journals.

Subject Advisor:..... Date:.....

District:.....

**Appendix F**  
**Ethical clearance**

## Ethics Office

Room 12  
Winkie Direko Building  
Faculty of Education

University of the Free State  
P.O. Box 339  
Bloemfontein  
9300  
South Africa

T: +27(0)51 401 9922  
F: +27(0)51 401 2010

[www.ufs.ac.zaBarclayA@ufs.ac.za](mailto:www.ufs.ac.zaBarclayA@ufs.ac.za)

18 August 2014

### ETHICAL CLEARANCE APPLICATION:

#### *RE- SKILLING OF IN- SERVICE TEACHERS IN PHYSICAL EDUCATION IN SOUTH AFRICAN SCHOOLS: A SHORT LEARNING PROGRAMME*

Dear Ms Stroebel

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence, is:

**UFS-EDU-2014-037**

This ethical clearance number is valid for research conducted for three years from issuance. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A. Barclay', with a small dot at the end.

Andrew Barclay  
Faculty Ethics Officer

**Appendix G**  
**Questionnaire**



**FACULTY OF EDUCATION  
FAKULTEIT OPVOEDKUNDE**

**QUESTIONNAIRE TO THE LIFE SKILLS TEACHER**

**Study Area: Physical Education / Studie area: Liggaamsopvoeding**

**GRONDSLAGFASE / FOUNDATION PHASE**

The purpose of this questionnaire is to gather information on the present situation regarding the **implementation** of the Curriculum and Assessment Policy Statement (CAPS) in schools. The questionnaire is specifically aimed at the **Subject: Life Skills**, with specific reference to the **Foundation Phase, Grades R to 3**. To achieve the aim of this project your cooperation is requested. Please answer the following questions as **complete** and as **objectively** as possible by simply making a cross in the applicable frame or writing a short comment if requested. Please ensure that you do not omit any questions. (This questionnaire will take you approximately 20 min to complete). Anonymity will be maintained, therefore do not identify yourself. All information is regarded as confidential and used for research purposes only.

**THANK YOU VERY MUCH FOR YOUR TIME AND WILLINGNESS TO COMPLETE THIS QUESTIONNAIRE.**

Kind regards  
L. Stroebel

Die doel van hierdie vraelys is om inligting oor die huidige stand aangaande die **implementering** van Kurrikulum- en Assesseringsbeleidsverklaring (KABV) in skole te bekom. Die vraelys is spesifiek gerig op die **Vak: Lewensvaardighede**, met spesifieke verwysing na die **Grondslagfase, Graad R tot 3**. Om te verseker dat hierdie projek in sy doel slaag, word u samewerking versoek. Beantwoord asseblief die volgende vrae so **volledig** en **objektief** as moontlik deur slegs 'n kruisie in die toepaslike blokkie aan te bring of om 'n kort opmerking te skryf indien versoek. Maak asseblief seker dat u nie vrae uitlaat nie. (Die vraelys sal u ongeveer 20 min neem om te voltooi). Die vraelyste word anoniem hanteer, dus hoef u naam nie op die vraelys te verskyn nie. Alle inligting word as vertroulik beskou en slegs vir navorsingsdoeleindes aangewend.

**BAIE DANKIE VIR U TYD EN BEREIDWILLIGHEID OM HIERDIE VRAELYS TE VOLTOOI.**

Vriendelike groete  
L Stroebel

--	--	--	--	--	--	--	--	--	--

(For office use only / Slegs vir kantoor gebruik)

---

**LIFE SKILLS / LEWENVAARDIGHEDE**

Unless indicated differently complete the questions by applying an **X** in the applicable frame or writing a short comment if requested. Please answer **ALL** the questions. This will only take approximately **20 minutes** of your time.

Tensy anders aangedui beantwoord die vrae deur slegs 'n **X** in die toepaslike blokkie aan te bring of om 'n kort opmerking te skryf indien versoek. Beantwoord asseblief **AL** die vrae. Dit sal slegs ongeveer **20 minute** van u tyd in beslag neem.

**A. DEMOGRAPHIC INFORMATION / DEMOGRAFIESE INLIGTING**

---

1. Which community does the school **MAINLY** serve?

Watter gemeenskap word **HOOFSAAKLIK** deur die skool bedien?

Black community / Swart gemeenskap

Coloured community / Kleurling gemeenskap

White community / Blanke gemeenskap


Other (specify) / Ander (spesifiseer) \_\_\_\_\_

---

1.1 Which education district are you from?

Van watter onderwysdistrik is u afkomstig?

---

---

2. Would you classify your school as being **urban** or **rural**?

Sal u die skool as **stedelik** of **landelik** klassifiseer?

Urban / Stedelik

Rural / Landelik


3. Which **religious groupings** are mainly found in your school?

Watter **religieuse groeperings** kom hoofsaaklik in u skool voor?

Judaism / Judaïsme	
Christianity / Christendom	
Islam	
Hinduism / Hindoeïsme	
Buddhism / Boeddhisme	
African religion / Afrika religie	
Shikism	
Taoism / Taoïsme	
Other (specify) / Ander (spesifiseer)	

4. What is the **total number of learners** in the school?

Wat is die **totale leerdertal** van die skool?

<100

100-499

500-999

1000+


5. What are the average **number of learners** in a class?

Wat is die gemiddelde **aantal leerders** in 'n klas?

Grade / Graad R

Grade / Graad 1

Grade / Graad 2

Grade / Graad 3

	20-30	30-40	40-50

5.1 How many Foundation phase classes are in the school?

Hoeveel Grondslagfaseklasse is daar in die skool?

	Grade / Graad R	
	Grade / Graad 1	
	Grade / Graad 2	
	Grade / Graad 3	

**B. CURRICULUM / KURRIKULUM**

6. Does your school have **qualified Physical Education teachers**?

Beskik u skool oor **gekwalfiseerde Liggaamsopvoeding onderwysers**?

Yes / Ja

No / Nee


6.1 If **YES**, how many and in what grades?

Indien **JA**, hoeveel en in watter grade?

Grade Graad	Number? Aantal?	Permanent (P) or Part Time (PT) Permanent (P) of Deeltyds (DT)
R		
1		
2		
3		

6.2 Indicate the qualifications above mentioned teachers hold in Physical Education.

Dui aan watter kwalifikasies bogenoemde onderwysers in Liggaamsopvoeding het.

---

---

---

7. Is **Life Skills** presented as a subject in Grades R to 3 at your school?

Word **Lewensvaardighede** as 'n vak in Grade R tot 3 by u skool aangebied?

Yes / Ja

No / Nee


7.1 If **NO**, please give the reasons.

Indien **NEE**, gee asseblief die redes.

8. Do the teachers understand the principles of the **NCS - CAPS**?

*Staff not qualified for Life Skills / Personeel nie*

*gekwalfiseerd vir Lewensvaardighede*

--

*Not sufficient time on timetable / Nie voldoende tyd op*

*Skoolrooster*

*Emphasis on other subjects / Klem op ander vakke*

*Shortage of learning material / Tekort aan leermateriaal*

*Inadequate facilities & equipment / Onvoldoende fasiliteite*

*en apparate*


--

Verstaan die onderwysers die beginsels van die **NKV - KABV**?

Yes / Ja

No / Nee


8.1 If **YES**, please specify where they obtained the information.

Indien **JA**, spesifiseer asseblief waar hulle die inligting bekom het.

Departmental in-service training / Departementele

Indiensopleiding

Training by tertiary institutions / Opleiding deur tersiêre

Instellings

Other (specify) / Ander (spesifiseer)

8.2 If **NO**, indicate the areas in which assistance is needed.

Indien **NEE**, toon die areas waarin hulp benodig word aan.

9. Which **study areas** of Life Skills are presented?

Watter **studie-areas** van Lewensvaardighede word aangebied?

- *Beginning knowledge* / Aanvangskennis
- *Creative Arts* / Skeppende Kunste
- *Personal & Social well-being* / Persoonlike & Sosiale welsyn
- Physical Education / Liggaamsopvoeding

Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee

10. Please rate the **importance** that your school attach to Life Skills as a subject. Use the scale provided.

Hoe **belangrik** beskou u skool Lewensvaardighede as 'n vak. Gebruik die onderstaande skaal.

1	2	3	4	5
---	---	---	---	---

Not important

Reasonable important

Average

Important

Very important

Nie belangrik

Redelik belangrik

Gemiddeld

Belangrik

Baie belangrik

11. Is **Physical Education** presented as part of Life Skills?

Word **Liggaamsopvoeding** as deel van Lewensvaardighede aangebied?

Yes / Ja

No / Nee


11.1 If **NO**, please specify why not.

Indien **NEE**, spesifiseer asseblief hoekom nie.

--

11.2 If **YES**, do qualified Physical Education teachers teach the study area or is someone from the "outside" paid to teach it?

Indien **JA**, onderrig gekwalifiseerde Liggaamlike Opvoeding onderwysers die studie-area of word iemand van "buite" ingekoop om dit te onderrig?

- *Qualified Physical Education teachers /*

Gekwalifiseerde Liggaamsopvoeding

Onderwysers

Yes / Ja	No / Nee
----------	----------

- *"Outside" person or organisation / "Buite" persoon*

of organisasie

Yes / Ja	No / Nee
----------	----------

- *If it is the latter, name the organisation in the space*

*provided below / Indien laasgenoemde, noem die*

*organisasie in die spasie hieronder*

---

---

12. Does **integration** take place between the **different study areas** of Life Skills?

Vind **integrasie** tussen die **verskillende studie-areas** van Lewensvaardighede plaas?

Yes / Ja

No / Nee


12.1 If **NO**, please specify why not.

Indien **NEE**, spesifiseer asseblief hoekom nie.

--

13. Does **integration** take place between the **study areas of Life Skills and other subjects**?

Vind **integrasie** tussen die **studie-areas van Lewensvaardighede en ander**

**vakke plaas?**

Yes / Ja

No / Nee


13.1 If **NO**, please specify why not.

Indien **NEE**, spesifiseer asseblief hoekom nie.

--

14. Is enough **time** allocated for Physical Education within the framework of Life Skills?

Word daar binne die raamwerk van Lewensvaardighede genoeg **tyd** vir

Liggaamsopvoeding voorsien?

Yes/ Ja

No/Nee




14.1 If **NO**, please specify why not.

Indien **NEE**, spesifiseer asseblief.

--

15. Does your school make use of **topics/themes and sub-themes** within Life Skills?

Maak u skool gebruik van **onderwerpe/temas en sub-temas** binne Lewensvaardighede?

Yes / Ja	No / Nee
----------	----------

15.1 If **YES**, please indicate how.

Indien **JA**, toon asseblief aan hoe.

- According to the Assessment Standards / Volgens die

--

Assessering Standaarde

- Own themes / Eie temas

--

- Other (specify) / Ander (spesifiseer)

16. Does your school make use of **team planning sessions** for Life Skills?

Maak u skool gebruik van **spanbeplanningssessies** vir Lewensvaardighede?

Yes / Ja

No / Nee


16.1 If **NO**, please specify. If **YES**, please specify how?

Indien **NEE**, spesifiseer asseblief. Indien **JA**, spesifiseer asseblief hoe?

**NO / NEE**

**YES / JA**

17. Do the teachers know **how** to assess with regards to movement content in the study area of Physical Education?

Weet die onderwysers **hoe** om bewegingsinhoude te assesser in die studie-area Liggaamsopvoeding?

Yes / Ja

No / Nee

17.1 If **NO**, please provide reasons.

Indien **NEE**, voorsien asseblief redes.

- Do not know how to develop portfolios / Weet nie

hoe om portefeuljes te ontwikkel nie

- Do not know how to develop movement rubrics /

Weet nie hoe om bewegingsrubrieke te ontwikkel nie

- Do not know how to develop a movement matrix /

Weet nie hoe om 'n bewegingsmatriks te ontwikkel

Nie

*Other (specify) / Ander (spesifiseer)*

18. Does your school have specific guidelines for **recording** and **reporting** learner achievement in Physical Education?

Beskik u skool oor spesifieke voorskrifte vir die **opteken** en **rapportering** van leerderprestasie in Liggaamsopvoeding?

Yes / Ja

No / Nee

19. Are the learners presented with **feedback** regarding their achievements?

Word die leerders met **terugvoer** aangaande hulle prestasie voorsien?

Yes / Ja

No / Nee

20. Does your school have the necessary **resources** to present Life Skills?

Beskik u skool oor die nodige **hulpbronne** om Lewensvaardighede aan te bied?

Yes / Ja

No / Nee

If **NO**, please indicate shortages and needs.

Indien **NEE**, dui asseblief tekorte en behoeftes aan.

- *Learning material / Leermateriaal*
- *Text books / Handboeke*
- *Computer-assisted learning / Rekenaar- ondersteunde leer*
- *None of the above / Nie een van bogenoemde*

Other (specify) / Ander (spesifiseer)

---

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21. Does your school make provision for **inclusion (learning barriers)** in the study area of Physical Education?

Maak u skool voorsiening vir **insluiting (leerstruikelblokke)** in die studie -area Liggaamsopvoeding?

Yes / Ja

No / Nee

21.1 Please specify the different types of physical disabilities or **special needs-learners** encountered.

Spesifiseer asseblief die verskillende tipes liggaamlike gestremdhede of **spesiale behoeftes-leerders** wat teëgekem word.

--

21.2 Are teachers with **special qualifications** employed at your school to assist learners with special needs?

Is onderwysers met **spesiale kwalifikasies** by u skool aangestel om leerders met spesiale behoeftes te ondersteun?

Yes / Ja

--

No / Nee

--

22. Would the teachers responsible for Life Skills be interested in attending an **in-service training workshop** to learn more about new developments within Physical Education (programme planning, content ideas and presentation)?

Sou die onderwysers by u skool daarin belangstel om 'n **indiensopleidingwerkswinkel** by te woon om meer oor die nuutste ontwikkeling binne Liggaamsopvoeding (programbeplanning, idees vir inhoude en aanbieding) te leer?

Yes / Ja

--

No / Nee

--

22.1 What **time of the year** would be most suitable for training?

Watter **tyd van die jaar** sal die mees geskikte wees vir opleiding?

--

23. Is **Physical Education** (as a stand-alone subject) presented at your school?

Word **Liggaamlike Opvoeding** (as 'n alleenstaande vak) by u skool aangebied?

Yes / Ja

--

No / Nee

--

23.1 If **YES**, for which grades?

Indien **JA**, vir watter grade?

Grade R / Graad R

Grade 1 / Graad 1

Grade 2 / Graad 2

Grade 3 / Graad 3


If **YES**, how do you manage the curriculum with regards to subject matter?

Indien **JA**, hoe word kurrikulering hiervan ten opsigte van inhoud hanteer?

Please specify / Spesifiseer asseblief

--

**C. EXTRA MURAL ACTIVITIES / BUIE-MUURSE AKTIWITEITE**

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24. Do you think there is a possible **link** between the presentation of regular Physical Education classes during formal school time and sport achievement in general amongst learners? Give your reasons.

Dink u dat daar 'n moontlike **skakel** kan wees tussen die gereelde aanbieding van Liggaamsopvoeding gedurende formele skoolure en sportprestasie in die algemeen by leerders? Voorsien u redes.

--

25. Is **achievement in sport** important at your school? Briefly give the reasons for your answer.

Is **sportprestasie** belangrik by u skool? Verskaf kortliks redes vir u antwoord.

--

26. What **extra mural sport** is presented at your school? Please indicate.

Watter **buitemuurse sport** word by u skool aangebied? Dui asseblief aan.

<i>Rugby / Rugby</i>	Yes / Ja	No / Nee	<i>Modern Dancing / Moderne Dans</i>	Yes / Ja	No / Nee
<i>Netball / Netbal</i>	Yes / Ja	No / Nee	<i>Gholf/Golf</i>	Yes / Ja	No / Nee
<i>Hockey / Hokkie</i>	Yes / Ja	No / Nee	<i>Squash/Muurbal</i>	Yes / Ja	No / Nee
<i>Tennis / Tennis</i>	Yes / Ja	No / Nee	<i>Drum majorettes / Trompoppies</i>	Yes / Ja	No / Nee
<i>Cricket / Krieket</i>	Yes / Ja	No / Nee	<i>Soccer / Sokker</i>	Yes / Ja	No / Nee
<i>Athletics / Atletiek</i>	Yes / Ja	No / Nee	<i>Basketball / Basketbal</i>	Yes / Ja	No / Nee
<i>Swimming / Swem</i>	Yes / Ja	No / Nee	<i>Volleyball / Vlugbal</i>	Yes / Ja	No / Nee
<i>Badminton / Pluimbal</i>	Yes / Ja	No / Nee	<i>Gymnastics / Gimnastiek</i>	Yes / Ja	No / Nee
<i>Wrestling / Stoei</i>	Yes / Ja	No / Nee	<i>Other (specify) / Ander (spesifiseer)</i>		
<i>Judo / Judo</i>	Yes / Ja	No / Nee			
<i>Karate / Karate</i>	Yes / Ja	No / Nee			
<i>Ballet / Ballet</i>	Yes / Ja	No / Nee			

27. Does your school have sufficient **facilities and equipment** to present Physical Education, Sport and Recreation?

Besik u skool oor voldoende **fasiliteite en aparate** om Liggaamsopvoeding en sport aan te bied?

Yes / Ja

No / Nee


27.1 Please specify.

Spesifiseer asseblief.

- *Gymnastic hall / Gimnastieksaal*
- *Hall / Saal*

Yes / Ja	No / Nee
Yes / Ja	No / Nee

- *Open space outside / Oop ruimte buite*
- *Rugby field / Rugbyveld*
- *Soccer field / Sokkerveld*
- *Hockey field / Hokkieveld*
- *Netball court / Netbalbaan*
- *Swimming pool / Swembad*
- *Tennis courts / Tennisbane*
- *Squash courts / Muurbalbane*
- *Badminton courts / Pluimbalbane*
- *Volleyball courts / Vlugbalbane*
- *Basketball courts / Basketbalbane*
- *Other / Ander (specify / spesifiseer)*

Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee

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28. If your school **does NOT present sport**, where do learners go to participate?

Indien u skool **NIE sport aanbied nie**, waar neem die leerders hieraan deel?

- *Clubs / Klubs*
- *Community centres / Gemeenskapsentrums*
- *On their own / Op hulle eie*
- *In conjunction with other schools / Saam met ander skole*
- *Do not know / Weet nie*

Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee

**D. GENERAL / ALGEMEEN**

---

29. Regarding the implementation of Life Skills, what are the **major problems** encountered by schools?

Met die implementering van Lewensvaardighede wat is die **belangrikste probleme** wat skole ervaar?

- *Not enough experts in Life Skills?* / Nie

voldoende kundiges in Lewensvaardighede?

Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee
Yes / Ja	No / Nee

- *Time on the timetable?* / Tyd op die rooster?

- *Assessment?* / Assessering?

- *Administration?* / Administrasie?

- *Sources?* / Bronne?

- *Subject material?* / Vakmateriaal?

- *Media?* / Media?

- *Computers?* / Rekenaars?

- *Other?* / Ander? (*specify* / spesifiseer)
- 
- 
- 

30. To what extent does **religion** impact on participation in movement classes and extra mural sporting activities at your school?

Tot watter mate het **religie** 'n impak op deelname aan bewegingsklasse en buite-muurse sport aktiwiteite by u skool?

*Please specify* / Spesifiseer asseblief

*Any further comments regarding the presentation and implementation of Physical Education in the Foundation phase?*

Enige verdere kommentaar ten opsigte van die aanbieding en implementering van Liggaamsopvoeding in die Grondslagfase?





***THANK YOU FOR YOUR COOPERATION***  
**DANKIE VIR U SAMEWERKING**

## **Appendix H**

### **Schedule of interviews**

## **FOCUS GROUP/ INTERVIEW QUESTIONS: (Subject advisors)**

Questions to be discussed for the focus groups/ semi-structured interviews with the subject advisors:

1. What are the challenges you, as a subject advisor of Life Skills/ Life Orientation, experience?
2. What, in your opinion, does Life Skills/ Life Orientation teachers struggle with the most?
3. Which difficulties do teachers' experience with the implementation of the CAPS?
4. Which difficulties do you experience when supporting/advising the teachers who teaches Physical Education?
5. What, in your opinion, causes the problems with regard to Physical Education?
6. How can the problems/issues regarding Physical Education be addressed?
7. Would you like to propose a strategy / recommendations /solution to address these problems/issues?

## **Appendix I**

### **Declaration of Language Editor**

**CORRIE GELDENHUYS**

**POSBUS 28537**

**DANHOF 9310**

**083 2877088**

**+27 51 4367975**

**corrieg@mweb.co.za**

**25 January 2018**

## **TO WHOM IT MAY CONCERN**

Herewith I, **Cornelia Geldenhuys (ID 521114 0083 088)** declare that I am a qualified, accredited language practitioner and that I have edited the following dissertation (article option) by

**Leoni C E Stroebel**

**(Student number 1983582303)**

### **RE-SKILLING OF IN-SERVICE TEACHERS IN PHYSICAL EDUCATION IN SOUTH AFRICAN SCHOOLS**

All changes were indicated by track changes and comments for the student to verify and finalise.

**The undersigned takes no responsibility for corrections/amendments not carried out in the final copy submitted for examination purposes.**



.....  
**C GELDENHUYS**

**MA (LIN – cum laude), MA (Mus), HED, Postgraduate Dipl, Library Science, UTLM**

ACCREDITED MEMBER OF SATI – Membership number: 1001474 (APTrans)

GEAKKREDITEERDE LID VAN SAVI – Lidmaatskapnommer: 1001474 (APVert)

Member of/Lid van PEG (The Professional Editors Guild)

## **Appendix J**

### **Guidelines for authors**

**South African Journal for Research in Sport, Physical Education  
and Recreation**

## INFORMATION FOR AUTHORS

The South African Journal for Research in Sport, Physical Education and Recreation is published by North-West University. Contributions from the fields of Sport Science, Physical Education, Recreation/Leisure Studies, Exercise Science and Dance Studies will be considered for publication. The articles submitted will be administered by the appropriate Subject Review Editor and evaluated by two or more referees. The decision as to whether a particular article is to be published or not, rests with the Editorial Board.

### SUBMISSION

Manuscripts that do not comply with the following requirements regarding process, style and format will not be handled.

Manuscripts should be typed with one and a half spacing in 12-point Times New Roman letter size for the text. All the text in tables and figures should be in 10-point Times New Roman font size. Please do not use Calibri. The original manuscript can be submitted by Email. The length may not exceed 20 pages (tables, figures, references, etc. included). The page setup (cm) must be in the following format:

#### MARGINS

Top: 3.56 cm  
Bottom: 1.78 cm  
Left: 2.11 cm  
Right: 2.11 cm  
Gutter: 0.00 cm  
Header: 2.03 cm  
Footer: 0.89 cm

#### PAPER SIZE

Width: 17.5 cm  
Height: 24.5 cm

Original manuscripts may be submitted in English or Afrikaans and should be sent to:

#### The Editor

South African Journal for Research in Sport, Physical Education and Recreation  
Private Bag X6001  
North-West University, POTCHEFSTROOM  
Republic of South Africa

#### Editorial Office

Physical activity, Sport and Recreation Research Focus Area  
Tel.: +27 (0)18-299 1821  
E-mail:

### CONDITIONS

Each manuscript must be accompanied by a covering letter in which the following is declared: (1) that the manuscript contains original research; (2) that the manuscript or parts of the manuscript has not been published elsewhere previously; (3) that the manuscript is not currently being presented elsewhere for publication; and (4) that all

the authors have read and approved the manuscript. This signed declaration regarding the originality must accompany each manuscript.

Authors are also requested to name three/3 potential referees, of which one/1 must be an international referee (the Journal is not bound to use these referees). Complete information regarding the referees (name, surname, e-mail address and telephone numbers) must be provided in the cover letter.

We discourage the practice of parts of one study in different journals. Authors who submit a manuscript from a study of which some data have been or will be published elsewhere, must provide a strong justification in the accompanying letter to the Editor. The justification for not publishing all the data together in one paper must also be motivated in the covering letter.

The author should also ensure that the language of the manuscript has been edited thoroughly (English [UK]) by the time of submission. The name, address and telephone number of the person who did the language editing must be provided. Any expenses incurred by the Journal dealing with language editing will be added to the author's page fees.

The manuscript must have an ethical clearance number that was supplied by the authentic ethical committee of a specific institution. The process that was followed to obtain ethical clearance must be described in the manuscript under the heading, 'Ethical clearance'. No manuscript can be published without this declaration. Review articles do not need ethical clearance.

Any uncertainty regarding the statistical procedures that arise during the assessment of the manuscript will be referred to a local statistician. Any expenses incurred by the Journal dealing with statistical procedures will be added to the author's page fees.

## **PREPARATION OF MANUSCRIPT**

Manuscripts must be presented in a format that is compatible with Microsoft Word for Windows (PC). Tables, all figures (illustrations, diagrams, etc.) and graphs are regarded as text and must be presented in a format that is compatible with Word and figures should be accessible to make any text corrections. Photographs must be presented in jpg format.

Original manuscripts must contain the following sections in the following sequence: Title page, Abstract, Introduction, Purpose of Research, Methodology, Results, Discussion, Practical application, Conclusions, Acknowledgements (if applicable) and References.

### **Title page**

The first page of each manuscript should indicate the title in English and Afrikaans (will be translated for foreign authors), the names (title, first name in full and other initials, surname) of the author(s), the telephone numbers (work & home [& mobile for local authors]), facsimile number, E-mail address and the field of study. The complete



mailing address and telephone numbers of the corresponding author and the institution (department, university, city, country) where the work was conducted should be provided in full. When more than one author and/or authors from various departments and institutions are involved, the 1author(s) must be numbered according to their 1department(s). If any of the above-mentioned information should change during the review process, please inform the Subject Editor. A short title of not more than 45 characters (including spaces), should be provided for use as a running heading.

### **Abstract**

Each manuscript must be accompanied by an abstract of approximately 150-200 words in English and should be set on a separate page as a SINGLE paragraph (1.5 spacing). A list of three to seven key words in English is required for indexing purposes and they should be typed below the abstract. Articles in Afrikaans must include an additional extended summary (500-1000 words) in English. This summary must start on a new page (just before the reference list) and the English title of the article should be placed at the beginning.

### **Text**

Start the text on a new page with the title of the article (centred and without the names of the authors). Follow the style of the most recent issue of the Journal regarding the use of headings and subheadings. Use only one line space after a paragraph. Only make use of section breaks and not page breaks. The text, as well as the tables and figures, may not be in any other format than normal. Thus, no style sheets may be used.

### **Tables and figures**

Tables and figures should be numbered in Arabic numerals (1, 2, etc.). Tables require the heading at the top, while figures have the legend below and both are not included in the cells of the table/figure. Note: Use the decimal POINT (not the decimal comma). The site where the table or figure should be placed in the text must be indicated clearly in the manuscript. All tables and figures are to be placed after the reference list with each on a separate page, always ending with a section break. Any preference for the use of colour in the case of figures or photographs must be noted and will be at an additional cost to the page tariff.

It is essential that tables/figures should be contained/fit within the page setup described earlier for this Journal. Portrait layout must be maintained for all tables/figures. Tables must use separate rows/columns (do not merge cells) for each item. Figures must be in Word and accessible to make corrections or changes within the figure where deemed necessary. Please ensure that the figures especially are of high quality for printing purposes. Any preference for the use of colour in the case of figures or photographs must be noted and will be at an additional cost to the page tariff.

## References

In the text, the Harvard method must be adopted by providing the author's surname and the date placed in parentheses. For example: Daly (1970); King and Loathes (1985); (Botha & Sonn, 2002); McGuines et al. (1986) or (Daly, 1970:80) where Daly is not part of the sentence and page number is added for a direct quotation. More than one reference must be arranged chronologically (Daly, 1970; King & Loathes, 1985). Note that et al. (*italics*) is used in the body of the text from the beginning when there are more than two authors, but never in the list of references, where all authors must be provided.

### List of references

Only the references cited in the text should be listed alphabetically according to surname (last name) of authors (uppercase) after the body of text under the heading, **REFERENCES** (uppercase) starting on a new page. In the case where the **TITLE** of an article, book, etc., is in any other language than English, the author must also provide an English translation of the title in parentheses (this applies to Afrikaans titles as well).

In the case of articles published in **JOURNALS**, references listed should include the surnames and initials (upper case) of all authors, the date of the publication in parentheses, the full title of the article, the full title of the journal (*italics*), the volume number, the series/issue number in parentheses (omitted only if the said journal does not use issue numbers), followed by a colon and a space with the first and last page numbers separated by a hyphen. The use of the correct punctuation is of importance.

If the reference is a **BOOK**, the surname (last name, upper case) and initials (without spaces) of the author or editor (Ed.) must be provided, followed by the date of publication in parentheses, the title of the book (*italics*) as given on the title page, the number of the edition (ed.) in parentheses, the city (and abbreviation for the state in the case of the USA OR the country) where published, followed by a colon, a space and the name of the publisher.

For a **CHAPTER** in a book, the page numbers of the chapter cited must be provided in parentheses (not *italics*) after the title of the book. For further details, authors should consult the most recent publication of this Journal for other examples.

If the reference is a **THESIS** (master's level) or **DISSERTATION** (doctoral level), *italics* are not used in the title as it is an unpublished work. Provide the name of the city, state/country, colon, university and department/faculty.

For **ELECTRONIC SOURCES**, all references start with the same information that would be provided for a printed source (if available). The web page information follows the reference. It will usually contain the name of the author(s) (if known), year of publication or last revision, title of complete work in inverted commas, title of web page in *italics*, Uniform Resource Locator (URL) or access path in text brackets (do not end the path statement with a full stop), full stop after the closing bracket and date of access, "Retrieved on 10 December 2015". See "How to cite information from the Internet and the Worldwide Web" at [<http://www.apa.org/journals/webref.html>] for

specific examples. When citing a web site in the text, merely give the author and date. When reference is made to a specific statement (quotation) in the article/document and no page number is given, the word 'online' is used for citing in the text (e.g. Van der Merwe, 2010: online).

When referencing an article in a **NEWSPAPER**, the key word of the newspaper is typed in capitals, as this is how it will appear in the alphabetical listing of references, namely *The CAPE ARGUS* will appear under "C" or *Die BURGER* will appear under "B".

In the case of a paper presented in conference PROCEEDINGS, the editors and the title of the proceedings, the page numbers of the article being referred to and the details of the congress (when and where it was held) and by whom the proceedings was published should be provided.

## **EXAMPLES OF STYLE OF FORMULATIONS FOR DIFFERENT REFERENCES**

### **Journal**

ZHENG, N.; BARRENTINE, S.W.; FLEISIG, G.S. & ANDREWS, J.R. (2008). Kinematic analysis of swing in pro and amateur golfer. *International Journal of Sports Medicine*, 29(6): 487-493.

### **Book**

WEINBERG, R.S. & GOULD, D. (2011). *Foundations of sport and exercise psychology* (5th ed.). Champaign, IL: Human Kinetics.

### **Chapter in book**

SCHNECK, C.M. (2010). Visual perception. In J. Case-Smith & J.C. O'Brian (Eds.), *Occupational therapy for children* (6th ed.) (pp. 373-403). Maryland Heights, MO: Mosby.

### **Thesis/Dissertation**

SURUJLAL, J. (2004). Human resources management of professional sports coaches in South Africa. Unpublished doctoral dissertation. Johannesburg, South Africa: Rand Afrikaans University.

### **Proceedings of a conference**

HARDMAN, K. & MARSHALL, J. (2001). Worldwide survey on the state and status of physical education in schools. In G. Doll-Tepper & D. Scoretz (Eds.), *World summit on physical education* (pp. 15-37). Proceedings of the "World Summit on Physical Education", 3-5 November 1999. Berlin, Germany: International Council of Sport Science and Physical Education (ICSSPE).

### **Personal communication/correspondence/interview**

BOUKES, P.B. (2015). Personal communication from the Acting Director of Sport at the Nelson Mandela Metropolitan University, Port Elizabeth on 27 February 2015.

JACOBS, L. (2015). Personal interview with the Spokesperson of UNICEF, 25 August, Pretoria.

### **Newspaper**

*CAPE ARGUS, The* (1997). 25 March, p.5.

### **Electronic source**

DINOFFER, J. (2011). "Activities to build balance". *Prevent child obesity 101*.  
Hyperlink: [http://www.preventchildobesity101.com/Activities/BalanceActivities.php]. Retrieved on 20 November 2012.

### **ADMINISTRATION**

If authors honour the rules and specifications for the submission of manuscripts, unnecessary delays would be avoided. Requesting 'copy right' concerning figures or photographs is the responsibility of the authors and should be indicated. A manuscript that does not meet the requirements, as set out above, will be returned to the author without being evaluated. A subject specialist Editor administers and coordinates the assessment of the referees and provides the final recommendation to the editor. The final decision is made by the editor.

The corresponding author will receive a complimentary copy of the Journal and five reprints of the article that could be shared with the co-authors. The original manuscripts and illustrations will be discarded one month after publication unless a request is received to return the original to the corresponding author. A page fee of South African **R300** per page is payable on receipt of a statement issued by the Editor.

## **Appendix K**

### **Guidelines for authors**

**African Journal for Physical Activity and Health Sciences**

# **African Journal for Physical Activity and Health Sciences: Submissions**

## **Author Guidelines**

Original manuscript and all correspondence should be addressed to the Editor-In-Chief:

Professor A.L. Toriola  
Department of Sport, Rehabilitation and Dental Sciences, Tshwane University of Technology  
P. Bag X680, Pretoria 0001,  
Republic of South Africa  
Tel: +27 12 3825806  
Fax: +27 12 3825801  
E-mail: abel.toriola2015@gmail.com

Articles should be submitted electronically, i.e. via e-mail attachment. However, the corresponding author should ensure that such articles are virus free. AJPHEs reviewing process normally takes 4-6 weeks and authors will be advised about the decision on submitted manuscripts within 60 days. In order to ensure anonymity during the reviewing process authors are requested to avoid self-referencing or keep it to the barest minimum.

### **PREPARATION OF MANUSCRIPT**

Manuscripts should be type written in fluent English (using 12-point Times New Roman font and 1½ line-spacing) on one side of white A4-sized paper justified fully with 3cm margin on all sides. In preparing manuscripts, MS-Word, Office 2007 for Windows should be used. Length of manuscripts should not normally exceed 12 printed pages (including tables, figures, references, etc.). For articles exceeding 12 typed pages US\$ 10.0 is charged per every extra page. Authors will be requested to pay a publication fee to defray the very high cost of publication. The pages of manuscripts must be numbered sequentially beginning with the title page. The presentation format should be consistent with the guidelines in the publication format of the American Psychological Association (APA) (6th edition).

#### **Title page:**

The title page of the manuscript should contain the following information:

Concise and informative title. Author(s') name(s) with first and middle initials. Authors' highest qualifications and main area of research specialisation should be provided. Author(s') institutional addresses, including telephone and fax numbers. Corresponding author's contact details, including e-mail address. A short running title of not more than 6 words.

#### **Abstract**

An abstract of 200-250 words is required with up to a maximum of 5 keywords provided below the abstract. Abstract must be typed on a separate page using single line spacing, with the purpose of the study, methods, major results and conclusions concisely presented. Abbreviations should either be defined or excluded.

#### **Text**

Text should carry the following designated headings also using single line spacing: Introduction, materials and methods, results, discussion, acknowledgement, references and appendices (if appropriate).

## **Introduction**

The introduction should start on a new page and in addition to comprehensively giving the background of the study it should clearly state the problem and purpose of the study. Authors should cite relevant references to support the basis of the study. A concise but informative and critical literature review is required.

## **Methods**

This section should provide sufficient and relevant information regarding study participants, ethics/informed consent, instrumentation, research design, validity and reliability estimates, data collection procedures, statistical methods and data analysis techniques used. Qualitative research techniques are also acceptable.

## **Results**

Findings should be presented precisely and clearly. Tables and figures must be presented separately or at the end of the manuscript and their appropriate locations in the text indicated. The results section should not contain materials that are appropriate for presentation under the discussion section. Formulas, units and quantities should be expressed in the *systeme internationale (SI) units*. Colour printing of figures and tables is expensive and could be done upon request at authors' expense.

## **Discussion**

The discussion section should reflect only important aspects of the study and its major conclusions. Information presented in the results section should not be repeated under the discussion. Relevant references should be cited in order to justify the findings of the study. Overall, the discussion should be critical and tactfully written.

## **References**

The American Psychological Association (APA) format should be used for referencing. Only references cited in the text should be alphabetically listed in the reference section at the end of the article. References should not be numbered either in the text or in the reference list.

Authors are advised to consider the following examples in referencing:

Examples of citations in body of the text:-

For one or two authors; Kruger (2003) and Travill and Lloyd (1998). These references should be cited as follows when indicated at the end of a statement: (Kruger, 2003); (Travill & Lloyd, 1998).

For three or more authors cited for the first time in the text; Monyeki, Brits, Mantsena and Toriola (2002) or when cited at the end of a statement as in the preceding example; (Monyeki, Brits, Mantsena & Toriola, 2002). For subsequent citations of the same reference it suffices to cite this particular reference as: Monyeki et al. (2002).

Multiple references when cited in the body of the text should be listed chronologically in ascending order, i.e. starting with the oldest reference. These should be separated with semi colons. For example, (Tom, 1982; McDaniels & Jooste, 1990; van Heerden, 2001; de Ridder et al., 2003).

## **References**

In compiling the reference list at the end of the text the following examples for journal references, chapter from a book, book publication and electronic citations should be considered:

Examples of journal references:

Journal references should include the surname and initials of the author(s), year of publication, title of paper, name of the journal in which the paper has been published, volume and number of journal issue and page numbers.

**For one author:** McDonald, A.K. (1999). Youth sports in Africa: A review of programmes in selected countries. *International Journal of Youth Sports*, 1(4), 102-117.

**For two authors:** Johnson, A.G. & O'Kefee, L.M. (2003). Analysis of performance factors in provincial table tennis players. *Journal of Sport Performance*, 2(3), 12-31.

**For multiple authors:** Kemper, G.A., McPherson, A.B., Toledo, I. & Abdullah, I.I. (1996). Kinematic analysis of forehand smash in badminton. *Science of Racket Sports*, 24(2), 99-112.

#### **Examples of book references:**

Book references should specify the surname and initials of the author(s), year of publication of the book, title, edition, page numbers written in brackets, city where book was published and name of publishers. Chapter references should include the name(s) of the editor(s) and other specific information provided in the third example below:

**For authored references:** Amusa, L.O. & Toriola, A.L. (2003). *Foundations of Sport Science* (2nd ed.) (pp. 39-45). Makhado, South Africa: Leach Printers.

**For edited references:** Amusa, L.O. & Toriola, A.L. (Eds.) (2003). *Contemporary Issues in Physical Education and Sports* (2nd ed.) (pp. 20-24). Makhado, South Africa: Leach Printers.

**For chapter references in a book:** Adams, L.L. & Neveling, I.A. (2004). Body fat characteristics of sumo wrestlers. In J.K. Manny & F.O. Boyd (Eds.), *Advances in Kinanthropometry* (pp. 21-29). Johannesburg, South Africa: The Publishers Company Ltd.

#### **Example of electronic references:**

Electronic sources should be easily accessible. Details of Internet website links should also be provided fully. Consider the following example: Wilson, G.A. (1997). Does sport sponsorship have a direct effect on product sales? *The Cyber-Journal of Sport Marketing (online)*, October, 1(4), at <http://www.cad.gu.au/cjism/wilson.html>. February 1997.

### **PROOFREADING**

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## **Appendix L**

### **Guidelines for authors**

**South African Journal of Education**

# SA Journal of Education

## Author Guidelines

Guidelines for Contributors

### Editorial policy

The South African Journal of Education (SAJE) publishes original research articles reporting on research that fulfils the criteria of a generally accepted research paradigm; review articles, intended for the professional scientist and which critically evaluate the research done in a specific field in education; and letters in which criticism is given of articles that appeared in this Journal.

Research articles of localised content, i.e. of interest only to specific areas or specialists and which would not appeal to the broader readership of the Journal, should preferably not be submitted for consideration by the Editorial Committee. As such, authors should indicate the relevance of the study for education research when submitting manuscripts, where the education system is characterised by transformation, and/or an emerging economy/development state, and/or scarce resources.

Ethical considerations: A brief narrative account/description of ethical issues/aspects should be included in articles that report on empirical findings.

All articles will be submitted to referees (national and/or international), who hold documented expertise in the area the article addresses. When reviews are received, an editorial decision will be reached to either accept the article, reject the article, request a revision (in some cases for further peer review), or request arbitration. As a rule only one article per author or co-author will be accepted per year for refereeing and possible publication.

Authors bear full responsibility for the accuracy and recency of the factual content of their contributions. A signed declaration in respect of originality must accompany each manuscript. On submission of the manuscript, the author(s) must present a written undertaking that the article has not been published or is not being presented for publication elsewhere.

Plagiarism entails the use of ideas that have been published previously and is prohibited. Word-for-word copying of the work of others should be indicated by means of double quotation marks. When quoting, always provide the author's surname, year of publication and the page number e.g. (Brown, 1997:40-48).

Redundancy/self-plagiarism is unacceptable. It may occur in the following ways:  
1) Authors reproduce sections of their previously published papers without quotation.  
2) Authors create several papers slightly differing from each other, submitting it to different journals without acknowledging it (Information adapted from Code of Ethics for the Journal of International Business Studies (n.d.). Available at [http://www.palgrave-journals.com/jibs/author\\_instructions.html#Ethical-guidelines](http://www.palgrave-journals.com/jibs/author_instructions.html#Ethical-guidelines). Accessed 20 March 2013).

In cases where redundancy is suspected, the Executive Editor in collaboration with the Editorial Board, will investigate the matter.

Plagiarism and redundancy/self-plagiarism will be dealt with as follows:

1) With regards to papers already published - a formal notice of redundant publication will be issued to readers as part of the next edition. The Executive Editor has the right to refuse accepting submissions of those authors for a certain period of time (Information adapted from Redundant Publication: The Editorial Policy Committee of the Council of Science Editors (n.d.).

Available

at [http://natajournals.org/userimages/ContentEditor/1256771128861/redundant\\_pub.pdf](http://natajournals.org/userimages/ContentEditor/1256771128861/redundant_pub.pdf). Accessed 20 March 2013).

2) In cases of major concerns authors will be denied the privilege of publishing the particular paper in the South African Journal of Education.

3) In cases of minor concern authors will be asked to rephrase the duplicated sentences. It is expected of authors to cite materials which overlap with their work within the manuscript. Upon request by the Editorial Committee, the information should be made available where necessary (Information adapted from Code of Ethics for the Journal of International Business Studies (n.d.). Available at [http://www.palgrave-journals.com/jibs/author\\_instructions.html#Ethical-guidelines](http://www.palgrave-journals.com/jibs/author_instructions.html#Ethical-guidelines). Accessed 20 March 2013).

The author(s) must ensure that the language in the manuscript is suitably edited and the name and address of the language editor must be supplied.

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### **Page charges**

Article processing charges (APCs): Authors will be invoiced for the required charges upon acceptance of a manuscript for publication. These charges are reviewed annually. The APC charged is aligned with charges for the year of acceptance. The 2017 approved APC is ZAR 5,500 per article for South African and USD \$525 for international authors. Total number of pages should preferably not exceed 17 pages ( $\pm$  6,000 words).

### **Preparation of manuscripts**

The manuscript, including abstract, figure captions, tables, etc. should be typed on A4-size paper and the pages numbered consecutively. Manuscripts should be in Microsoft Word format. Text should be set in Arial font, 12 point in size with 1.5 line spacing. Margins should be 2.54 cm all around.

The title should be brief (max. 15 words), followed by the author(s) name(s), affiliation(s) (Department and University), and an e-mail address for the corresponding author.

An abstract in English (approximately 190 words) must be provided, followed by up to 10 keywords, presented alphabetically.

The text of the article should be divided into unnumbered sections (e.g. Introduction, Background, Literature, Theoretical/Conceptual Framework, Method, Results, Discussion, Acknowledgements, References, Appendix, in that order). Secondary headings may be used for further subdivision. Footnotes, if any, will be changed to endnotes.

Authors must observe publishing conventions and should not use terminology that can be construed as sexist or racist.

**Figures** should be clear, black/white originals, on separate pages — not embedded in the text. Grey or coloured shading must NOT be used. **Tables/figures** should be numbered consecutively, with a brief descriptive heading/caption. Information should not be duplicated in text and tables. Each table/figure must be referred to in the text by number — not 'above' or 'below'. They will be placed where possible after the first reference.

### **References**

References are cited in the text by the author(s) name(s) and the year of publication in brackets (Harvard method), separated by a comma, e.g. (Brown, 1997).

If several articles by the same author and from the same year are cited, the letters a, b, c, etc. should be added after the year of publication, e.g. (Brown, 1977a).

Page references in the text should follow a colon after the date, e.g. (Brown, 1997:40-48). In works by three or more authors the surnames of all authors should be given in the first reference to such a work. In subsequent references to this work only the name of the first author is given, followed by the abbreviation et al., e.g. (Ziv et al., 1995).

If reference is made to an anonymous item in a newspaper, the name of the newspaper is given in brackets, e.g. (Daily News, 1999).

For personal communications (oral or written) identify the person and indicate in brackets that it is a personal communication, e.g. (M Smith, pers. comm.).

### **List of references**

Only sources cited in the text must be listed, in alphabetical order, at the end of the article. References should be presented as indicated in the following examples. Special attention should be paid to the required punctuation.

#### **Journal articles:**

Johnson DW & Johnson RT 1999. Gifted students illustrate co-operative learning. *Educational Leadership*, 50:60-61. <https://doi.org/10.15700/el.1999.50>

#### **Books:**

Van Zyl R (ed.) 1994. *Recent advances in classroom research*. New York: McGraw-Hill.

#### **Chapters in books:**

Dukzec S 1988. Gender issues. In D Hicks & J Brown (eds). *Education for peace*. London: Routledge.

#### **Unpublished theses or dissertations:**

Squelch J 1991. Teacher training for multicultural education in a multicultural society. MEd dissertation. Pretoria: University of South Africa.

#### **Anonymous newspaper references:**

*Citizen* 1996. Education for all, 22 March.

#### **Electronic references:**

*Published under author's name:*

Wilson J 2000. The blame culture. *British Educational Research Journal*, 26. Available at <http://www.govsources/gtp%access>. Accessed 20 April 2005.

*Website references: No author:*

These references are not archival and are therefore subject to change in any way and at any time. If it is essential to present them, they should be included in a numbered endnote and not in the reference list.

#### **Personal communications:**

Not retrievable and not listed.

#### **Submission of manuscripts for publication:**

Manuscripts may be submitted electronically by e-mail or via the internet. Manuscripts should be submitted in MS Word format.

#### **E-mail submissions:**

Manuscript and covering letter must be e-mailed to [Estelle.Botha@up.ac.za](mailto:Estelle.Botha@up.ac.za)

#### **Internet submissions:**

Website: <http://www.sajournalofeducation.co.za>

Use the "Register as Author" link to register and submit an article. This will enable you to track the status of your article on the website.

Authors who submit manuscripts for the first time should submit their manuscripts by means of e-mail to [Estelle.Botha@up.ac.za](mailto:Estelle.Botha@up.ac.za). Only once the Editorial Committee decides to accept the manuscript for review, users will be registered as authors.

For inquiries contact [Estelle.Botha@up.ac.za](mailto:Estelle.Botha@up.ac.za)

### Submission Preparation Checklist

1. The submission has not been previously published, nor is it before another journal for consideration.
2. The submission file is in Microsoft Word format.
3. All URL addresses in the text (e.g., <http://pkp.sfu.ca>) are activated and ready to click.
4. The text adheres to the stylistic and bibliographic requirements outlined in the [Author Guidelines](#), which is found in About the Journal.
5. The text has had the authors' names removed. If an author is cited, "Author" and year are used in the bibliography and footnotes, instead of author's name, paper title, etc. The author's name has also been removed from the document's Properties, which in Microsoft Word is found in the File menu.
6. The article is approximately 6000 words or 17 pages.
7. The text was approved by a language editor.
8. Empirical data must be checked by a statistical consultant.

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## **Appendix M**

### **Conferences and Publications**

## L. STROEBEL - CONFERENCES AND PUBLICATIONS (2014-2017)

DATE	Conferences and Publications
6-8 October 2014	Present paper: <b><i>“Physical Education and school sport: the answer to successful long-term participant development and sport development in South Africa?”</i></b> South African Sport and Recreation Conference (SASRECON) – NWU, Potchefstroom.
4-5 November 2014	Presentation and Member of expert panel: <b><i>Panel discussion regarding physical activity school sport among school children in SA.</i></b> Sport for Social Change Network/Designed to move Provincial Colloquium Bloemfontein, Free State.
2-5 December 2014	Present paper: <b><i>“Physical Education in South Africa: have we come full circle?”</i></b> International Journal for Arts and Sciences Conference (IJAS)- Freiburg, Germany
8-11 July 2015	Present paper: <b><i>“Pursuing quality Physical Education delivery in South African schools: A historical overview”</i></b> International Association for Physical Education in Higher Education (AIESEP) Conference – Madrid, Spain.
6-9 July 2016	Present paper: <b><i>“The needs and challenges of Foundation Phase Life Skills teachers in delivering Physical Education proficiently in South African schools”</i></b> European College of Sport Science (ECSS) Conference - Vienna, Austria
10-12 April 2017	Present paper: <b><i>“Redressing the past imbalances? Challenges of Life Skills and Life Orientation subject advisors in the implementation of Physical Education.”</i></b> Sports Africa International Conference - UFS, Bloemfontein.
2-6 October 2017	Present paper: <b><i>“Barriers to teaching Physical Education in Free State schools”</i></b> . South African Universities Physical Education Association (SAUPEA) Research Project. Sport and Recreation South Africa Conference (SASRECON), NWU, Potchefstroom.
December 2016	Publication of Article: <b>Stroebel, L.C.E., Hay, J. &amp; Bloemhoff, H.J. 2016. Physical Education in South Africa: Have we come full circle? <i>South African Journal for Research in Sport, Physical Education and Recreation</i>, 38(3): 215-228.</b>
November 2017	Publication of Article: <b>Stroebel, L.C.E, Hay, J. &amp; Bloemhoff, H.J. 2017. The needs and challenges of Foundation Phase Life Skills teachers in delivering Physical Education: “Jack of all trades and master of none?” <i>South African Journal for Research in Sport, Physical Education and Recreation</i>, 2017, 39 (3):163-177.</b>