

**THE PERCEPTIONS AND ATTITUDES OF GRADE 10 LIFE ORIENTATION  
TEACHERS AND SCHOOL PRINCIPALS TOWARDS PHYSICAL EDUCATION IN  
THE MANKWENG CIRCUIT OF THE LIMPOPO PROVINCE OF SOUTH AFRICA**

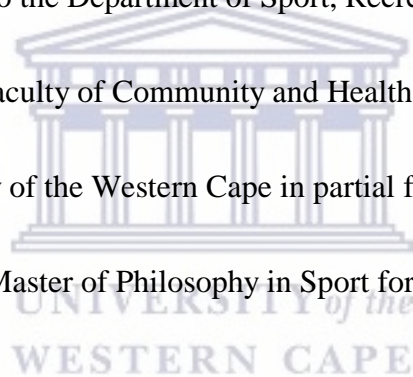
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A thesis submitted to the Department of Sport, Recreation and Exercise

Science in the Faculty of Community and Health Sciences at the

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of the Degree Master of Philosophy in Sport for Development



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## KEYWORDS

Perceptions

Attitudes

Teachers

Principals

Grade 10

Life Orientation

Physical Education

Mankweng

Limpopo Province

South Africa



## DECLARATION

I hereby certify that the thesis titled: “The perceptions and attitudes of grade 10 Life Orientation teachers and school principals towards Physical Education in the Mankweng circuit of the Limpopo Province of South Africa” is my original work, that it has not previously been submitted for any degree or examination at any other university, and that all the information contained therein is true and accurate. I have identified and given full credit for any sources I have utilised or quoted.

Full Name: Thabiso Mapreme Shongwe

Date: August 2022

Signed:



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## DEDICATION

I wish to dedicate this thesis to my late daughter, Nomusa Shongwe and my late father, Sir Andrea Musa Shongwe, who inspired me throughout my youth and into adulthood. To you ‘baba’, I say, thank you for the wonderful gift of education. The best gift a father can ever give to his beloved son is education.



## ABSTRACT

The World Health Organization report of 2018 claimed that non-communicable diseases such as chronic respiratory illnesses, cancer, and cardiovascular disorders are becoming more pervasive. They contend that the problem emanates from certain lifestyle choices, such as smoking, being physically inactive, and eating poorly. Globally, it is estimated that 1.9 million people die each year because of physical inactivity. People who do not meet the recommended minimum levels of physical exercise are up to 1.5 times more likely to develop a cardiovascular disease. School Physical Education is regarded as the best medium through which children can be encouraged to be physically active as well as introducing them to healthy lifestyle choices. Every child has a right to participate in Physical Education, according to the UNESCO. However, the administration, quality, and existence of Physical Education are still in danger in a majority of nations. Poorly trained teachers, teachers' and principals' bad attitudes about the subject, and the frequent utilisation of the time allotted for the subject for other, "more important" subjects are blamed for the subject's overall downfall. The main aim of this research was to assess the status of the subject as well as the attitudes and perceptions of teachers and principals towards Physical Education in the Mankweng circuit of the Limpopo Province in South Africa. The study consisted of a quantitative and a qualitative phase. Questionnaires and focus group discussions were used to gather the data. The quantitative phase revealed that Physical Education is listed on school timetables; however, the periods are mainly seen as free periods or catch-up opportunities for other subjects. The teachers are not PE specialists' and the schools do not get regular visits from curriculum advisors. These factors directly reflect on the status and perceptions of Physical Education as an important school subject.

The qualitative phase revealed that both principals and teachers understand the value of PE as a school subject. This is evident in their responses under the theme of the "benefits and status of Physical Education". Their perceptions and beliefs of the benefits of Physical Education are

aligned with the literature that reported that sport and life skills promote and create healthy lifestyles. Although principals confirmed that Physical Education appears on their school timetables, they still think it should be listed as Life Orientation as it is officially only one of its learning outcomes.

The study concluded that although the value and benefits of Physical Education are known and understood by teachers and principals, it nevertheless still occupies a very low status relative to other school subjects. This is brought about by a multitude of factors, which include the lack of qualified teachers; lack of monitoring and evaluation by curriculum advisors, and PE as an outcome of Life Orientation rather than a stand-alone subject.



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# CHAPTER 1

## INTRODUCTION

### 1.1 Background

According to the World Health Organisation (2018), the world is witnessing a significant increase in the incidence of non-communicable diseases (NCDs) such as cardiovascular diseases, cancer, diabetes and chronic respiratory diseases. Worsening the situation lifestyle choices, which include tobacco use, physical inactivity and unhealthy diet (Kela, 2016). Apeldoorn (2019) estimates that mortality, morbidity and disability attributed to major NCDs, currently account for approximately 60% of all deaths and 43% of the global burden of disease. These figures are expected to rise to 73% and 60%, respectively by 2020 (Khan et al., 2020). School Physical Education (PE) is considered an ideal vehicle through which children can be encouraged to be physically active and to introduce them to lifelong physical activities (Roberts et al., 2019). The UNESCO International Charter of PE holds that PE is the right of every child (Beddoes & Jones, 2022). However, PE as a subject in most countries remains under threat in terms of its administration, quality and existence (O'Brien et al., 2020). The global demise of the subject is ascribed to poorly trained teachers, the negative attitude of teachers and principals towards the subject who often used the time allocated to the subject for other “more important” subjects (Hayford, 2020). Marshall and Hardman (2000) conducted an international review on the status of PE at a global level. They gathered the following responses: “The majority of teachers who have to present the PE section of life orientation is not qualified (PE Teacher, South Africa); very often teachers take children outdoors and leave them to do their ‘own thing’; “Some teachers will take the children and play a game with some children and leave others unsupervised. Most sessions are done haphazardly” (St Vincent Government Official). “We still have coaches/teachers who only worry about summer vacation, and they

roll out the ball for nine months waiting until they can go golfing again. This is a huge reason PE has such a bad name” (United States High School PE Teacher) (Howard & Khalifeh, 2020).

## **1.2 Statement of the Problem**

In most cases, PE can act as a catalyst for social cohesion among learners, as they get to communicate, play and get around one another and explore other spheres of their life cycles that could not be achieved in a formal classroom setting (Howard & Khalifeh, 2020). PE participation also improves the health and wellbeing of young children (Green et al., 2018). Literature on the status of PE across the globe still presents ‘mixed messages’ as far as PE is concerned (Olive et al., 2019). The deceleration, or rather, the absence of PE in certain parts of the world poses a threat to the health benefits as well as the social mechanics on the future of the current generation (Christopher et al., 2015).

Not only does the qualification of teachers matter, but also the teachers’ attitude towards PE; both factors play an important role in provoking the interest of learners towards the subject (Wilkinson & Penney, 2014). A number of factors could influence teachers’ attitudes towards PE in grade 10. PE in the South African curriculum is not a standalone subject but a learning outcome of LO, a learning area or a subject that is compulsory to all learners. Most LO teachers in South Africa do not have a qualification to teach PE (Christopher et al., 2015).

Article 5 of the UNESCO charter speaks about the provision of adequate facilities and equipment for PE programmes. Most schools, especially in rural areas, are under-resourced with facilities and unqualified staff (Gou et al., 2020). On the same charter, article 10 summons all national organisations to take PE seriously, as a fundamental right to all people. Certain South African universities do not include PE on their admission score point (APS) at faculty level for first entering students at tertiary level. These circumstances could be a build-up to the negative or positive attitudes of teachers towards PE. The attitudes that lead to the decay of PE

administration at schools can be discovered through qualitative research methods. The purpose of this study was to investigate the perceptions and attitudes of PE teachers and principals towards the subject.

### **1.3 Research Questions**

What is the attitude of teachers and principals towards PE at secondary schools in the Mankweng circuit in the Limpopo Province, South Africa?

### **1.4 Aim**

The aim of this study was to gain insight into the perceptions of Grade 10 LO teachers and school principals towards PE in South Africa's Limpopo Province.

### **Objectives**

#### First Phase 1

The objectives of the first phase were to:

- a. Establish the status of PE for grade 10 learners in senior secondary schools.
- b. Establish the subject's availability and inclusion in the school timetable.

#### Second Phase 2

- a. To examine the attitudes of teachers and principals learners towards PE.

### **1.5 Significance of the Study**

PE is under threat globally and has been removed from school curricula in many countries. Where it does exist, the time dedicated to the subject has been radically reduced. In South Africa, PE does not exist as a stand-alone subject and falls within the ambit of a study area called Life Orientation. The situation in resource-constrained communities is exacerbated by factors such as inadequate facilities, unqualified teachers, etc. One of the key factors

influencing the introduction and sustainability of PE in schools is the attitude of teachers and principals towards the subject, which in turn are influenced by a multitude of factors such as teacher qualifications, facilities, etc. The purpose of this study is to evaluate the status of PE in the Mankweng area as well as the attitudes of teachers and principals toward the subject. The reintroduction of PE as a standalone subject will create a group of young people who are largely exempted from non-communicable diseases such as obesity, hypertension and diabetes. This will not only help young people but teachers who are offering the subject itself, will have to learn the exercise drills before-hand, this will subconsciously help them to practice and to be masters at what they do.

## **1.6 Thesis Structure**

### **Chapter 1: Contextualising the study**

A comprehensive summary of the current investigation is given in Chapter 1. A brief discourse on the literature pertinent to this investigation is presented after an introduction and justification. To coordinate the reader's understanding, the purpose and research questions are outlined, and the key terms of the study are defined.

### **Chapter 2: Literature review**

The theoretical framework for this investigation is described in Chapter 2 along with the pertinent literature that was consulted. Furthermore, the chapter provides teachers' and principals' perspectives and attitudes towards PE as a school subject. Moreover, in order to highlight prospective areas for future investigations, this chapter outlines both the research strengths and weaknesses of the subject under investigation.

### **Chapter 3. The research process**

The research design, technique, and process are thoroughly outlined in Chapter 3. Methods for gathering data, analysing it, and interpreting it, are described. Limitations and advantages of the research method are discussed throughout this chapter. The chapter also explains the actions taken, the methods used, and the results required, and which data collection methods were used, in addition to elucidations of how the study met the rigours of truthfulness and dependability. The chapter also explains the process used to select the data sources and how the analyses of the data was done to reach conclusions.

### **Chapter 4: Findings from the study**

The themes that developed during the thematic analysis of the raw data are presented in Chapter 4 along with a discussion of the findings of the study. Direct quotes from the participants and excerpts from a variety of carefully chosen data are included to the discussions of the themes.

### **Chapter 5: Conclusions and recommendations**

Chapter 5 correlates the study's findings to the inquiry presented in Chapter 1 and serves as the study's epilogue. The chapter states the difficulties and restrictions encountered during the study, followed by suggestions for extensive review, training, and practice.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews literature on PE in an effort to highlight how various scholars theorise and try to rationalise ideas like “overall perceptions on PE”, “views”, “teacher’s perceptions”, “principals’ perceptions”, as well as the status of PE, all of which contribute to and support the present study’s intellectual framework. The development of data collection tools and the analysis of the gathered data for the current research were assessed using the evidence from the literature that supported it.

There are finite differences between the concepts PE, physical activity (PA) and sport participation. These three concepts are mutually inclusive and are homogenous in character; however, they cannot be used interchangeably.

PE is the deliberate, forward-thinking, inclusive educational experience that is included into the early childhood, primary, and secondary curricula (McLennan & Thompson, 2015).

PA are all body movements, which require energy. In addition to PE and sports, PA includes active play, daily routines like walking and cycling, as well as chores like housework and gardening (McLennan & Thompson, 2015).

Sports participation is interpreted as all physical activities that promote social interaction, mental health, and physical fitness. Play, recreation, organized, casual, or competitive sport, as well as native sports and games, are some of these (McLennan & Thompson, 2015).

The imaginary backdrops that have been chosen to frame numerous research on teachers' perceptions and attitudes toward PE in schools are briefly discussed in this chapter. The chapter also offers a succinct explanation of how the study's core themes were conceptualised.

## **2.2 Rationalisation of Key Concepts**

This subdivision is included as researchers and academics have a different understanding and interpretation of concepts related to perceptions, teachers' views, principals' perceptions, and status of PE. Its purpose is to rationalise these concepts (Çar, Metin, Süngü, & Konar, 2022).

### **2.2.1 Perception Rationalisation**

Perception is referred to as understanding something's true nature within a specific learning context (Kela, 2016). Perception is the process by which we organise and interpret our senses to gain a meaningful understanding and experience of the external world (Hafri & Firestone, 2021). Other scholars have argued about the thin margin between perception and attitude. Accordingly, attitude is what one feels about something that is subjective, while perception is what one thinks about something after analysing a factual discourse and finally arriving at an objective standpoint (Minson & Dorison, 2022).

### **2.2.2 Teachers' Perceptions towards Physical Education**

One of the key aims of PE programmes is involvement in a physical activity that fosters the development of physical fitness. Numerous factors affect programme outcomes, including teachers' beliefs, attitudes and values (Roberts, Newcombe, & Davids, 2019). Beliefs are presumptions people make about themselves and the world based on their personal experiences or the advice of other people (Sarwari, 2022). Subsets of beliefs are attitudes and values (Minson & Dorison, 2022). An attitude that is likely to propel one towards taking action is created by a collection of beliefs that are centered on a circumstance or thing (Cohen-Chen

&Van Zomeren, 2018). Teachers' perceptions are considered the processing and interpretation of external experiences in the classroom in order to comprehend a subject and the learning environment (Kela, 2016).

Beliefs transform into values when they serve as a motivator for action and to assess (or compare or judge) an individual's belief system, which comprises their attitudes, values, and beliefs (Mo, Viljoen, and Sharma, 2022). Teachers' belief systems have an impact on the curriculum and the instructional choices they make and, ultimately, how well students learn (Sarwari, 2022). Teachers' belief systems include the relative weight of different physical education outcome goals (Rogalski, Botto, Bastiaansen, & Peijs, 2020).

The effective delivery of a curriculum area at school can be inhibited by the perceptions and values of the individual responsible to deliver the curriculum (Yan, Liu, Ye, Jin, Qiu, & Barriot, 2022). Serious problems have been raised regarding the difficulties teachers face in teaching PE (Toloi, Manzini, Spoldaro, & Ventura Zacarias, 2016). The biggest barriers include lack of time, expertise, interest, training, and resources (Rogalski et al., 2020).

Some studies reported that teachers display a negative attitude towards sports (Boggess & Risher, 2022); however, other researchers suggest that while many teachers value sports, they lack confidence rather than have a negative attitude towards PE (McNamara, Healy, Bittner, & Blagrove, 2022). For example, according to Duggan (2022), most teachers believe in the benefits of PE, but lack confidence, time and equipment, so they would rather teach other subjects (Girard, Lemoyne, Blais, & St-Amand, 2022).

### **2.2.3 Principals' Perception towards Physical Education**

There is little prior research on the opinions, perceptions, and thoughts of school principals towards PE. However, research conducted with young in-service PE teachers indicates that most principals have little insight into the subject's objectives, pedagogies, and curricula and

consequently do not consider it to have the same level of significance than other “academic” subjects; and they often see little educational value in it except that it keeps students under control and entertained (George & Curtener-Smith 2017).

Apart from the fact that principals do not teach PE, it is assumed that creating a learning environment that encourages personal significance is crucial for learners to develop favourable attitudes toward PE (Mwita, 2022). If learners learn in a setting that makes them feel at ease and confident, they are also more likely to have a good attitude towards physical education (Chen, Ding, Wang, Xin, Mo, Wang, & Wang, 2022).

#### **2.2.4 Challenges Faced by Teachers in Teaching Physical Education**

The Malaysian Ministry of Education takes teachers’ concerns about School Based Assessment (SBA) implementation seriously (Hasbullah, Martanti, Sulistiyahadi, Ni'mah, & Busroni, 2022). SBA is a policy that comprises a comprehensive evaluation of students’ performance through four assessment methods: school evaluation, PE, sports, and co-curricular evaluation, psychometric evaluation, and centralised evaluation (Nii & Yunus, 2022). SBA was launched as part of the effort to improve education and was first made available to primary schools in 2011 before being made available to secondary schools in 2012 (Chang,., Lo, Mazzotti, Rowe, & Hung, 2022).

Numerous schools around the world lack enough amenities and maintenance for PE (Ivanovna, 2022). Additionally, only 31% of nations worldwide have enough amenities, the provision of a broad range of facilities faces significant difficulties in developing nations (Otto, Opatoki, & Luyi, 2022): But, even in nations with more renowned systems of physical education, examples of inadequate maintenance and lost facilities have been documented (Chang et al., 2022).

Insufficient resources prevent most South African schools from offering adequate physical education programmes, and most rural schools largely lack open spaces like playgrounds

(Chang et al., 2022). The shortage of resources for PE in South African public schools has been made worse by insufficient funding from the government (Du Plessis & Mestry, 2019). Participants like NPOs and NGOs, who would have complemented government efforts to provide PE, have not offered enough solutions to this issue (Dev, 2016). To put it briefly, support is required to increase the availability of PE resources for effective teaching and learning in South African schools Edward (2015. p, 16).

### **2.2.5 The Role of Subject Advisors' Visits to Schools**

District authorities' overarching responsibility in education is to assist in the effective operation of the schools, for instructors to carry out their duties efficiently; they are also responsible for ensuring that policies are executed (Hafri, & Firestone, 2021). The education system is constantly changing; thus, it is essential to have a solid understanding of what educational leadership entails (Nakidien, Sayed, & Sadeck, 2022).

For schools to be successful and effective in their educational leadership, the entire institution needs to be guided in a single direction (Du Plessis & Mestry, 2019). Setting goals to be attained, guaranteed availability of resources; training teachers in curriculum content; and fostering an environment of support and continuous development are just a few of the several aspects of leadership in supporting effective teaching and learning (Madani, 2019).

Teachers at all levels in schools are expected to carry out duties that are intended to improve instruction; so, it is not just the administrators or district officials who are responsible for it in theory (Renata, Wardiah, & Kristiawan, 2018).

## **2.3 Status of Physical Education in South Africa**

A curriculum reform in South Africa that had far-reaching effects, was applied to PE in 1994 (Liu, Zhu, Duan, Nie, Deng, Hong, & Liang, 2022). PE was a standalone academic subject until 1994. Thereafter, it was downgraded to a learning outcome of the new Curriculum 2005 learning area called Life Orientation.

In policy frameworks, declarations, and strategic initiatives of the United Nations, PE is becoming more widely acknowledged as a topic that supports multifaceted development (Glibo, Misener, & Koenigstorfer, 2022). This supported national studies on the state of PE in South African public schools. (Burnett, Gillen, Guest, Maxwell, & Thompson, 2022).

A national study on PE was conducted in 61 specifically chosen schools from all the nine provinces of South Africa, including rural and urban areas, the socioeconomic status (SES), primary and secondary schools, and schools for students with special educational needs, where the strategic and evaluative approach was used encapsulating varied methodologies to collect data (LSEN) (Burnett, 2021). 66 school leadership representatives; 112 Heads of Departments (HODs), and 38 Governing Body members participated in semi-structured interviews (Burnett, 2021). While conducting focus groups with 601 students and researchers, who included 232 PE administrators, observed PE classes and photographed the facilities and apparatus to record the variety and calibre of each (Burnett, 2021).

The results demonstrate a variety of PE implementation strategies, with the main obstacles being low status, curricular limits (time allocation, multiple assessments, and content), and unequal access to resources (as per Quintile type of school) (Burnett, 2021). Only 38.1% of teachers and 40.0 % of HODs are professionally certified, demonstrating an “age impact”, while 14.7% of schools outsource PE to outside coaches or NGOs (Burnett, 2021). Teacher training is still a major concern (Burnett et al., 2022).

It is clear that a number of limitations made the implementation of QPE difficult and that more than just a change in policy would be needed (Ng, Klavina, Ferreira, Barrett, Pozeriene, & Reina, 2021). Therefore, strategic interventions from all stakeholders and at all levels of participation are necessary for meaningful change (Janssen, Campbell, Zahran, Saunders, Tomasone, & Chaput, 2022). Numerous researchers participated in a large-scale experiment that produced a number of insightful results (Brall, Caroline, Claudia Berlin, Marcel Zwahlen, Kelly 2021.).

### **2.3.1 Theories on Status**

A theory is an explanation of a certain social phenomenon that proves a connection between two or more variables (Siregar, 2022). A theory is an assertion or set of ideas that attempts to explain something, particularly one that is based on general principles that have no bearing on the topic being explained (Kela, 2016). The following theories were helpful in understanding the fidelity of teachers and principals towards an enabling environment to teach PE.

### **2.3.2 Theory of Status Attainment**

Status acquisition is the process through which people become learned; it entails the returns of one's educational investments to improve their socioeconomic standings (Evans & McPherson, 2017). Personal education and social influence are the fundamentals of one's role in a society, which could be achievable through acquiring the relevant form of learning (Lin, 2018).

The theory behind status attainment proffers that disparities in traits like education, parental vocations, academic achievement, mental capacity, morals, and drive are the main causes of inequality (Siregar, 2022). According to this viewpoint, a person's capacity to compete successfully for more status or income determines the extent to which race, gender, ethnicity, and class inequalities exist (Kela, 2016).

The goal of status attainment study is to understand better, how a person's socioeconomic origins - also known as family background traits - relate to their level of education and social standing (Lin, 2018). It is within this context that teachers and leaders such as principals' educational backgrounds could influence, negatively or positively, the way PE is perceived in schools.

### **2.3.3 Identity Diffusion Theory**

Identity diffusion typically occurs throughout adolescence, when people are attempting to define their identities, but it can also persist into adulthood (Evans & McPherson, 2017). From the earliest phases of first-world experiences through the later stages of life, reflection and identity development are a continuous process (Carlsson, Wängqvist, & Frisé, 2016).

Identity diffusers are inactive and present-focused, not thinking about who they are or whom they aspire to be (Markou, Charalampous, Tantaros, & Stavrinides, 2022). As a result, their only objectives are to avoid suffering and enjoy pleasure. Identity diffusers frequently lack self-worth, have an external focus, are less autonomous, and take less ownership of their lives (Bowman, 2022).

PEs custodians possess the power to create an enabling environment for learners to improve their perception of how PE is viewed in the country (Evans & McPherson, 2017). DoE is invested with the power to improve the status of PE, through SBA and an external form of assessment that is tantamount to other 'important subjects (Lim, Kim, Song, Kim, Shin, B. S., & Shin, 2022).

PEs custodians, especially policymakers and implementers, should reconsider reinstating PE as a standalone subject that is examinable and forms part of university entry requirements. By so doing, the status of the subject will improve and add more value to the whole subject.



### **2.3.4 Identity Foreclosure Theory**

Learner identity foreclosure is the commitment to the learner role without considering an alternate career or ideological paths (Boyd & Martin, 2022). Anastasya, Hadiyah, Amalia, & Suzanna (2022) affirm that, the foreclosure status is when a commitment is made without exploring alternatives. Often, these commitments are based on parental ideas and beliefs that are accepted without question (Crocetti, Albarello, Meeus, & Rubini, 2022).

This may refer to those learners who wish to pursue careers in Sports, but with limited knowledge relating to how PE can contribute to their global education (Corbin, 2021). Peer pressure or rather group thinking could also be seen as an element that defocuses learners from their passion and becomes socially accepted despite their self-actualization (Stephenson, 2022).

### **2.3.5 Identity Moratorium Theory**

According to this theory, a person considers different options, although such a person would not have decided on any of them with certainty (Crowe & McGarr, 2022). Adolescents experiment with numerous roles and explore diverse views; this may be a worrying and emotionally uncomfortable time as there are many questions but a few answers, and nothing is certain (Kela, 2016).

Although the person is considering other options, such a person has not yet received full support (Bowman, 2022). The adolescent is experiments with numerous roles and explores new views at this time, which can be emotionally tense. There are numerous questions but a few definitive solutions, and nothing is known with definiteness (Kela, 2016).

### **2.3.6 Identity Achievement Theory**

Based on individual choices, the person develops a consistent and devoted identity (Walters, 2019). This protracted process is rarely completed by the end of adolescent years (Ferrer-

Wreder & Kroger, 2019). In other words, a person in an identity moratorium is actively trying to define their identity but has not yet made any commitments (Granic, Morita, & Scholte, 2020). The adolescent explores numerous roles and examines diverse views, all of which can be uncomfortable and emotionally tense (Kaur & Tung, 2019). During most schools years, learners' perceived views concerning PE could be characterised as a pendulum (Acheson & Schneider-Bean, 2019). The lack or rather the absence of qualified teachers and equipment deficits could stir a disinterest in PE as a subject (Mousumi & Kusakabe, 2022).

## **2.4 Physical Education**

The General Conference adopted the International Charter of PE and Sport at its twentieth session, Paris, 21 November 1978 (Antala & Luptáková, 2018). The Charter addresses its proclamations under eleven articles, thus:

Article 1 states that the practice of PE and sport is a fundamental right for all. Access to PE and sport, which are crucial for a person's whole personality development, is a fundamental right of every person. The freedom to develop one's physical, intellectual, and moral faculties through PE and sport must be guaranteed, both inside the school system and in other spheres of social life.

Article 2 emphasises the importance of PE and sport as components of lifelong learning throughout the educational system. For every person to be a fully functional part of society, PE and sport must enhance each person's skills, willpower, and self-discipline. To ensure a worldwide, lifelong, and democratic education, it is necessary to guarantee the continuity of physical activity and the practice of sports throughout life.

Article 3 states that PE and sport programmes must address people's needs, both personally and socially. Programmes for PE and sport must be created to meet the needs and unique qualities of those who participate in them, as well as the institutional, cultural, socioeconomic,

and climatic conditions of each nation. They must devote attention to the needs of socially marginalised groups.

Article 4 purports that only qualified individuals shall instruct, coach, and oversee PE and sports. Every employee who takes on a professional role in PE and sport must possess the necessary credentials and training. To ensure that they acquire suitable levels of specialisation, they must be carefully chosen in a sufficient quantity and provided initial as well as additional training.

Article 5: proffers that PE and sport require adequate facilities and equipment. Thus, to meet the demands of intensive and safe participation, both in and out-of-school PE and sport programmes must establish adequate and appropriate facilities and equipment.

Article 6 states that evaluation and research are essential to the growth of PE and sport. The advancement of all sports as well as improvements to participants' health and safety, training techniques, organisational structures, and management practices should be the goals of research and evaluation in PE and sport. Thus, improvements in teaching techniques and performance standards will help the educational system.

Article 7 states that everyone should be always concerned with safeguarding the moral and ethical ideals of PE and sport. All sports, including elite sports, must be safeguarded from abuse. Its moral principles, reputation, and prestige are gravely endangered by phenomena like violence, doping, and commercial excesses, which corrupt its basic essence and alter its role in educating and promoting health. To combat these ills, the state sector, non-governmental organisations (NGOs), voluntary sports groups, the Olympic Movement, coaches, parents, supporters' clubs, trainers, sports management, and the athletes themselves must work together. In accordance with Article 8, the media has a unique responsibility to play in promoting and distributing information about these initiatives.

Article 8 advocates support for PE and sport through information and documentation. A crucial requirement is the gathering, provision, and dissemination of data and documentation on PE and sport. The dissemination of information on the findings of research and evaluation studies pertaining to programmes, experiments, and activities is particularly important.

Article 9 avers that sport and PE should benefit from the media's good coverage. To ensure accurate and well-founded information, close relationships between individuals working in the media and those with expertise in PE and sport are required. Aspects of PE and sports may be included in the training of media employees.

Article 10 highlights the major roles for national institutions in PE and sport. Public authorities at all levels, as well as specialised non-governmental organisations, must support the PE and sporting events whose educational value is most pronounced. Their actions will consist of upholding laws and regulations, offering material support, and implementing all other forms of stimulation, encouragement, and control. The government will also see to it that any fiscal policies are put in place that might support these operations.

Article 11 acknowledges that the universal and balanced promotion of PE and sport requires international cooperation. PE and sport must be given more prominence in international bilateral and multilateral cooperation on the part of States and those international and regional intergovernmental and non-governmental organisations that interested countries are represented in (Antala & Luptáková, 2018).

One of the fundamental tenets of the modern education approach is to educate people holistically, considering their physical, cognitive, emotional, and social needs (Abbas, 2020). According to this contemporary viewpoint, persons must be educated both physically and cognitively, if they are to achieve educational goals. Therefore, PE is an essential component

of general education and is the best setting for teaching cooperation, healthy competition, and social and personal responsibility (Koç, 2017).

## **2.5 Physical Education as a School Subject**

At the beginning of the 19<sup>th</sup> century, gymnastics from Germany and Sweden were introduced as a topic in schools (Kaimakamis, Dallas, Stefanidis, & Papadopoulos, 2011). Their importance to human health was immediately understood, followed by a notable consideration of personal hygiene and physical activity for health in the PE curriculum at the turn of the 20<sup>th</sup> century (Siedentop & Van der Mars, 2022).

According to Shaiek and Sheikh (2020), a teacher challenged the sole focus on health as being too limited and harmful to the development of the whole kid (Howard & Khalifeh, 2020). Following Shaiek's (2020) comprehensive approach to PE, where fundamental movements and physical abilities for games and sports were incorporated as the main teaching subject, the educational community adopted it (Wakkaf, El Zrelli, Kedzierski, Balti, Shaiek, Mansour & Rabaoui, 2020). In the past 15 years, PE has once more developed to link bodily movement to its effects (such as physical exercise and health), instructing kids in the science of healthy living and the abilities required for an active existence (Shahidi, Williams, & Hassani, 2020).

According to White Paper (WP) (2012), for Sports, Vision 2030 PE will be made compulsory in school curricula and implemented in all schools (Stroebe, Hay, & Bloemhoff, 2018). Furthermore, the WP dictates that, "If SA wants to create a better future for its children, PE and sports participation must be a matter of priority" (Blagrove & Colombo-Dougovito, 2019). It can also play an important role in creating motivation for, and commitment to lifelong participation (Leisterer & Jekauc, 2019). Evidence exists that sport and physical activity can benefit education. To achieve this objective, the DoE in South Africa must ensure that teachers

are empowered to deliver Quality PE (QPE) (Skou, Pedersen, Abbott, Patterson, & Barton, 2018).

The subject of PE is frequently thought of as an optional part of the curriculum (Rubin, 2021). Additionally, many secondary schools purposefully cut back PE classes to create room for what are seen as more “serious” or “essential” topics (Griggs & Fleet, 2021).

The fact that PE is frequently seen as a chance for students to be active and have fun seems to be a contributing factor to the issue (Lyngstad, Bjerke & Lagestad, 2020), or occasionally, as a way to decompress and take a vacation from conventional education. The intellectual and academic importance of PE itself seems to be generally ignored, even though it is frequently marginalised in favour of more worthwhile or scholarly disciplines (Peers & Tink, 2021).

At best, the importance of PE within the larger academic curriculum is downplayed, and at worst, it is totally disregarded (Apelmo, 2019). Activities like those suggested here could widen the instructional potential of PE, motivate more students to take an interest in it, and solidify PEs’ position as a distinctive and worthwhile educational endeavour (Rogalski et al., 2020). Opportunities abound, but PE must be prepared to seize them and allow students to write about their favourite sports to represent what they are purportedly learning (Sprake & Palmer, 2018).

A minimum of 150 minutes per week, (30 minutes per day) for students in elementary schools and 225 minutes per week (45 minutes per day) for students in middle and high schools, are required for high-quality PE programmes. Furthermore, (1) instruction from certified PE teachers, (2) a minimum of 45 minutes per day for students in middle and high schools, and (3) measurable standards for student achievement and high school graduation are also required (Kohl III & Cook, 2013).

## 2.6 History of Physical Education in South Africa

Any establishment's history is significant since it serves to recognise the institution's advancement in science as well as the significant contributions of its ancestors (Cleophas, 2014).

Although there is a sizable body of scholarly research on pre-1994 events that describe the development or rather the deteriorating state of PE in the country; however, the paucity of formal post-apartheid literature on South African PE history, is quite notable, the available texts are largely polluted by worries such as the infiltration of "race" in PE (Cleophas, 2014).

Descriptive qualitative analyses of historical records indicate the democratic reform of South Africa, which gave the new government authority to implement national educational policy changes to national governing structures for extracurricular school sport and PE (Mhlambi, 2022). Although the intention behind the national educational policy changes were meant to improve the quality of PE and extra-curricular sport, PE and extracurricular school sports are currently being delivered with disenchantment in local South African townships (Ellapen & Paul, 2021).

There was "almost no discussion of PE issues at serious, detailed, informed, and open national level in Great Britain and Northern Ireland" during the last ten years of the 20<sup>th</sup> century (Cleophas, 2014). Academics worldwide frequently pointed out issues with curriculum-level topic content while ignoring any relevant political and economic factors (Dauenhauer & Stoepker, 2022). Similar circumstances existed in South Africa, which caused confusion among policymakers, which then trickled down to implementers of policies. PE became an element of the outcomes-based education (OBE) experiment in South Africa, which included placing PE initially in the arts and movement learning area and later in the life orientation (LO) learning area. LO has always included PE along with other disciplines (Tapala, 2019).

The official account of PE in South Africa during the apartheid era has only ever been refuted in one professional historical research study up to this point (Cleophas, 2021). The few formal books that were written on the issue at the time, however, tended to place more emphasis on the “harmonious development of all the dimensions of a child’s well-being” (Kasser, 2011).

## **2.7 The Value and Advantages of Physical Education for Children**

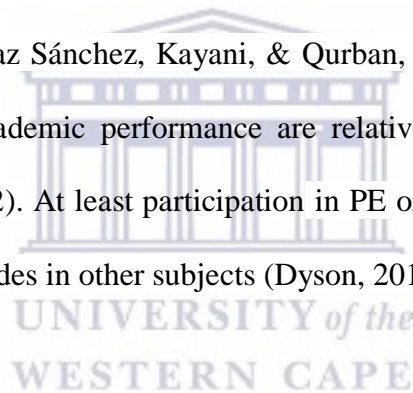
The fundamental theme of the 1996 Surgeon General’s Report on Physical Activity and Health (U.S. Department of Health and Human Services, 1996) is the significance of regular physical activity and its connection to preventing illness and early mortality as well as maintaining a high quality of life (Patnode, Redmond, Iacocca, & Henninger, 2022). The importance of PE for young people’s participation in physical activity and health is emphasised in the Surgeon General’s report (Janssen et al., 2022). School PE programmes meet the majority of our country’s children and youth’s needs for physical activity can only (Bowman, 2022).

Previous studies show that, in schools where physical activity is performed as part of PE programmes; such schools are considered as the ideal path and environment for developing a healthy lifestyle (Zeng & Wang, 2015). PE is widely recognised as an important tool for promoting physical activity in children (Gordon, Dyson, Cowan, McKenzie, & Shulruf, 2016). The benefits of physical activity on a child’s physical, social and emotional development are well documented, and sports give children the opportunity to acquire the knowledge and skills necessary to accept physical activity as a way of life (Kela, 2016). The importance of PE is highlighted by a recent surge in the prevalence of childhood obesity around the world. Between 1985 and 1997, the incidence of childhood obesity in Australia tripled (Bowman, 2022), and continues to escalate. In 1985, 11% of boys and 12% of girls were classified as overweight whereas in 2004, it was 26% for boys and 24% for girls (McMullen, Kulinna, & Cothran, 2014).

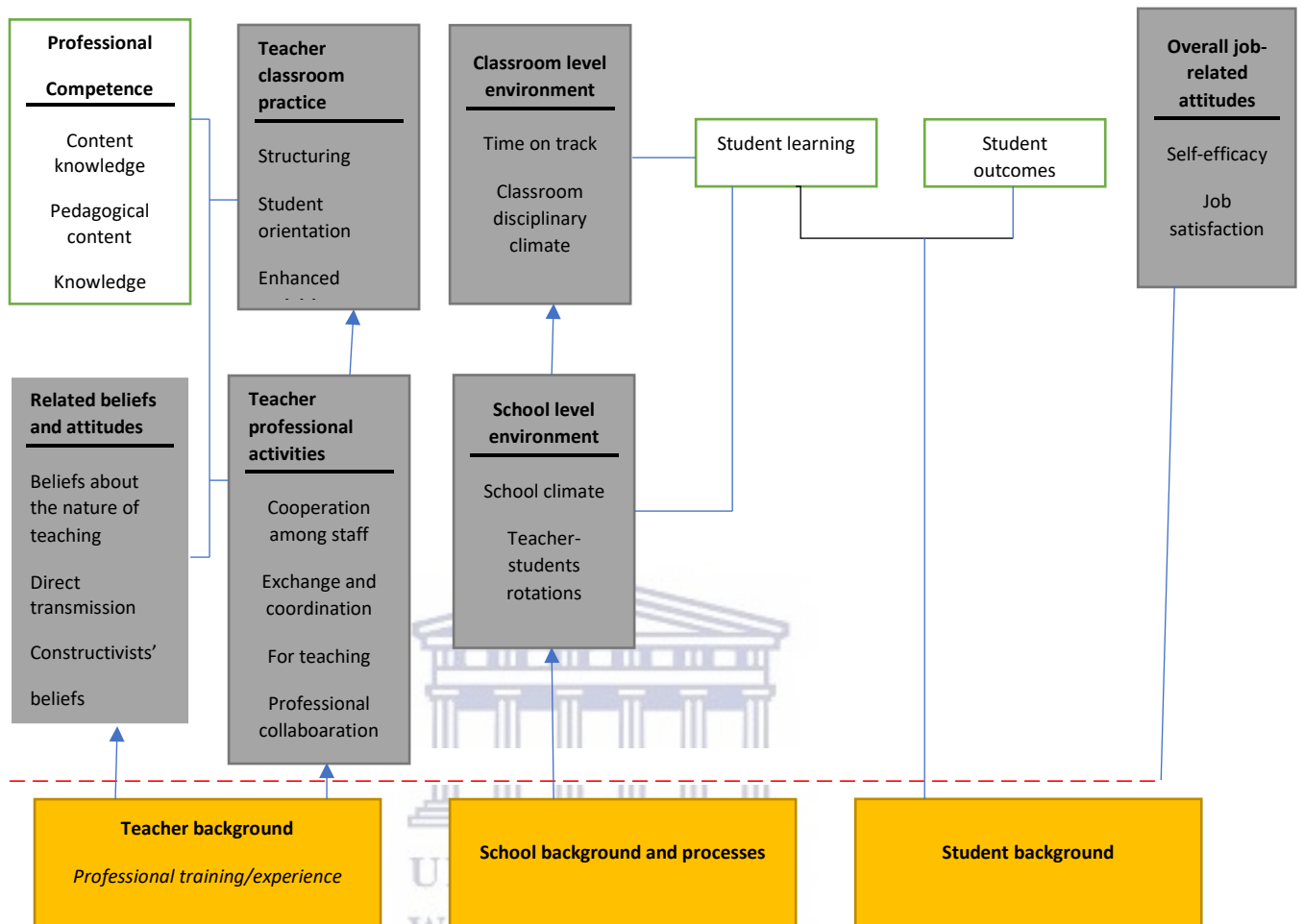


Bailey (2015) recently examined scientific evidence to support the benefits of PE. Bailey found that PE lessons can benefit children in the physical, lifestyle, emotional, social and cognitive areas (McMullen et al., 2014). Bailey stated that further research is requirement to understand the nature of these benefits. He emphasised that many of these benefits can be achievable if the professional development programme is of a high quality, not just viewed in terms of quantity (Chand & Das, 2022). Bailey also emphasised the need for dedicated and qualified teachers to determine whether children benefit from these effects (Bailey, Cope & Parnell, 2015).

Studies have demonstrated several short-term benefits of PE, including the prevention of risk factors for cardiovascular disease (Mitchell, Dicken, Kale, Herbec, Beard, & Shahab, 2022); improved physical fitness, improved self-esteem, and improved academic performance (Kayani, Kiyani, Wang, Zagalaz Sánchez, Kayani, & Qurban, 2018). Studies examining the link between exercise and academic performance are relatively positive (Latino, Cataldi, Bonavolontà, & Fischetti, 2022). At least participation in PE or physical activity at school is unlikely to affect adversely grades in other subjects (Dyson, 2014).



## 2.8 Framework for the analysis of teaching practices and beliefs (Bas, 2022).



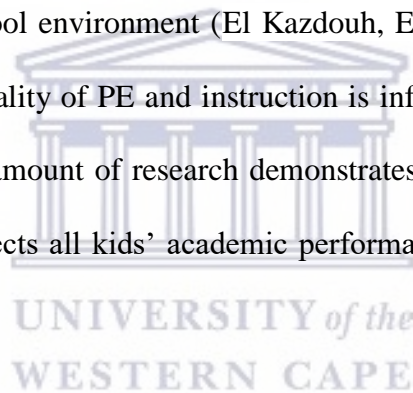
The framework does not deal with the long-term effects of in-school activities on student learning as it analyses teachers rather than the effectiveness of education (Dumay, Boonen, & Van Damme, 2013). According to the direct transmission theory of student learning, a teacher's job is to impart knowledge in a structured and clear manner, explain the right answers, provide students with problems that are clear and manageable, and maintain order and concentration in the classroom (Archambault, Leary, & Rice, 2022). A constructivist perspective, in contrast, emphasises students as active participants in the process of learning rather than as passive receivers of knowledge (Brown, 2022). Teachers that hold this perspective place a focus on

supporting student inquiry prefer to offer students the opportunity to come up with solutions to problems on their own, and let students participate actively in learning activities (Dyson, 2014).

### **2.8.1 School-level Environment: School Climate**

Organisational psychology and studies on school effectiveness are the foundations of the scientific study of the school atmosphere (Cohen, Brown, & Ward-Seidel, 2022). There are different ways to define the school climate. Researchers concur that the perception of the learning environment at the school level reflects mostly in the school climate (Kela, 2016).

The physical environment, the social structure, the principals and teachers' perceptions towards PE, and PE qualified teachers, facilities, teacher and student morale, peer norms, and safety are important elements of the school environment (El Kazdough, El-Ammari, Bouftini, El Fakir, and El Achhab, 2022). The quality of PE and instruction is influenced fundamentally by the school climate; an increasing amount of research demonstrates how the school environment (Wibowo & Dyson, 2021) affects all kids' academic performance, well-being, and personal and social development.



## **2.9 Theories about Perceptions**

Perceptions bring together an intriguing quality; they prescribe the brain with a mind-free events to ponder about, and help humans understand what is objectively acceptable (Kazdough et al., 2022).. According to epistemology. The theory of perception falls into four categories: (1) Naive realism; (2) Typical realism; (3) Idealism; (4) Phenomenalism. The following is a description of each theory, according to Zhu and Chen (2022).

### **2.9.1 Naïve Realism**

The naïve realism dictates that things are what they appear to be; hence, many PE administrators perceive PE as a play subject (Kalpokas, 2022). A subject without a formal

examination and without university entry points. It overlooks the hike in obesity among young children, and other non-communicable illnesses that could be prevented by directly involving children in PA through PE programmes (Kityo & Park, 2022). The smooth way that naïve realism accommodates the external-directedness of perceptions makes it a popular perception theory (Montague, 2021). However, naïve realism's detractors have argued that it ignores the inherent dependencies of perceptions.

### **2.9.2 Typical Realism**

The child is prepared for a fulfilling existence through typical realism; it exposes the child to the outside world and the natural environment, the child's physical and mental abilities grow as a result (Ramli, 2022). The child's senses grow and are consequently trained; it prepares the child for adult life and provides an understanding of the physical cosmos through inquiry (Vahidnia et al., 2022). It is an investigation into science and scientific inquiry (Ramli, 2022). It spreads culture, shapes human nature, and fosters curiosity about the outside world, which is necessary to ensure survival and a fulfilling life (Hearn et al., 2012).

A teacher ought to be in charge by helping the learner to become aware of the outside world (Ramli, 2022). A teacher should be educated and well versed in the customs of belief and rights of people, and the trends (Fafunwa & Aisiku, 2022). Teachers must ascertain the child's interests before tailoring their instruction to them; teachers ought to present the topics in the right order (Bradshaw, Trumbull, Stapel-Wax, Gillespie, George, Saulnier, & Wetherby, 2020).

### **2.9.3 Phenomenalism**

The strong embodied relationship between the knowledge object (the actions, activities, and practices of movement) and the knowing subject makes phenomenology an especially

intriguing theoretical approach to PE (the pupil) (Schmidt, Bratland-Sanda, & Bongaardt, 2022).

#### **2.9.4 Idealism**

The definition of idealism in India is “to look beneath the scene”, but the definition in the West is “passion of knowledge” (Acharya, 2019). However, philosophy develops the information that satisfies human curiosity, knowledge that defines, determines, and describes the definition as well as the purposes, goals, and standards of education; this is known as education philosophy (Khalatkar, 2015).

When idealism is applied to PE, it directs teachers towards being role models for students (Manan & Tul-Kubra, 2022). PE consists of experiences that not only deal with physical factors, but also meet the needs of the individual’s nature and bring satisfaction and well-being (Kirk, 2012).

#### **2.10 Health-Related Physical Fitness**

A number of characteristics, including body weight status, cardiorespiratory fitness, muscular strength and endurance, and flexibility, are indicators of health-related physical fitness, are linked to positive health outcomes (Chen et al., 2022). Healthy related physical fitness levels encourage resistance to tiredness and enable people to engage in physical activity with energy (Sparks, Flanagan, Kebbe, M & Redman, 2022). Understanding the behavioural traits and underlying causal mechanisms that support these outcomes is essential for ensuring that HRPF in children and adolescents follows positive trajectories (Cattuzzo, dos Santos Henrique, Ré, de Oliveira, Melo, de Sousa Moura & Stodden, 2016).

Lubans et al (2010) reviewed the correlation between fundamental movement abilities and health-related factors, such as health-related physical fitness. They discovered a constant

adverse relationship between motor competence and weight status as well as a consistent positive link between cardiorespiratory fitness and motor competence (Barnett et al., 2021). From a public health perspective, particularly one that inclines towards a remedial intervention, raising health-related physical fitness levels during infancy and adolescence is crucial since it will further encourage lifetime physical activity and health (Cairney, Dudley, Kwan, Bulten, & Kriellaars, 2019). The purpose of this systematic review was to assess the scientific data on relationships between motor competence and components of health-related physical fitness in children and adolescents, because there has been growing interest in the health-related advantages of various health-related physical fitness components and their link to motor competence (Cattuzzo et al., 2016).

The patterns of participation in physical activities that support health-related physical fitness can also be used to explain the significant evidence of a positive link between musculoskeletal fitness and motor competence, as well as between motor competence and cardiorespiratory fitness (Utesch, Bardid, Büsch, D & Strauss, 2019). Participating in sports may aid to simultaneously develop competence and health-related physical fitness (Gu, Zhang, Chu, Keller, & Zhang, 2019). The development of both health-related physical fitness and motor competence is favoured by the fact that many ballistic skills used in sports (such as throwing, kicking, hitting, jumping, running, and hopping) naturally call for high levels of physical exertion and neuromuscular coordination and control (Cattuzzo et al., 2016).

### **2.10.1 Fitness Principle of Specificity**

Any type of exercise that is done to improve movement and/or performance of movement can be considered to fall within the fitness principle of specificity. The purpose is established by the stated objective, desired result, or programme. This objective is created in partnership with

the client, patient, or athlete based on their unique abilities, level of change preparedness, and environment in which the programme will be implemented (Peitz., 2018).

### **2.10.2 Fitness Principle of Overload**

Rodriguez (2013) ranked the overload principle, which states that an individual must gradually raise the demands made on the proper body systems to develop any component of physical fitness, as the second most important one. For instance, lifting progressively heavier things is necessary to build strength. Running more distances or running faster can also result in overload in running programmes (Khushhal, Nichols, Carroll, Abt, & Ingle 2020).

The overload concept of sports training is a phenomenon that involves athletes gradually adapting to an increase in training load (Asker & Møller, 2018). The coach should manage training overload using factors like volume, intensity, frequency, density, and duration of training (Khushhal et al., 2020).

### **2.10.3 Improved General Fitness**

Despite the tremendous advancement of biological and medical sciences, the population's health concerns are growing. These issues as mentioned by experts and scholars can be prevented or at least have a less impact, if people's lifestyles and habits were different from the earliest age in terms of exercise and physical activity (Starc & Strel, 2012). Additionally, the importance of PE as a regular sport for the public (mass sport) in the education of the young generation has sped up the development of PE science Maugeri (Maugeri, Castrogiovanni, Battaglia, Pippi, D'Agata, Palma, Di Rosa, and Musumeci, 2020).

Primary prevention of cardiovascular disease, known to begin in childhood, is important for several reasons. After improbable deaths, autopsies on children and adolescents were conducted (Abrignani et al., 2019). It is important to note that during PE sessions, a school

provides a suitable environment for pupils to enhance their physical fitness, which is related to health (Yarımkaya & Esentürk, 2020).

It is crucial to raise students' interest levels and inspire them to engage in activity that is more physical by enhancing their level of physical fitness through the study of PE in school and demonstrating its connection to health (Vennix et al., 2018). Additionally, the correct design, execution of similar programmes, and evaluation of the intervention programme aid PE teachers to assist students reach learning objectives by helping them create goals (Van Wyk et al., 2021).

## **2.11 Curriculum**

PE is sport, sports, or play despite “reforms”, and has a history of being characterised by “a dark, peripheral existence in education” (Green, Cale & Harris, 2018). Assessment and pedagogy are connected to the curriculum. Certain types of PE curricula with their associated pedagogies and assessment methods serve as models for other academic courses (Liu et al., 2022).

Physical educators had some autonomy to create the curriculum; however, they saw fit because governments had little participation in it for the most part of the 20<sup>th</sup> century (Stroebe et al., 2019). However, because it was still a field of study in its relative infancy, PE had a weak “intellectual tradition” (Klochko, Fedorets, Shyshkina, Branitska & Kravets, 2022). This made it challenging to develop a strong and cohesive vision for the discipline as various groups positioned it in line with a variety of interests, some of which were at odds with one another (Wang, Cheng, Qu, Zhang, Cui, & Zou, 2020).

According to Kela (2016), many PE programmes do not include a significant fitness component. Accordingly, team sports are the focus of PE programmes (Kasser, 2015), who emphasised that poor fitness levels will persist if PE follows the conventional athletic skill



model. Though many PE teachers grumble that they are at a loss for new lessons to teach, it could be challenging to change the sport skill model (Parkinson & Burrows, 2020). These criticisms indicate the need to investigate how much emphasis prospective PE teachers' preparation programmes give to learning physical fitness ideas. According to the NCATE/NASPE PE Guidelines from 2005, prospective PE teachers must be prepared to demonstrate their knowledge of physical activity and fitness-related themes, to organise, carry out, and assess PE programmes (Hall-López, 2020).

The fact that South Africa's current PE curriculum is commonly criticised for being a learning outcome rather than a standalone subject signals how less of a subject PE is (Spacey, 2021). PE has a score of zero due to the absence of structured evaluations, SBA, trained staffing, and ongoing professional development for PE teachers (Stømer, Dieckmann, Laudal, Skeie, Qvindesland, & Ersdal, 2022). The DoE must adjust PEs' public image accordingly.

## **2.12 Chapter Summary**

The state of PE, which serves as the foundation for this study, theoretical reasons for teachers' and principals' opinions of that status, and research findings originating from numerous studies about factors relevant with these phenomena, were all discussed in this chapter. The next chapter elucidates the research methods employed in this study.

## **CHAPTER 3**

### **RESEARCH METHODS**

#### **3.1 Research Design and Setting**

There were two phases to the research. The first stage was quantitative since it was descriptive in terms of the subject's inclusion in the school schedule, frequency of periods, facility evaluation rubric and appearance on the schedule. The second phase employed a qualitative design and consisted of focus group discussions with PE teachers and school principals. The research was conducted in five senior secondary schools in the Mankweng Circuit of the Polokwane Municipality of Capricorn District in Limpopo Province of South Africa.

#### **3.2 Phase 1 (Quantitative Phase)**

##### **3.2.1 Participants**

The total number of participants for the quantitative component of the study was five, one each from the five participating schools.

##### **3.2.2 Research Instruments**

Quantitative information was attained through a questionnaire (Annexure A) completed by the five participants identified by each one of the participating schools. The questionnaire requested basic descriptive information regarding the state of PE in the selected schools. The requested information included whether the subject appears on the school timetables, how frequently it is provided, whether the PE periods are used for the teaching of other subjects, etc.

The principals of all five of the senior schools were given letters with the questionnaires that explained the aims and objectives of the research and requested their support of the research

project (Annexure B). A special request for authorisation to conduct the study, to assist and motivate participants to complete the questionnaires was sent to the circuit manager for the appropriate ministry of education (Annexure E).

### **3.2.3 Quantitative Data Analysis Procedures**

Descriptive statistics were used to describe and summarise teachers' responses to each item on the questionnaire. Data were presented as percentages.

### **3.3 Phase 2 (Qualitative Phase)**

The intent of phase two was to explore teachers' and principals' perceptions and attitudes towards PE. This phase employed a qualitative research design which is the naturalistic way of gathering data that seeks an understanding of phenomenon (Günbayi & Sorm 2018). Detailing how people interpret their world from a humanistic perspective (Ishtiaq, 2019).

#### **3.3.1 Participants**

For this stage of the study, five teachers and five principals were purposefully chosen to form the focus group. Purposive sampling is associated with the qualitative research design (Ishtiaq, 2019). Principals formed part of the study because it was essential to determine their perceptions and attitudes towards the significance of Life Orientation (LO) in particular to PE influence and the time allocation of LO as a subject in the school timetable. The selection of teachers was not a rigorous exercise, because each school had one LO teacher responsible for Grade 10 learners who taught PE as well. Therefore teachers who were included were the ones who offered LO.

#### **3.3.2 Focus Group Discussions**

Focus group discussions were conducted as the second phase of the study to gain insight into teachers' and principals' attitudes towards PE. The researcher facilitated the focus group

discussions and arranged the time and venue after the participants consented to participate in the study, including their granting permission to be recorded during the discussion. The focus group discussions consisted of semi-structured interviews.

### **3.3.3 Qualitative Data Analysis**

All recorded focus group discussions were transcribed to produce manuscripts. Transcripts were read through several times to ensure that the manuscripts accurately reflect the discussions. Data were coded in themes, followed by broad categories of emerging themes. After the derivation of themes, an independent researcher was asked to read the manuscript and generate themes, to enhance trustworthiness.

### **3.3.4 Validity and Trustworthiness of Qualitative Data**

To ensure the rigour and trustworthiness of the study, the strategies proposed by Cresswell, (2014) were integrated and used. Creswell (2013) states that trustworthiness in qualitative research revolves around Lincoln and Gubanyi's et al., (2018) idea of dependability, confirmability, transferability and credibility. Validity in qualitative research is inherent in the researcher's use of procedures of authenticity. In this study, credibility was achieved through membership checking of the transcripts, determining whether transcripts capture what the participants intended to say. Adequate contextual information about the sites was provided to promote transferability. The research design, including strategies suggested by Cresswell (2014), were incorporated and implemented to ensure the study's objectivity and reliability. Creswell's (2013) concept of dependability, confirmability, transferability, and credibility, which holds that validity in qualitative research is inherent in the researcher's use of authentic methodologies, is at the centre of trustworthiness in qualitative research. Credibility was attained by members reviewing the transcripts and focusing on whether they accurately reflect what the speakers intended to convey. The sites' contextual information was detailed

sufficiently to encourage transferability. To increase the reliability of the qualitative data, the operational details of data collection and reflective evaluation were provided in detail (Nyathi, 2018). Conformability was achieved by creating an audit trail that will enable any non-researcher to follow the decisions and actions that led to those decisions as the research progressed.

### **3.4 Delimitations**

Senior secondary schools (Grade 10) in the Mankweng District (Limpopo Province) were the only ones included in the study.

### **3.5 Ethics**

#### **3.5.1 Ethics Considerations**

Ethical clearance was requested from the Human and Social Sciences Research Ethics Committee (HSSREC) at the University of the Western Cape prior to any data collection. The participants were informed verbally and in writing of the purpose of the study, the reason why they have been asked to volunteer to participate, the importance of their participation, the valuable input they will make and the procedures to be followed to conduct the interview. Their participation in the study was voluntary, their identity will remain confidential, and they were free to withdraw from the study at any time before written consent forms were signed. Data gathered from all the interviews will be kept in the researcher's safe for the duration of five years after completion of the study before it is destroyed.

**Anonymity.** All information was treated with strict anonymity and the identity of participants was protected by ensuring that their names and personal information will not be included in neither any of the results gathered nor in the report findings. The remaining data will be kept confidential, and no data will be shared or released into the public domain without the

permission of the participants. The acquisition and use of private information will strictly adhere to the POPI Act.

***Informed consent.*** Participants were briefed on the aims and objectives of the study as well as the procedures and protocols involved. The interview process was also explained in writing in an information sheet (Appendix C). Participants were assured that interviews would be conducted in a professional environment. Participants were encouraged to ask questions, with the assurance that the researcher will answer them truthfully to ensure that the participants were fully informed before making a decision on whether or not to participate. Participation in this study was voluntary. The participants who consented to participate in the research, were requested to sign a consent form (Appendix B).

***Autonomy.*** This means that the participant has the autonomy of thought, intention, and action when making decisions regarding the interview conducted. Therefore, the decision-making process was free of coercion. For a patient to make fully informed decisions, the researcher ensured that participants understood what the interview was about and what was expected of them.

***Confidentiality.*** The participants' personal information will be kept confidential by keeping their identity anonymous and data secured in a locked filing cabinet in my supervisor's office. Furthermore, any information received from this testing will only be used for the purpose of this research study and no identities will be disclosed at any time. No names or personal information was required for this study. If a report or an article is written about this research project, the participants' identity will not be divulged.

***Non-maleficence.*** It is required that a procedure does not harm the patient involved or others in society. The study employed the "do no harm" principle. Although the research considered

the interviews as “low risk”, the researcher ensured that the potential risks of the study were minimised by employing correct training and testing techniques.

**Beneficence.** The results of the current study will be made available to policymakers, and will hopefully help them to develop strategies that can elevate the status of the subject and ultimately make it a standalone subject in the curriculum.

**Anonymity.** Anonymity is the quality or state of being unknown to most people. The researcher ensured that information accessed from participants would not be made known to anybody, including co-participants in the study. The results will only be published as group data.

**Voluntary Participation.** The research participants were fully informed about the testing procedures involved in the research and they consented participate.

#### **Scientific integrity**

1. The researcher ensured that the practices and procedures employed in the research were compliant with ethical procedures. The research proposal was first submitted to the departmental research committee at the University of the Western Cape in the Faculty of Community Health Sciences.
2. The researchers liaised with the participants regarding the most convenient time for the focus group discussion. The researcher further informed all the participants of their right to access the findings of the study at the Department of CHS at the University of the Western Cape, once the study is completed.
3. The researcher made sure that the right procedures and methodologies were used when conducting focus group discussions and interviews.
4. **Safety.** The study does not carry any hazards. However, should the participants experience any physical, emotional, or mental hazards, they were encouraged to communicate with the researcher about the hazards or quit the interview.

All UWC Covid-19 protocols were strictly adhered to when conducting the focus group discussion.

**Data Security.** Through a password-protected encryption in computer, collected data remains stored to ensure confidentiality. Data will be stored for a period of five years before being destroyed, as per the new data management system of the institution.

To conduct the research on school grounds, approval was required from the Limpopo Education Department and the principals of specific schools.

Information gleaned from other works of literature was properly cited, and all sources that were used were duly recognised.





## CHAPTER 4

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

The first and second objectives of the thesis, which were to ascertain the state of grade 10 PE at senior secondary schools in the Mankweng circuit of the Limpopo Province of South Africa and to investigate the attitudes of teachers and principals toward PE, are presented and discussed in this chapter.

#### 4.2 Quantitative Results and Discussion

The objective of the quantitative portion was to gather factual data on the state of PE in the five Mankweng circuit schools that were chosen. One instructor at each school filled out a questionnaire requesting basic descriptive information.

##### 4.2.1 Demographic Profile of Participants

Five teachers - one from each of the five chosen schools - participated in the poll; three (60 percent) of them were men, and two (40 percent) were women. Of the participating teachers, only three (or 60 percent) had relevant tertiary Life Orientation (LO) education. None of the two remaining people (40%) who had college degrees majored in LO. The participants' ages ranged from 20 to 50 years. They ranged two to 25 years of teaching experience between them. A summary of the questionnaire responses is provided in Table 4.1.

**Table 4.1.** The status of PE for grade 10 learners in Mankweng circuit in the Limpopo Province.

Question/statements	Responses		Percentage (%)	
	YES	NO	YES	NO
1. Does Physical Education appear on your school timetable?	5	0	100%	0%
2. If your answer is “yes” for question 1, do you allocate the prescribed 2hr per week to the subject on the timetable?	5	0	100%	0%
3. Do you always present PE during the time indicated on the timetable?	1	4	20%	80%
4. Do you use Physical Education periods to teach other subjects?	5	0	100%	0%
5. Do you follow the Education Department’s annual programme for Physical Education?	0	5	0%	100%
6. Do you follow the aims and objectives set by curriculum designers in your classroom?	1	4	20%	80%
7. Do you get regular visits from curriculum implementers/ subject advisors for Physical Education?	1	4	20%	80%

It is evident from Table 4.1 that all schools participating in the questionnaire offered some form of PE as it constitutes one component of LO. PE is a compulsory learning outcome of LO in the South African curriculum. All the participants indicated that PE appears on the school timetable and that 2 hours per week are allocated to the subject.

None of them followed the education department’s annual programme, the majority (80%) do not follow the aims, and objectives set by the curriculum designers. Curriculum advisors for

PE moderation visited only one school. The vast majority of teachers (80%) indicated that they do not use PE periods to teach the subject.

### **4.3 Qualitative Results and Discussion**

The goal of this phase of the research was to gain insight into the perceptions and attitudes of grade 10 LO teachers and school principals towards PE in the Mankweng circuit of the Limpopo Province of South Africa. This information was garnered through a focus group discussion involving teachers and principals. Ten participants, who included five teachers and five principals from participating schools, constituted the discussion group. The following themes emerged based on a thorough literature examination, transcriptions from the current study, regional rational frameworks, and the researcher's own experiences from his academic engagement with the material.

**Theme 1:** The value and advantages of physical education at various schools.

**Theme 2:** Lack of monitoring and control of PE subjects

**Theme 3:** Status of PE in schools

**Theme 4:** PE as a standalone subject.

**Theme 5:** Lack of qualified PE teachers

#### **4.3.1 Profile of Key Informants**

The profile of the main informants who took part in this stage of the investigation is shown in Figure 4.2. Participants were assigned codes, such as SP for school principals and PET for PE teachers. The number of participants for each university is represented by the figure under participants.

**Table 4.2:** Profile of Main Informants

<b>Code</b>	<b>Informants</b>	<b>Gender</b>
SP 1	1	M
SP 2	1	M
SP 3	1	M
SP 4	1	F
SP 5	1	F
PET 1	1	M
PET 2	1	F
PET 3	1	F
PET 4	1	M
PET 5	1	M

### **4.3.2 Investigated and Analysed Themes**

4.3.2.1 The narrative responses from teachers and principals in relation to the themes are covered in this section.

4.3.2.2 Theme 1: The value and advantages of PE at various schools.

According to (Culpan, 2008), most people are unaware of the relevance and value of physical activity, and when questioned about their thoughts on the matter, many expressed skepticisms. However, PE is considered one of the few school subjects that have both physical and mental educational outcomes (Lambert et al., 2022). For learning to be effective, both the body and the mind must be in good state of physical and mental health, especially in today's fast-paced, technology-driven society (Henriksen, 2022). As a subject of instruction with many cross-curriculum advantages, PE is taught in schools and makes a substantial contribution to the growth of children's and teenagers' health and wellbeing (Harris & Cale, 2022).

The following teachers' and principals' responses suggest that they have differing opinions about the value and advantages of PE in their individual schools. The majority of the respondents felt that PE is a crucial topic, but much work needs to be done before PE can be taken seriously.

#### PET 1

*PE has health benefits because if it is done consistently, it could improve the well-being of young children; however, those teachers that are teaching it are not exercise enthusiasts themselves. How can an obese teacher, advocate and promote a healthy living lifestyle if he or she is failing dismally to do so? Whether PE is important or not is another issue because we measure importance by assessment and grading at our level. So, I would say it is not important.*

#### PET 2

*Personally, I believe that learners go to school to improve their lives holistically. However, my challenge is how you measure competence if it is not tested. PE could bring a healthy lifestyle when it is done in moderation and it could bring side effects, if it is overdone. Now, how do I know the boundaries of these two extremities? It is unfortunate that I think the subject of PE is still a mystery to education and more light needs to shed. Generally speaking, I would say it has health benefits, but it is not important as the school syllabus.*

#### PET 3

*I am from a background of exercise enthusiasts. I am entitled to think that PE has health benefits, but as for its relevance to the school curriculum, I doubt; it is not that important that we should sacrifice learning of other examinable subjects for fun and play.*

PET 4

*I have contradicting answers to this question. Yes, it has benefits but not important because it does not carry any grading value, because the main purpose of school curriculum is about pass or fail.*

PET 5

*PE is an important subject in terms of physical activity programmes. They say a healthy mind in a healthy body, but it has limitations; it does not carry any weight in terms of assessment. So, if I had to choose, I would definitely say, it is not that important, it is a waste of time. Because as much as these children exercise, they are still unhealthy which counteracts all the physical activities.*

SP 1

*Physical fitness without a proper diet is a waste of time. The feeding scheme provided by the government in public schools does not satisfy the required dietary requirements for a healthy body. PE must be accompanied by a proper diet. PE is generally ideologically good but in practice, we are just ticking the boxes. Instead of wasting the children's time, let us put more effort in subjects that have value.*

SP 2

*PE is fun and helps most learners to interact socially and to improve their wellbeing. Given these circumstances, PE would have great significance if it is tested and examinable. This challenges its value as a school subject. Generally speaking, I will definitely say it is not that important.*

SP 3

*In our times, things were different. We had teachers with PE qualifications, and they were respected and recognised. PE was valued and appreciated; however, now PE has been downgraded to a learning outcome that has robbed it of its relevance and value in terms of grading. It is definitely not that important.*

SP 4

*On the health part, I would definitely say it has benefits to reduce certain illnesses or prevent them; however, its importance in terms of grading, I would say, it is not an important subject to be included in the school timetable.*

SP 5

*Exercise can bring health benefits and people who are qualified teachers can properly do exercise. So, how do you know that they are doing the right thing? How do we evaluate these teachers on their progress? Furthermore, the learners are not being tested on what they have learned, PE is not important.*

Discussion

The findings of this study reveal that most teachers and principals acknowledge and appreciate the benefits of PE for grade 10 learners. These include health, psychological and social benefits. This harmonises with the findings reported by Christopher (2015), who highlighted the importance of PE as a means of creating physical activity opportunities for growing children. Christopher (2015) avers that PE stimulates physical development and growth through forming and maintaining strong bones, developing muscles, and preserving joint functionality. Additionally, it supports children's psychological health and helps lower their chance of being overweight, obese, and acquiring chronic illnesses like type 2 diabetes and cardiovascular

ailments (Christopher et al., 2015). Although the school principals do not teach PE, it can be argued that they should be at the forefront of creating a positive learning environment for the subject as it contributes to the development of favourable attitudes among students toward PE (Mwita, 2022).

On the value of PE in comparison to other academic subjects, there is a dispute. The lack or limited assessments conducted in the subject are seen as indicators of the low value attached to the subject. The respondents have indicated that assessment is a scale of judgement in terms of benefits and importance of PE in schools. Their overall motion indicates that health benefits are there; however, assessment is still a challenge, because there is no clear assessment policy set by DoE.

According to Gordon, Dyson, Cowan, McKenzie and Shulruf (2016), PE is a crucial tool for encouraging children to engage in physical activity. A healthy lifestyle may be developed through physical activity (PA), which is why PE programmes in schools are regarded as the best setting for this (Zeng & Wang, 2015).

Sports provide kids with the chance to learn the knowledge and skills they need to accept physical activity as a way of life. According to Kela (2016), sports is a great method for children to improve their physical, social, and emotional skills. Duggan (2022) proffers that most teachers believe in the benefits of PE, but lack confidence, time and equipment to offer quality PE, with the consequence being that some opt to teach other subjects (Girard, Lemoyne, Blais & St-Amand (2022).

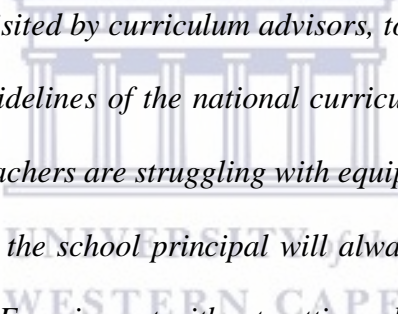
In countries such as Malaysia, PE is part of school-based assessment policies that are monitored by the Malaysian Ministry of Education. The SBA policy entails a thorough examination of students' performance using four assessment techniques: school evaluation, PE, sports, and co-curricular evaluation, psychometric evaluation, and centralised evaluation.



#### 4.3.2.2 Theme 2: Lack of monitoring and control of PE

Subject advisors have a crucial leadership role in fostering teaching and learning, which is crucial for both the subject's and teachers' overall professional growth. When teachers are well-prepared and given the necessary resources, it is possible to have effective instruction and learning (Breyer & Barrett, 2014). According to Protheroe (2008), successful schools have great leadership in and management of teaching and learning. Some critics note a lack of subject supervision and monitoring results in knowledge gaps, ineffective teaching and learning practices, subpar subject delivery, and a lack of subject development as responsible for poor leadership in and management of teaching and learning (Christopher et al., 2015).

##### PET 1 response



*The school does not get visited by curriculum advisors, to check if the PE teacher is still in line with the guidelines of the national curriculum framework. In most cases, you find that PE teachers are struggling with equipment and resources. We have no one to report to, the school principal will always say there is a limited budget, they cannot buy PE equipment without getting a budget.*

##### PET 2 response

*The curriculum advisor never comes to the school to evaluate and monitor PE teachers' progress. This poses a challenge for teachers because they do not know if they are in line with the other grade10s in other schools in the whole country. The department of basic education must take PE seriously which will eventually affect positively teachers' perceptions.*

PET 3 response

*No visits have been seen since I started teaching the subject three years ago. I do not know why, but I know that PE is not an examinable subject. I feel like the Department is just giving us more work without accountability.*

PET 4 response

*No visitation that has happened. No one comes to moderate our files. This creates an impression that PE is less important.*

PET 5 response

*No visits in 2019 and 2020. I don't know about 2021, but under normal circumstances, curriculum advisors used to come to our schools to monitor and evaluate PE teacher's portfolios.*

SP 1

*I think the department must invest more into PE in terms of staffing, subject relevance and career orientation. This will urge subject advisors to visit schools more often as to track how the budget has been managed.*

SP 2

*Subject advisors need monitoring as well. They need to develop a communication network between schools and the district, where complaints, suggestions can be made. This approach will enable PE to grow from being unrecognised to recognition.*

### SP 3

*Visitation is one of the fundamentals to weigh the importance of school subjects. If we as a school do not get moderated, it is an automatic thinking that we are less important, hence, PE.*

### SP 4

*I feel PE is not taken seriously. This starts at the higher hierarchy of leadership down to the school level. Without moderation and evaluation of PETs portfolios, PE remains a distraction from standalone subjects.*

### SP 5

*Schools are entitled to visitation by subject advisors. When this does not happen, it poses a lot of unanswered questions in terms of its importance.*

### Discussion

According to the study's findings, only one of the five participating schools had a Life Orientation subject advisor visit them. This means teachers were under no pressure to conduct PE classes or to implement curricula. According to Toriomi (2012), a paucity in subject monitoring has many negative consequences for the subject, including apathy, loss of interest in the subject from learners and little or no subject progress and development happens. Most of these school heads have blamed it on the Department's planning on PE. Teachers and principals associate school visits with the level of importance of the subject. The lesser or rather lack of supervisory subject visits to schools is seen as an indicator of the low level of importance of PE.

Effective educational leadership makes sure that the whole institution is being led in the same direction for schools to be successful. Setting objectives, ensuring resource availability,

educating teachers on curriculum content, fostering an atmosphere of support and continual improvement, are just a few of the many leadership-related components of enabling effective teaching and learning (Nakidien et al., 2022).

#### 4.2.3.3 Theme 3: Status of PE in schools

PE's status in education determines whether people respect it or disapprove of it, and it either results in the former or the latter (Gabriel, 2018). The only class in the school curriculum that teaches students how to be emotionally, cognitively, and physically balanced individuals is PE (Culpan, 2019). A majority of people are unaware of the relevance and value of physical activity. When questioned for their thoughts on the matter, many were sceptical about its value. Feelings are “something you experience through the mind or through your senses that is guided by” (Christopher, 2015). People have ideas, beliefs, attitudes, perceptions, and comprehension, among other things. The majority of teachers and principals perceive PE as a non-essential school subject. The following responses demonstrate this:

##### PET 1 response

*No, PE is not an important subject because it does not train or rather equip the child to pursue a career path that will make him or her employable in the future.*

##### PET 2 response

*No, PE is not important because it is not examinable. The other thing is that the department of education does not take PE serious because it does not provide enough trained teachers on the subject, and there is also no equipment. Everyone can teach the subject unlike Math and Physical Sciences.*

PET 3 response

*No, it's not that important as far as I am concerned. Take, for instance, the University. They do not regard PE as a subject. PE forms one third of LO. Even if you fail PE out of the whole Life Orientation subject, you have more chances to pass LO as a subject with PE included. So, to say LO is important would definitely be an understatement.*

PET 4 response

*No, PE is not important. I think the importance of a subject lies in measurable competence and continuous testing. The whole lifespan of schooling of a learner is about measurements and testing. When a learner achieves a certain outcome, he or she must be tested to measure their level of understanding of the subject matter. PE importance only lies on the health and wellbeing of the children that are exposed to junk food because of easy access to unhealthy living.*

PET 5 response

*Not important at all. Mathematics and Physical Science are important. When a learner passes those two and the rest, he or she could get a bursary or any other financial assistance to enter university.*

SP 1 response

*Teachers do not always attend to PE because the period is usually used as a catch-up for other important subjects such as Mathematics and Physical Sciences.*

SP 2

*In most cases, the lack of PE facilities demotivates teachers. This results in teachers absconding PE classes or teaching other subjects during PE periods.*

SP 3

*There is no PE classes. The period is usually used to teach other important subjects that are examinable. PE is not examinable. Teachers must focus on subjects that are important.*

SP 4

*PE period is a waste of time for both teachers and learners. So, in my school, I encourage teachers to use the period to cover and push pace setters that are behind.*

SP 5

*PE is not important because it is a leaning outcome of LO. This means even if a learner can fail PE and pass the other learning outcomes in LO, he still passes. So, it is definitely not important.*

Discussion:

According to the narrative comments, participants from all sectors do not value PE and actually believe that examinable subjects should take precedence over PE because teaching PE it is a waste of time. This is also in concert with what Reina et al., (2022) who claimed that the perception that teachers have towards PE influences the way stakeholders value the subject. Some of the responders admitted to using their PE classes to catch up on subjects like mathematics and physics. Another claim made by a school principal was that a lack of facilities is what drives teachers to skip class or, substitute PE for subjects that are examinable. One teacher asserted that the fact that LO, or rather PE, is not included in a student's overall score for admission to a university, demonstrates the subject's lack of value.

#### 4.3.2.3 Theme 4: PE as a standalone subject

South Africa's post-apartheid educational reform downgraded PE from being a standalone subject to a learning outcome of the Learning Area/Subject Life Orientation in Grades 7–12 (Lian, 2022). The following respondents indicated that for PE to be improved, it must be reinstated as a standalone subject, examinable and furthermore, be recognised at an entry level for prospective university students.

PET 1 response:

*PE as a standalone subject will prove to be more effective because more hours will be added to the two hours that were initially allocated for PE. More focus will be drawn to more detail. I think PE as a standalone subject will also open up a platform where it becomes externally examinable, and learners get to be assessed and also PE to be included in the APS score at university entry.*

PET 2 response

*I think it will be a good approach to make PE a standalone subject, more content will be added and more time as well. Probably certain sporting codes could be included, and learners come out of secondary school with level 1 or 2 coaching certificates. These will also help those learners that want to pursue a career in sports as coaches or sports officials.*

PET 3 response

*Making PE a standalone subject is a great idea. However, I think the department must involve schools in what could be the possible learning outcome of this module because we as teachers and principals know exactly what learners are going through and what they are good at. The department must stop imposing a system*

*that only works for a few privileged schools and start focusing on rural schools with a lack of resources and facilities to conduct PE programmes.*

PET 4

*I do confirm that the importance of PE as a standalone subject could be improved, the DoE should bring more qualified teachers onboard than hijacking teachers who do not have a passion for exercise. This will be achieved if PE is a standalone subject not a learning outcome*

PET 5

*The department will have to create study programmes in a form of workshops or develop teachers who are already onboard. Designing a budget portfolio that will assist in resourcing equipment for PE.*

SP 1

*PE as a standalone subject will bring value into the subject, because this will mean that PE is examinable and carries points as a university entry subject.*

SP2

*PE must not be made a standalone subject, which career path will this lead to? This must start at university level. There must career paths that need this subject as a matter of fact. They must first create a gap at the work environment or corporate world for people with PE as a qualification. Through this path, learners and teachers will be able to channel their energy into something that is tangible for their future.*



SP 3

*That will need a lot of stakeholders to weigh in first. The Ministry of Education in general must interact with companies that will employ people with a qualification in PE, not just to become teachers.*

SP 4

*This would be a great move by the Department of Education. I think PE must be made a standalone subject, so that teachers and learners together with the society can take it seriously.*

SP5

*Standalone, yes. I agree because this will open opportunities for learners with learning difficulties to now focus on PE as a subject with the aim to pursue a career path in Sports.*

Discussion

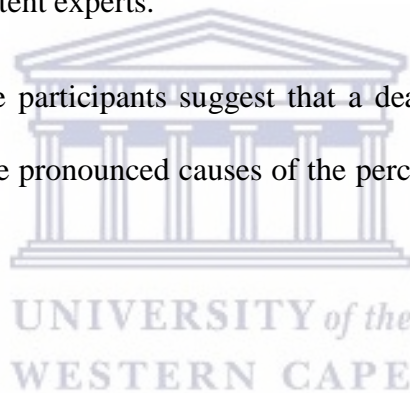
Principals see eye to eye on this theme. However, they raised issues with the time allotted to PE per week. Some principals highlighted the need to develop PE teachers, should it become a standalone subject while others brought into light the issues of facilities in achieving Quality Physical Education (QPE). QPE requires competent teachers, adequate resources and proper time allocation for the subject. These three factors will prove to be the cornerstone of the subject. Another principal also cited that learners who are passionate about pursuing a career in sport could also use PE basics as their elementary fundamentals into growing their passion towards a career in coaching or sport officiating. In conclusion, teachers expressed great concerns regarding the time allocated to PE as a learning outcome for LO. They showed themselves as strong proponents of PE as a standalone subject. There was also an opinion that

PE should be aligned with the place of work in their after school lives. This will create a career path for learners who wish to pursue a career in PE, coaching, sport science, recreation, etc., and not just to be educators.

#### **4.3.2.4 Theme 5: Lack of qualified PE teachers**

Obstacles that restrict instructors from implementing PE programmes in schools can either be institutional (beyond the teachers' control) or teacher-related (arising from the teachers themselves) (Sutherland et al, 2016; Lander et al, 2016). According to Likezo (2016), having teachers with the right qualifications enhances the teaching and learning process and fosters trust among students as the recipients of the knowledge and skills that are being shared because they are being taught by competent experts.

The following replies from the participants suggest that a dearth of trained PE teachers in schools may be one of the more pronounced causes of the perceived unfavourable attitude of teachers towards the topic.



PET 1

*I did not specialise in PE at the university, therefore, it is challenging for me to be creative and improvise alternative strategies whenever I am faced with challenges such as lack of equipment.*

PET 2

*My majors at University level were Maths and Sciences. When I joined the school, we were understaffed, so, I was told to teach it while they requested the department to advertise a post for a qualified teacher.*

PET 3

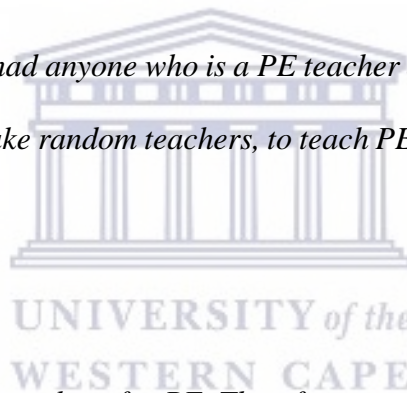
*Teaching PE seems easier from the outset, however, when you have to be in the classroom and teach, without any assessment policy, lack of moderation, feels like an autopilot.*

PET 4

*The stream I was in at university did not have LO or PE. So, I really did not do it at tertiary, however, if there are workshops or development programmes that can assist teachers to improve, I am willing to.*

PET 5

*Personally, I have never had anyone who is a PE teacher and qualifies at the same time. School HODs just take random teachers, to teach PE, without any experience or qualifications.*



SP 1 response

*It is hard to get qualified teachers for PE. Therefore, to cover our tracks we make sure that we use the staff that is available.*

SP 2 response

*In my school, we once had one teacher who was qualified for PE and came for the interview. Now, the challenge with the alleged teacher was that he only had PE, Home economics and History. History and Home economics is not in our school, therefore, were forced to not consider his application.*

SP 3

*Our challenges as school heads is that we always want to find balance in subject allocation. Most qualified PE teachers do not have the teaching subjects that fall within our subject streams. So, we prefer teachers without PE qualification, because almost all teachers can teach PE.*

SP 4

*PE teachers are very scarce. Under normal conditions, we hire teachers to boost our staff base for the main streams such as Sciences and Economics. I would not mind hiring 2 more teachers for physics because that will create a strong base for the junior classes.*

SP 5

*We need more teachers that are qualified. I think there is a gap between secondary schools and higher institutions in this country. There is a lot of miscommunication and imbalances. For example, I remember the curriculum 2005 that trained learners in preparation for university. Those learners could not cope with the standards that were set. Most went extended programmes, which means there is a lack of communication between these two major institutions.*

#### Discussions

The shortage of qualified PE teachers in schools is seen as one of the main contributing factors to teachers' and principals' unfavourable perceptions of the subject. Teachers have asserted that most course streaming at university do not include LO in teaching qualifications. However, those that choose to pursue PE fall into the trap of not being employed because of competition in the workplace.

The findings of this study reveal that schools do not have qualified PE teachers; hence, principals can only shortlist teachers with the major subject streaming of such a school than employ someone with PE. As a result, this causes a deficit in balancing PE as a subject. There is a misconception that all teachers can teach PE even if they are not qualified. This misconception creates a status of unimportance.



## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The research was conducted in two phases and employed a multi-method approach. The first phase used a quantitative method as it aimed at obtaining basic factual information regarding the status of PE in the selected schools. The objective of the quantitative portion was to gather factual data on the state of PE in the five Mankweng circuit schools that were chosen. A questionnaire requesting basic descriptive information was used to garner this information.

The objective of the second phase two was to explore teachers' and principals' perceptions and attitudes towards PE. This phase employed a qualitative research design.

The quantitative phase revealed that PE is listed on school timetables; however, the periods are mainly seen as free periods or catch-up opportunities for other subjects. The teachers are not PE specialists' and the schools do not get regular visits from curriculum advisors. These factors directly reflect on the status and perceptions of PE as an important school subject.

The second phase revealed that both principals and teachers understand the value to PE as a school subject. This was evinced by their responses under the theme of the "benefits and status of PE". Their beliefs in and perceptions of the benefits of PE are aligned with Sithole's (2012) submissions which reveal that sport and life skills promote and create healthy lifestyles. Although principals confirmed that PE appears on their school timetables, they still think it should be listed as LO as it is officially one of its learning outcomes and nothing more.

Curriculum advisors have the responsibility of maintaining and controlling the quality of PE by empowering and developing PE teachers. This can be achieved through regular school visits where progress is monitored, and advice is given on curricular and implementation concerns

to ensure the provision of QPE. PE curriculum advisors visited only one of the schools in this study.

There are ‘keep them busy’ programmes for PE that most teachers acquired formal training and development may succumb to (Sithole, 2012). Sport and Recreation South Africa and the Department of Basic Education recommended that by 2020, PE must be integrated into the curriculum as a standalone subject. The fact that this objective was not achieved could be ascribed to the restrictions imposed by the prevailing Covid-19 epidemic. The status of PE in South Africa remains unchanged; PE is still a learning outcome of LO. Rooth (2005) has argued that PE can be incorporated into all subjects as life skills, if making it a standalone subject is a challenge.

The research successfully achieved its aims and objectives. The study thus concludes that although the value and benefits of PE are known and understood by teachers and principals, it occupies a very low status relative to other subjects. This is brought about by a multitude of factors, which include the lack of qualified teachers; a lack of monitoring and evaluation by curriculum advisors; and PE as an outcome of LO rather than a standalone subject.

## **5.2 Recommendations for Future Studies**

Future studies could be research on the following areas that are significantly overlapping factors that could contribute to the demise of PE.

- The qualification of all teachers who are currently and who will be teaching PE in school. To investigate whether they have a background in PE or not.
- To investigate whether PE teachers are qualified to teach the subject
- PE as an independent subject rather than an outcome for Life orientation

- The department of higher education should recognise PE or rather LO into their APS score for first year entering students.
- The Higher and Basic department of Education should make passing PE a pre-requisite for promotion to the next level or grade.





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## 7. ANNEXURES

### Annexure A: Teachers and Principal's Questionnaire

#### Teachers and Principal's Questionnaire

Make an X in the appropriate box.

1. I am 

Male	
------	--

Female	
--------	--

2. I am a 

Qualified	
-----------	--

Unqualified	
-------------	--

 PE Teacher

		YES	NO
3	Does Physical Education appear on the school timetable?		
4	If your answer is "yes" for question 1, do you allocate the prescribed 2hr per week to the subject on the time-table?		
5	Do you always present Physical Education during the time indicated on the timetable?		
6	Do you use Physical Education periods to teach other subjects?		
7	Do you follow the Education Departments' annual program for Physical Education?		
8	Do you follow the aims and objectives set by curriculum designers in your classroom?		
9	Do you get regular visits from curriculum implementers/ subject advisors for Physical Education?		

**Annexure B: Consent Form.**



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 67 096 9913 E-mail: [3760877@myuwc.ac.za](mailto:3760877@myuwc.ac.za)

Consent Form to be signed by focus group.

I \_\_\_\_\_, agree to participate in this research study about. The attitudes of teachers towards Physical education in grade 10: A case study in Mankweng circuit of Limpopo Province of South Africa.

The researcher has clarified the aim and objectives of the study. I completely understand that my participation is on a voluntary basis, and they shall be no reward in any form.

I understand that every effort will be taken to ensure my privacy. Any personal information I divulge during audio recordings will not be published. It will only be seen by those involved in the study.

My right to withdraw as a participant at any point I deem fit has been notified to me.

I agree to uphold the confidentiality of the discussions in the focus group by not disclosing the identity of other participants or any aspects of their contributions to members outside of the group. I understand that there will be an interview which will be recorded.

..... I agree to be audio recorded

..... I do not agree to be audio recorded

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Day/Month/year

## Annexure B: I-Lengwalo la tumelenalo ukuba isayinwe liqela ekugxilwe kulo



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 67 096 9913 E-mail: [3760877@myuwc.ac.za](mailto:3760877@myuwc.ac.za)

I-Lengwalo la tumelenalo ukuba isayinwe liqela ekugxilwe kulo.

Lengwalo la tumelenalo.

Nna \_\_\_\_\_, ke dumela go ba karolong ya mofahledi go senyakeshishwa seo se theilweng "The attitudes of teachers towards Physical education in grade 10: A case study in Mankweng circuit, in Limpopo Province, Capricorn district South Africa.

Monyakishishwa o tsebagaditse maemo a senyakishwa. Ke kwishishitshe tshohle, tsheo di amanang le nna jwale ka mofahledi, go tshwa go yena monyakishishwa. Ke tsebeshitshwe legore nkase humane masheleng morago ga go fa dikarabo tsheo dilatelago.

Ke kwishishitshe gore mmaina aka akase bjeiwe pepeneneng. Ebile ba ka se phatlalatshe ditaba tseo ke tlabego ke di boletse le mang kappa mang. Eupsa di elo go bonwa ke ba berekishi mmogo le yena fela.

Ebile, ke tshebetsitswe gore ke nale tumelo yago garoga mo go senyakeshishwa seo, nako engwe le engwe ke kwago o ka re ga kesofofala.

..... ke a dumela go rekotia

..... a ke dumeli go rekotia

Sekinatura: \_\_\_\_\_

Letsatsi: \_\_\_\_\_

Letsatsi /gwedi /ngwaga

## Annexure C: Information Sheet for Teachers and Principals



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2988 Fax: 27 21-959 3170

**E-mail:** sroux@uwc.ac.za

### INFORMATION SHEET FOR TEACHERS AND PRINCIPALS

#### **Project Title:**

The perceptions and attitudes of grade 10 Life Orientation teachers and school principals towards Physical Education in the Mankweng circuit of the Limpopo Province of South Africa

#### **What is this study about?**

This is a research project being conducted by the University of the Western Cape. You have been invited to voluntarily participate in this research project to provide an understanding of what components in your specific context will help to design a Physical Education programme for senior phase primary school learners in disadvantaged communities. The programme aim to assist parents, teachers and members of the Department of Education to allow context specific physical activity to take place in schools.

#### **What will I be asked to do if I agree to participate?**

You will be asked to complete a questionnaire and to participate in an interview as part of a focus group. The questionnaire and interview questions will ask you about the project you are participating in. Completion of the questionnaire should take 15 minutes, while the interview may be about an hour.

#### **Would my participation in this study be kept confidential?**

Your personal information will be kept confidential. The researcher undertakes to protect your identity and the nature of your contribution. To help protect your confidentiality, the information you provide will be anonymous; no names will be used so you cannot be identified

for participating in this study. Your information will be anonymous and treated confidentially. This will be done by not adding your name in the report but rather using a code. If we write a report or article about this research project, your identity will be protected to the maximum extent possible. The reports will be kept in a locked cabinet and only the interviewer and the research supervisor will have access to this information. The research findings will not include any personal details.

### **What are the risks of this research?**

If you feel challenged in any way by the questions being asked, we will refer you for the necessary support or you may choose not to participate or withdraw at any time during the data collection process. If at any time there is disclosure of any incidents of risks or harm during the research process, we are legally compelled to report the information.

### **What are the benefits of this research?**

Parents, teachers and the school environment play a huge role in a child's life. The school is the institution where a child spends most of his/her time and is therefore an ideal and organised setting to encourage healthy lifestyles by being physical active and to prevent the increased growing numbers of children with obesity, high blood pressure etc. One of the key factors influencing the introduction and sustenance of PE in schools is the attitude of teachers and principals towards the subject which in turn are influenced by a multitude of factors such as teacher qualifications, facilities, etc. By addressing these factors, we could influence the attitudes of teachers and principals which should result in a more successful PE programme implementation in school which has significant beneficial health consequences for learners.

### **Do I have to be in this research and may I stop participating at any time?**

Your participation in this research is completely voluntary. You may choose not to take part in the study at all. If you decide to participate in this research study, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalised or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

Every effort has been taken to protect you from any harm in this study. If, however, you may feel affected you can be referred to your nearest community resource for assistance.

### **What if I have questions?**

This research is being conducted by the Department of Sport, Recreation and Exercise Science with Prof Travill (contact details on the letterhead), as the Head of Department, at the University of the Western Cape. Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Prof Travill

HOD: Department of Sport, Recreation and Exercise Science

University of the Western Cape

Private Bag X17

Bellville 7535

Tel: 021 959 3934

Email: [atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)



Prof Anthea Rhoda

Dean of the Faculty of Community and Health Sciences University of the Western Cape

Private Bag X17

Bellville 7535

[chs-deansoffice@uwc.ac.za](mailto:chs-deansoffice@uwc.ac.za)

This research has been approved by the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee (HSSREC)

REFERENCE NUMBER: \_\_\_\_\_

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2988 Fax: 27 21-959 3170

**E-mail:** [sroux@uwc.ac.za](mailto:sroux@uwc.ac.za)

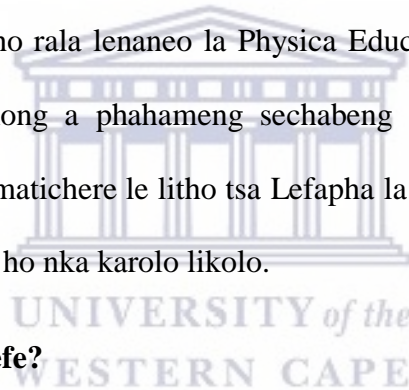


## **Sehlooho sa morero**

Maikutlo le maikutlo a matichere a sehlopha sa thuto ea bophelo ba grade 10 le lihlooho tsa sekolo mabapi le thuto ea 'mele potolohong ea Mankweng potolohong ea Profinseng ea Limpopo ea Afrika Boroa.

## **Thuto ee e bua ka eng?**

Ona ke morero oa lipatlisiso o ntseng o etsoa ke Univesithi ea Kapa Bophirima Ona ke morero oa lipatlisiso o ntseng o etsoa ke Univesithi ea Kapa Bophirima. O kopiloe ho nka karolo ka boithatelo morerong ona oa lipatlisiso ho fana ka kutloisiso ea hore na likarolo life maemong a hau a ikhethang li tla thusa ho rala lenaneo la Physica Education bakeng sa barutoana ba sekolo sa mathomo ba maemong a phahameng sechabeng se futsanehileng. Lenaneo le ikemiselitse ho thusa batsoali, matichere le litho tsa Lefapha la Thuto ho lumella mesebetsi e meng ea 'mele e hlophisitsoeng ho nka karolo likolo.



## **Melemo ea lipatlisiso tsee ke efe?**

U tla kopuo a ho tlatsa lipotso le ho nka karolo puisanong e le karolo ea sehlopha sa tsepamiso. Potso le lipotso tsa lipotso li tla u botsa ka projeke eo u nkang karolo ho eona.

## **Na nka nka karolo ho tsa thuto ena e le lekunutu?**

Mofuputsi o ikemiselitse ho sireletsa boitsebiso ba hau le mofuta oa monehelo oa hau. Ho thusa ho sireletsa makunutu a hao, tlhaiso-leseling eo u fanang ka eona e ke ke ea tsebahala; ha ho na mabitso a tla sebelisoa kahoo u ke ke ua khetholloa bakeng sa ho nka karolo thutong ena. Tlhahisoleseling ea hau e tla ba e sa tsejoeng mme e tsoaroe ka lekunutu. Sena se tla etsoa ka ho se kenye lebitso la hau tlalehong empa ho e-na le ho sebelisa khoutu. Haeba re ngola tlaleho kapa sengoloa se mabapi le morero ona oa lipatlisiso, boitsebahatso ba hau bo tla

sireletsoa ka hohle kamoo ho ka khonehang. Litlaleho li tla bolokoa ka har'a khabinete e notletsoeng mme ke motho feela ea botsoang lipotso le mookameli oa lipatlisiso ea tla ba le monyetla oa ho fumana tlhaiso-leseling ena. Liphetho tsa lipatlisiso li ke ke tsa kenyelletsa lintlha tsa hau

### **Ho na le likotsi life lipatlisisong tsee?**

Haeba ka nako efe kapa efe ho na le tlhahiso ea liketsahalo tsohle tsa likotsi kapa ho tsoa kotsi nakong ea lipatlisiso, re tlameha ho fana ka tlhahisoleseling ka molao.

### **Melemo ea lipatlisiso tsee ke efe?**

Batsoali, matichere le tikoloho ea sekolo ba bapala karolo e kholo bophelong ba ngoana. Sekolo ke setheo seo ngoana a sebelisang boholo ba nako ea hae mme ka hona ke sebaka se hlophisehileng hantle sa ho khothaletsa mekhoha ea bophelo bo botle ka ho ba mafolofolo le ho thibela palo e eketsehang ea bana ba nang le botenya, khatello ea mali e phahameng joalo-joalo. . E 'ngoe ea lintlha tsa bohlokoa tse susumetsang ts'ebetso le phepelo ea bana ba likolo tsa PE likolong ke maikutlo a matichere le lihlooho mabapi le taba eo ka eona ba susumetsoang ke lintlha tse ngata tse kang litokelo tsa matichere, lits'ebetso, jj. Ka ho rarolla lintlha tsena re ka susumetsa. maikutlo a matichere le matichere a lokelang ho fella ka katleho ea ts'ebetsong lenaneo la PE sekolong le nang le litlamorao tse ntle tsa bophelo bo botle bakeng sa barutoana.

Na ke tlameha ho ba lipatlisisong tsee mme nka khaotsa ho nka karolo neng kapa neng?

U kanna ua khetha hore u se kenye letsoho thutong ho hang. Haeba u nka qeto ea ho nka karolo phuputsona ena ea lipatlisiso, u ka emisa ho nka karolo neng kapa neng. Haeba u nka qeto ea ho se kopanele thutong ena kapa haeba u emisa ho nka karolo neng kapa neng, u ke ke ua fuoa kotlo kapa ua lahlehela ke melemo eo u neng u ka e fumana.

### **Na ho na le thuso e teng haeba ke anngoe hampe ke ho nka karolo phuputsona ee?**

Leha ho le joalo, haeba u ka ikutloa u amehile u ka fetisetsoa ho lisebelisoa tsa sechaba sa heno ho fumana thuso

**Nka etsang haeba ke na le lipotso?**

Patlisiso ena e ntse e etsoa ke Lefapha la Lipapali, Boithabiso le Boikoetliso ba 'mele le Prof Travill (lintlha tsa mabitso tse ngotsoeng letotong la lengolo), joalo ka Hlooho ea Lefapha Univesithing ea Western Cape. Haeba u na le lipotso mabapi le thuto ena le litokelo tsa hau u le karolo ea lipatlisiso kapa haeba u lakatsa ho tlaleha mathata afe kapa afe ao u bileng le ona a amanang le thuto, ka kopo ikopanye le.

Prof Travill

HOD: Department of Sport, Recreation and Exercise Science

University of the Western Cape

Private Bag X17

Belville 7535

Tel: 021 959 3934

Email: [atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)



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[chs-deansoffice@uwc.ac.za](mailto:chs-deansoffice@uwc.ac.za)

This research has been approved by the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee (HSSREC)

REFERENCE NUMBER: \_\_\_\_\_

## Annexure D: Ethics Approval Letter



UNIVERSITY of the  
WESTERN CAPE

Department of Institutional Advancement  
University of the Western Cape  
Robert Sobukwe Road  
Bellville 7535  
Republic of South Africa

13 July 2020



Mr TM Shongwe  
ICSSD  
Faculty of Community and Health Sciences

Ethics Reference Number: HS20/5/12

Project Title: The perceptions and attitudes of grade 10  
Life Orientation teachers and school  
principals towards Physical Education in  
the Mankweng circuit of the Limpopo  
Province of South Africa.

Approval Period: 13 July 2020 – 13 July 2023

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

The permission to conduct the study must be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse event and/or termination of the study.

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

Ms Patricia Josias  
Research Ethics Committee Officer  
University of the Western Cape

NHREC Registration: HSRF-1304104

Director, Research  
University of the Western  
Cape  
Private Bag 9  
Bellville  
Republic of South  
Africa  
Tel: +27 21 959 2000  
Email: [ethics@uwc.ac.za](mailto:ethics@uwc.ac.za)

## **Annexure E: Semi-structured Interview Guideline**

### Semi-structured interview guideline

Introduction: According to your responses, PE does appear on your school time tables and 1 or 2 periods are dedicated to the subject. This discussion session is to gather further information on the topic. Please be reminded that this discussion is highly confidential. Your names will never appear in any reports that emanate from this research. Please be frank and open in your responses as your inputs can add great value in our efforts to have sustainable PE in our schools.

- 1) Do you always/regularly/seldom/never present PE in the classroom during the PE period? If not why not? Lack of facilities? (Motivate answer). Not qualified to teach the subject?
- 2) If you do not use PE periods to teach the subject, what do you use it for? Other subjects? Maths, etc.
- 3) Do you think PE is an important subject in schools? Why? What are the benefits/value of PE in schools? (Health; Skills acquisitions; Recreation???)
- 4) Does the school follow the Department's annual programme for PE activities – why not?
- 5) Do you follow, the aims and objectives set by Curriculum designers in your classroom?
- 6) How often do Curriculum Implementers for PE come to your school? Do Teachers get enough supervision and guidance from subject advisors/inspectors?
- 7) What do your colleagues think of PE as a school subject? Do they see it as a waste of time?
- 8) In your view, what can be done to improve the status of the subject at schools?

I sincerely thank you for participating in this session. Your inputs are valued and greatly appreciated.

## Annexure F: Permission Letter



**UNIVERSITY OF THE WESTERN CAPE**

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2409 E-mail: [dbowers@uwc.ac.za](mailto:dbowers@uwc.ac.za)

---

24 August 2020

Mr MD Magagane

Mankweng District Manager

Dear Mr Magagane

### **LETTER OF PERMISSION TO CONDUCT RESEARCH IN THE MANKWENG DISTRICT**

Thank you for considering granting Mr Shongwe permission to conduct his proposed research in the Mankweng district which is under your management. The project entitled *“The perceptions and attitudes of grade 10 Life Orientation teachers and school principals towards Physical Education in the Mankweng circuit of the Limpopo Province of South Africa”* has been approved by the relevant ethics committee at the University of the Western Cape.

I am the assigned supervisor of the thesis. I am a full professor and currently the HOD of the Sport, Recreation and Exercise department at the University of the Western Cape. I have published academic articles in national and international journals. I have successfully supervised 8 Masters and 4 PhD thesis. I attached an abbreviated copy of my CV for your information.

I trust that you will give Mr Shongwe’s request your favorable consideration as the outcomes are of significance in underserved communities.

Please provide us a copy of the permission letter should you approve his application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'A L Travill'.

Prof A L Travill (PhD)

Cell: 084 402 3130 e-

mail: [atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)

**Annexure G: Permission Letter from Department of Education**

**CAPRICORN SOUTH DISTRICT  
MANKWENG CIRCUIT**

Enq : Magagane MD

Tel No. :082 817 8722

26 August 2020

Mr. Thabiso Mapreme Shongwe  
830 Sickline  
Sovenga  
0727

PERMISSION -ro CONDUCT RESEARCH : "The perceptions and attitudes of Grade 10 Life Orientation teachers and school principals perceptions towards Physical Education in the Mankweng Circuit in Limpopo Province of South Africa"

1. The above matter bears reference.
2. We acknowledged the receipt of your letter requesting to Conduct Research about the abovementioned topic in selected schools in Mankweng Circuit.
3. You are hereby granted permission in keeping with the directive of the Superintendent General of the Limpopo Department of Education in a letter dated 24 August 2020.
4. We hope that your research will enhance development in our schools and their educators.
5. Wishing you all the best in conducting this research and the attainment of the qualification you are pursuing.

Kind regards

  
MAGAGANE M.D.  
CIRCUIT MANAGER

  
DATE