THE PERCEIVED BENEFITS OF STRUCTURED AND UNSTRUCTURED PHYSICAL EDUCATION LESSONS: PERSPECTIVES FROM SELECTED HIGH SCHOOLS IN CAPE TOWN

By

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ABSTRACT

Over the last ten years, research has shown that adolescent activity has decreased in both developed and developing countries. One way of meeting desirable physical activity levels for adolescents in schools is through physical education. Structured physical education is the ideal form of what physical education should entail, however unstructured physical education can also be incorporated as a method to increase physical activity. Because little is known about the benefits of both these types of physical education, this study aimed to investigate the perceived benefits of structured and unstructured physical education lessons as perceived by Grade Eight and Grade Nine learners and physical education and/or life orientation educators in Cape Town high schools. This study makes use of the sequential explanatory mixed method research design. Data was collected in two phases. For the purpose of this study, the sample population for 10 schools from quintile 1 to 5 was N=321 (Phase 1) and five life orientation and/or physical education teachers (Phase 2). Phase 1 was the quantitative phase where stratified random sampling was used to administer a self-developed survey to Grade Eight and Grade Nine learners from 10 high schools situated in Cape Town. The quantitative data was analysed in SPSS v25 using descriptive and inferential statistics to examine the dataset. Phase 2 was the qualitative phase in which semi-structured face-to-face interviews were conducted with five physical education and/or life orientation educators. The semi-structured interview guide was developed from the results found from the quantitative data in Phase 1. Thus the qualitative data was used to explain the quantitative data. A thematic analysis was applied to the qualitative data using Atlas. Ti8. All data was analysed and interpreted through the lens of the self-determination theory. The quantitative section of this study invited participants to offer their perspectives regarding structured and unstructured physical education. Grade Eight (37.1%) and Nine (62.9%) learners participated in the survey process, where the total learner participation from each quintile were recorded as, quintile 1 (17.4%), quintile 2 (18.4%), quintile 3 (24%), quintile 4 (22.7%) and quintile 5 (17.1%). Results from Phase 1 also outlines physical education resources, the frequency of periods, and the correlations between structured physical education and unstructured physical, regarding motivation, autonomy, competence and relatedness. The findings of this study reveal fourteen common themes and subthemes arising from the perspectives of Phase 2, which gave a deeper meaning of the results obtained from Phase 1. Themes, amongst others, included the benefits of structured and unstructured physical education and learner motivation for participation in physical education. It could be concluded from the findings

that having a combination of structured and unstructured physical education can result in an increase in adolescent motivation and physical activity. Structured physical education increase motor development and fitness but together with unstructured lessons, learners are able to improve their creative thinking, problem solving and social abilities. Recommendations are based on the findings of this current study. This study took ethics considerations into account and to this end consent forms were administered with surveys and interviews. Participants were invited to be part of this study on a voluntary basis and they were informed that they could withdraw at any time without penalty. Pseudonyms have been used to protect the identity of the participants. Ethics clearance was obtained for this study.

KEYWORDS:

Physical Education

Structured Physical Education

Unstructured Physical Education

Quintiles

Perspectives

Learners

Educators

High Schools

Motivation

Self-determination theory

DECLARATION

I declare that *"The Perceived Benefits of Structured and Unstructured Physical Education Lessons: Perspectives from Selected High Schools in Cape Town*", is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full name: Chanté Johannes Date: 3 December 2019

Signed: 

DEDICATION

This thesis is dedicated to my parents Calvin and Berdine Johannes. Your everlasting love and constant support is what made me the person I am today. You have taught me that hard work, perseverance and dedication are the foremost principles of reaching your dream. My dream, which is to make a difference that will help children and communities, has always been supported by you and for that I am eternally grateful. So, this is me, trying to make a difference through the best way that I know how. Sports.

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TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACRONYMS

ACU	Association of Commonwealth Universities
AHA	American Heart Association
BPNs	Basic Psychological Needs
ANOVA	Analysis Of Variance
C2005	Curriculum 2005
CAPS	Curriculum Assessment Policy Statements
CT	Cape Town
DBE	Department of Basic Education
DoE	Department of Education
HAKSA	Healthy Active Kids South Africa
HSSREC	Human and Social Sciences Research Ethics Committee
HOD	Head Of Department
KS	Kolmogorov-Smirnov
LO	Life Orientation
NGO	Non-Government Organisation
NRF	National Research Foundation
NSRP	National Sport and Recreation Plan
NWCPEA	North Western Countries Physical Education Association
PA	Physical Activity
PE	Physical Education
PETE	Physical Education Teacher Education
PET	Physical Education Task
Q1	Quintile 1
Q2	Quintile 2
Q3	Quintile 3
Q4	Quintile 4
Q5	Quintile 5
QPE	Quality Physical Education
RSA	Republic of South Africa
SA	South Africa
SD	Self-Determination
SDT	Self-Determination Theory

SPE	Structured Physical Education
SPSS	Statistical Package for the Social Sciences
SRES	Sports, Recreation and Exercise Science
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Unstructured Physical Education
UWC	University of the Western Cape
WC	Western Cape
WCED	Western Cape Education Department
WHO	World Health Organisation

CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1 INTRODUCTION

Physical Education (PE) is a subject in the South African school curriculum that is combined with Life Orientation (LO) and is aimed at developing learners' physical well-being and knowledge of movement, along with a focus on improving knowledge of an active and healthy lifestyle (Van De Venter, 2011). In addition to a health-specific focus, adolescent confidence, generic skills, communication, and creativity are developed through physical activity (PA)[1] participation (Deci & Ryan, 1985). Together, these aspects of health/physical education provide a platform to nurture positive values and attitudes in PE. Structured Physical Education (SPE) has been known as the ideal manner in which to deliver a PE period. However, Unstructured Physical Education (UPE) has not been researched to a greater extent (Mota, Esculcas, & Carlos Esculcas, 2008). Therefore, the benefits are well worth academic scrutiny. This chapter outlines the background of the study topic under investigation, and provides insight into the global trends of PE, a South African perspective of PE, along with a summary of structured and unstructured PE. The aims and objectives and the study's research question will also be described. Additionally, this study was guided by a problem statement, detailing the significance, of the problem and presents the definition of terms. These sub-topics will be explained in sequence, with an outline of each chapter of this research thesis.

1.1 BACKGROUND

1.1.1 Global Trends

There is no doubt about the values of PE as these have been recognized worldwide, and that support for this discipline has declined towards the end of the last century in many countries (Toriola, Amusa, & Patriksson, 2010). Participation in PE may influence many aspects of human development such as cognitive, emotional, social and physical abilities. However, due to reduced funding experienced in South African school settings, a decrease in time allocation on the school timetable, and total removal from the curriculum, has resulted in PE

[1] Physical Education is a school subject designed to create a structured environment, where students are exposed to a variety of activities, learn certain skills, demonstrate knowledge of various fitness concepts and principles, in order to apply what they learn in their daily lives. Whereas physical activity is the act of expending energy through bodily movement, where the amount and frequency varies by personal choice in order to maintain a healthy lifestyle (Gojnic, 2015).

losing its' place and given to more *important* academic subjects such as science or mathematics (Hardman & Marshall, 2000). As the world evolves dramatically a larger global/international perspective of health and PE is required, thus, with this type of knowledge and understanding global/international practices will be able to aid in the advancement of health and specifically PE worldwide (Chin, 2015; Hardman & Marshall, 2005).

Globally, health-related and sedentary behaviour among adolescents has been reported to be a result of decreasing PA levels within schools and has become a prominent topic (De Vos, Du Toit, & Coetzee, 2016). Research indicates that within the last ten years, adolescent physical activity has decreased in both developed and developing countries (McVeigh & Meiring, 2014). In most countries, there are either legal requirements for PE, or it is a case of general practice for both boys and girls at least at some stage or phase of the required schooling year (Hardman, 2008; UNESCO, 2014). The World Health Organization (WHO, 2010) recommended that for optimal PA training for children and adolescents aged between 5-17 years, should last at least 60 minutes of moderate-vigorous PA per day. Structured lessons for PA could include aerobic, muscle strengthening and bone growth exercises to improve overall health (Department of Health, 2011). The Berlin Physical Education World Summit in November 1999, suggested that a decrease in PE exists within schools in many countries worldwide, with perceived shortcomings in curriculum time allocation, subject status, material, human and financial resources (Hardman & Marshall, 2008). In figures 1.1 and 1.2, pg. 3, Hardman & Marshall (2005) indicated that indicated that around 82% of countries (in Asia only 33%) the PE curriculum is implemented in agreement with regulations, but that in 40% of countries (the Middle East 100%; Central and Latin America 67%; and Africa 66%) PE lessons are more likely to be cancelled, when compared to other curriculum subjects (Hardman & Marshall, 2005).

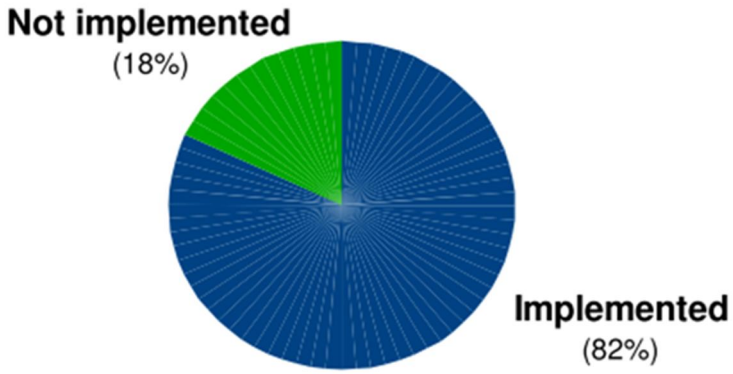


Figure 1.1: Implementation of physical education lessons
Source: Hardman & Marshall (2005)

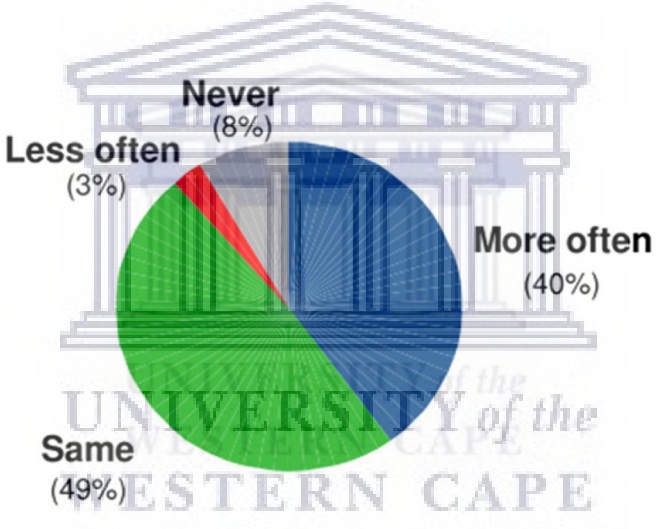


Figure 1.2: The cancellation of physical education classes.
Source: Hardman & Marshall (2005)

Challenges surrounding the legal and perceived status of PE and its educators in relation to other subjects, have also been reported. In 82% (only 33% in Africa and Central and Latin America) of countries, PE's legal position is equal to academic subjects. In 44% of countries its actual subject status is perceived to be lower, this is specifically the case in the continental regions of Africa (67%), Central and Latin America (67%), North America (100%) and Middle East (100%) as seen in Figure 1.3, pg. 4 (Hardman & Marshall, 2005). Furthermore, in 27% of countries (the Middle East 100%; North America 67% and Africa 50%), PE educators are considered to have a low-grade status. Commonly, the perceived lower status

(Figure 1.4, pg. 4) is possibly one reason why PE classes are cancelled more frequently, as opposed to other subjects (Hardman, 2008; Hardman & Marshall, 2005).

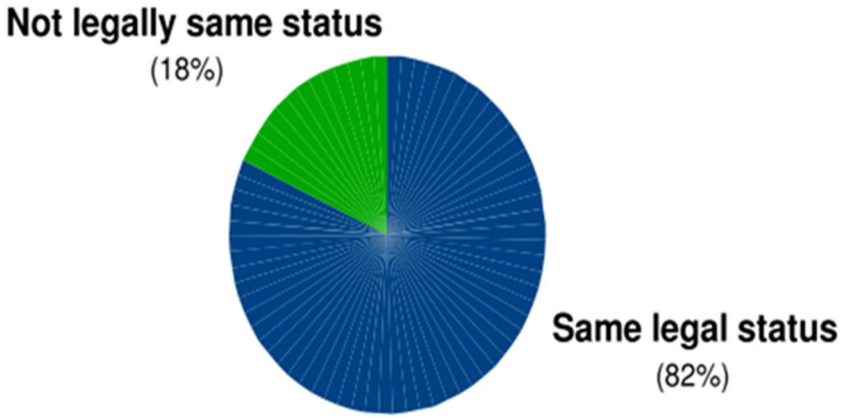


Figure 1.3: Legal status of physical education
Source: Hardman & Marshall (2005)

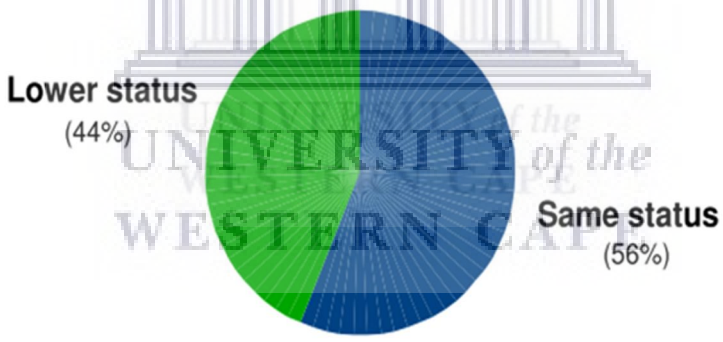


Figure 1.4: Perceived actual status of physical education
Source: Hardman & Marshall (2005)

Additionally, the United Nations Educational, Scientific and Cultural Organization (UNESCO) designed and disseminated a world-wide Survey of School Physical Education – Final Report in 2013, which shares similar perspectives to Harman and Marshall (2005). The results of the UNESCO-North Western Counties Physical Education Association (NWCPEA) Project's Physical Education Survey (UNESCO, 2014) propose that there are occurrences of governmental level policy commitment to PE in schools (UNESCO, 2014). There are suggestions that some national and, where appropriate, educationally independent regional

governments that have dedicated themselves through legislation to school PE provision. However, others have been either been slow or reserved in turning this into action through actual execution and assurance of quality of delivery. It is a "mixed messages" (UNESCO, 2014, p. 11) scenario with examples of positive developments, examples of good, and in some cases innovatory, practices in some countries, stabilisation and little change in others and relative decline in selected others. As mentioned by UNESCO (2014), the areas of specific concern relate to continuous gaps between school PE policies and the actual implementation as well as a failure to strictly apply legislation. There are continuing deficiencies in curriculum with regard to time allocation of PE and even reduction of PE as a subject in some countries. There are challenges that relate to initial teacher training programmes, educator supply and inadequate provision and/or uptake of further professional development opportunities. There are considerable widespread inadequacies in quality and quantity of facilities, equipment and resources, especially in low income (though not exclusively so) countries. Problems related to these inadequacies are due to insufficient funding (UNESCO, 2014). Declining levels of physical fitness of adolescents, increasing sedentary lifestyles and rising levels of obesity still pose daily challenges. In some countries, insufficient school-community co-ordination could lead to a decrease participation in PA (UNESCO, 2014).

It is therefore imperative that the monitoring of progression of PE throughout the world, is properly maintained and evaluate developments (UNESCO, 2014; Chin, 2015). Health and PE programmes globally are challenged to deliver profound learning experiences appropriate for teenagers (Chin, 2015). School health and PE curricula need to be reconsidered and adapted in order to create new ideas that can be gained from understanding the trends that are taking place worldwide (Chin, 2015). Frequent monitoring would provide "reality checks" (UNESCO, 2014, p. 12), which would assist in evaluating whether policies are being implemented in the PE classroom (UNESCO, 2014).

1.1.2 South Africa: Adolescence and Physical Education

Adolescence can be defined as the growth of an individual between the ages of 13 and 19, where the transitional change from childhood and adulthood occurs (Henry, 2015). Throughout this period, issues relating to social, psychological and emotional development such as autonomy, competence and relatedness are raised, in addition to having to make cognitive choices such as decisions about their social life, schoolwork, individuality and

health. This stage in life has been described as a period in which young teenagers' PA involvement contributes to a lasting physical active lifestyle (Csikszentmihalyi, 2017). Therefore, taking part in PA on a regular basis not only promotes teenage physical health but also their cognitive, social, emotional, and psychological development. Not many schools in developing countries, such as South Africa (SA), regard PE as a fundamental building block for adolescent growth and thus a decline in these developmental aspects (Du Toit, Van der Merwe, & Rossouw, 2007). As a result, the status of PE within the curriculum has rapidly declined (Du Toit, Van der Merwe, & Rossouw, 2007).

1.1.3 South Africa: The Rapid Decline – How did we get here?

Studies with regard to South African teenagers have indicated that they have insufficient levels of PA (Tian, 2015). Because of the previous apartheid era in South Africa (SA), children from historically black communities and schools were given limited PA opportunities due to the absence, or poor quality of available facilities and equipment, and insufficient provision for extra-curricular and community sports (Walter, 2014; Tian, 2015). These communities were discriminated against and had been negatively affected by the apartheid system of legislated and enforced racial segregation. After 20 years of democracy, the legacy of apartheid is still obvious as these schools are largely under-resourced (Walter, 2014). Furthermore, disadvantaged schools in SA today, are negatively affected by poor conditions of school play grounds, facilities, and equipment (Walter, 2014). Low PA levels were one of the reasons that PE was re-introduced after it's a long absence from the national curriculum (DuToit, Van der Merwe, & Rossouw, 2007). In 1994, PE within SA, was seen as a subject on its own and was later absorbed into a new subject called Life Orientation (LO) in 2000. In 2005 the implementation of the Outcome-based curriculum (OBE) curriculum indicated that most subject areas were going to be transformed and reduced, one being PE. Nevertheless, in March 2011 the Department of Basic Education (DBE) stated that their main aim was to improve school participation, and in doing so, the re-implementation of PE back into the schooling curriculum as a subject on its own took place, instead of only allocating one practical PA lesson per week (Stroebel, 2014). Physical Education (PE) in SA was officially taken off the National Curriculum, but with respect to the global reform trends and concerns regarding the myriad of health risks associated with physically inactive children, PE has since been reinstated in the National Curriculum as a component of LO, with a one-hour time allocation (Vosloo, 2014).

1.1.4 Structured and Unstructured Physical Education

1.1.4.1 Background of Structured and Unstructured Physical Education

Formal PE also known as SPE and informal PE also known as UPE learning environments in the 21st century found in schools and in the community must be crafted to inform, inspire and transform individuals to enhance their lives, work, and play (Chin, 2015). Due to the fact that the world is becoming more interconnected, such learning environments will need a more global perspective. The provision of PE during compulsory schooling years varies amongst countries according to age or year stage of attendance with variations in a number of lessons per week and weeks taught per year. Although the official obligation to PE either through legislation or as a general practice, such provision is far from guaranteed. Non- compliance with protocols are mainly evident in countries where curriculum responsibility lies with education districts or individual schools (Chin, 2015). Throughout the world, the implementation of health and PE programmes are challenged to deliver significant and suitable learning experiences for children and teenagers (Chin, 2015).

Structured physical education (SPE) lessons are planned and directed by an informed adult such as the LO and/or PE educators. These types of structured activities, being indoor or outdoor, contribute to children's basic motor development, goal orientation and pleasure of movement (SPARK, 2012). Examples of these types of activities may include musical games, bean bag races, "Simon says" or "Follow the Leader" (Healthy and Active Preschoolers, 2017).

It was indicated by Hyndman, Benson, and Teleford, (2016) that there is scope to explore school PE and playground interventions that promote unstructured active play and activity during recess at schools to ensure that adolescent PA can be facilitated successfully. Unstructured physical education (UPE) lessons are activities that are not directed by the LO or PE educators, but instead the learners use this time as free time for self-selected free play (Healthy and Active Preschoolers, 2017). As stated by Eime and colleagues (2010), UPE is often described as a break from the structured (formal) study routines. This type of lesson helps develop the cognitive functioning of adolescents, creatively being able to think of new games and activities (Subramanian, Sharma, Arunachalam, RadhaKriShnan, & Ramamurthy, 2015).

1.1.4.2 Challenges with Structured and Unstructured Physical Education

The previous apartheid government preferred SPE only amongst white institutions (Vosloo, 2014), as previously deemed. A gulf of difference was thus created between white and black institutions of learning regarding PE lessons and education in general (Toriola, Amusa, & Patriksson, 2010). SPE lessons are administered in privileged communities due to the fact that the school has the necessary resources such as PE equipment, clothing and apparel. However, in disadvantaged communities, UPE lessons are the main source of PE due to the lack of resources, therefore the learners make use of available resources on the playground or in their PE class (Vosloo, 2014). As UNESCO (1978, p. 3) stated:

> *"Physical education and sport programmes must be designed to suit the requirements and personal characteristics of those practising them, as well as the institutional, cultural, socio-economic and climatic conditions of each country. They must give priority to the requirements of disadvantaged groups in society."*

The development of PE in SA is based on the economic stability of the country; hence if the economy is unstable, the growth of PE in all types of communities will be affected (Walter, 2014). The status accorded/in accordance with PE in society is more than likely to affect the status of PE within that society. However, if SPE and UPE are combined and used in a manner that is beneficial for promoting PE and PA amongst adolescents, then the perceived benefits of each of these types of PE have to be known. In order to understand what the perceived benefits exist in SPE and UPE lessons for high school learners are, an increased attention has to be placed on the surrounding community in which these lessons and activities take place, and how these are in relation with the perspectives of learners and educators. Therefore, the purpose of this study us to provide insight as to what the perceived benefits of SPE and UPE are and why it is necessary for adolescents to participate in both these types of PE programmes. Action is needed to determine the perceived benefits of structured and unstructured PE lessons within high schools. Thus, this study aims to offer insight into structured and unstructured lessons and the benefits thereof as perceived by PE educators and learners.

The global trends of PE have indicated that there is a significant decline over the past century, resulting in a decreased PA engagement from adolescents and an increase in sedentary behaviour. Specifically, in SA, the status of PE has declined. In 1994 PE was officially taken out of the school curriculum only to be brought back in 2006 as a component of the subject LO. In addition to PE having a lower status than academic subjects, more challenges arose. These challenges related to the lack of trained and qualified PE teachers, the limited or lack of resources, facilities and equipment as well as the poor conditions of school play grounds. Previously, the apartheid government preferred SPE, however these were only available to advantaged schools that were able to afford specialised PE educators and facilities and resources, whereas previously disadvantaged schools had to make use of UPE. Disadvantaged schools used UPE in the sense that learners had to make use of the available resources and marginalised equipment. Today, PE is being administered throughout schools in SA as a component of LO. The use of SPE is still being used, however elements of UPE are being made use of such as games. The facilitation of both types of PE lessons and the benefits thereof, is the reason for this study. Combining both types of PE could enrich an adolescent's autonomy, competence, relatedness, and motivation levels, therefore having on overall results of increasing participation in PE. This research study would be beneficial to various disciplines such health scientists, i.e. physiotherapists, sports scientists, nurses, doctors, and social workers. Each discipline plays a role in the promotion of health. The topic of PE is a mutual point where practical as well as theoretical skills can be used to help implement programmes that are beneficial to teenagers and society. The effect of participation of adolescence in structured or unstructured programmes has not been measured thoroughly enough (Mota, et al, 2008).

1.2 PROBLEM STATEMENT

Physical Education (PE) can be regarded as a tool for developing health and social skills and in general the overall holistic development of humans (Toriola et al., 2010), however in many parts of the world this is not seen as important subject. PE refers to a subject in a school syllabus focusing on the development of physical awareness and abilities. In the school programme PE plays a constitutional part, focusing on the development of learners' physical ability and assurance, and their talent to apply their knowledge to complete various tasks (Bailey, 2006). Although it has been made known by recent studies conducted by Subramanian, Sharma, Arunachalam, Radhakrishnan, & Ramamurthy (2015) and Popeska (2016) that PE has major health, cognitive, social and psychological/emotional benefits, the

schooling curriculum specifically within SA is still being questioned. Without PE lessons, problems that concern teenage health such as diabetes, obesity, anxiety and depression would continue to grow (Walter, 2014).

In 1994, PE was officially taken out from the SA curriculum (Du Toit et al., 2007). Together with the political changes that took place in SA, a new Revised National Curriculum Statement was implemented (Walter, 2014). This drove education into a new direction, where PE was reinstated into the curriculum. In 2006 LO was fully instated for all grades, where PE was only one section of the LO programme. Despite this, PE classes are not circulated equally across socio-economic status, with less than 1/ 3 of schools from disadvantaged communities having regularly scheduled PE compared with 3/4 of the more advantaged schools (Healthy Active Kids South Africa Report Card, 2010), as UNESCO (2015, p.12) stated that *"despite positive developments, physical education policy implementation still remains inconsistent."*

The National Youth Risk Behaviour Survey, conducted by Reddy, James, Sewpaul, Koopman, Funani, Sifunda, Josie, Masuka, Kambaran, & Omardien (2008), indicated that there was a 5% decrease in the proportion of high schools with scheduled PE classes, from 71% to 66%. Recent studies (Nossel, 2012) pertaining to health of adolescents indicated that obesity is a drastic case. As researched by the Healthy Active Kids SA report card (2010), there is an increase in the occurrence of overweight and obese teenagers between 2002 and 2008 (overweight from 17% to 20% and obesity from 4% to 5%). Based on the evidence from the report card from previous years, the SA Report card (2016) stated that less than 50% of children and adolescents were meeting the required PA recommendations.

Since schools are the main source of where teenagers come into contact with PE, it should henceforth be the core driving force for improvements in adolescent health, in addition to changing their perspectives on the subject. Teachers play an important role in providing their learners with the right perceptions and attitudes around PE, after all the learners do what their teacher do (Stroebel, Hay, & Bloemhoff, 2016). If the educators are able to change the way learners view PE, a new status can be brought to the subject. PE classes present a suitable setting for the development of these perspectives, attitudes, and motivations because these classes include personal communications amongst learners (Sánchez-Oliva, Viladrich, Amado, González-Ponce, & García-Calvo, 2014). This study is important as it will provide

insight into SPE and UPE and thus will fulfil a gap in knowledge. Furthermore, understanding what motivates learners to participate in PE will provide further insight. Therefore, this study will be underpinned by the self-determination theory (SDT), which consists of three components: autonomy, competence and relatedness.

1.3 SIGNIFICANCE OF STUDY

This study aims to investigate what the perceived benefits of structured and unstructured PE lessons are and therefore be able to highlight the reasons for motivation as to why learners partake or not partake in PE lessons at high schools in Cape Town (CT). Schools that make use of the recommendations derived from the results of this study may use it to promote the perceived benefits of PE, SPE and UPE and therefore increase participation amongst learners. An increase in PE participation will benefit adolescent health, emotional/psychological, social and cognitive wellbeing as well as educator involvement, motivation and learning. This study may uncover underlying perspectives gathered from learners and educators, regarding PE, SPE and UPE lessons that might not have previously been known and can therefore, be made aware to society.

Participation in PE is important for physical, social, cognitive, psychological and emotional development of adolescence. Engagement in a lesson such as SPE is beneficial for learners through motor development, skills enhancement, growth in thinking abilities and overall improvement in health. Participation in a UPE lesson helps learner think creatively, be innovative, learn new skills, and be independent. Without PE, learners inactivity levels will continue to decline leading to health risks such as obesity, diabetes, poor mobility and psychosocial problems later on in life (Stroebel et al., 2016). Therefore, this investigation can be used to help schools, teachers, learners, sports clubs, sport government and community settings with information the perceived benefits of SPE and UPE to promote participation and PA.

1.4 RESEARCH AIMS AND OBJECTIVES

The aim of this study is to investigate the perceived benefits of structured and unstructured PE lessons as perceived by Grade Eight and Grade Nine learners and PE educators in CT high schools.

In an effort to reach this aim, the following research objectives are:

- To describe the types of structured and unstructured practices that are in place for Grade Eight and Grade Nine learners in CT high schools.
- To explore how structured and unstructured PE lessons are perceived by educators and learners.
- To investigate the role of motivation for autonomy, competence, and relatedness as shown through structured and unstructured PE lessons.

1.5 RESEARCH QUESTION

Main question

- What are the perceived benefits of structured and unstructured PE as perceived by Grade Eight and Grade Nine learners and PE educators in CT high schools?

Sub- questions:

- What types of structured and unstructured practices are in place for Grade Eight and Grade Nine learners in CT high schools?
- What are the perspectives about structured and unstructured PE lessons from educators and learners?
- How is the SDT, with the components of autonomy, competence and relatedness, demonstrated through structured and unstructured PE lessons?

1.6 SUMMARY OF THE RESEARCH METHODOLOGY

A more comprehensive explanation of the research methodology process will be further explained in Chapter Three. A brief description of the mixed methodological process follows next, to provide the reader with an outline of the intention of this study along with the research approach and methods that were deemed suitable.

To summarise, a mixed methodological approach, namely, the sequential explanatory research design, consisting of quantitative and qualitative data was used for this study. A mixed-methodological approach was considered to be the most appropriate for this study because it allows the quantitative results to be explained by the qualitative, thus an in-depth understanding of the perceived benefits of SPE and UPE from both learners and educator's perspectives. Included in this chapter is also the research design and setting, population and sampling, data collection procedures and the methods of analysing the data. The approaches

which were used to ensure validity and reliability, reflexivity and credibility are described. Study limitations and delimitations along with ethics considerations are also discussed.

Phase 1 consisted of the quantitative data process. Data was collected through a self-developed 4-point Likert scale survey. The researcher gathered N=321 responses from learners across 10 different high schools situated in CT. These high schools are classified according to quintile system that is implemented in SA, namely Quintile 1 (Q1), Quintile 2 (Q2), Quintile 3 (Q3), Quintile 4 (Q4) and Quintile 5 (Q5). These five categories (quintiles) have been classified according to the socio-economic status, education, and income and employment level status of the surrounding community (Kabi, 2016). Quintiles are classified according to the surrounding community with Q1 being regarded as the less affluent quintile whilst Q5 consist of the more affluent schools (Villiers et al., 2012). This system was designed by the South African government in order to provide the less affluent schools (Q1, Q2, and Q3) with more funding and resources as a means of redress. This was to enable that the less affluent schools would be catered for without putting pressure on the parents to be able to meet the financial demands of the school budget and fees, especially for those that were unemployed and/or in the lower- income groups (Kabi, 2016). This policy also made it possible for the increase in numbers of learners attending school and participation on PE (Kabi, 2016). Data gathered from the various high schools was analysed through SPSS V25 to obtain information about the demographics, learner responses to SPE, UPE, and SDT, quintiles, afterschool PA, PE class enjoyment, grade participation, and to test if there are associations between SPE, UPE and SDT. The quantitative data is presented in Chapter Four and is integrated with the findings of Chapter Five in Section B.

Phase 2 involved the qualitative data process. The data was collected through semi-structured interviews with five LO and/or PE educators from each quintile to avoid bias. Interviews were held to establish the perceived benefits of SPE and UPE from an educator's perspective. Data was analysed through Atlas ti.8, where themes were developed based on the results obtained from Phase 1. These data were analysed using a thematic analysis where themes and subthemes emerged, which gave in depth reasons for the research findings presented in Phase 1. Due to the nature of this study, the section which follows involves the integration of the results. A more detailed explanation of this phase is shown in Chapter Five.

1.7 DEFINING THE KEY TERMS

Adolescence: Is a process of achieving the attitudes in society, where this passage from childhood to adulthood is a time of dramatic physical, cognitive and social changes (Henry, 2015).

Apartheid: South Africa's government pre 1994 that installed laws and regulations to isolate races from one another. White schools were fairly stable, but black schools were badly affected by the apartheid government's separate development policies (Tian, 2015).

Brain Breaks: The use of PE in a classroom setting to improve the attention span of pupils. When learners show signs of drowsiness or fatigue, stretching movements and PA help the learner to refocus at the task at hand (Taylor, 2012).

Life Orientation: A school subject that includes five focus areas, namely Personal Development, Environmental Education, Human Rights, Physical Education and the World of Work (Tian, 2015).

Motivation: A strong indicator of personal growth and continued involvement in exercises and/or sports. An essential aspect of physical activity that facilitates performance and helps create a positive experience (Kline, 2016).

Perception: The ability to comprehend the true nature of something within a particular given environment of learning. Perception also refers to the manner in which information is obtained about both the external and internal environment which results, through interpretation of object, people, relationships, and events (Van Deventer, 2008).

Perspective: Examining the cognitive and affective elements of development as related parts of one's process, we advance an integrated perspective on learning and personal growth. From this combined perspective, a successful educational experience simultaneously increases perceptive understanding and sense of self, personal maturity, and interpersonal effectiveness (King & Magolda, 1996).

Physical Activity: The act of expending energy through bodily movement, where the amount and frequency varies by personal choice in order to maintain a healthy lifestyle (Gojnic, 2015)**.**

Physical Education: A school subject designed to create a structured environment, where students are exposed to a variety of activities, learn certain skills, demonstrate knowledge of various fitness concepts and principles, in order to apply what they learn in their daily lives (Gojnic, 2015)**.**

Quintile: This is an indication of the socio-economic status of the school. Schools are ranked according to the poverty of the school community (DBE, 2017).

Quintile(s): Schools in less affluent quintiles (quintiles one, two and three) are schools that do not charge a fee and receive funding from the government whereas quintiles four and five are categorised as fee charging schools and do not receive funding from the government. (Sayed & Motala, 2012).

Self- determination theory: This theory suggests that there are three basic human needs that we all strive towards: autonomy, relatedness and competency and how health behaviour is determined by intrinsic and extrinsic motivation (Moller, Buscemi, McFadden, Hedeker, & Spring, 2013).

Senior Phase: Grade 7- to 9-learners are categorised in the Senior Phase (De Vos, Du Toit, & Coetzee, 2016)

Structured Physical Education: A controlled opportunity for usually qualified, experienced educators to introduce physical activities and lifestyle skills and knowledge in a structured way to all children, within a safe and supportive environment (Bailey, 2006).

Unstructured Physical Education: Unstructured recess and activities such as play, games, walking and recreation (Eime, Payne, Casey, & Harvey, 2010) creates the opportunity for adolescents to be physically active as well as providing a unique contribution to the creative, innovative, social, and emotional aspects of an adolescents development (Frago-Calvo, Murillo, García-González, Aibar, & Zaragoza, 2017).

1.8 THESIS OVERVIEW

Chapter One serves as an introduction to the study and presented the background to the study. This chapter gave an insight into the current study under investigation which is to determine the perceived benefits of structured and unstructured physical education lessons: perspectives from selected high schools in CT. This chapter provided insight on the effects and benefits of participation of adolescents in structured or unstructured programmes which has not been measured thoroughly enough (Mota et al., 2008). This provides a motivation as to why this study is significant along with the problem statement, aims, objectives, and research questions. The definition of terms was also included for clarity purposes.

Chapter Two includes a comprehensive literature review which focuses on PE as the key concept coupled with the status of PE, the general perceptions of educators and students, the benefits of PE lessons as well as touching base on structured and unstructured lesson types. Furthermore, this chapter outlines what motivates students to partake in these types of lessons.

Chapter Three comprises of the research methodology and design of the study. This study is conceptualised in two phases, where Phase 2 is dependent on the results from Phase 1. Thus the phases of the study are built on one another in order to reach the desired outcomes for the purpose of this study. Moreover, the research setting, population and sampling, and data collection are also discussed in this chapter.

Chapter Four presents and interprets the quantitative (Phase 1) results in accordance with an explanatory sequential design. It includes the biographical information of Grade Eight and Grade Nine high school learners and the quintiles of the various high schools situated in CT. This chapter uses SPSS v.25 to analyse data along with the presentation of the results. A brief discussion is explained in order to put the survey results into perspective.

Chapter Five includes the qualitative (Phase 2) results and discussion; such as results from PE/LO teacher's biographical information. This chapter uses a thematic analysis to present

and analyse the gathered data. Common themes that arose from face-to-face semi-structured interviews, where each theme is defined based on the results in Chapter Four and literature are also included in this chapter. It also takes account of trustworthiness of the results, which includes transparency, credibility, and transferability. This chapter is divided into Section A and Section B. Section A is dedicated to the themes that arose in the interview analysis along with quotes and Section B is the integration of Chapter Four and Chapter Five's results.

Chapter Six is a concluding summary of the results of the present study. In addition, the limitations, reflections, and recommendations for further research are also discussed. References and appendices follow this chapter.

1.9 SUMMARY OF CHAPTER ONE

In this first chapter of the thesis, the researcher provided insight into the background of the research study which concerns PE globally, within SA, and insight into SPE and UPE. The value of the thesis is discussed in the problem and significance of the study section. The overall aim of the study and the objectives are also outlined in this chapter, along with the research questions, scope of methodology, definitions of various key terms and thesis overview.

The following chapter is Chapter Two, which presents a review of the literature that is. This chapter presents literature that is applicable to the present study. An in depth background surrounding topics such PE, SPE, UPE and SDT are covered.

CHAPTER TWO
LITERATURE REVIEW

"Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. Must be developed by all concerned stakeholders, the freedom to develop physical, intellectual and moral including national administrations for sport, education, youth, and health; inter-governmental and non-governmental organizations; sport federations and powers through physical education and sport athletes; as well as the private sector and the media must be guaranteed both within the educational system and in other aspects of social life." - (UNESCO, 1978. p. 2.)

2 INTRODUCTION

In this chapter, a review of literature is presented. Literature reviews are a comprehensive summary of research studies, used to pinpoint research that has been conducted on a particular topic, the research that has yet to be done, as well as the identification of research gaps (McEwan, 2017). Throughout this literature review, key concepts along with topics such as "Physical Education in general", "physical education types", and "theoretical framework: self-determination theory" are covered for the basis of this study. This section further highlights the theories and backgrounds surrounding the argument of the perceived benefits of structured and unstructured PE concerning adolescents in SA.

2.1 PHYSICAL EDUCATION IN GENERAL

In the case of PE, children of all ages should be able to participate in PA that is coordinated in school settings (Spencer, 2010). It is also the school which, should provide them with a lot of fun and enjoyment, without making them feel humiliated by peers or educators for their lack of physical ability. It is partially the school's role to keep them active and healthy. It comes through a process of PE (Spencer, 2010). The subject of PE and the education sector is one of the main societal tools that are used to provide learners with the essential abilities, knowledge, principles and attitudes to ensure their health and holistic development (Van De Venter, 2011). PE periods are used to focus on practical physical components and mass participation in movement for enjoyment and health related purposes. The promotion of PE at schools plays a valuable role in the foundation for motivation and commitment to life-long

PA involvement. As part of SA's commitment to the transformation of education, concepts of development, growth and health through PE should be promoted. The National Sport and Recreation Plan (NSRP) purposely focuses on the following strategic objectives to assist with the improvement of sport and recreation within SA (NRSP, 2012, p. 21):

- "To improve the health and well-being of the nation by providing mass participation opportunities through active recreation."
- To maximise access to sport, recreation and physical education in every school in South Africa.
- To promote participation in sport and recreation by initiating and implementing targeted campaigns."

The NSRP of SA further explains that in order to create meaningful and appropriate PE lessons for learners, some changes have to be made. Firstly, PE has to be reinstated as a standalone subject that is compulsory within the schooling curriculum. Secondly, the appointment of well- trained and skilful educators should be considered in addition to testing to approve the skills and competencies of these teachers to be able to administer PE. These educators also need to be up-skilled frequently to deliver suitable PE lessons. Lastly, schools need to be resourced with facilities and equipment that are a necessary for the promotion of PE (NSRP, 2012). Through this, the status around PE amongst learners and teachers can be promoted.

2.2 PHYSICAL EDUCATION CURRICULUM IN SOUTH AFRICA: HISTORICALLY

PE within SA has been on the receiving end of curriculum reform with extensive consequences (Stroebel et al., 2016). The on-going changing status of PE within the South African school curriculum has followed much the same direction as that of PE in developed and developing countries, specifically that of deterioration and downfall (DuToit et al., 2007). Due to worldwide reform, trends and increasing concerns with regards to adolescent health risks related to physically inactive children, PE has been restored in the National Curriculum, as one part of the learning area LO (DuToit et al., 2007). However, as with any reform, this progressive step causes particular problems and challenges for the developed as well as developing communities of SA, especially after such a long absence of the subject in

the curriculum. The subject PE can be seen as both a theoretical and a social construct, but it is also a political construct because political interests determine the form that it takes (Van Deventer, 2012). Prior to 1994, the National Department of Education (DoE) of the National Party Government restricted education (Stroebel et al., 2016). Curriculum documents were used as a means for governments and policy makers to influence the manner in which education are being administered in the schooling environment. These curricula were mostly useful in predominantly white schools and in only a few Indian, Coloured and Black schools (Van Deventer, 2011). Consequently, PE teachers lost interest and acknowledged the fact that the subject was regarded as mediocre, therefore, learners were left to play unstructured games (Stroebel et al., 2016).

The elections of 1994 brought about democracy and a free society, but for the majority of adolescents the changeover from apartheid has caused a mixture of opportunities and disappointments (VanDeventer, 2012; Walter, 2011). In 1994, PE was formally dropped from the curriculum mainly because of the perceived lower educational status of the subject in relation to other academic subjects. Together with the political policy transformation in SA came the Revised National Curriculum Statement in 1994, which directed education in a new, outcomes-based path. OBE was the leading plan to eliminate the inequalities of the Apartheid education system (Van Deventer, 2012). Increased pressure from the health sector and the new educational government system led to the partial return of PE in the national curriculum (DuToit et al., 2007).

Curriculum 2005 (C2005), the first democratic curriculum based on OBE, began a total onslaught on PE. LO, a new subject with a different approach not only in content, but also to teaching and learning was initiated (VanDeventer, 2011). This new learning area was fully instated for all grades in 2006 and consists of five sections namely School Guidance, Religious Education, Youth Preparedness and PE (Van Deventer, 2011; Walter, 2011). The nature of this reinstatement of PE together with LO, in addition to the long absence of the subject from the curriculum may lead to many of the same implementation issues as experienced by developing countries such as facilities, equipment and educator training as previously discussed (Van Deventer, 2012). It is evident that the transformation of the PE curriculum had a great impact on the status quo and perspectives on the subject. The manner in which PE was presented post-apartheid has delivered a major setback in terms of health,

resources, educator knowledge and training. Hence, if PE were reinstated as a standalone subject it may lay a foundation for a healthier population, specifically to adolescents.

2.3 PHYSICAL EDUCATION IN SOUTH AFRICA: CURRENT STATUS

The topic of teaching PE within SA has reached a point beyond disaster (Cleophas, 2014). There are historical reasons for these circumstances that have been fundamentally ignored by policy shapers (Cleophas, 2014). Within SA, PE is no longer seen as independent subject but instead a combined subject of LO where only two hours per week is allocated to PE (Table 2.1, pg. 21), hence the former minister of Sport and Recreation, Fikile Mbalula (31 July 2014) stated that,

> "*Our consistent call to have physical education de-linked from the subject life orientation, and made a stand-alone subject has been ignored and disregarded. We strongly and firmly believe that physical education is key to ensuring that sport at schools becomes an integral part of the curriculum."*

***Table 2.1*: The instructional time allocation in the senior phase**

SUBJECT	HOURS
Home language	5
First Additional Language	4
Mathematics	4.5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
Total	27.5

Source: Department of Basic Education, 2011

The NSRP, (2012, p. 24) indicated that PE is necessary for health benefits and should be a standalone subject within the school curriculum, therefore the following tasks of implementation should be considered:

- "Re-introducing PE as a curriculum subject/outcome with requisite time.
- Appointing educators qualified in PE (not embedded in Life Orientation).

- Assessing the capacity of educators to deliver PE and sports specific training.
- Re-skilling/up-skilling educators to deliver PE.
- Resourcing schools with the requisite PE equipment."

A study was conducted by Stroebel, Hay, and Bloemhoff, (2016) which focused on the outline of the historical development of PE as subject/partial-subject in SA from before 1994 until the present, with regards to the curriculum content, status and educator training. The actual implementation of the subject, together with the proposed reinstatement of PE as a stand-alone subject, was addressed, in order to answer the question their main question: *"Have we come full circle?"*

The current situation of PE within SA is still problematic, however progress has been made when in 2011, the Memorandum of Understanding, was signed by the Ministers of Basic Education and Sport and Recreation. The government committed to increasing mass participation and the amount of physical activities there are, in order to enhance the school curriculum (Stroebel, Hay, & Bloemhoff, 2016). Additionally, a promise to provide a sustainable plan to afford school learners the chance to participate in PE and organised sport through the formation of an available and implementable school sport- support system was made (DoB, 2011). To maximise access to sport, recreation and PE in every school in SA, it is of utmost importance that experienced, qualified and proactive educators support participants throughout all the stages of their development (Stroebel, Hay, & Bloemhoff, 2016, NSRP, 2012).This included not only the re-introduction of PE as a curriculum subject with the required time allocation, but also assessed the capability of educators to be able to provide PE and sport-specific training (Sport and Recreation South Africa, 2012).

To support the above line of reasoning, Morgan and Hansen, (2007) suggested that issues such as reduced time to implement meaningful lessons, inadequate amount of equipment and low levels of knowledge have led to current PE programmes (as part of LO) being voiced by teachers as ineffective in attaining the main syllabus outcomes. Correspondingly, as for the pre-1994 curriculum, several schools were unsuccessful in providing a well-organised PE programme (DuToit et al., 2007). Furthermore, countless school's facilities, apparatus and equipment were non-existent or in unusable condition, which complicated the under resourced situation even more (DoB, 2014).

Even though all schools do not have the required facilities, equipment or qualified personnel to implement or present PE, the Department of Basic Education (DBE) (2014) that LO teachers are instructed to improvise equipment and apparatus to be used in PE lessons until it can be provided suggests it. In addition, Du Toit et al (2007) stated that addressing practical and creative skills in PE seems to be vital, thus the need for the re-skilling of educators to provide PE, and lastly resourcing schools with the necessary PE equipment, cannot be stressed enough (Sport and Recreation South Africa, 2012). Along with all these challenges, the request of the return of PE in the school curriculum as a stand-alone and compulsory subject (Sport and Recreation South Africa, 2012) surfaces yet again, emphasising the apparent circular road PE has travelled, as illustrated in Figure 2.1, pg. 23 (Stroebel, Hay, & Bloemhoff, 2016).

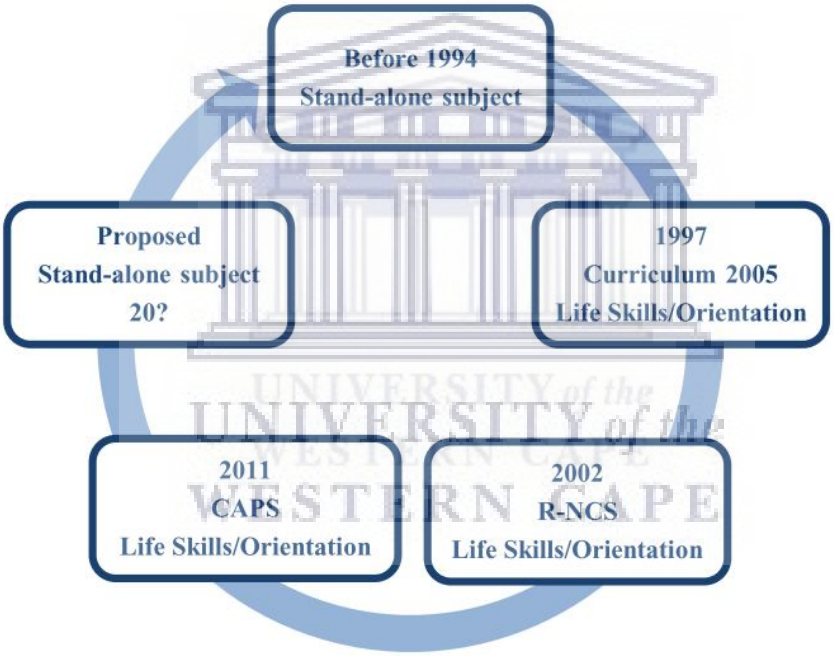


Figure 2.1:Physical education curriculum changes
Source: Stroebel, Hay & Bloemhoff (2016)

2.4 BACKGROUND OF THE QUINTILE SYSTEM

2.4.1 Conceptualisation of The Quintile System

Since 1994, the government's efforts to restore historical imbalances and achieve equity where central policy is a means to transform South African education (Mestry & Ndhlovu, 2014). Equity reforms in post-apartheid SA were aimed to equalise funding opportunities amongst provinces, schools and socio-economic groups. This started by national policies that directed state funding to public schools (Mestry & Ndhlovu, 2014).

In 1998 the National Norms and Standards for School Funding indicated provincial poverty quintiles played an important role in shaping education in SA (Sayed & Motala, 2012). In 2006 the 'No Fee Policy' was introduced. Schools in the lowest two quintiles consisted of the poorest 40% of learners as measured by the socio-economic status of the surrounding community and (Kabi, 2016; Sayed & Motala, 2012) and therefore considered as no-fee schools (Sayed & Motala, 2012). In 2009, the no fee schools were broadened to Q3. Fundamentally, schools in Q1, Q2 and/or in Q3 were prohibited by law from charging any school fees (Bell & Mckay, 2011). Additional funding was provided to lower quintile schools to enable them with resources, because they were hardly capable to acquire resources on their own (Villiers et al., 2012). The aim of this policy was to improve the teaching and learning circumstances and quality of education in previously disadvantaged schools (Kabi, 2016). Although the No Fee Policy may have had a positive effect as it created greater access to schools for disadvantaged learners, however, improved access does not necessarily mean that the quality of education has improved (Sayed & Motala, 2012). In order to assess whether education in South Africa has improved, the no fee schools' policy should be analysed as to whether the policies are pro-poor, endorse equality in education and, overall, achieve equity of access to resource allocation (Villiers et al., 2012).

The master list of primary and high schools situated within the Western Cape (WC) is a list that is maintained by the DBE for updating. This list is a record of each school's quintile. Furthermore, the master list of schools include data such as location, number of learners, fee paying or not, teacher and learner-teacher ratio. Therefore, the Western Province Master list for High Schools 2017 gained from the DBE website was used for the purpose of this study. Schools located in the Cape Town metropole was specifically identified for this research study. Table 2.2, pg. 25, provides a brief description of some of the data elements included in the master list of schools. Table 1 below indicates the data elements that are included in the master list of schools.

Table 2.2: Data elements included in the master list of schools

Data Element	Description
Province	The province in which the school is located in.
Institution name	The name of the school.
Status	Open or closed school.
Sector	Public or Private.
Phase	The type of school (e.g. primary or high school).
GIS Longitude	Geographical coordinates of the school.
GIS Latitude	Geographical coordinates of the school.
Suburb	An outlying district of a city.
Town_City	Town or city location of the school.
Street Address	Physical location of the school.
Telephone	Landline contact number of the school.
Cell No.	Contact number of the school.
Email	Electronic communication platform messenger.
Quintile	This is an indication of the socio-economic status of the school. Schools are ranked according to poverty of the school community.
No Fee School	Schools paying a fee or not. Lower quintile schools (Q1, Q2, Q3) do not charge a school fee, whereas Q4 and Q5 do charge school fees.

Source: Master List of schools 2017 (DBE, 2017)

2.4.2 Quintile challenges

Spreading funds in order to accomplish multiple goals in education indicates that there is a limited amount of funding accessible for each goal, thus, there is a need for an increase in funding to be directed towards education to improve learner achievement (Badat & Sayed, 2014). Although there are positive aspects of the quintile system, such as learner access to schools and resource allocation, challenges are still faced, as argued by Dieltiens and Motala (2014) that the allocation of quintiles is inconsistent with the needs reflected in communities.

One challenge begins with the conceptualisation and indicators that are used to measure socio-economic status. If only one or two indicators are used to describe what socio-economic status implies, as Badat and Sayed (2014) suspect, then perhaps the inconsistencies could be because the quintile system's system approach to the measurement of socio-economic status not being operationalized in a robust manner This would mean that an incorrect interpretation of socio-economic status could render the entire quintile system as ineffective, due to the fact that the system is sorely based on measuring the needs of learners

through the socio-economic status of the community in which they reside (Badat & Sayed, 2014).

Another challenge relates to the poverty score. Socio-economic status takes into consideration the level of education, income level and employment status of a community (Dieltiens & Motala, 2014). Statistics SA provide annual databases of these three indicators and if there are schools that feel their quintile was unjustified then they are able to apply for it to be reviewed. These reviews are conducted annually by the provincial departments. However, subjective evidence proposes that the changing of a quintile is uncommon (Dieltiens & Motala, 2014).

An additional area of concern is that individual households are being used as the unit of measurement to save time and money (Badat & Sayed, 2014). This method has been found to limit the accuracy of the results, which therefore means that individuals who are above or below the average socio-economic status of that community will not fit into the quintile school ranking of that area. This has resulted in many families relocating to different areas in order to provide a better schooling opportunity for their children. Relocation between schools has become popular (Dieltiens & Motala, 2014) to the extent that the quintile of a school no longer reflects the socio-economic status of the area. Due to this relocation, learners who are disadvantaged may not receive the same amount of funding as what they would have in a Q1, Q2 and/or Q3 school because they have chosen to attend a higher quintile school which may be located in a more affluent community (Dieltiens & Motala, 2014).

An added concern was that schools that had effective infrastructure, such as sports fields and buildings, could not necessarily afford the maintenance (Dieltiens & Motala, 2014). This challenge was overcome by putting the responsibility of the quintile allocation in the decisions of the national departments so that the division of funding could be made by the province.

In order for the education of SA to develop, radical transformation requires a province that makes conscious and explicit choices in order to ensure equity is reached. This would involve political will and commitment. Nevertheless it also requires a strong and active civil society that would help build and transform their community and not solely rely on the good natured intentions of the province (Sayed & Motala, 2012).

2.5 THE IMPORTANCE AND BENEFITS OF PHYSICAL EDUCATION FOR ADOLESCENTS

The health benefits of PE activities are common knowledge (Mays, 2016). Numerous research has been investigated regarding the importance of PE especially for children and adolescents. Such research defends the importance of movement in educating both the mind and body (Mays, 2016). The importance of PE and PA have been recognised for preventing obesity and chronic disease later in life, however the benefits of PA far outweigh health alone. Not only is regular PA needed for normal growth and development, it promotes social connectedness, inclusiveness and gender equity (HAKSA, 2016). Regular PA is related to the improvement of physiological and psychological health of adolescents in addition to reducing the risk of depression and anxiety (Walter, 2014). It was stated by Navidi (2016) that the fun and pleasure of PE and PA generates positive influences, which has extensive health benefits and the ability to be affected by peers in a joyous manner. This ultimately leads to ever widening connections and greater opportunities for further connections.

The subject PE offers students the chance to develop their physical, social, emotional, and cognitive development (Brubaker, 2011). These PE lessons are an educational practice, and contributes directly to development of learners physical competence, fitness, confidence and skills in a range of activities, for example, dance, games, gymnastics, swimming and athletics, outdoor and adventurous recreation (Mwaura, 2010). Participation in regular PA also enhances growth and development by helping the youth build and maintain healthy bones, muscles, and joints (Minnesota Department of Health Fact Sheet, 2008). The PE lesson provides pupils and society with the opportunity to improve their strength, endurance, flexibility, and cardiovascular/respiratory health through regular physical activities. SPE allows the development of cognitive skills such as strategic thinking, where a pupil will be able to create the best solution to a specific problem or situation and be able to execute the most appropriate course of actions (Spencer, 2015a). In addition to this, critical thinking also allows the pupil to be able to make use of his or her own point of view regardless of stereotypes and other detected bias and prejudices. This allows learners to decide on key factors and crucial elements and self-evaluate the actions undertaken and comprehend the action upon what has been learnt (Spencer, 2015a).

It is important to acknowledge although strong association with physical aspects, the foremost aim of PE is to prepare a young member of society to enter the world of adulthood with the most matured potential so that they are able to make a meaningful contribution to society (Spencer, 2015a). Physical Education (PE) lessons are much more than physical fitness, but instead it enables pupils to form positive social relationships as well as the promotion of social ability (Toriola et al., 2010), together with social development through the provision of opportunities for self-expression and social interaction (Walter, 2014). As UNESCO (1978, p. 3) stated:

> *"At the individual level, physical education and sport contribute to the maintenance and improvement of health, provide a wholesome leisure-time occupation and enable man to overcome the drawbacks of modern living. At the community level, they enrich social relations and develop fair play. which is essential not only to sport itself but also to life in society."*

Social interaction in PE classes, sport and the community play a significant role in advocating for healthy adolescent behaviour which as a result leads to a healthy life in society (UNESCO, 1978). Through PE, social skills such as communication, leadership, and participation are able to grow. Communication could be verbal, mimic, gesture, and/or written communication through classroom or playground environments (Spencer, 2015a). Leadership allows pupils to be in charge of a group of people, understanding group dynamics and still be able to implement a plan of actions by reasoned decisions both by using teamwork or individualize targets (Uri, 2015). Participation relates to not only participating in an activity but also being able to influence the decision making process thus actively participating and involving different members of the group (Ward, 2011). As UNESCO (2015, p. 38), stated: *"Physical education and sport can be used as a vehicle to promote the social inclusion of marginalized populations."* Through participation adolescents are able to gain an idea and/or sense of working together and helping one another grow socially and in a harmonious manner.

The American Heart Association (AHA, 2010) proposed that if children and adolescents want to increase their life expectancies, they need to eat healthier and become more physically active. By doing those two things, children and adolescents will be protected against an increased risk for non-communicable diseases such as hypertension, anxiety, depression and

diabetes mellitus and other health complications that may occur later in life (AHA, 2010; Brubaker, 2011). For that reason, PE is seen as a necessity for adolescent growth in order to live a positive, healthy and meaningful lifestyle.

2.6 PHYSICAL EDUCATION: EDUCATOR AND LEARNER

Teachers can vary in the way they administer a PE lesson. Particular teachers concentrate mainly on sparking excitement in their pupils and begin by explaining the relevance of the lesson or by asking learners about their own experiences with the topic of the lesson. In contrast, other teachers focus on disciplinary concerns first, and when learners do not meet the expectations, they rely on guilt-induction and criticism to correct students (Song, Yang, Lee, Yu, Kang, 2016). In the past teachers predominantly relied on autonomy-supportive teaching practices, whereas the latter teachers made use of more controlling teaching practices A substantial body of research grounded in the SDT (Deci & Ryan, 2000), a well-studied macro-theory on human motivation, indicated that an autonomy-supportive teaching approach makes room for a promising future towards more optimal functioning of an adolescent because an autonomy-supportive teaching style nurtures pupils basic psychological needs for relatedness, competence, and autonomy (Ryan & Deci, 1985; Song et al., 2016). Autonomy-supportive teachers try to identify, develop, and nurture students' interests (Reeve, 2009). This can be done by making use of a numerous strategies, including asking for the learners' interests and perspectives and as a result, learners should, as described by UNESCO (2015, p. 77):

- *"*display developmentally appropriate progression in confidence, competence, knowledge and understanding in line with curriculum.
- display physical competence, moving efficiently and effectively, and are able to transfer and adapt their skills to suit a range of physical activity environments.
- demonstrate capability to engage in PE on a number of levels, taking on different roles both as leaders and participants.
- display a positive attitude towards engagement within PE and demonstrate an understanding of the benefits of adopting and maintaining a healthy, active lifestyle*."*

Teachers and learners have an array of perspectives about what PE entails and how it affects both of their learning and development. Thus teachers should listen and take note of their student's aspirations and what motivates them in addition to playing a leadership part that motivates teenagers to partake (Brubaker, 2011). This provides learners and educators the opportunity to co-create PE lessons which is relevant to the needs of learners and their development. PE teachers are responsible for promoting a healthy and positive environment for adolescent learning. A healthy positive environment can be created and maintained especially if a PE teacher provides constructive and positive feedback In addition, if a PE educator is prepared, provides well-organised activities, and establishes clear expectations, learners will typically respond to the environment in a positive manner (Brubaker, 2011). In a recent study conducted by Lewis (2014), it was concluded that the relationships between learners and teachers were perceived as important. The role of the educator has an impact on their pupils' enjoyment of the subject by understanding and supporting their individual goals, creating non-threatening environment's, instead of dictating and controlling what they did and for how long (Niemiec & Ryan, 2009).

Generally, a bachelor degree or diploma is a pre-requisite for teaching PE in both primary and high schools. Globally, and to a large extent regionally, in secondary schools, specialists are predominantly responsible for teaching PE classes, though some schools, in some countries do position general practitioners for PE lessons (UNESCO, 2015). Evidence suggests that there are shortages in teacher supply, predominantly of PE specialists, who are adequately prepared to provide these lessons (UNESCO, 2015). There are concerns relating to the quality of PE educator training, teaching and teaching supplies, inadequate supervision of practice, lack of professionalism and appropriate ethics. As a result, this influences the quality of pupil experience. Even when opportunities are provided, some educators are perceived to be resilient to improving practice or their professional growth and there are no allegations if teachers do not attend the workshops and/or courses provided (UNESCO, 2015)

The PE educator plays a significant role in ensuring the education, training and development of learners participating in PA, by providing them with opportunities to be physically active in PE periods (Taylor, 2012). However, the impact of inadequately qualified teachers on the quality and effectiveness of PE programmes has also been examined as a global concern (Tian, 2015). In light of the critical role of PE in the enhancement of PA and fitness levels and reduced sedentary behaviours, it is important to implement useful, quality PE

programmes, that are administered by well-trained PE educators in order to address the problem of physical inactivity among teenagers (Tian, 2015).

The role of the PE educator should ultimately be one that includes working with diverse groups of learners as not to exclude or eliminate anyone, thus reducing the risk of embarrassment or rejection between peers and educators (Vosloo, 2014). It is therefore imperative that the PE educators of the communities be well qualified by understanding the National Qualifications Framework (NQF) in order to provide the best quality lesson to teenagers (Vosloo, 2014). However, PE educators in SA do not feel qualified enough to administer these types of activities therefore many a time the PE period becomes a free lesson (Vosloo, 2014). Although this free lesson makes room for UPE to take place focusing on motor development, SPE is also needed to develop certain cognitive skills, which some unstructured activities may not be able to do.

A well-rounded PE class can provide learners of all abilities and interests with a basis of movement experiences intended to help them lead an active and healthy lifestyle well after high school (Houston & Kulinna, 2014). With the correct schooling practices in place and qualified educators, the process of developing PE can enable teenagers with lifelong skills and overall health, positive perspectives and wellbeing. Teenagers will be able to make use of values, and principles that were taught to them and thus will be able to live a life that is positive and meaningful (Van Deventer, 2011).

2.7 TEACHER AND LEARNER PERSPECTIVES OF PHYSICAL EDUCATION

Perspectives can be described as examining the cognitive and affective elements of development as related parts of one's process, therefore we advance an integrated perspective on learning and personal growth. From this combined perspective, a successful educational experience simultaneously increases perceptive understanding and sense of self, personal maturity, and interpersonal effectiveness (King & Magolda, 1996). Throughout the past 15 years, a great amount of effort has been dedicated to establishing issues that encourage or discourage learners' from participating in PE (Couturier, Chepko, & Coughlin, 2005). This section provides insight from previous studies regarding teacher and learner perspectives around the subject of PE.

2.7.1 Physical Education: Teacher Perspectives

A significant step in enhancing the quality of school PE is through careful consideration of teacher perspectives (Morgan & Hansen, 2008). Non-specialist educators emphasised that self-efficacy, which are perceptions of ability or teacher-related barriers, and institutional barriers, influences an educator's behaviour considerably (Morgan & Hansen, 2008). Investigating these concepts may help in the understanding of teachers' decisions and actions regarding suitable PE programmes.

Teachers need to be aware of what their perspectives on barriers are and look for ways to implement problem-solving strategies, such as improving pre-service teachers' capacity to incorporate PE with other subjects more successfully. Educators have to develop the appropriate knowledge and skills for teaching PE in addition to their competencies on how to teach PE. A study conducted by Morgan and Hansen (2008), concluded that the impact perceived barriers had on the amount and type of PE provided consisted of four main categories: 1: existing PE programmes and practices, 2: experiences teaching PE, 3: confidence teaching PE, and 4: reasons influencing the delivery of PE. It was stated that the barriers had a negative influence on the amount of time spent teaching PE and on the quality of programmes administered (Morgan & Hansen, 2008). Teachers believed that there are two reasons that were the cause of the lack of achievement in PE from learners. Firstly, the curriculum often left out PE from the weekly schedule. Secondly, a decrease in teacher confidence levels meant that some teachers felt that there would be no value in involving their students in PE lessons (Morgan & Hansen, 2008).

McMullen, Van der Mars and Jahn (2014) examined the perceptions of Physical Education Teacher Education (PETE) students in a 16-week internship course in the promotion of a before-school physical activity programme. These programmes were reported as successful in generating a paradigm shift in the participants' perspective about their roles as PE educators in schools. Most participants indicated that the PETE programmes improved their perceptions of PE teachers' roles in schools. Participants declared that along with teaching movement and sport skills, PE teachers have a role to play in providing sufficient amounts of PA opportunities as well as to integrate healthy behaviour concepts. Participants from the study investigated by McMullen and colleagues (2014) described the primary roles of PE teachers as leaders that are responsible for all PA within schools and who should offer PA programmes. In addition to, involving others in PA programmes, or help classroom teachers

to be able to enhance physical activities throughout their classes (McMullen, van der Mars, & Jahn, 2014). The study concluded by stating that the learning experiences in PETE programmes had developed a positive perspective on the teacher's role. The following were reports of discussion from participants stating the changes in their perspectives regarding PE:

> *"A physical education [teacher] should not only get students to want to be physically active in their lessons, but also include ways a student can live a healthy lifestyle and be active outside of the classroom. Whether it is before [-school] or afterschool programs, inside different subject area classrooms, at recess, or even at home and through- out the community. . . . It depends on the school, but sometimes we as physical education teachers may be the only ones in a school who even knows about this information. That's why it is very important to share the information with other staff members and try to get as many people involved throughout a school to help implement these tactics (physical activity promotion) to students" (From the introductory survey) (Kwon et al., 2018. p. 230).*

> *"Originally, I thought that physical education teachers— we mainly just worked one on one with the students and everything like that. I think, over time throughout my program, I really realized that physical education teachers do sort of have a responsibility to teach and be a spokesperson to their other faculty members and other people in the school that they do work with" (Kwon et al., 2018. p. 230).*

Therefore, evidence exists which suggests that the teacher plays a vital role in enhancing healthy behaviour in PE classes. Not only do teachers help learners live an active lifestyle but they also strive to promote participation in community programmes and share information with various staff member to create the best PA practices. Although the perspectives from the educators are important, it is also vital to investigate the perspectives of learners surrounding the topic of PE. The section that follows relates to the thoughts and opinions gathered from learners about their participation PE.

2.7.2 Physical Education: Learner Perspectives

Prior research has presented some understanding related to a learners' choice to participate in PE (Couturier et al., 2005). Pupils take an interest in PE when the curriculum is relevant to their everyday lives, reflects variation and choice, and includes team sports as well as being generally fun. Though, considerable negative perspectives have been reflected, saying that PE is unexciting and repetitive, lacks personal meaning, or they feel embarrassed (Couturier et al., 2005).

The perspectives of learners about PE was studied by Couturier et al (2005) where in the first section of their survey, learners replied to survey items linked to the reasons they choose to partake in PE lessons. Most learners in this study agreed that they chose to partake is because it makes them healthier (70.7%), it's fun (69.6%), learner's enjoy getting out of the classroom and moving (68.8%), learner's like playing competitive team sports (65.7%), leaner's enjoy learning new games and activities (64.8%), and lastly, learners like engaging in a variety of different activities (64.4%). This set of results ultimately suggest that learners realise that PE is beneficial for health development and wellness. Learners enjoy PE because it is fun, competitive, and provides an opportunity to move around instead of sitting in a classroom the entire day. Learning new games and a variety of activities enhances a learners' motivation to participate in PE. The less frequently reported reasons as to why learners chose to partake in PE were because they liked learning about their body (16.5%) and because their friends "think it is cool to participate" (4.7%) (Couturier et al., 2005). It is eveident from these results that learners have an understanding of the importance and benefits of PE lessons in terms of their health, social growth and wellbeing.

Social groups within the PE class plays a significant role in the level of engagement of the learners (Couturier et al., 2005). Several social reasons students chose not to participate in PE were also researched. The majority of the learners agreed that they do not like going to their next class sweaty (64.4%). A minority of the learners, 20%, agreed that social barriers also influenced their participation in PE. These social barriers included learners not wanting to participate because they simply do not feel like it (19.7%), some learners feel as though they are not good at sports (19.1%), several learners indicated that they are not as good as their peers (16.9%), and various learners stated that they are afraid of breaking their nails during PE class (16.4%). Additional social barriers include learners feeling afraid to participate in PE because their peers will make fun of them (15.6%), learners do what their friends do and

thus some of their friends do not think it is “cool” to participate in PE class (11.4%), particular pupils do not like participating in PE class with boys and girls combined (10.7%), and lastly, some pupils do not participate in PE because their religion states that they should not (8.1%)(Couturier et al., 2005).

The results from this study also indicated that learners would like some choice as to what should be in the PE curriculum. Survey results showed that learners prefer to rely on their autonomy, competence and relatedness when it came to choosing their own activities (Couturier et al., 2005). When learners were asked to explain their opinions about various curricular components of their experiences in PE lessons, most learners agreed with being able to choose their own activities (75.5%), being able to tell the educator what activities they would like to engage in (73.6%), being able to choose their own groups (61.0%), being able to work at their own pace (55.7%), and lastly, being able to a greater variety of activities (54.0%) (Couturier et al., 2005). Thus it can be concluded that pupils that choose their own UPE lessons experience a greater sense of individual growth and self-motivation. Being granted this type of power, encourages the learners’ creative thinking, innovation and decision making ideas.

These sets of results indicate that learners would like more input into the choices being made about the types of PA used in the PE class. Ultimately, the learners would like a say in what should be included in the PE curriculum, such as, being able to choose their own groups or partners and work at their own pace on certain activities, instead of a teacher deciding for them. Teachers need to hear their learner’s voices and be sensitive to them so that ideas and thoughts about what to offer in PE can be used. Being able to let high school learners decide what should be considered in the PE curriculum is vital, in order to promote participation in PE. Educators need to consider activities that appeal to the majority of the learners, instead of the traditional individual and team sport curriculum (Couturier et al., 2005).

2.8 TYPES OF PHYSICAL EDUCATION

2.8.1 Structured and Unstructured Physical Education Overview

> *"Inclusive methodologies should be at the centre of both QPE policy and practice. Government policy strategies and statements aimed at fostering inclusion, and raising general awareness of the values of physical education, should be elaborated and utilized to mainstream the principles and practice of inclusive methodologies within physical education to students, parents, and members of the wider community." (UNESCO, 2015, p. 32).*

The term PE can be classified into two groups, the structured (formal) PE and unstructured (non-formal) PE (Van Deventer, 2011). These different types of PE activate social connectedness, inclusiveness and gender equality, interpersonal skills, motivation, teamwork and stress management techniques. In relation to previous research, very few studies have examined the differences between learners with different PA participation levels, from inactive to high level of PA (Mota et al., 2008). Hence, research in structured and unstructured activities preferences in a school environment is interesting because such contributions are particularly valuable for the understanding of what the perceived benefits of both types of PE combined are, as well as to develop what the perceived benefits are of each individual type (Mota et al., 2008). As seen in Table 2.3, pg. 37, a clear indication of the advantages and disadvantages of both types of PE lessons are identified. The effect on participation in structured or unstructured programmes has not been well research regarding teenage PA levels (Mota et al., 2008), therefore this section of the literature review aims to provide some insight into the topic.

Table 2.3: The advantages and disadvantages of structured and unstructured physical education

STRUCTURED		UNSTRUCTURED	
Advantages	**Disadvantages**	**Advantages**	**Disadvantages**
The curriculum is covered.	No time allocation for free play activities. Free social time is not part of the curriculum.	Self-set goals (set their own rules for specific lessons).	Learner may choose not to engage in co-operative activities.
Certain skills and abilities can be learnt (e.g. cognitive and motor abilities).	Decrease in attention span of learners when lessons are taught by PE/LO educators.	Higher level of concentration when own games and activities are chosen.	Some activities may be repetitive and not challenge the learner to improve their abilities.
Clear objectives of the lesson.	Learners might gain a low self-esteem due to high expectations from educator.	Increase in creativity (activities are linked to exploration, curiosity, independence).	Activities can be stereotypical (i.e. boy/girl activities).
Specific equipment may be allocated.	Activities may not be sufficient to develop a learner mentally and/or physically.	Less pressure from an educator to perform the activity successfully.	Pupils with learning difficulties may not get enough adult supervision.
Predetermined activities.	Predetermined activities may limit the opportunity for individual expression and experience of unexpected outcomes.	Learner makes autonomous decisions (e.g. problem solving skills).	Some learners find it difficult to take initiative.
Opportunities to learn sportsmanship, discipline, conflict resolution and sharing.	Larger classes mean that teachers are under stress to maintain control and manage behaviour.	Learners can repeat an activity until they have mastered them (competence).	Learner may not experience a range of skills.
The qualified PE and/or LO educator can be seen as a guide when participating in physical activities.	Pressures by governments and parents on the curriculum prioritise more traditional learning tasks, for teachers and schools to measure academic progress.	Increase in confidence levels as learners become self-reliant. Learners develop what they like, what they are good at, individuality, and positive self-concept.	No foundation of a structured PE class will lead to a distorted way of thinking on how to start playing games in a positive manner.
Learners are less prone to injuries as there is adult supervision when partaking in physical activities.	Learners are pressured to get a good grade for their participation.	Increase in relatedness (feelings of belonging in a social manner).	Learners could get out of hand if there is no PE and /or LO educator present.
Learners are able to interact with everyone in the class and not just specific friend groups.	Participation is not voluntary.	Learn how to work together, adapt to different situations.	Hardly or no adult supervision.

Source: Thiessen, Gluth, & Corso (2013)

2.8.2 Structured Physical Education

Structured Physical Education (SPE) is organised sports, guided play, as well as formal school PE programmes which is monitored by a qualified teacher (Barr-Anderson, et al., 2007). Structured PA can also be defined as an organised activity characterized by particular locations, time schedules and adult supervision (Sener, Copperman, Pendyala, & Bhat, 2015). This type of SPE lesson can be a promoter to a healthy lifestyle when learners are offered with the chance to participate in physical activities and to be able to develop their bodies in order to be ready for sport activities and skills (RSA Department of Sport and Recreation, 2017). Areas for utilisation of SPE include playground markings, physical structures, allocated PA spaces, activity zones, teacher led activities (e.g., fitness breaks, PE activities in the playground) and games/sports equipment to facilitate SPE within the school playground (Hyndman, 2015).

The stepping stone for child and adolescent development is through SPE. During these years, cognitive, social, physical and emotional skills are matured. Thus, what is learnt in the early stages of life will have an effect later on in adulthood (SPARK, 2013). This platform pertaining to SPE is used to help prevent obesity and health related problem within adolescents. Structured activities include PE classes, organised sports and activity lessons (Barr-Anderson, et al., 2007). Participating in guided, controlled activities for an hour a day reduces calories, enhances muscle strength, encourages an active life and builds self-motivation (SPARK, 2013). This type of structure helps lessens anxiety and depression, giving teenagers a healthy means for coping with everyday stress.

Table 2.4: Overview of structured physical education lesson

Topic	Grade 7	Grade 8	Grade 9
Physical Education	• Participates in fitness programme • Plays community or indigenous games that include the concept of invasion • Performs a sequence of physical activities • Participates in an outdoor recreational programme • Safety issues	• Participates in physical activities that promote components of fitness • Plays target games • Programme to improve movement techniques • Participates in an outdoor recreational activity • Safety issues	• Improves own physical wellness level • Executes a game plan for individual or team sport • Refines own and peer performance in movement activities • Refines own performance in an outdoor recreational activity • Safety issues

Source: Department of Basic Education, 2011

According to the DBE (2011), the ideal National Curriculum statement policy includes a SPE lesson (Table 2.4, pg. 39) which incorporates skills development, fitness, outdoor recreation and safety issues which may be guided by activities such as dancing, athletics, aerobics, first aid and/or games (Table 2.5, pg. 39).

Table 2.5: Examples of possible physical education activities that may be used in structured lessons

Fitness	Games and Sport	Recreation
• Aerobics: aqua (water) aerobics, dance aerobics, stepping • Circuit training • Obstacle courses • Walking/ running programmes • Push ups	• Athletics • Batting and fielding games and sport: cricket, baseball • Target games: golf, hockey • Invasion games: netball, rugby, basketball, soccer • Swimming games and water sports	• Dancing: social (ballroom, folk), traditional, creative, rhythmical with apparatus • Gymnastics: individual and group activities • Hiking • Orienteering • Self-defence
Safety issues		
• Clothing and footwear • Surface of the play area • Use and condition of apparatus • Warm up and cool down	• Basic first -aid • Water safety • Spacing of learners during activities • Following instructions	

Source: Department of Basic Education, 2011

Within schools, PE, is the societal foundation for the maturity of physical skills plus the promotion of PA in young people. For many of the youngsters, school is the main setting for being physically active. Bailey (2006) stated that there is proof that for an increasing amount of youngsters, school provides the main opportunity for standard, structured PA. Furthermore, school-based PE programmes offers a regulated chance for skilled, responsible educators to initiate PA and life skills through a structured way (Bailey, 2006). Involvement in SPE encompasses an increasing quantity of PA amongst adolescents thus a higher level of PA self-efficacy and PE enjoyment can be associated with SPE. This suggests that interventions to increase self-efficacy and making PE lessons more enjoyable for adolescents may result in greater participation in SPE and higher overall PA levels among teenagers (Mota et al., 2008).

2.8.3 Unstructured Physical Education

Active PE and play consists of engagement by children and adolescents in a diverse range of unstructured, spontaneous physical activities and free behaviour (Pellegrini, 2009). Research indicates that by promoting unstructured active play activities during school recess, adolescents may experience greater development in social and emotional health (Hyndman et al., 2016). Regardless of the obvious functional relevance of this type of PE lesson, very little consideration has been given to the potential importance of the role of unstructured activities (Coutinho, Mesquita, Davids, Fonseca, & Côté, 2016). Researchers recognised that implementing unstructured active PE activities during school breaks may promote greater development in children's and adolescents social and emotional health in addition to diverse and enjoyable opportunities within the schooling environment (Hyndman, 2015). Due to the fact that teenagers today are living structured lives (Pellegrini, 2009), school recess and brain breaks should provide diverse activities to be able to engage in open-ended, unstructured physical engagement opportunities together with developing important characteristics such as technical, tactical, physical, cognitive, motivational development (Coutinho et al., 2016).

The main opportunities for teenagers to participate in PA are during school PE classes, organised sports and/or unorganised or UPE such as walking or improvising new games (Eime et al., 2010). Adolescents spend more than one-sixth of the school day in lunch time breaks thus this is the time where the majority of learners engage in PA on the school playgrounds (Walter, 2014). UPE (non-formal) lessons are activities that are not directed by the LO or PE educators, instead the learners use this time as free time for self-selected

spontaneous free play without a set regime or purpose (Healthy and Active Preschoolers, 2017; Sener, Copperman, Pendyala, & Bhat, 2015). This may include playing games on a playground, stacking building blocks, or improvising new games. Open-ended and diverse PE breaks have been recognised as having an important influence on key social-ecological levels such as intra-personal level factors, for example, skill development, enjoyment and playability in addition to cognitive improvements (Hyndman et al., 2016). This is a significant component as UPE consist of a high degree of innovation and variability hence exposing teenagers to new physical, social and emotional situations, allowing them to explore their autonomy, competence and relatedness (Coutinho et al., 2016).

Unstructured recess provides teenagers with the opportunity to be physically active as well as having a unique contribution to the creative, social, and emotional components of a child's maturity (Frago-Calvo, et al., 2017). The article indicated that recess provides a wonderful opportunity to enhance PA amongst children throughout the school year (42% of time), followed by PE (32%) and after school programmes (26%) and concluded that interventions should be addressed to increase PA levels during recess and PE periods. Another case was reported by Eime et al (2010) and suggested that those who lacked the confidence to join new or structured sporting organisations would more likely lean towards unstructured individual activities. One of the most prominent intrapersonal themes reported by the research study conducted by Eime, et al. (2010), stated that physically active individuals would rather move from structured club sporting codes to unstructured individual activities. It is suggested that potential research should track changes within sport and UPE participation and should therefore examine the influences on these changes (Frago-Calvo et al., 2017)

Although there are numerous articles relating to unstructured PA (Frago-Calvo et al., 2017; Subramanian et al., 2015; Larson, Brusseau, Chase, Heinemann, & Hannon, 2014), UPE is a topic that has not been fully investigated. In resource constrained schools specifically, UPE may be seen as an alternative to SPE, in terms of their perceived benefits and the availability of resources.

2.9 THEORETICAL FRAMEWORK: SELF-DETERMINATION THEORY

2.9.1 Overview

The Self-determination theory (SDT) dons on that inherent in human nature is the tendency to be curious about one's environment and interested in learning and developing one's knowledge. SDT provides an understanding of why people initiate and persist with specific behaviours. It is a macro-theory of human motivation, emotion, and personality processes in social contexts (Van den Berghe, Vansteenkiste, Cardon, Kirk, & Haerens, 2014). Thus it is of utmost importance that teenagers at this point in their life be able to have a sense of competence, relatedness and autonomy. This section presents an overview of the SDT with regards to PE and motivation. A visual representation consisting of the SDT components, can be seen in Figure 2.2, pg. 42.

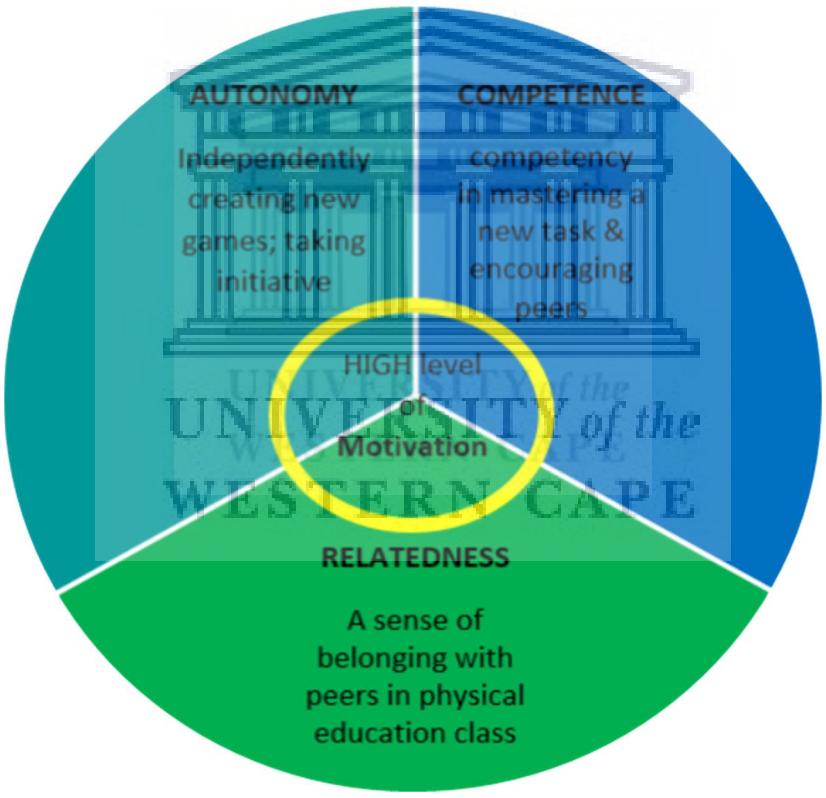


Figure 2.2:Components of the Self-determination theory
*Figure developed by researcher

2.9.2 Self-determination theory

The SDT is a recognized theory that explains intrinsic and extrinsic factors of motivation. This theory explains how motivation and behaviour are based on individual differences in motivational orientations, contextual influences, and interpersonal perspectives (Haerens, Aelterman, Vansteenkiste, Soenens, & Van Petegem, 2015). This theory explains the

backgrounds and processes that support exercise behaviour, providing an explanation of the respective roles of intrinsic and extrinsic motivation within cognitive and social growth. Autonomy, competence and relatedness are the key forms of motivation for engagement programmes, such as improved performance, perseverance, and inspiration. Therefore, these three basic needs are complementary for optimal functioning (Bullard, 2014). The need for competence is defined as the experience that one can successfully bring about desired effects and outcomes, autonomy involves perceiving that an individual's activities are endorsed by or congruent with the self and increases internal motivation. Lastly relatedness refers to the feeling that one is close and linked to significant others (Bullard, 2014). The SDT has been used in domains such as education, health and medicine, psychotherapy, parenting, organizations, sport and PA (Bullard, 2014).

The administration of PE has an impact on the lives of learners both in terms of direct health benefits and the development of lasting positive attitudes towards PA and health. However, it was observed that there was a lack of enthusiasm and seriousness towards the subject by the students themselves as indicated in a study conducted by Orlanda (2015). Perceptions, perspectives and motivation may vary from positive to negative, it all depends on what the pupil learns from the educator. Teachers spend the most time with their pupils and thus they can be a main source of motivation. These learners' perspectives may be caused by some teachers, where PE focuses on drills and exercises which are run in an authoritarian-like style. Instead, it should allow some sort of freedom to the pupils in order for them to facilitate reflection and behaviour according to their own visions and expressional needs, and autonomously solving problems and/or through creating new games, as well as other forms of playful activities.

The subject PE influences students in numerous ways, therefore it is worth considering how moral character is developed throughout the administration of these physically active lessons and how it is connected to the social component that influences a learner's self-esteem and motivation (Taylor, 2012). By providing pupils with emotionally and physically engaging tasks and challenges one could only manage to increase motivation which would as a result lead to the growth of self-esteem, self-autonomy and confidence in their own physical skills and abilities (Spencer, 2015a).

2.9.3 Autonomy

Autonomous motivation is compared with controlled motivation and amotivation. When controlled adolescents participate in an activity, they want to reach an internally or externally inflicted demand (Standage, Duda, & Ntoumanis, 2005). Internal demands include the prevention of feeling ashamed or guilty, or the internal stress to boost one's self-esteem (introjected regulation). External demands can take the shape of the avoidance of aggressive punishments, the meeting of external expectations, or the pursuit of controlling rewards (external regulation). For example, when children listen to their PE teacher because he warns them about bad grades if they do not obey to the instructions, the children are acting out of external regulation. Amotivation signifies a lack of purpose to act or engage in an activity, or doing an activity with no sense of meaning or aim (Deci & Ryan 2000). According to the SDT, both forms of controlled regulation, external and introjected regulation, are largely unconnected to long term adherence. In contrast change can be a function of autonomous motivation. Autonomy referred to integrated regulation when an individual not only values a behaviour, but has also associated it with other core values, beliefs and lifestyle patterns (Ryan, Patrick, Deci, & Williams, 2008). According to the SDT both identified and integrated regulations are autonomous and are linked with improved maintenance and transfer of behaviour change (Ryan et al., 2008). The pupils' autonomy can be enhanced by teachers' reducing evaluative pressure and any sense of intimidation within the classroom, in addition to providing learners with perceptions of having a voice and choice in academic activities for which they are engaged. Thus, research proposes that autonomy-supportive teaching practices and styles are related to constructive outcomes in the classroom (Niemiec & Ryan, 2009). Together with autonomy, students' competence can also be supported by educators' by introducing physical activities that are stimulating, and in doing so allowing pupils to test and to grow their academic abilities (Ryan et al., 2008). Additionally, it is vital that teachers provide students with the suitable tools and feedback to endorse success and feelings of efficacy. A main point as stated by Niemiec and Ryan (2009) concluded that students will only participate and personally value activities which they can truly understand and master.

2.9.4 Competence

In addition to attaining a sense of autonomy, internal factors of an individual require that a person experience the confidence and competence to change. In SDT, support for competence is afforded when the teacher is able to offer relevant inputs and feedback to their learners (Ryan et al., 2008). This means that the learner is given the skills and tools for change, and is supported when competence or control-related obstacles arise. Pupils are not over challenged, but instead are helped to experience mastery in skills that help behaviour changes. Within the SDT acquiring a sense of competence is assisted by a sense of autonomy. For instance, encounters of competence change upon success or failure at difficult physical tasks or as a function of feedback from, for example, a fitness professional (Teixeira, Carraça, Markland, Silva, & Ryan, 2012). The perception of competence has been investigated thoroughly in both education and PE settings (Scrabis-Fletcher & Silverman, 2017). One factor that influences the perception of competence in PE class is perceived autonomy (Scrabis-Fletcher & Silverman, 2017). If pupils feel autonomous in choosing and planning tasks and having a say in what they would like to learn in PE, the more likely they will be to participate in the class activities. The two, perceived competence and autonomy, work in collaboration with one another. From a teaching viewpoint, by allowing adolescents a voice in the decision making process may help to increase their perception of competence combined with greater participation and motivation amongst learners (Scrabis-Fletcher & Silverman, 2010; Ntoumanis, 2001a; Ryan & Deci, 1985).

2.9.5 Relatedness

In addition to the needs for autonomy and competence, SDT suggests that satisfaction of the need for relatedness facilitates the process of internal motivation. Teenagers tend to internalize and take as their own the ideals and practices of those to whom they feel attached to, and from environments' in which they feel a sense of belonging (Ryan et al., 2008). Within the classroom, relatedness is greatly connected with a pupil feeling that the teacher genuinely likes, respects, and values him or her. Learners who report such relatedness are more likely to show feelings of satisfaction from the social group and environment in which he or she finds themselves in (Niemiec & Ryan, 2009). Support for the development of relatedness refers to the educators' resources that motivate the social inclusion and integration of classmates within the PE class (Sánchez-Oliva et al., 2014). If educators are able to create motivational strategies to encourage such situations, learners will be able to experience greater autonomy, a stronger perception of ability (competence) and a greater

feeling of group relatedness. These experiences promote greater self- determined motivation among pupils, who thus participate in activities for reasons that are intrinsic to the activity, for instance fun, pleasure or personal contentment (Sánchez-Oliva et al., 2014; Ryan & Deci, 1985). These types of relatedness support methods foster social inclusion, integration, trust and respect amongst peers. Being close, sociable, and empathic with the learners, changing the strategy to form groups, or using specific activities, such as group dynamics, are examples of relatedness support behaviours (Sánchez-Oliva, Pulido-González, Leo, González-Ponce, & García-Calvo, 2017; Haerens et al., 2015).

2.9.6 Intrinsic Motivation

The most self-determined type of motivation is intrinsic motivation (Teixeira et al., 2012). Intrinsic motivation relates to the engagement in activities for their own sake, namely for the feelings of desire, attentiveness, and fulfilment that derive directly from participation (Ryan & Deci, 1985). When intrinsically motivated, learners are completely self-regulated, participate in activities out of interest, experience a sense of decision making, and function without the aid of external rewards and/or constraints. For instance, an intrinsically motivated learner would participate in PE because of feelings of gratification and pleasure that arise directly from the various activities embraced by the PE programme. Although intrinsic motivation is marked by participation for the inherent interest and pleasure induced by an activity, extrinsic motivation refers to a variety of regulatory styles that are typically characteristic in nature. That is, extrinsic motivation is distinguished from intrinsic motivation by the fact that the individual's motive for performing an activity is directed by a separable outcome (e.g. threat, reward, punishment) (Matosic et al., 2017). The SDT hypothesizes that intrinsic motivation is supported by satisfaction of the fundamental psychological needs for autonomy and competence. The need for autonomy relates to the understanding of behaviour as volitional and reflectively self-endorsed, for instance, learners are autonomous when they voluntarily dedicate time and energy to their studies. The need for competence indicates the experience of behaviour as efficiently performance such as when pupils feel competent when they are able to meet the challenges of their schoolwork (Niemiec & Ryan, 2009). Consequently, learners who feel competent, but not autonomous, will not sustain their intrinsic motivation for learning and PE participation (Standage et al., 2005; Ryan & Deci, 1985).

2.9.7 Extrinsic Motivation

External Regulation is the least self-determined type of extrinsic motivation, which refers to actions that are controlled by contingencies external to the individual such as rewards, and/or threat of punishment. For example, a student who takes part in PE to receive rewards and/or to avoid confrontation from the teacher would be said to be externally regulated (Ryan et al., 2008; Standage et al., 2005 & Ryan & Deci, 1985). Extrinsic motivation can be defined as behaviours that are performed to achieve some outcome separable from the activity itself (Ryan & Deci,1985). The SDT identifies four distinct types of extrinsic motivation that differ in the way that they are experienced: autonomous that are differentially associated with classroom practices, such as autonomy-supportive versus controlling instruction, and learning outcomes, such as conceptual learning versus memorisation (Niemiec & Ryan, 2009). In summary, internalization of extrinsic motivation is needed for learner's self-initiation and preferences for educational activities that are not interesting or enjoyable. Additionally, from primary to high schools, pupils learn better and report higher levels of psychological health when they possess well-internalized extrinsic motivation for learning (Niemiec & Ryan, 2009; Ryan & Deci, 1985).

2.9.8 Self-determination theory and Physical Education

Numerous studies within the SDT have linked pupils' motivation for PE to different outcomes, consisting of affective (e.g. well-being), cognitive (e.g. concentration), and behavioural results (e.g. activity levels) (Van den Berghe et al., 2014). Throughout the last 30 years, several theories of motivation have generated understandings into the reasons underlying learners' behaviour in PE. SDT, a common theory on social development and motivation, has increased popularity within the PE research during the past decade. The SDT suggests that for teenagers to be optimally motivated for PE, it is crucial to support the satisfaction of their natural, psychological needs for autonomy, competence, and relatedness by being autonomy-supportive, by shaping the environment, and by building a sincere and solid relationship with the learners (Van den Berghe et al., 2014).

Motivation plays an important role in enhancing continuous exercise, which is ultimately associated with important health outcomes (Scrabis-Fletcher & Silverman, 2017). Accordingly, based on exercise motivation from the perspective of the SDT has developed significantly in recent years (Moore & Fry, 2017). Regardless of being used effectively in the educational domain for over a decade (Ryan & Deci, 1985) the emergence of work grounded

in SDT was slow to move towards the PE setting. From a theoretical perspective, a central principle of Deci and Ryan's theorizing is that the psychological processes and constructs comprised by the SDT theory are common to all cultures, across gender, and during developmental stages (Ryan et al., 2008; Standage et al., 2005 & Ryan & Deci, 1985). For that reason, teachers' use of motivational strategies to promote autonomy, competence and relatedness will likely increase the levels of adolescents' SD, thereby promoting the emergence of participatory behaviours during PE classes (Sánchez-Oliva et al., 2014).

It was examined by Cox, Duncheon, & McDavid, (2009) that there is an importance for perceptions of relatedness from the SDT of motivation in PE. Majority of the research in PE focused on social factors that should support feelings of competence and autonomy. Their results indicated the importance of students' perceptions of a mastery environment, autonomy support, and feelings of competence and autonomy in PE (Cox, Duncheon, & McDavid, 2009). Although the mastery environment and autonomy support demonstrated positive relationships with relatedness perceptions, there has been a fewer amount of research relating to the factors that are most likely to help learners feel socially connected throughout their PE classroom settings. Recognising factors that may support learner's feelings of relatedness is exceptionally important, as studies have shown that relatedness such as social interactions can be a stronger predictor of self-determined motivation than feelings of competence or autonomy in PE (Moore & Fry, 2017; Cox et al., 2009).

Social factors that were linked to relatedness perceptions in PE were mostly limited to learners' perceptions of their educators behaviours. Learners' perceived that their teachers emphasized cooperation (Ntoumanis, 2001), offered autonomy support (Standage et al., 2006, 2003) and usually supported opportunities for building social relationships through feelings of relatedness in PE (Standage et al., 2005). Both the theoretical and empirical evidence suggested that learners' relationships with significant others in school are important for feelings of relatedness and motivation in class (Cox et al., 2009). One element of the learners' relationship with their teachers is the perceived emotional support (Ryan & Patrick, 2001). This type of perceived emotional support has revealed strong positive associations with feelings of relatedness and motivation in both academic and PE atmospheres (Cox & Williams, 2008). Furthermore, Cox and Williams (2008), verified that relatedness perceptions somewhat facilitated the relationship between perceived teacher support and self-determined motivation in middle school PE. Along with the teacher-student relationship,

social interactions among peers may be helpful in aiding a sense of relatedness and SD in the classroom. These studies revealed that greater feelings of acceptance and friendships by one's peers in a sporting context positively related to self-determined motivation (Cox et al., 2009).

In correspondence with the SDT, it was theorized that perceptions of emotional support by pupils from an educator, peer approval, and quality of friendship would positively be associated to SDT and that feelings of relatedness would allow these relationships to occur. This finding proposes that perceptions of feeling supported and accepted amongst one's educators and fellow learners add to an individuals' feeling of SD during PE lessons, as they feel socially attached within that atmosphere (Cox et al., 2009). Feelings of belonging amongst one's peers enables the development of valuable strategies that increase relatedness perceptions within class. Learners will benefit more from social opportunities by forming relationships with various learners which will create an environment of acceptance and mutual respect. Therefore, perceived relatedness is seen as perceptions of social connections with one's peers in the PE setting (Cox et al., 2009).

2.9.9 The use of the Self – Determination Theory in this study

The use of the SDT in this study was used to interpret how adolescent learners relate to SPE and UPE with regards to their own autonomy, competence and relatedness. These components (Table 2.6, pg. 48 below) will be able to determine whether learners enjoy PE in a structured or unstructured manner.

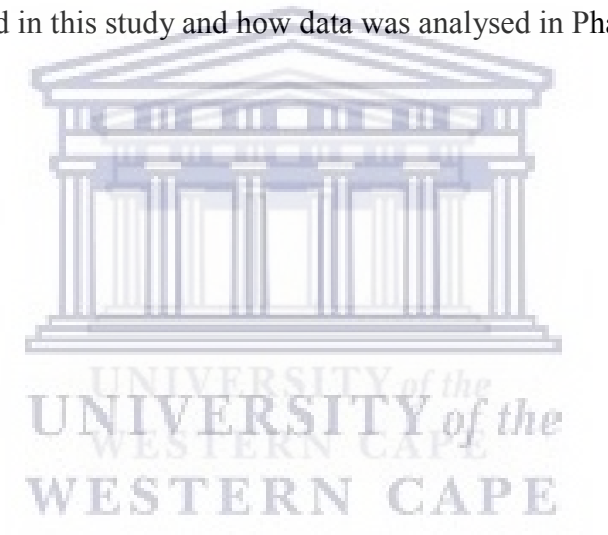
Table 2.6:How the Self-determination theory will be used to interpret the findings

Component	What the learner should display
Autonomy	The learner should demonstrate their free ability to create and initiate new physical activities.
Competence	The learners should be able to show a development in mastering new physical activities in a structured and unstructured PE lesson.
Relatedness	The learners should perceive and demonstrate feelings of social cohesion and interaction such as participating in shared activities.

2.10 SUMMARY OF CHAPTER TWO

This study is valuable to potential stakeholders because, regardless of all the research that has been previously conducted about PE, motivation and adolescents, very few have focused specifically on the perceived benefits of structured and unstructured PE lessons. Majority of the research that were included in this literature review concentrated on SPE lessons, PE motivation and the benefits thereof. However, a limited amount has researched the benefits of what SPE and UPE combined entailed and what motivated learners to partake in these lessons, especially within SA. Therefore, the SDT will be used to highlight to what extent motivation plays a role in the lives of adolescents with regards to participation in SPE and UPE lessons in CT.

The chapter which follows is Chapter Three, the methodology section. This chapter presents the research methods used in this study and how data was analysed in Phase 1 (quantitative) and Phase 2 (qualitative).



CHAPTER THREE
METHODOLOGY

3 INTRODUCTION

This chapter explains the methodological approach used for the data collection process and the method that will be used to analyse the findings in order to derive conclusions for this study. Thus the aim for this study is to investigate the perceived benefits of structured and unstructured PE lessons as perceived by Grade Eight and Grade Nine learners and PE educators in CT high schools. In order to reach this aim, the following objectives were targeted: to describe the types of structured and unstructured practices that are in place for Grade Eight and Grade Nine learners in CT high schools. Secondly, to explore what the perceptions of structured and unstructured PE lessons from educators and learners. Lastly, to investigate the role of motivation for autonomy, competence, and relatedness as shown through structured and unstructured PE lessons. The mixed methodological approach, namely the sequential explanatory research design, consisting of both quantitative and qualitative data collection methods. This design was considered for this study because it allows the quantitative results to be further explained by the qualitative inquiry, thus an in-depth understanding of PE from both learners and educator's perspectives. The research design and setting are also included in this chapter. The description of the learners and schools that are selected for this study are provided where the sample and population are described in detail. The criteria used for the sample selection is made known together with the data collection procedures and methods for analyses. The approaches that were used to ensure validity and reliability, reflexivity and credibility are presented and described. The limitations and delimitations along with ethics consideration are also examined in this chapter. A visual diagram (Figure 3.1, pg. 52) as presented by Nataliya and Stick, (2007) and adopted for the purpose of this study and was used to show the procedures for this sequential explanatory mixed methodological design.

3.1 RESEARCH DESIGN

A sequential explanatory mixed methodological research design was adopted for this study. Mixed methodology can be defined as the process of collecting, analysing and integrating or mixing both the qualitative and quantitative data within a single study in order to understand the research problem (Creswell 2013). Mixing both types of data is because neither the qualitative or quantitative method is enough if used on their own, to capture the necessary

data for the research. By combining both of these methods a more comprehensive analysis can be conducted (Creswell, 2013). In sequential mixed-methods designs, researchers conduct one strand of the study, for instance qualitative first and then the other strand of the study, for example quantitative which follows. The sequence depends on the objective(s) of the study and the research question(s) (Venkatesh, Brown, & Sullivan, 2016; Creswell, 2013). Explanatory designs are defined as a two-stage design which sees quantitative data being used as the basis on which to build and describe the qualitative data (Almallki, 2016). The quantitative data informs the qualitative data selection process which, as seen by Almallki (2016), is a big strength in that it allows researchers to be able to pinpoint data that is significant to a specific research project. The sequential explanatory research design in this study involves the following phases: Phase 1 includes the quantitative data collection, followed by Phase 2 including the qualitative data collection (Creswell, 2013).

The integration of both phases occurs in the interpretation and discussion stage (Daniels, 2016). The numeric data (quantitative) is captured and analysed by the researcher. The text data (qualitative) is collected after the analysis of quantitative data, and therefore helps to further explain the reasons behind the results and conclusions that were obtained from the quantitative data. Phase 2 is built using the data collected in Phase 1, and therefore, forging a connection between the two types of data to convey study results conclusively.

Data is mixed within the intermediate stage where the results are analysed in the first phase of the study and are therefore used to guide the data collection in the second phase. The two phases are connected therefore the researcher is able to gather participants for the qualitative phase based on the analysis of the quantitative results (Creswell, 2009). for this type of approach is to provide a further understanding of the results derived from the quantitative data analysis, and ultimately, a further understanding of the research problem which highlights that further information is required in order to understand the perceived benefits of SPE and UPE according to educators and learners in high school. By integrating the data, the researcher is able to gain insight from multiple data collection methods and phases (Creswell 2009). By combing these two methods, the reader may be positioned appropriately to understand perspectives that are pertinent to this study topic. Thick and rich descriptions gathered from educator perspectives (as seen in the qualitative results) shall provide reasons for the perspectives generated from the learners (as seen in the quantitative results). The two

methodologies are integrated into the discussion of the results as seen in Figure 3.1, pg. 53. This figure below illustrates the sequence that was followed for the use of this study.

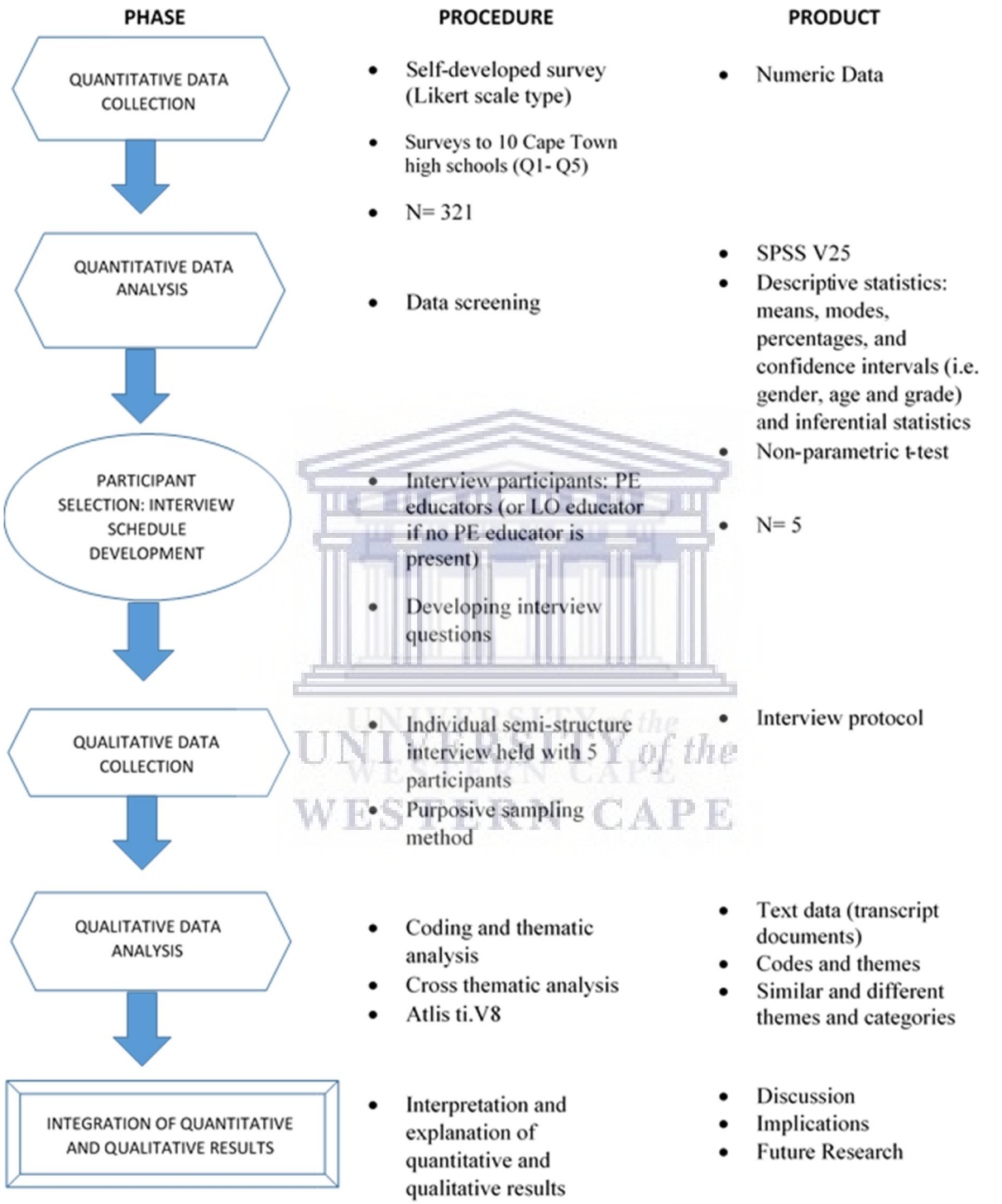


Figure 3.1:A visual representation of the sequential explanatory research design adapted for this study
Source: Nataliya & Stick, 2007

3.2 RESEARCH SETTING

This research took place in various locations. High schools situated in Cape Town (CT) SA, were selected for this study based on the on their quintile and researcher accessibility into these schools. Schools within SA are organised into five quintiles based on the socio-economic status of their surrounding communities, therefore schools situated in disadvantaged communities are classified as Q1 and schools situated in wealthier communities are classified as Q5. Schools situated in Q1, Q2 or Q3 are not allowed to charge a school fee and are known as no-fee schools (Ally & McLaren, 2016). Therefore, Q1, Q2 or Q3 are sponsored by the government, where an allocation of funds per learner. In contrast, Q4 and Q5 schools charge school fees per registered learner, resulting in reduced funding by the government for schools in these quintiles; hence the lowest allocation of money is given by the government. For the purpose of this study, all quintiles were investigated to provide a broader perspective of the perceptions across each quintile. In doing so, the research was able to isolate certain quintiles. The data was collected within the PE period (or LO period, if PE was not offered at that particular high school), in the respective classroom where the learners felt comfortable, relaxed and familiar.

3.2.1 High School setting

In this study, the research setting under investigation were high schools situated in various locations in and around CT. These settings can be seen in Table 3.1, pg. 54, where a description of the participating schools are provided.

Table 3.1: Description of participating high schools in Cape Town

Quintile (Q)	High school number	Setting	Urban/Rural
1	1	Khayelitsha	Urban
	2	Stellenbosch	Rural
2	3	Mfuleni	Urban
	4	Stellenbosch	Urban
3	5	Delft	Urban
	6	Kraaifontein	Urban
4	7	Bellville	Rural
	8	Belhar	Urban
5	9	Bellville	Urban
	10	Durbanville	Urban

Due to the fact that the researcher had previous communication and rapport with some of the high schools, before the commencement of the present study, it was easier to arrange a meeting and gain access into the schools. To briefly describe the research setting, the quintile of the high school had to be known. This information was obtained from the master list as seen in Table 2.2. Various settings, which included high schools in both urban and rural areas of the CT, were chosen so that an overall perspective could be included for the purpose of this study. Once the researcher was allowed access to the high schools, surveys were distributed within the LO and/or PE period, at the convenience of the learners and educators. The classroom setting was similar throughout the various high schools, in the sense that the learners were all seated in their desks, quietly reading and completing the survey questions. The WCED advised that the appropriate time to access these school would be between January 2019 – October 2019. No data collection was to be conducted after October 2019, due to the commencement of the examination period, starting in November 2019, at all high schools.

3.2.2 Interview setting

The research setting for the interview participants, that being the educators, was different to the research setting of the high school learners. The educator interviews were held at a convenient time and place, this being the PE or LO classroom, after school hours, where there were no learners present in the classroom. The classroom created a safe and private space that was deemed the most appropriate by the educators. All educators selected their own classroom as interview venues. This created a peaceful and comfortable environment, and assisted in free expression of their perspectives and experiences of PE. The WCED granted permission for the researcher to be able to access and conduct interviews within these schools. The WCED advised that the appropriate time to access these school would be between January 2019 – October 2019. No research was to be conducted after October 2019, because the educators would have to prepare for the examination period in November 2019. Therefore, conducting research during this time would not be not be convenient for the teachers.

3.3 PHASE 1: QUANTITATIVE

3.3.1 Sampling and Description of Participants

Sampling in quantitative research is used to gain conclusions about the sample from which you have selected the sample (Kumar, 2011). The sample size consisted of 10 selected high schools in CT. These schools have been selected as part of the sampling frame, access was negotiated and the researcher has built rapport with the relevant principles, therefore access was granted to conduct research at the various high schools. The Western Province Master list for High Schools 2017 gained from the DBE website was used for the purpose of this study. To this end, two schools from each quintile were sampled. Within the schools, stratified random sampling was applied. The strata used for this study was made up of subgroups Grade Eight and Nine. The sample limit was made up of Grade Eight and Grade Nine male and female learners who volunteered to participate. Learners from Grade Eight and Grade Nine PE classes were invited to partake in the study. The current study includes learners from the age of 13 to 16 in grades 8 and 9. The study excluded learners below the age of 13 and above the age of 16 and learners from grade 1-7 and grade 10 -12.

3.3.2 Population

There is an average of 18-40 learners per class therefore the estimated sample population for the ten schools is 800 (N=800). For statistical power a minimum of 260 surveys was acceptable, in order to make statistical discernible inferences about the population. The effect size of 0.5 and actual power of 0.8 (80%) was calculated, used to get the sample size using Raosoft, Inc. (Raosoft, 2004) software. The sample size was calculated through the following formula:

$$x = Z(^{C}/_{100})^{2} r(100 - r)$$

$$n = {}^{Nx}/_{((N-1)E^{2} + x)}$$

$$E = Sqrt\left[{}^{(N-n)x}\Big/_{n(N-1)}\right]$$

While 260 participants were calculated as an appropriate sample size for this study, a total of 321 learners participated by completing the PE survey.

3.3.3 Data Collection Instrument: Surveys

The self-developed data collection instrument consists of a survey focusing on two sections. Section one consisted of demographic and general information, such as age, gender, PE resources, PE periods, PE activities and reasons for participation in PE, Section two consisted of perspectives around SPE, UPE, motivation, autonomy, competence and relatedness. Students were required to answer each question by ticking in the suitable box: strongly agree, agree, disagree, or strongly disagree (e.g. "Physical Education is important", "The skills I learn in Physical Education are important"). The 21 item -Likert scale was based on the scores of 4=Strongly Disagree, 3=Disagree, 2=Agree, 1=Strongly agree, were used. Each sub-section in the survey was scored separately. Existing surveys relating to PE and SDT were used to design a survey for this study (Haerens et al., 2015; Eime et al., 2010). The survey was administered in English. Twenty learners, who are not a part of the main study, voluntarily decided to participate in the pilot test of the research instrument. This was tested for the clarity of the questions and the time it took to complete. The surveys took 15-20 minutes to complete. Stratified random sampling is a sampling technique used to gather information from a population. The population is divided into subgroups and units are randomly selected from the subgroups. Stratification of target populations is particularly common in survey sampling (Frey, 2018). For the purpose of this study, two groups (strata) namely, Grade Eight and Grade Nine, were surveyed. The strata were further separated in groups of gender, i.e. male and female. Stratified random sampling ensured that randomisation of students occur due to the fact that learners voluntarily participated. Permission was obtained from the University of the Western Cape (UWC) and the Western Cape Education Department (WCED). Participation was requested from the participants where they were briefed on the aims and objectives of the study. The participants were also invited to sign a consent form, where their parents had to sign an assent form if they were under the age of 16. The results received from the quantitative data collection, such as learner participation in PE, motivation, competence, relatedness, and autonomy, was used to draw up the interview questions. The quantitative data collection process was carried out through the following steps:

Step 1: Piloting the survey

Before surveys were administered across the various 10 high schools within CT, a pilot study involving the administration of surveys to a small group of 20 learners prior to the

commencement of the study was conducted. A pilot study is a small portion of the larger study that helps to design the correct instrument to be able to confirm the output of the final results (Arain, Campbell, Cooper, & Lancaster, 2010). These types of studies may have numerous purposes for example, testing study procedures, validity of instruments, estimation of the recruitment and response rate, and assessment of parameters such as the variance of the outcome variable to calculate the sample size (Arain et al., 2010). Contact was made with the pilot test school via telephone and email explaining the purpose, aims, and objectives of the study. An answer was received stating that the research may be conducted at the school and a meeting was arranged with the principal. The principal accommodated the researcher and indicated when an appropriate time and date would be for the pilot test to take place, along with the educator or HOD that would responsible for the learners in the PE period. Upon return to the school on another day, 20 surveys were administered to the high school learners (10 in Grade Eight and 10 in Grade Nine). The research study was explained to the learners in addition to the necessary documentation needed that would allow the learner to participate, namely, the information sheets (Appendix D), consent forms for the parents to sign (Appendix E), assent forms for the learners to sign (Appendix F) and learner survey (Appendix G). For those respondents, who returned the forms to the school, arrangements were made for them to complete the survey. Twenty (20) learners were recruited for the pilot study. The PE educators and the researcher agreed on a time and date to administer the surveys, which lasted approximately 15 – 20 minutes. The purpose of this was to determine how long it would take for learners to complete the questions and to see whether the questions and items are suitable, in addition, examining to see if the questions were easy enough for the learners to understand. The learners that were part of the pilot phase did not form part of the final survey results. The purpose of conducting a pilot test was to determine the internal consistency through the measurement of a Cronbach Alpha coefficient (α) and to determine whether it was appropriate to proceed with the data collection process. Throughout the pilot test, a few challenges arose such as insufficient time allocation for the return of documentation in addition to changes that had to be made to the survey, such as, amending a socioeconomic status question.

Challenges faced when conducting the pilot study:

- The educator, with whom the researcher communicated with at the pilot school, distributed the information sheets, consent forms and assent forms to the learners, to be completed by themselves as well as their parents. Time was allocated for the forms

to be returned, yet, the allocated time was insufficient, as the learners took longer than expected to return the necessary forms. The researcher was only able to continue with the pilot study when all the forms were returned.

Changes made to the instrument:

- One question of the survey was amended: Section 1: under the demographic information, the question pertaining to "How do you classify yourself? Rich, Middle class or Poor" was amended due to the fact that the majority of the learners (90%) indicated that they are "Middle class" and further stated that the question was too personal and they will not answer truthfully.

Step 2: Cronbach Alpha results

The data for task ratings collected in the pilot study were compiled in a spreadsheet and then exported to the IBM SPSS Statistics v25.0 software. This was done in order to calculate the Cronbach's alpha coefficient (α), which informed the researcher about the measure of the internal consistency of a scale and/or item. The test of Cronbach's alpha was used to test the internal consistency of the survey. Cronbach's alpha is expressed as a number between 0 and 1 and was used to describe the extent to which all the items of the survey measured the same concept (Coral, Gerard, & Benito, 2017). Achieving validity of the qualitative data ensured that the scales and subscales measured the results as it links to a specific measurement. For the quantitative component of this study the reliability coefficients for the scale used in the main survey was calculated at 0.6. Generally, the agreed lower limits for the Cronbach alpha coefficient is 0.7, but in the case of exploratory research the Cronbach alpha coefficient may be lowered to 0.60 (Hair, Black, Babin, & Anderson, 2014). Once the pilot test analysis was concluded it was time to move onto the next step in the data collection process, the administration of the corrected and final survey to the various high schools.

Step 3: Contacting the principals'

Emails were distributed to the principals of various high school within CT. The email consisted of information regarding the research topic, the purpose of the study, WCED and UWC ethical clearance letters, the type of participation that would be required from learners and educators, consent and assent forms as well as the survey and preliminary interview questions were attached.

Step 4: Visiting various high schools

High schools were visited where a meeting with the principal was held. The research information was explained and all questions were answered. The principals gave their consent for the study to be conducted by their school. A time and date was agreed upon by the principal and the researcher to arrange a suitable time to explain and distribute the surveys to the learners. Documentary proof of approval from all relevant authorities to conduct the research at selected schools was stored in a file in the researcher's home department.

Step 5: Administering the surveys

The principal of the school introduced the researcher to the head of department (HOD) for PE and/or LO. The HOD took me to the respective Grade Eight and Grade Nine classes, where the surveys were explained and administered to the learners. Voluntary learners were given a survey to take home for their parent consent, participant assent and for the completion of survey questions. The principal advised when the best time would be to collect the surveys from the learners and/or Head of Department (HOD) of the school.

Step 6: Collection of surveys

The researcher met up with the principal and head of LO or PE to be able to go to the respective LO and/or PE class to collect the survey. Surveys were collected from the learner's home class educator. The researcher ensured that all surveys that were collected had the participant's parent consent.

Step 7: Concluding the survey process (Phase 1)

Once the surveys were collected from the Grade Eight and Grade Nine participants, the researcher thanked the principal and department head of LO and/or PE for their time and effort.

3.3.4 Data Analysis

Quantitative data was reported in the following manner: scales and subscales which comprised of Likert scales were analysed to obtain descriptive results. Scores were calculated from the four-item scale. The scores from the items were analysed according to each scale and subscale Data was captured and coded using the Statistical Package for Social Sciences v25 (SPSS). Data was analysed using descriptive statistics for gender, age and grade in

addition to including the means, modes, percentages, confidence intervals and inferential statistics. Learner's responses were also analysed and reported per Likert scale category. Correlations between the sub-scales in the questionnaire was conducted. The data is represented in graphs and tables, for example bar graphs, histograms, and pie charts are shown in Chapter 4. The quantitative data collection process was analysed through the following steps:

Step 1: Gathering and sorting data

Surveys were collected from the various high schools across CT. The surveys were then separated into their respective quintile, either being in Q1, Q2, Q3, Q4 or Q5.

Step 2: Capturing in Excel

Data from each quintile was captured in Microsoft Excel 2016. Data was captured according to age, gender, grade, PE period, resources, as well as common categories that arose from the open ended questions. Each common category was coded. The Likert scale subsection data was captured by using the codes: 4= Strongly Agree, 3 = Agree, 2 = Disagree and 1 = Strongly Disagree.

Step 3: Cleaning the data and Duplicate formula

Once data had been captured and coded in excel, an assistant researcher recaptured that data to ensure there were no duplicates, errors and/or missing values within the dataset. Once this was completed the duplicate match formula of: =(EXACT('Data Entry 1'!A2;'Data Entry 2'!A2); TRUE/FALSE, was used to eliminate any remaining errors and to clean the dataset.

Step 4: Transferring

Survey data was transferred onto the SPSS V25 software programme where statistical analysis were conducted. Results were obtained through: descriptive statistics to determine the population of the sample, frequencies to indicate similarities and/or differences between scale items, cross tabulations to explain the descriptive statistics in a more concise manner, and correlations were applied in order to determine the existence of significant differences and/or similarities between SPE, UPE, SDT, motivation, autonomy, competence and relatedness. Specific tests that were also conducted are explained in Step 5: Tests used for data analysis.

Step 5: Tests used for data analysis

Individual learner responses for the Likert scale questions were calculated then converted into scores to summarise these statements and questions as per survey component. These results were then used to run the statistical analysis for the study. Descriptive statistics included percentages and frequencies that were presented in the form of tables and graphs.

Chi-square tests the independence of two categorical variables. Fundamentally, it tests whether two categorical variables are related (Field, 2009). This test was used in order to determine whether a relationship existed between having a PE period according to the quintile. An example of the utilisation of this test can be seen in Table 10: The association between having a PE period and quintile.

The Mann Whitney test was used in order to determine the significance of each response. The Mann Whitney test, which is a nonparametric test, identifies differences between two independent samples, therefore it tests whether the two populations from which two samples are drawn come from the same location and works by examining differences in the ranked positions of score within the different groups (Field, 2009). This test was utilised to determine the relationship between the responses from Grade Eight and Grade Nine learners to the survey components. The application of this test can be seen in Table 14: The relationship between responses of Grade Eight and Grade Nine learners to survey components.

Correlation can be described as a relationship between two variables, either being positively related, not related and negatively related to the other variable (Field, 2009). These types of analysis allow the researcher to examine whether there is a relationship between two or more variables. For the purpose of this study, Spearman's Rho was used as the correlation coefficient measurement. Spearman's Rho can be defined an association between two variable which is based on two ranked variables as well as being a non-parametric statistic that can be used when the data have violated parametric assumptions, for example, non-normally distributed data (Field, 2009). Therefore, the distribution of the data was not normal and the scores of a group of subjects were based on two measures. This correlation analysis was deemed suitable to determine whether the variables of PE types and self-determination (SD) components, co-vary. The correlation analysis was conducted with a p-value of 0.05 as the level of significance that assisted in determining how the SD components influence

participation in the PE types. The application of this test can be seen in Table 22: Correlations between Physical Education types and Self-determination components.

The utilisation of these tests are presented in Chapter 4: Results and Discussion: Quantitative.

Step 6: The final survey results (Phase 1)

The final survey results are presented in depth in Chapter 4 and are combined with the qualitative results in Chapter 5.

3.3.5 Validity and Reliability

For reliability and validity, a pilot test involving administering the survey to a small group of learners prior to the commencement of the study. The pilot test was conducted on the survey instrument to determine how long it would take learners to finish and to see whether the questions and items were suitable. The learners that were part of the pilot phase did not form part of the survey results. Achieving validity of the quantitative data ensured that the scales and subscales measured the results as it links to a specific measurement. For the quantitative part of this study the reliability coefficients for the scale used in the main survey was calculated at 0.6. Generally, the agreed lower limits for the Cronbach alpha coefficient is 0.7, but in the case of exploratory research the Cronbach alpha coefficient may be lowered to 0.60 (Hair et al., 2014). The pilot survey yielded a Cronbach Alpha score of 0.6.

3.4 PHASE 2: QUALITATIVE

3.4.1 Sampling and Description of Participants

An interview was held with five PE (or LO educator if no PE educator is present) from each quintile as PE is part of the LO programme. Thus, educators were selected from each quintile. The purposive sampling method was used to conduct interviews with the PE educators. Purposive sampling is suitable for qualitative studies where the researcher is interested in informants who have the best knowledge concerning the research topic. When using purposeful sampling, decisions need to be made about who or what is sampled, what form the sampling should take, and how many people or sites need to be sampled (Creswell, 2013). For the purpose of this study and based on the characteristics of the educators five PE and/or LO educators were interviewed. The characteristics of these educator's involved teaching PE and/or LO to Grade Eight and Grade Nine learners.

3.4.2 Population

A total number of five PE and/or LO high school educators were recruited as the sample population for this study. Educators were invited to participate in the interview process. The inclusion criteria for the educators to participate in the interview included male and female participants from the age of twenty and above. These educators are considered to have vast knowledge and experience of teaching PE and/or LO. Thus, their similar characteristics are based on their training and education and knowledge and experience. Even though this study is limited to five educators, this does not take away from the in-depth knowledge obtain from the participants in the interview session, regarding PE.

3.4.3 Data Collection: Interviews

Following the explanatory mixed methodological research design, semi-structured interviews with the PE educators were conducted after the learner's surveys were completed, captured, coded and analysed. Based on the findings of the quantitative data collection, interview questions were developed. Interviews were conducted with five PE or LO teachers from each quintile from the selected high schools situated in the CT in order to gain a broader perspective across the quintiles. The interview provided participants with an opportunity to express their views, opinions, interpretations and experiences of PE within CT. The educators were invited to participate and were briefed about the purpose, aims and objectives of the study. Participants were informed that their participation was voluntary and that they could withdraw at any time without penalty. With the permission of the participant, the interview was recorded on a Dictaphone. The interviews lasted between 40-45 minutes and were administered in English. This seemed as a reasonable time to conduct the interview because it allowed the researcher sufficient time to probe on interesting questions. Interesting and unexpected topics that arose were also pursued and further explained by the participants. Thus, this time allocation was adequate in order to obtain all necessary information, without being rushed or stressed. The qualitative data collection process was carried out through the following steps:

Step 1: Creating rapport

The participant was welcomed and thanked in advance for participating in the interview. Before the commencement of the interview, an information sheet and interview consent form was administered and explained in detail. The topic of the thesis was explained as well as the

procedure for the interview. The interviewer presented guidelines explaining that there are no wrong answers, and that the participant may respond to the questions openly, and honestly. The participant was made aware that he or she was not obligated to participate and could stop at any point throughout the interview, without any negative consequences. The interviewer mentioned that, with their permission, the interview would be recorded using a Dictaphone for reference and transcription purposes.

Step 2: The questioning

The researcher began questioning the participant by using the interview schedule which was created once the quantitative data was analysed (Appendix I). When questions were found to be difficult for the participant, probe questions were posed to the participant by the researcher. Probe questions were used in order for the participant to understand what was being asked. The researcher aimed to achieve a conversational dialogue to take place between participants, around the topics brought up by the researcher. To reach this dialogue, participants were asked to expand on what they have said or to further explain their perspective.

Step 3: Summarising what was said

Throughout the course of the questioning and probe questions, a summary of the participants' responses was clarified by the researcher in order to gain an understanding of the response.

Step 4: Concluding the interview (Phase 2)

The researcher asked the participant to reflect on the entire interview discussion. A summary of the discussion was offered to the participants in order to for them to confirm the accuracy of the interview and to offer any final comments before concluding the interview. Once this was completed, the interviewer thanked the participant for their contribution towards the research study.

3.4.4 Data Analysis

Once all the qualitative data was collected, the researcher began analysing the data. The interview recordings were played back on numerous occasions to obtain all possible information. Transcriptions were made from these voice recordings where themes and subthemes emerged. According to Braun & Clarke (2006: p. 79), "Thematic analysis is a

method for identifying, analysing, and reporting patterns (themes) within data", thus the researcher made use of this strategy for the qualitative data analysis.

Data was reported in the following manner: based on the results from the quantitative data, the questions for the interviews were generated. The interviews were transcribed in verbatim in English and analysed using a thematic analysis indicated by Braun and Clarke (2006). **Phase 1**: The researcher *familiarised herself with the dataset* as it related to the phenomenon presented in this study. **Phase 2**: *Generating initial codes*: coding the data into patterns and relationships was analysed from the raw transcripts. **Phase 3**: *Searching for themes*: sorting the codes into potential themes to identify how different codes combine to form a bigger theme. Phrases, which related to a specific topic or idea or question were grouped together. Similar or related perspectives were grouped together in thematic categories. **Phase 4**: *Reviewing themes*: devising a set of candidate themes and the refinement of those themes. **Phase 5**: *Defining and naming themes*: defining and further refining the themes that will be presented for the analysis, and analyses the data in those themes. **Phase 6**: *Producing the report*: a set of fully worked-out themes, and involves the final analysis write-up report. The transcribed data was read several times, coded and all common ideas were grouped together using the Atlas ti. V8 coding software programme. The thematic categories were synthesised into a narrative summary. This was aimed at illustrating and reflecting the perspectives of the educators by means of telling a story (Braun & Clarke, 2006). Literature was referred back into order to create a valid argument for the specific theme. These common themes are used to explain the results from the surveys. Data was analysed until theoretical saturation was achieved. The qualitative data was analysed through the following steps:

Step 1: Transcribing data and reflecting on the data

The researcher organised and prepared the data for analysis including the transcribing of interviews, typing out field notes and organising data into different types depending on the information that was generated. The permission from the participants allowed the researcher to record the interview discussion. All tape recorded interviews were transcribed in verbatim in English onto Microsoft Word and then onto an Excel data base spread sheet, thereafter the transcripts were thoroughly read to get a general idea of what the data entailed and for the researcher to be able to reflect on its content.

Step 2: Organising the transcribed data into themes

Common themes that arose throughout the transcribed data were placed together. Data were coded and analysed, using the Atlas. Ti. Software (V. 8) according to these themes for new emerging themes and sub-themes. The common themes that arose were, the background of the PE educator, goals and components of a quality PE programme, the importance and value of PE in schools, SPE UPE, promoting PE in the community, motivation for participation in PE, autonomy, competence, relatedness, availability of facilities and equipment, reasons why learners do not partake in PE, educator overall perspectives about PE, and challenges regarding PE.

Step 3: The findings

Phrases which related to a specific idea or question were grouped together. Similar or related perspectives were grouped together using thematic categories. The thematic categories were synthesized into a narrative summary. The findings are presented in Chapter 5 using a narrative approach and discussing the theme and sub-themes in more detail.

Step 4: Interpreting the data

Lastly, data were interpreted to provide meaning to the content in order to expand on the perspectives and lessons learned in addition to aligning information with literature to be able to build a valid argument. Date was analysed until theoretical saturation was reached.

3.4.5 Reflexivity and Credibility

Creswell (2013) recommends eight validation strategies. These are; Prolonged engagement and persistent observation in the field, member checking, triangulation, peer review or debriefing, negative case analysis, clarifying, rich thick description and external audits. For the purpose of this study, two of these strategies were applied: **peer review or debriefing:** where an external check for the research process to eliminate biases and assumptions was followed, and **member checking:** where data was taken back to participants to allow credibility thus allowing tentative interpretation of the data.

For the researcher to maintain trustworthiness from participants, on-going critical subjectivity through reflexivity will ensure that the findings will not come from unexamined bias and/or prejudice background. Therefore, reflexivity was used to validate and question research practices. The researcher examined her own preconceived ideas, assumptions and conceptual

thinking, especially with the interviews and how it will influence the decisions of the researcher. Consultation between the researcher and supervisor was used as part peer review to maintain objectivity. This study was also reported in the third person, to avoid bias and/or prejudice. To this end, the researcher acknowledges all her preconceived assumptions about the research study in order to remove any bias which may influence the results.

3.4.6 Trustworthiness

Trustworthiness also known as the rigor or truth value of a study suggests the level of confidence in data, interpretation, and methods that are used to ensure the quality and integrity of the research findings (Connelly, 2016) due to the fact that, "*researchers want their inferences to correspond to the truth. Research cannot contribute evidence to guide clinical practice if the findings are inaccurate, biased, misinterpreted, or fail to represent the experiences of the target group*" (Polit & Beck, 2010. p. 105). However, working towards the utmost possible quality when conducting and reporting research is one of the biggest challenges researchers face (Casey & Murphy, 2009).

Quantitative researchers strive towards gathering high-quality data using measuring instruments that have been verified to be accurate and valid (Polit & Beck, 2010). On the other hand, qualitative researchers, are the leading data collection instrument and must therefore take certain measure to prove the trustworthiness of the data whilst in the field. The main aim of these efforts is to verify that the findings truly reflect the experiences and viewpoints of participants, rather than researchers' own thought and opinions. One confirmatory activity, for instance, involves going back to the participants and sharing the preliminary analyses with them in order for them to be able to assess whether the researcher's thematic analysis is coherent with their experiences (Polit & Beck, 2010).

The trustworthiness of qualitative content analysis is often presented by using terms such as credibility, dependability, conformability, transferability (Elo et al., 2014). The trustworthiness of content analysis results depend on how well the data has been saturated. Thus, data collection, analysis, and findings report are connected to one another. Improving the trustworthiness of content analysis begins with careful preparation before the study commences and involves having advanced skills in the data gathering process, content analysis, trustworthiness discussion, and findings report. This may produce further

information that helps content analysis researchers present their reports in a more effective manner (Elo et al., 2014).

3.4.7 Credibility

Credibility describes the truth or confidence of the data and/or the participant opinions and the understanding and representation of them by the researcher (Polit & Beck, 2010). Credibility is improved by the researcher explaining his or her experiences as a researcher and verifying the research findings with the participants (Casey & Murphy, 2009). A question a reader might ask is, "Was the study conducted using standard procedures typically used in the indicated qualitative approach, or was an adequate justification provided for variations?" The methods used to determine credibility include prolonged engagement with participants, persistent observation if appropriate to the study, peer-debriefing, member-checking, and reflective journaling (Connelly, 2016). Credibility was achieved when during the interview, the information that was summarised by the researcher, it was checked by the educator in order to understand if what they were saying was correct. Credibility was also achieved by means of member checking the transcripts to assess whether they captured what the participants intended to say.

3.4.8 Dependability

Dependability signifies the stability or consistency of the data over a similar period of time and over the conditions of the study (Polit & Beck, 2010). This can be reached when another researcher corresponds with the decision trails at each stage of the research process (Casey & Murphy, 2009) thus the question to ask could be "Would the study findings be repeated if the inquiry were replicated with the same (or similar) participants in the same (or similar) context?" (Polit & Beck, 2010, p.492). This process is related to reliability in quantitative research, but the understanding of stability of the conditions depends on the nature of the research (Connelly, 2016). In this research study the researcher used Code-Recode Strategy to test dependability: this strategy involves the researcher coding the same data twice, with a two-week gestation period between each coding. In the current study, the first set of results were compared to the second set of results to eliminate any human error mistakes. The coding results were in agreement which enhanced the dependability of qualitative inquiry.

3.4.9 Confirmability

Confirmability can be defined as the researcher's ability to explain that the data represents the participants' responses and not the researcher's prejudices or perspectives (Polit & Beck, 2010). The researcher proves confirmability by explaining how conclusions and interpretations were established, as well as demonstrating that the results were drawn directly from the data. In reporting qualitative research, confirmability can be presented by relevant quotes from the participants that relate to each emerging theme thus the neutrality of the results are consistent and could be repeated (Casey & Murphy, 2009). Detailed notes of all decisions and analyses as it progresses are kept by qualitative researchers. These notes are reviewed by another colleague in order to prevent biases from only one person's perspective within the research findings (Connelly, 2016). In this study, conformability was achieved by means of an audit trail that allowed any non-researcher to trace the course of the research through the decisions made and steps leading up to those decisions.

3.4.10 Transferability

Transferability represents the nature of the findings that can be applied to other settings, persons or groups (Polit & Beck, 2010). This criterion is met if the findings have relevance to persons not involved in the study and readers are able to associate the results with their own lives and experiences. An important means for encouraging transferability is the extent of information qualitative researchers provide about the contexts of their studies (Polit & Beck, 2010). Nevertheless, the criteria of transferability is reliant on the aim of the qualitative study and may only be appropriate if the objective of the research is to make overviews about the subject or phenomenon (Casey & Murphy, 2009). For the purpose of this study transferability was established once the researcher was able to compare the perspectives gathered from the educators to other contexts.

3.5 LIMITATIONS

- Due to ethical considerations, this study was limited to those students who provide written assent and parental consent forms.
- Also due to ethical considerations, this study was limited to schools where the principal gave his and/or written consent.
- This study is limited by the responses given by the high school learners sampled.

- Although subjects are encouraged to respond honestly and genuinely to survey questions, response sincerity may vary.
- It is often difficult to obtain valid and reliable measures of PE since the term can have different meanings.
- Learners may have reported inaccurately about their PA in PE lessons.
- Correlation studies do not determine causality.
- The researcher would work at the high school where the study took place.

3.6 DELIMITATIONS

- The survey sample population is limited to Grade Eight and Grade Nine learners.
- The survey sample population is limited to from ages 13 to 16.
- Only high schools situated in the CT, SA will be used.
- There could be other factors used to define PE influences.
- Participants' responses are perspectives of their experiences with PE.
- The interview sample was limited to five PE and/or LO educators.

3.7 ETHICAL CONSIDERATIONS

Permission to conduct this study was obtained from University of Western Cape Human and Social Sciences Research Ethics Committee (HSSREC, reference number: HS18/7/23, Appendix A) and the Western Cape Education Department (WCED, reference number: 20181106-8239, Appendix B). Participants were briefed about the aims and objectives of the research as well as their role within the study. This was done by explaining the content of the information sheet (Appendix D). The participants were invited to sign an informed consent (Appendix E, F, & H) after; an explanation regarding the study was conducted. In order to manage confidentiality participants were not asked for their names, nor was identifying information required on the data collection instruments. Anonymity was maintained as pseudonyms were used to protect the identity of the interview participants. Their involvement was voluntary and it was made known that they may withdraw at any time without penalty or prejudice. An assent form was needed as some of the learners were under the age of 16. Those that were 16 did not need their parent consent. Consent forms were gathered from the learners, parents, educators, and permission from the principal was obtained. To assure anonymity, no names were used in the reporting of the findings and pseudonyms were used to protect the identity of participants. The primary ethical rule of research is that harm to participants must be avoided or minimized therefore surveys and interviews were conducted in a safe environment such as the PE classroom and staff room. Participants of this study were given information on PE and teaching practises, PE globally and within a SA context, which caused no harm. However, if any, problems were to arise as a result of the research study, counselling services would be made available for the participants on a referral basis to organizations within the respective areas as early as possible. Data gathered from the study was kept secure in safe at the Sport, Recreation and Exercise Department (SRES) at the University of the Western Cape (UWC), to which only the primary researcher and external coder have access to. All data will be destroyed after a period of five years. Feedback regarding the outcome of this research paper will be provided to the relevant stakeholders.

3.8 SUMMARY OF CHAPTER OF THREE

In summary, the methodological approach utilised to conduct the study was explained. The research design was described in detail along with the sampling and population procedures and research setting were discussed. The data collection steps were presented as well as the method for analysing the quantitative and qualitative data was provided. Validity, reliability, reflexivity, credibility and trustworthiness were defined and made use of for the purpose of this study. Study limitations and delimitations were also highlighted. The results obtained from this process has been sequentially presented in the following chapters.

Chapter Four which follows, presents the research findings and discussion of the quantitative data. The quantitative results and discussion of the perceived benefits of structured and unstructured PE from learners from selected high schools in CT are illustrated within the following chapter.

CHAPTER FOUR
RESULTS AND DISCUSSION: QUANTITATIVE

4 INTRODUCTION

The purpose of this study was to investigate the perceived benefits of structured and unstructured PE lessons as perceived by Grade Eight and Grade Nine learners and PE educators in CT high schools. This chapter explains the perspectives from the learner surveys. Data was collected by means of a self-developed Likert scale type survey. The survey focused on two sections, that being section 1 the demographic information and section 2 the Likert scale, consisting of subsections: Structured Physical Education (SPE), Unstructured Physical Education (UPE), and Self – determination theory (SDT). Therefore, data is presented according to the sections of: demographics, SPE, UPE, SDT, quintiles, and PE overall. A discussion is of the results is included as well as literature to support the quantitative results.

4.1 DEMOGRAPHIC PROFILE OF PARTICIPATING LEARNERS

4.1.1 Learner Participants

Eight hundred (800) surveys were administered to Grade Eight and Grade Nine learners at 10 high schools situated in the CT. Four hundred and seventy-nine (479) were regarded as invalid responses because no parent consent was given and/or the survey never returned back to the researcher once the learner took it home. Of the 800 surveys that were administered 321 were returned with a parent and learner consent therefore, a total of 321 participants were used for the purpose of this study. Table 4.1, pg. 75, below displays the demographic profile of the participating learners, in frequencies and percentages, as well as the schools' quintile number, ages, genders, grades, the availability of a PE period, and the availability of resources for a PE period.

Table 4.1:Demographic profile of participating learners

Demographic Component		N (/321)	%
Quintile Number	1	56	17.4
	2	60	18.4
	3	77	24
	4	73	22.7
	5	55	17.1
Age (years)	13	59	18.4
	14	126	39.3
	15	87	27.1
	16	49	15.3
	Mean	14.5	
	Standard deviation	0.956	
Gender	Female	173	53.9
	Male	148	46.1
Grade	8	119	37.1
	9	202	62.9
Having a Physical Education Period	Yes	164	48.9
	No	157	51.1
Having resources for Physical Education	Yes	222	69.2
	No	99	30.8

As seen in Table 4.1 the quintiles with the most participating learners were Q3 (77 learners) and Q4 (73 learners). The majority of learners were 14 years old (39.3%) whereas 18.4% of learners indicated that they are in the 13-year-old category. There were more females (N=173, 53.9%) than males (N=148, 46.1%) that participated in this study. The majority of surveys were collected from Grade 9 classes (62.9%), as opposed to the Grade Eight classes, with a 37.1% survey return rate. One hundred and sixty-four (N=164, 48.9%) respondents indicated that their school does have a PE period, whereas 157 (51.1%) learners indicated that their school does not have a PE period. Along with having a PE period, 222 (69.2%) learners stated that they do have resources for this period whereas 99 (30.8%) learners stated that they do not have resources. A more detail explanation of the PE period and resources allocated is presented in section 4.2 Quintiles.

4.1.2 Descriptive results of learner responses

The figures below indicate the responses from learners which were gathered from the self-developed 4-point Likert scale. The learners had to respond either as Strongly Agree, Agree, Disagree or Strongly Disagree. The sections in the survey were classified as SPE, UPE and SDT. Each scale item has been recorded in a percentage format to indicate where the majority of the responses were marked. Figure 4.1, pg. 77, below illustrates the data for the sections of SPE and UPE. This figure partially relates to objective one of the study, namely: to explore what the perceptions about structured and unstructured PE lesson are from learners. The educator's perceptions are presented in Chapter Five.

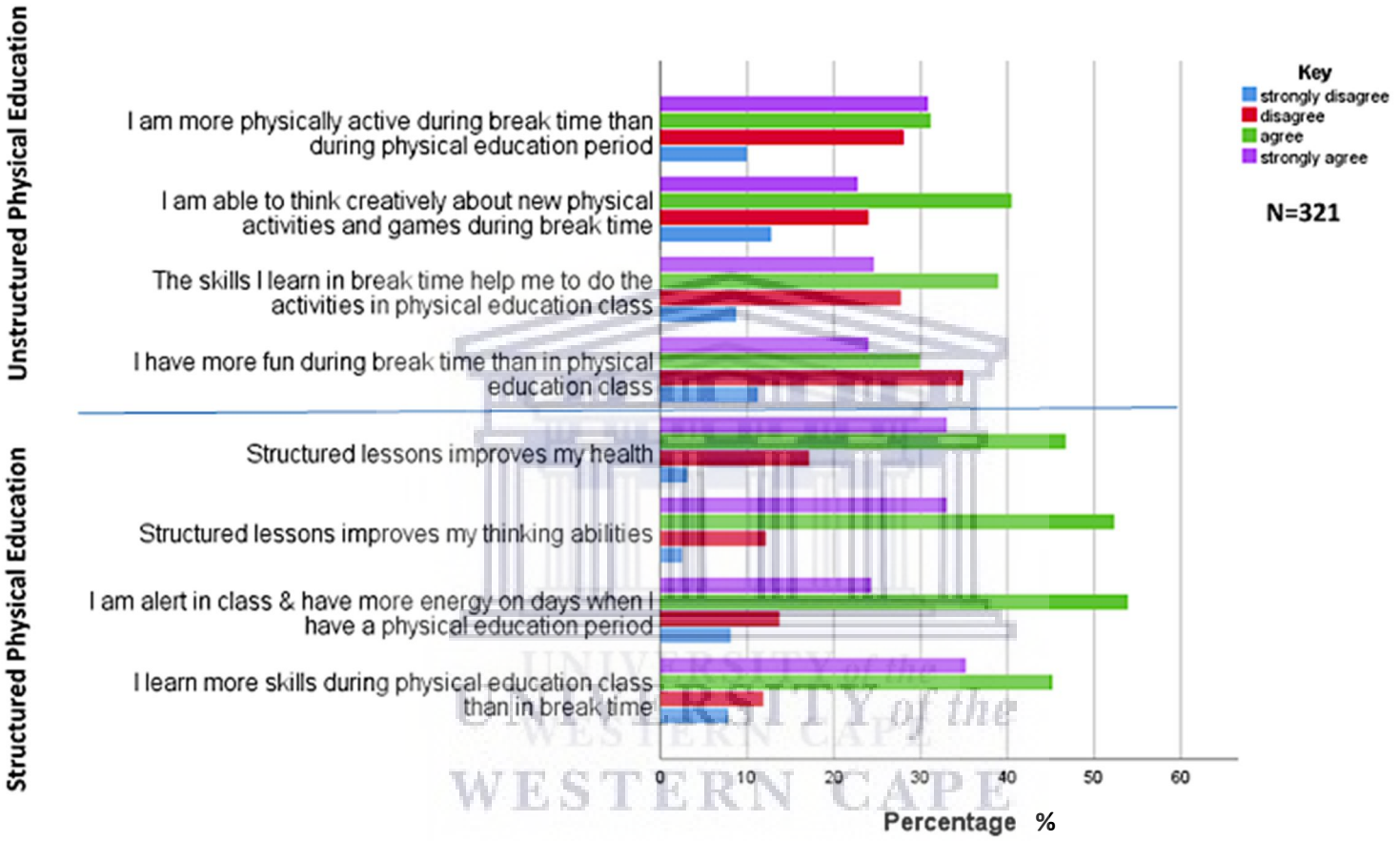


Figure 4.1:Percentages of learner responses to structured and unstructured physical education

As seen in Figure 4.1 above SPE's benefits related to motor and cognitive skills development because the majority of the learners were in agreement that they learnt more skills in a structured physical education class rather than during the recess (strongly agree: 35.2%, n=13 and agree: 45.2%, n=145). It was indicated by the learners that through SPE classes they are more alert and have energy (strongly agree: 24.3%, n=78 and agree: 53.9%, n=173). SPE has also been indicated to improve a learners thinking (strongly agree: 33%, n=106 and agree: 52.3%, n=168) as well as their health (strongly agree: 33%, n=106 and agree: 46.7%, n=150). On the other side, UPE has been indicated by learners that this type of PE lesson is beneficial for creativity. Learners indicated that UPE is beneficial as they have "*more fun during break time than in a physical education class" (*strongly agree: 24%, n=77 and agree: 29.9%, n=96). The "*skills I learn in break time help me to do the activities in physical education class"* were also strongly agreed upon: 24.6%, n=79 and agree: 38.9%, n=125. Learner's thinking abilities are improved in a structured lesson and are used to think creatively about making up new games in an unstructured lesson, hence the scale item, "*I am able to think creatively about new physical activities and games during break time*" resulted in learners strongly agreeing: 22.7%, n=73 and agreeing: 40.5%, n=130. This figure also illustrates that although learners agreed to be being more physically active during break time in an unstructured lesson (strongly agree: 30.8%, n=99 and agree: 31.2%, n=100), more skills are learnt in a structured lesson. Figure 4.2 illustrates the data for the sections of SDT which is comprised of motivation, autonomy, competence and relatedness.

Figure 4.2, pg. 79, below relates to the third objective of this study, namely: to investigate the role of the SDT as a method of motivation for autonomy, competence, and relatedness as shown through structured and unstructured PE lessons.

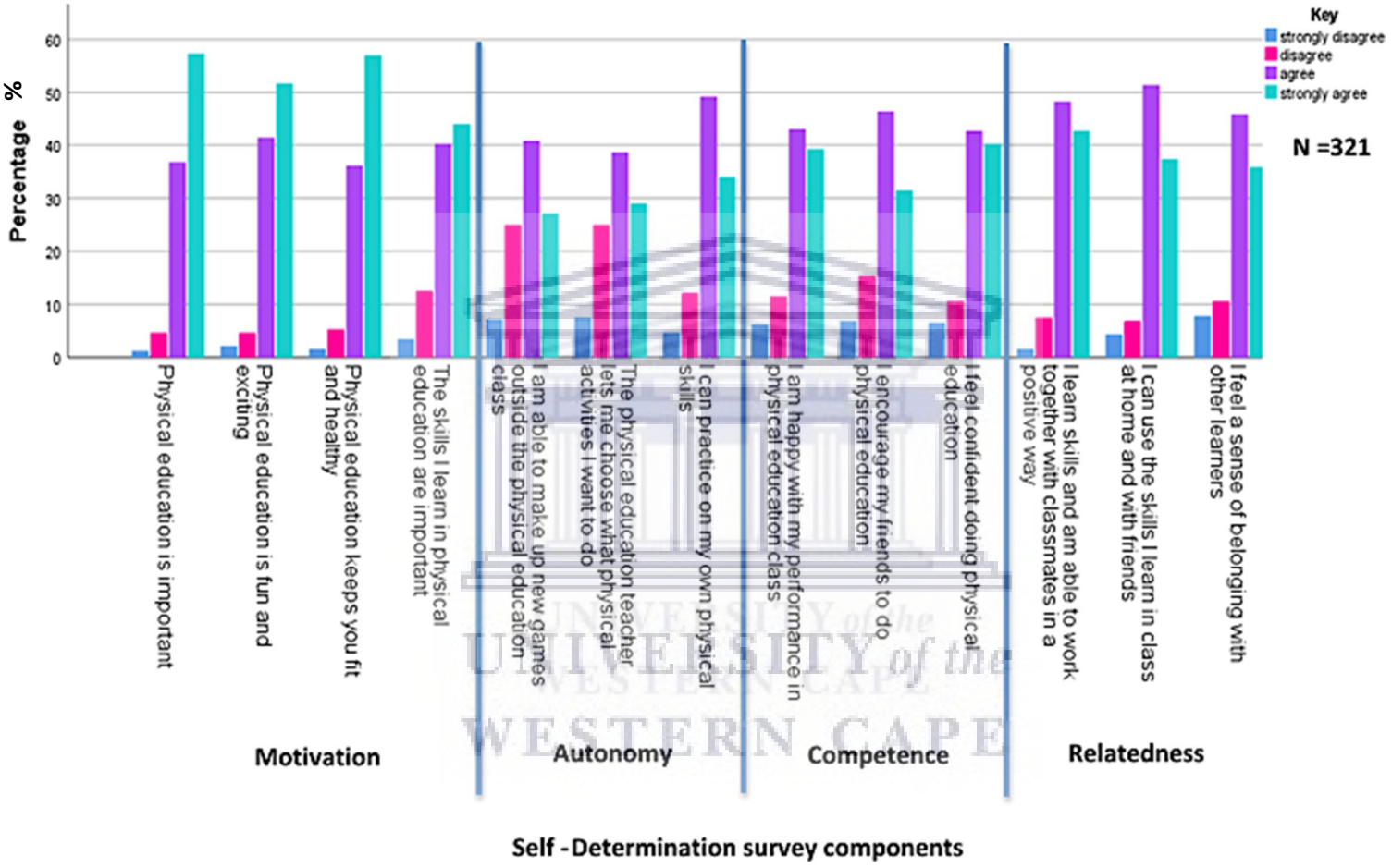


Figure 4.2:Learner responses to the self-determination survey components

Figure 4.2 indicates that motivation plays a role in PE as learners strongly agreed to PE being "*important*" (57.3%, n=184), PE is "*fun and exciting*" (51.7%, n=166), PE "*keeps you fit and healthy*" (57%, n=183) and the skills learnt in PE are important (43.9%, n=141). Therefore, learners know the overall benefits of PE and regards these as motivational factors to participate in PE. Autonomy has been demonstrated in the sense that learners agree that they have independence because they are able to make up "*new games outside the PE class*" (40.8%, n=87), the teacher enables the learners "*to choose activities they would like to do*" (38.6%, n=93), learners are able to "*practice on their own physical skills*" (49.2%, n=109). Competence in PE has been agreed by learners that they are "*happy with their performance in PE class*" (strongly agree: 39.9%, n=126 and agree: 43%, n=138), they are "*able to encourage their friends to participate in PE*" (strongly agree: 31.5, n=101 and agree: 46.4%, n=149) and personally, learners "*feel confident doing PE activities*" (strongly agree: 40.2%, n=129 and agree: 42.7%, n=137). Relatedness has been displayed through learners agreeing to the following items: "*learning skills and working together with classmates in a positive way*" (strongly agree: 42.7%, n=137 and agree: 48.3%, n=155), where the learner can use the "*skills at home and with friends*" (strongly agree: 37.4%, n=120 and agree: 51.4%, n=165) and additionally, learners "*feel a sense of belonging with the other learners*" (strongly agree: 35.8%, n= 115 and agree: 45.8%, n=147).

4.2 PHYSICAL EDUCATION

4.2.1 Physical Education periods

Figure 4.3, pg. 81, below displays the learner responses, either as YES or NO, from each quintile according to the availability of a PE period. These results were analysed in a percentage format in order to determine the spread of the PE class across the five quintiles.

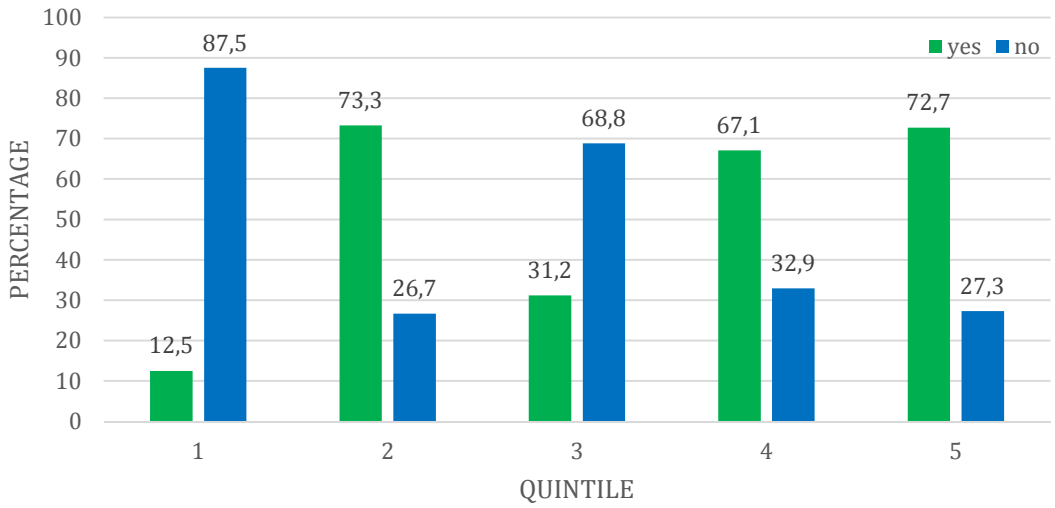


Figure 4.3:Physical education period in relation to the quintile

Figure 4.3 above indicates the learner response as to whether their school offers a PE period. Q1 was recorded as having the highest response for not having a PE period (87.5%), whereas schools in Q2 indicated that they do offer a PE period (73.3%). Learners in Q3 schools indicated that 68.8% of their schools offer PE periods. Learners in Q4 (67.1%) responded that their school does offer a PE period, where Q5 was recorded as the highest (72.7%).

In order to determine whether there was an association between the quintile and the school having a PE class, a Chi Square test was conducted. The Chi Square test is indicated in Table 4.2, pg. 82, below, where the frequency between having a PE period and quintile are analysed.

Table 4.2:The frequencies between physical education according to quintile

			Physical Education period		Total
			YES	NO	
Quintile	Quintile 1	Frequency	7	49	56
		% within Quintile No	12.5	87.5	100
	Quintile 2	Frequency	44	16	60
		% within Quintile No	73.3	26.7	100
	Quintile 3	Frequency	24	53	77
		% within Quintile No	31.2	68.8	100
	Quintile 4	Frequency	49	24	73
		% within Quintile No	67.1	32.9	100
	Quintile 5	Frequency	40	15	55
		% within Quintile No	72.7	27.3	100
Total		Frequency	164	157	321
		% within Quintile No	51.1	48.9	100

As seen in Table 4.2 above, a cross tabulation was conducted in order to determine if there was a relationship between PE as an overall subject in association to the quintile the school is situated in. Table 4.2 illustrates that Q1 has a lower chance of offering a PE period (87.5%), whereas learners in Q2 indicated that their school does offer a PE period (73.3%). Learners in Q3 schools showed stated that their school does offer PE periods (68.8%) as well as Q4 (67.1%) and Q5 (72.17). The highest quintile that offered PE periods was Q5 schools.

Table 4.3:The association between having a physical education period and quintile

Test	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	75.297[a]	4	0.001
Likelihood Ratio	80.594	4	0.001
Linear-by-Linear Association	29.574	1	0.001
N of Valid Cases	321		

As seen in Table 4.3, pg. 82, statistically indicating, the Chi Square test shows there is a significance 0.001 ($p<0.005$) therefore, the PE class is determined by the quintile. This shows that statistically there is a significant association in the learner responses to PE across the five quintiles and that the participants score over the five quintiles are different. This indicates that there is no consistency of quintiles with respect to PE. Thus, a PE class is associated with the location of the quintile.

4.2.2 Physical Education resources

Figure 4.4, pg. 83, below indicates the learner responses, according to the quintiles, to whether or not their school has the necessary resources for the administration of PE classes.

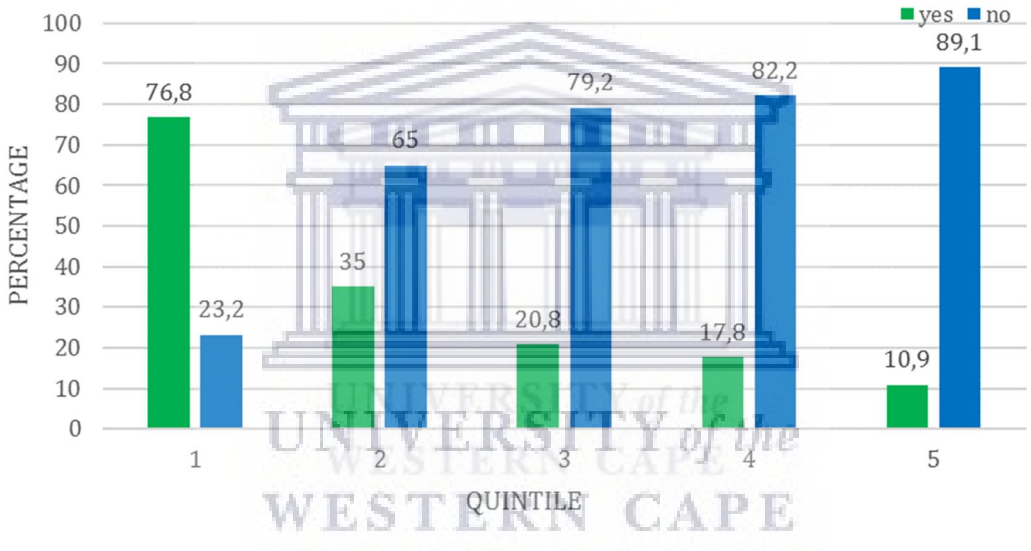


Figure 4.4:The percentage of available resources according to quintile

The resource allocated for each quintile have been further analysed according to the YES/NO demographics presented in Figure 4.4. It is evident in the fact that as seen in Table 4.2, Q1 recorded the least amount of resources available (76.8%), which was also explained in Figure 4.4 where the learners stated that they do not have PE. The highest resource available at the schools was reported by Q5 (89.1%).

4.3 PARTICIPATION OF GRADES IN PHYSICAL EDUCATION PERIOD

Table 4.4, pg. 84, below provides an overview of learner responses as to whether they participate in the PE period. The Grade Nine learners, recorded at 55.9%, are the learners who mostly partake in PE class, whereas the Grade Eight learners, recorded at 57.1%, indicated that they do not partake in the PE period.

Table 4.4:Grade participation in physical education period

Grade	Physical Education Period (%)		Total (%)
	No	Yes	
8	57.1	42.9	100
9	44.1	55.9	100

Table 4.5, pg. 84 and Table 4.6, pg. 84 below displays the relationship for scales and subscales for Grade Eight and Grade Nine learners.

Table 4.5:Relationship between Grade Eight learners to survey components

Survey component	M	SD	P-values
Structured Physical Education (SPE)	12.36	2.32	0.001
Unstructured Physical Education (UPE)	10.80	2.77	0.001
Motivation	13.56	2.11	0.001
Autonomy	8.96	1.92	0.001
Competence	9.31	2.22	0.001
Relatedness	9.49	1.81	0.001

The significance level is .05.

Table 4.6:Relationship between Grade Nine learners to survey components

Survey component	M	SD	P-values
Structured Physical Education (SPE)	12.23	2.40	0.001
Unstructured Physical Education (UPE)	11.15	2.68	0.001
Motivation	13.72	2.06	0.001
Autonomy	8.86	2.06	0.001
Competence	9.36	2.20	0.001
Relatedness	9.72	1.69	0.001

The significance level is .05.

The Mann Witney test was utilised to obtain the results in Table 4.5 and 4.6. As indicated in Table 4.5 and 4.6 above, Grade Eight and Grade Nine results are statistically not significant to one another. It can also be seen that according to the results of SPE in Grade Eight (M =12.36, $SD = 2.32$, p<0.05) and Grade Nine (M =12.23, $SD = 2.40$, p<0.05) there is no significance between SPE in Grade Eight and Grade Nine classes. In terms of the means of UPE in Grade Eight (M =10.80, $SD = 2.77$, p<0.05) and Grade Nine (M =11.15, $SD = 2.68$, p<0.05) there is no significance. In relation to the means of Grade Eight's, motivation (M =13.56, $SD = 2.11$, p<0.05), autonomy (M =8.96, $SD = 1.92$, p<0.05), competence (M =9.31, $SD = 2.22$, p<0.05) and relatedness (M =9.49, $SD = 1.81$, p<0.05) to the Grade Nine's, motivation (M =13.72, $SD = 2.06$, p<0.05), autonomy (M =8.86, $SD = 2.06$, p<0.05), competence (M =9.36, $SD = 2.20$, p<0.05) and relatedness (M = 9.72, $SD = 1.69$, p<0.05). Therefore, it can be concluded that there is hardly any statistical significance in the means and standard deviations of the survey component according to Grade Eight's and Grade Nine's. Therefore, the results between Grade Eight's and Grade Nine's is statistically not significant. There are hardly any differences between the survey components gathered from the responses from Grade Eight learners and Grade Nine learners.

4.4 PHYSICAL EDUCATION PERIOD

Physical Education (PE) and the allocation of resources for this period has been gathered from the learners across the five quintiles. Their responses can be seen in Table 4.7, pg. 86 below.

Table 4.7:The overall percentage of resources available for a physical education period

Physical Education Period	Resources (%)	
	Yes	No
No	41	66.7
Yes	59	33.3
Total	100	100

Table 4.7 above is a cross – tabulation table and indicates the percentage of resources available for the PE period. Learners responses show that those schools that do not have a PE period, have a low amount of allocated resources (66.7%). Whereas, learners at schools that do have a PE period indicated that they do have resources (59%). Therefore, resources in certain schools are needed for the PE period.

Table 4.8:What learners enjoy about physical education

Physical Education Enjoyment Component	N(/321)	%
Exercising	143	44.5
Being with friends	94	29.3
Nothing and there is no Physical education	78	24.3
Getting out of class	57	17.8
Being healthy and fit	55	17
Running and soccer	34	10.6
Physical Education is life changing	34	10.6

As indicated in Table 4.8, pg. 86 above, learners indicated what they enjoyed most about PE periods. Exercising was recorded as the highest measure (N=143), where running and soccer (N=34), and physical education is life changing (N=34) were tied for the least recorded frequencies. Although, a notable score of 78 learners was recorded when learners indicated that they do not have PE or they do not enjoy anything.

4.5 AFTER SCHOOL PHYSICAL ACTIVITY

As indicated in Table 4.9, pg. 87, a high amount of learners (53.9%) indicated that they do not participate in after school PA or sport, whilst a total of 46.1% of learners stated that they do participate in afterschool PA and sport. Afterschool participation in sport and physical activities are dependent on the school, where some schools make participation in sport after schooling hours' a compulsory activity, whereas other schools may not. Thus, 7.8% indicates that the gap between non-participating and participating learners in afterschool sport and/or physical activities.

Table 4.9:Learner and Grade participation in afterschool sport and physical activities

Learners' participation	N	%	Grade Participation (%)	
			8	9
No	173	53.9	53.8	54
Yes	148	46.1	46.2	46
Total	321	100	100	100

Shown in Table 4.9, Grade Eight and Grade Nine learners have very similar responses in their participation in afterschool PA and sport, however, the vast majority of learners in Grade Eight (53.8%) and Grade Nine (54%) indicated that they do not participate in after school PA.

Figure 4.5, pg. 88, below indicates the types of structured and unstructured activities as indicated by learners from the survey, thus these responses relate to the first objective of this study, namely: to describe the types of structured and unstructured practices that are in place for Grade Eight and Grade Nine learners in CT high schools.

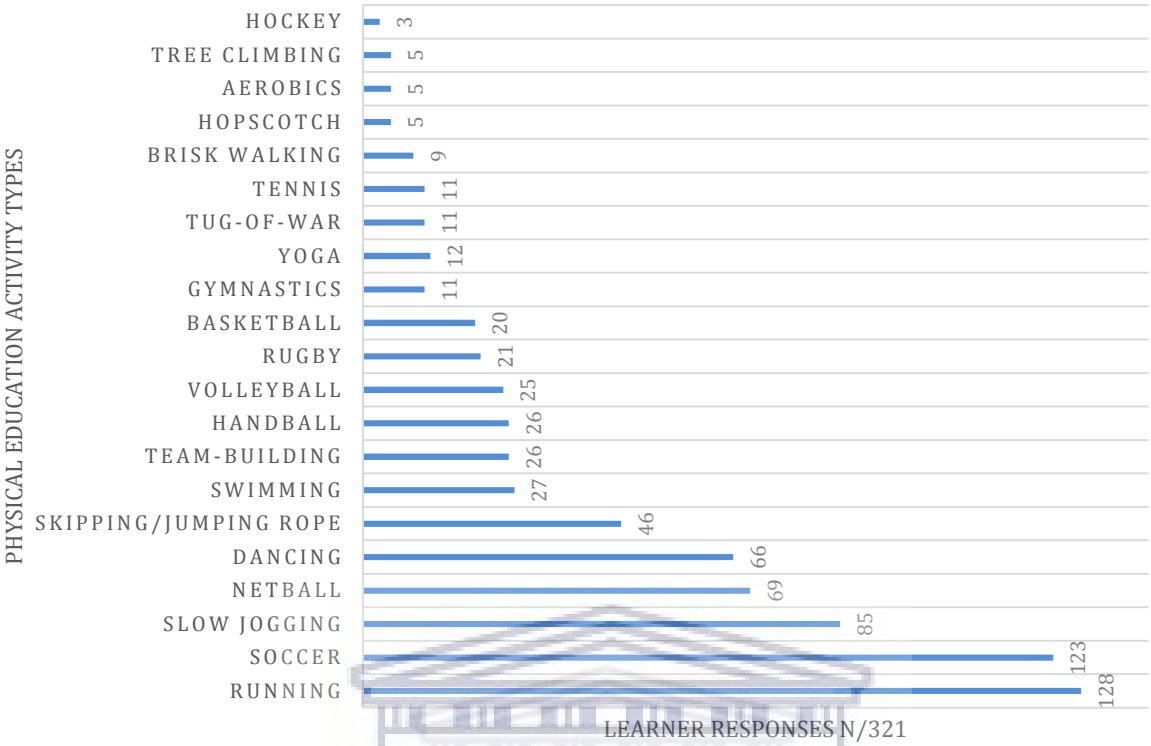


Figure 4.5:Types of Physical Education activities and afterschool physical activity

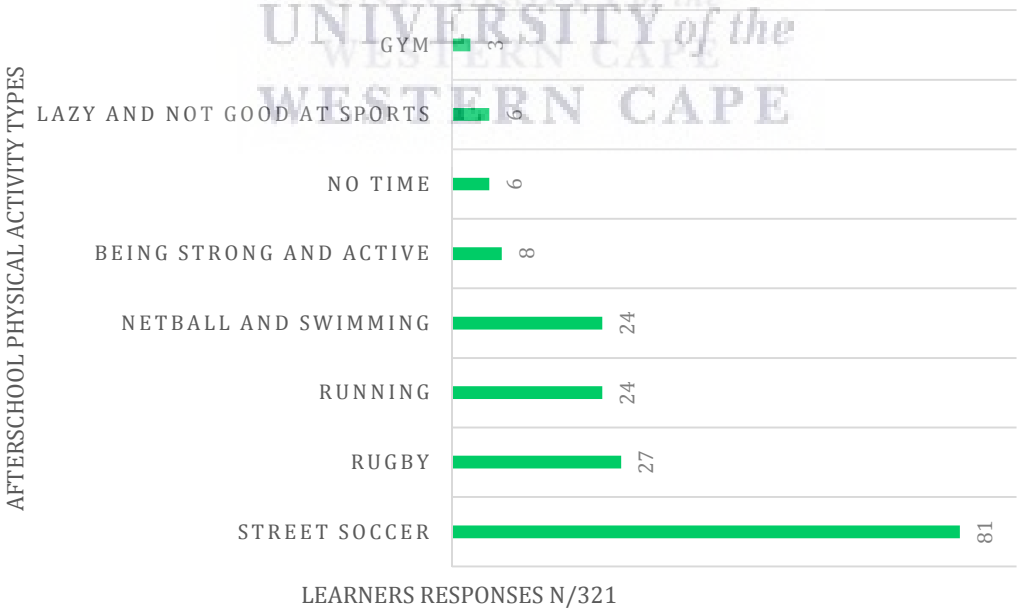


Figure 4.6:Leaner responses to afterschool physical activity types

Figure 4.5 and 4.6, pg. 88, indicates the types of PE activities and afterschool PA types participated in by Grade Eight and Grade Nine learners. The top five most enjoyed PE activities are: running (128 responses), soccer (123 responses), slow jogging (85 responses), netball (69 responses) and dancing (66 responses). The least enjoyed PE activities as indicated by learners are: hockey (3 responses), tree-climbing, hopscotch and aerobics (all amounting to 5 responses), and brisk walking (9 responses). It was recorded that street soccer was the sport that the majority of learners participated in (81 responses) and physically going to a gym was recorded as the physical activity that learners participate the least in.

4.6 THE ASSOCIATION OF PHYSICAL EDUCATION AND SELF-DETERMINATION

Tables 4.10, pg. 89, and 4.11, pg. 90, below are associated with the last objective of this study, namely: to investigate the role of motivation for autonomy, competence, and relatedness as shown through structured and unstructured PE lessons.

Table 4.10:Association between Structured Physical Education and Self-determination components

Survey Component	1	2	3	4	5
1. SPE	-				
2. Motivation	0.328**	-			
3. Autonomy	0.394**	0.242**	-		
4.Competence	0.318**	0.391**	0.504**	-	
5.Relatedness	0.318**	0.323**	0.364**	0.443**	-

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 above indicates the associations between SPE and SDT components. As seen above, SPE has a significant, positive yet weak correlation to motivation ($r=0.328$, $p<0.001$), autonomy ($r=0.263$, $p<0.001$), competence ($r=0.394$, $p<0.001$), and relatedness ($r=0.318$).

Table 4.11:Association between Unstructured Physical Education and Self-determination components

Survey Component	1	2	3	4	5
UPE	-				
Motivation	0.022	-			
Autonomy	0.413**	0.242**	-		
Competence	0.328**	0.391**	0.504**	-	
Relatedness	0.191**	0.323**	0.364**	0.443**	-

**Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 indicates the associations between the UPE types and SDT components. As seen in the table above, UPE has no correlation with motivation ($r=0.022$, $p<0.001$), but instead has a moderate correlation to autonomy ($r=0.413$, $p<0.001$), but has a weak correlation with competence ($r=0.328$, $p<0.001$) and relatedness ($r=0.191$, $p<0.001$). This indicates that learners are experience more autonomy in a UPE period than in a SPE. However, learners experience relatedness better in a SPE period than in a UPE period. PE overall as a subject combining SPE and UPE has a very weak correlation with motivation ($r=0.215$, $p<0.001$) and relatedness ($r=0.298$, $p<0.001$), however has a significant positive and moderate correlation with autonomy ($r=0.412$, $p<0.001$) and competence ($r=0.446$, $p<0.001$), however has a very weak correlation to relatedness ($r=0.298$, $p<0.001$). This indicates that whether the PE period is structured or unstructured and thus learners are able to display some sort of autonomy and competence in their physical abilities and the PE lessons that are presented to them. The significance between PE type and SDT is also indicated in Table 4.10 and 4.11, where it specifies the correlation between the PE, type being SPE and UPE, and SDT. SPE and SDT has a significant moderate correlation ($r=0.454$, $p<0.001$), whereas UPE has a significant but weak correlation to SDT ($r=0.338$, $p<0.001$). This indicates that there is a weak correlation for learners for self-motivation to participate in UPE as appose to learners having a moderate correlation for self-motivation in a SPE period.

4.7 BRIEF DISCUSSION

The aim of this study was to investigate what the perceived benefits of structured and unstructured PE lessons are form Grade Eight and Grade Nine learners and PE and/or LO educators. In Phase 1: the quantitative analysis, sub-sections were identified by learner participants as to what their perspective entails regarding the perceived benefits of structured and unstructured PE as well as the perspectives surrounding motivation through the use of the SDT. This discussion also mentions the perspectives that were generated from each quintile.

4.7.1 Demographics

The results indicated that 321 participants were used for the purpose of this study. This study indicated that Grade 9 learners participated in PE more than those in Grade Eight. The majority of Grade Eight and Grade Nine learners indicated that they do not participate in PE. One reason for this could be due to the lack of availability of resources for the PE period. Learners indicated that they do not have sufficient resources for the PE period. Survey responses indicate that a high amount of learners does not participate in PE was captured from the survey responses. It was found that learners that participate in afterschool PA, mostly engage in activities such as street soccer and rugby. Within the PE class, the learners stated that that they enjoy running, soccer and slow jogging as their favourite activities whereas they least enjoyed hockey, tree climbing and aerobics.

4.7.2 Learner perspectives to Structured and Unstructured Physical Education

The findings of this study showed that SPE is beneficial for high school learners by focusing their health, motor, and skills development, as well as thinking abilities. However, it is important to note that although SPE focuses on motor skills development, UPE still plays a role in helping learners understand that PE revolves around being fit and healthy, which is beneficial in the SPE class. Therefore, the games played on the playground helps the learner to be active enough to be able to participate in the SPE environment. The value of combining both SPE and UPE is thus beneficial to a PE class.

The findings of the UPE section of the survey indicated that, having unstructured lessons is beneficial for high school learners as it helps them to focus on their creativity and independence. Motivation was displayed as learners indicated that the reasons for partaking in PE are because it is important, fun and exciting and helps keep an individual fit and healthy. Although UPE focuses on the development of creative thinking skills, it still plays an

important role in fostering the development of learners to be able to think in an SPE class. Thus UPE provides a platform for SPE, which - facilitates learning and thinking in a structured environment. However, these results are similar to the study conducted by Couturier et al., (2005) where it was stated that high school learners would like their voice to be heard as to what should be included in the PE curriculum, such as, being able to choose their own groups or partners and work at their own pace on certain activities, instead of a teacher deciding for them. In a previous study conducted by Ward (2011), he agrees that, participation relates to being able to influence the decision making progress and being able to actively engage with different members of a group. Although, SPE is beneficial for PE engagement, learners would grow their independence and creative thinking in an unstructured classroom environment. This is similar to the conclusion made by HAKSA (2016), where it was stated that, not only does PA promote growth and development but also social inclusion, gender equity, and physiological and psychological health benefits that help reduce the risk of depression and anxiety.

4.7.3 Physical Education Overall

The overall participation rate of PE in the 10 high schools is shown by the fact that 42.9% of Grade Eight's and 55.9% of Grade Nine's participate in the PE class. According to the results relating to available resources for a PE class across the five quintiles, 69.2% indicated that they have resources and 30.8% stated that they do not have resources. Within the PE period, learners stated that they enjoy exercising the most (44.5%). When learners were asked as to what type of activity they enjoy participating in within the PE class, 39.9% indicated that they enjoy running the most and hockey (0.9%) the least. Overall, PE across the five quintiles showed that there is a significant difference in the way learners answered the survey components based on their quintile. As a result, each component of the survey was answered differently in each quintile. Thus, Grade Eight and Grade Nine's responses to PE as a subject was statistically not significant. This may be due to different reasons such as learner's experiences, PA engagement, level of motivation, community setting and background and PE teacher support. These factors may influence the manner in which these learners, from various high schools, live their daily lives. Each learner may have a certain feeling towards the survey components and thus react differently to their peers when answering the survey. Therefore, the perspectives received from the diverse pupils will differ across the five quintiles.

4.7.4 Learner perspectives to the components of the Self-determination theory

4.7.4.1 Motivation

Motivation plays a vital role in whether or not a learner participates in PE. In a study conducted by Lewis (2014), it was established that the relationships between learners and teachers were perceived as important. The role of the educator has an impact on their pupils' enjoyment of the subject by understanding and supporting their individual goals, creating non-threatening environment's, instead of dictating and controlling what they did and for how long. The teacher's motivational role can be seen in Table 4.2, where the learners strongly agreed and agreed to being motivated. This means that they realise that PE is important in order to remain fit and live a healthy lifestyle. Learners also indicated that PE is fun and exciting and allows them to develop their physical skills. This relates to the SPE environment where the PE and/or LO teacher could be the source of motivation for the learners to participate in PE.

4.7.4.2 Autonomy

Pupils' autonomy can be developed by teachers' reducing evaluative pressure and any sense of intimidation within the classroom, as well as providing learners with perceptions of having a voice and choice in academic activities in which they are engaged. Thus, research proposes that autonomy-supportive teaching practices and styles are related to constructive outcomes in the classroom (Niemiec & Ryan, 2009). Therefore, it was evident that autonomy was displayed due to the fact that the learners indicated that they are able to make up new games outside the PE classroom setting, they are given a choice to choose their own types of PE lessons as well as they are able to practice their own skills and abilities. This means that learners in Grade Eight and Grade Nine are developing or have developed a sense of independence where they are able to take control and manage the manner in which the develop skills in PE, make up new games and are able to independently enhance their physical skills.

4.7.4.3 Competence

Learners are provided with the skills and tools for change and growth, and are supported when competence or control-related obstacles arise. Pupils are not over challenged, but instead are helped to experience mastery in skills that help behaviour changes (Ryan et al., 2008). Competence was displayed by the learners in indicating that they are happy with their

performance in PE class, they are able to encourage their friends to participate in the PE period, and the learners feel that they are confident when participating in the PE environment. This relates to learners being able to develop their competency level when mastering a new skill or task with their peers or individually within the PE class.

4.7.4.4 Relatedness

Relatedness refers to the need to be socially accepted where learners are able to experience mutually enjoyable relationships (Haerens et al., 2015), along with a sense of belonging and social inclusion (Ryan & Deci, 1985). Therefore, relatedness was displayed in the sense that learners strongly agreed and agreed to being able to work with classmates in a positive manner. Learners are able to use the skills they learn in the PE class at home and with friends and lastly, learners feel a sense of belonging with their peers. This shows that learners not only motivate themselves but their peers as well. Creating a sense of belonging amongst pupils shows that there is some sort of unison amongst the learners within the PE period.

4.7.5 Quintiles

With regards to the quintiles, Q1 resulted in being the lowest quintile number that offered PE and Q5 was the highest quintile number that offered PE. There is a significance between having a PE period and the quintile, where Q1 and Q3 learners indicated that they do not have a PE period and Q2, Q4 and Q5's learners indicated that they have a PE period. It was also derived that PE is significant to the quintile the school is located in. It was reported that Q1 are the schools with the least amount of available resources, with Q5 being the highest.

4.7.6 Association between Physical Education and Self-determination

A correlation analysis was conducted in order to determine if there was an association between the types of PE and the SDT. The SPE type has a significant but weak correlation to motivation, autonomy, competence and relatedness. Nonetheless, UPE had no correlation to motivation, a moderate correlation to autonomy, and a significant but weak correlation to competence and relatedness. This indicates that regardless of being in a SPE class or UPE class, learners have some sort of independence and competence in their physical abilities. As an overall subject, PE indicated that there is no correlation to motivation, a moderate correlation to autonomy and competence, and a weak correlation to relatedness. Correlations were also analysed between SPE, UPE and SDT, which resulted in SPE having a moderate correlation to SDT and UPE having a weak correlation to SDT. According to the results

derived from the learner survey, SPE and SDT have a moderate correlation (Table 4.10), which could mean that learners are moderately motivated when an educator controls the structured lesson. However, UPE and SDT has a weak correlation (Table 4.11), which indicates that learners have a weak self-motivation to participate in PE class. This means that learners are not as motivated in a UPE class than when they are in an SPE class.

4.8 SUMMARY OF CHAPTER FOUR

This chapter reports the key findings related to Phase 1: the quantitative phase. These key findings relate to the perspectives from learner participants regarding structured and unstructured PE within 10 CT high schools through the lens of the SDT. Each finding was discussed in order to provide a brief insight into the perspective from Grade Eight and Grade Nine learners and how the SDT plays a role in the learners' motivation to participate in structured or unstructured physical education.

The chapter which follows is Chapter Five, the results and discussion of the qualitative research findings. Chapter Five, also known as Phase 2 of the mixed-methodological process, presents the results of the interview process. Research findings and a discussion of these findings will take place. The researcher provides a detailed explanation of the perspectives of structured and unstructured PE through the eyes of five PE and/or LO educators. This analysis displays the link between the results from Phase 1 to the results of Phase 2 of the study. Section A in Chapter Five, refers to the interview analysis with quotes and supported by literature. Section B illustrates the integration of the results from Chapter Four (quantitative) and Chapter Five (qualitative). This was done in order to provide the reader with deeper insight and reasons for the presented data along with literature.

CHAPTER FIVE
RESULTS AND DISCUSSION: QUALITATIVE

5 INTRODUCTION

The aim of this study was to explore the perceived benefits of structured and unstructured PE lessons as perceived by Grade Eight and Grade Nine learners and PE educators in CT high schools. This chapter focuses on the PE or LO educator perspective. Data was collected by means of face-to-face semi-structured interviews which were guided by the results of the quantitative data as depicted in Chapter Four of this manuscript. The questions in the interviews were guided by the following themes: background of PE/LO educator: interest in becoming a PE teacher, goals of a PE programme, the best quality of being a PE teacher, the most difficult task of being a PE teacher, the components of a quality PE programme, the importance of PE and its' value, what a 30 – 40minute lesson entails, SPE and UPE benefits, promoting PE in the community, how learning occurs in PE, motivation for participation in PE, autonomy, competence, relatedness, facilities and equipment, reasons learners do not partake in PE, overall educator perspectives, and challenges. Due to the nature of the current study, this chapter shall be separated into two sections, namely Section A and Section B. Section A consists of the qualitative results derived from the educator interviews and Section B consists of the results from Chapter 4, the quantitative results integrated with the results obtained from Chapter Five, the qualitative research findings.

5.1 SECTION A: INTERVIEWS

Section A presents the findings of the thematic analysis content. The results start by introducing the participants and is then followed by reporting the findings in the following way: firstly, the theme is introduced. Secondly, the responses that are relevant to the theme are presented. Thereafter, a summary of the responses is provided. Lastly, literature is compared to the findings that is related to the theme. This pattern is continued throughout each theme.

Pseudonyms are used to protect the identity of the research participants. The interview findings are presented qualitatively, using quotes and tables. In order to be able to differentiate between the literature and participant response, the response will be presented in italics.

5.1.1 Demographic Profile of Participating Educators

Participants of this study comprised of five PE and LO educators, who have been identified as the experts in the field of PE and/or LO. To protect the identity of participants, pseudonyms are used. The demographic profile of respondents can be seen in Table 5.1, pg. 96 below.

Table 5.1:Demographic Profile of Respondents

Participant Number	Pseudonym	Gender	Quintile	Setting	Rural/ Urban	LO or PE educator?	No. of years as LO or PE educator
1	Thandi	Female	1	Khayelitsha	Rural	LO	7
2	Lerato	Female	2	Mfuleni	Rural	LO	22
3	Calvin	Male	3	Delft	Urban	PE	12
4	Brent	Male	4	Bellville	Urban	Both	4
5	Greg	Male	5	Durbanville	Urban	PE	15

5.1.2 Themes for Exploration and Analysis

The themes presented in this chapter have been derived from the results and conclusions shown in Chapter 4. Towards the end of this chapter, Chapter 4 will be integrated with the results from Chapter 5 in order to follow the sequential explanatory research design. Throughout Phase 2: the interview section, 14 themes together with their relevant subthemes emerged from the perspectives of LO and/or PE educators regarding SPE, UPE, SDT, and PE overall. Additional themes that arose are also mentioned in this section of Phase 2. The first theme for exploration and analysis revolved around the background of the PE and/or LO teacher and why they were interested in becoming a PE and/or LO teacher. Additionally, their best qualities of being this specific teacher are also mentioned.

5.1.3 Theme 1: Background of Physical Education/Life Orientation teachers

Teachers have an array of perceptions regarding what PE should entail, how this subject affects the learning a development of their pupils (Brubaker, 2011). Physical Education (PE) and LO educators play a significant role in motivating their learners to participate in PA. Ultimately, a healthy positive environment within the PE setting has an impact on the

learner's enjoyment of the subject (Lewis, 2014). This section takes into account the background of the PE and/or LO educator. The responses presented in this theme, strive to indicate the manner in which the teacher operates and what motives them to provide the best possible PE environment. The subthemes consist of topics such as "Interest in becoming a Physical Education teacher" and "Best quality of being a Physical Education teacher". Responses generated from these themes were related to empathy, encouragement, helping learners become creative, as well as building their experiences. The first subtheme presented is "Interest in becoming a Physical Education teacher".

5.1.3.1 Interest in becoming a Physical Education teacher

Educators of this study engaged in one-on-one, semi-structured interviews. Questions were guided by the results and conclusions from the learner survey data. In order to understand why educators wanted to teach LO and/or PE, their interests and experience in the subject had to be known. It is crucial to understand the manner in which a teacher operates and thus this section was included. From the experience of the participants, a summary of the responses was generated, where Thandi reported that she was doing her degree and her aim was to:

> *"... become a social worker or psychologist just to help but then in university I was doing psychology so I decided no man let me go and do this in this school like to talk. I like to talk and to interact with the learners." - Thandi*

On a similar note, Lerato expressed that,

> *"...during the day it was called guidance and I did psychology so I thought that's the best way to go through it."*

However, Calvin and Greg all somewhat agreed on PE being an additional subject and/or it was because they enjoyed sports overall and thus stated that,

> *"Uhm it was one of majors at the college. It was part of my training and then also my interest in sports in general."- Calvin*

> *"... I did sports science at varsity because I'm a sports person and uhm, so that was kind of a natural progression and then the teaching thing kinda happened by accident but uhm with a sporting background the Phys Ed kinda came with the territory in terms of my appointment into the school." – Greg*

Some participants in this study reveal that they became a PE educator because they wanted to help and guide people. This is evident in Thandi and Lerato's statements which demonstrate the nature of the relationship they strive to have with their learners. This is echoed by Spencer (2015b) who indicated that PE through pedagogical methods and the interactive nature of the relationship between educators and their pupils (in the educational environment of a sport gym) should strive towards building and strengthening personal traits (beliefs, moral values, motives and interests as much as motor skills or sporting skills). Greg and Calvin further indicated that their interest in sport and PE was a strong catalyst in their choice of career. Similarly, Spencer (2015b) indicates that in planning for an active lifestyle and not just within the school setting but for an individuals' entire life span.

5.1.3.2 Best quality of being a Physical Education teacher

The educators were asked what they think their best quality is as a PE and/or LO educator. Being a PE teacher can become a daunting role to fulfil as here are tasks that PE/LO educators have to face that are difficult and challenging. These tasks were described as being able to maintain discipline, control the amount of learners in the PE class, handle learners who do not dress appropriately for the period, the lack of interest in the sports, the lack of equipment at the commencement of the PE period, the lack of PE teacher experience, the need or ability to encourage learners who are shy to participate in addition to the learners who do not participate due to cultural reasons. Each educator had a different perspective regarding the difficulties they face. On the other hand, there were topics around having experience, being physically active, getting learners interested in PE, having empathy and knowledge as well as being able to manage groups. These were all the qualities that arose throughout the interviews on how to provide the best possible PE class and what is needed to be a suitable PE and/or LO educator. Each educator raised a different perspective according to their own abilities. Thandi explained that her best quality was being able to manage the large groups within a PE class:

"My best quality is empathy. It needs someone to be an LO teacher so you need to have empathy. You don't feel sorry for them but understand what they are going through so that they can be motivated so that they can trust you and then you can move forward..."

Calvin indicated that in order to have learners participate in PE you as the PE teacher have to generate an interest for the subject and thus that is what he believes is his best quality:

"*In terms of my best quality I think it's about getting the interest and also uhm not only in physical education but also in their holistic development."*

Brent and Greg had similar ideas on what their best qualities are on the topic of being physically active to do the physical activities and/or sports required for the PE period:

"My best quality as a PE teacher is my ability to do the activities that we want the learners to do so if we want them to do whatever warm-up exercises, I can physically show them how to do it at the moment. I encourage them to do the activities [uhm] I always try to make it a competition between or between the learners so they are very encouraged by competition." – Brent

"... the best quality now is that I've been doing it for a long time and so the experiences helps me to deal with the Phys Ed lesson because there are different personalities and people who do or don't like Phys Ed. We have some structure regards to our Phys Ed curriculum if I can put it like that. But to try and get children out of their comfort zones and do something different I feel like I'm managing to do that a little bit as well (laughter)." – Greg

It was revealed that having empathy helps educators to be able to understand what her learners are going through. This is evident in Thandi's statement which suggest that there is a certain level of encouragement and connection between the educator and pupils. This statement is supported by Landolfi (2016) who suggested that educators could play an central

role in affecting the attitudes that are learned within the classroom environment and the fact that there is a connection between the attitude of the educator and learners' may impact on future participation in PA. Though, educators cannot do much regarding extramural physical activities, they can do something about PE classes. These types of intervention could be used to clarify the misconceptions held by many learners'. Generating an interest and focusing on not only PE but holistic development, are what Calvin stated were his best qualities. These qualities were similar to the notion made by Landolfi (2016), where it was stated that by making school-based PE more motivating and exciting, it will hopefully become more enjoyable to learners', where all will benefit, thus resulting in healthier adolescents and lower rates of obesity. These classes may incorporate problems that deal with daily issues such as alienation amongst peers during PE class, or working to provide opportunities for active participation in numerous activities (Landolfi, 2016). Other methods could include having learners' and teachers reconsider some of the supposed ideal characteristics that have traditionally been deemed important for being successful in a PE class, for example, possessing exceptionally strong athletic abilities (Landolfi, 2016). These suggestions made by Landolfi (2016) are similar to the statements made by Brent and Greg, where they described that with encouragement learners will be able to learn something different outside of their comfort zone. Thus, encouraging pupils to participate in various activities, not only builds their physical abilities but their holistic development as well.

5.1.4 Theme 2: Goals and Components of a quality Physical Education programme

The aim of PE is to improve learners' physical healthy and overall wellbeing. However, it was also mentioned by the educators that not only does PE improve physical health and well-being but also enhances additional skills such as mental capabilities that does not solely focus on academic work, but rather social skills and communication, conflict management, creating a plan for the future and overall living an active lifestyle. Being healthy and active is one of the main goals stated by Thandi where she explained that,

> *"…the major goal neh is to be like active, healthy wise, exercise healthy wise and also exercise the brain like mental, yes."*

Lerato and Calvin were both in agreement in stating that learners should not just focus on academic work but what they should rather learn life skills that will help them in their future:

"It's study skills, fitness and having a rounded person, you know? When these kids are young, they need to learn that there is more to life than what they see in front of them. So, LO is basically a subject that helps them to plan that's one of the goals, to plan for their future and to be able to navigate all the problems that they experience in life." – Lerato

"Number one is to get the learners socially involved in physical education activities and number two also to shift, a mind-shift in terms if, it's not always about academics also but also other aspects of life must be developed." – Calvin

Brent and Greg both stated that one goal of PE is to get learners active and moving, however there are more goals that could be considered such as:

"To get learners to be more active. To get their minds away from the books. To build interest with them according to sport and physical activities." – Brent

"There's the learning through physical movement so it would be, one to get the children active and moving and doing something constructive. Another would probably be the social skills that go with it and learning how to deal with conflict situations or how to accommodate the people who are maybe less able and so on. And then to teach them something new that maybe they not all that familiar with uhm expose them to something that they don't, they wouldn't do on a normal day in their lives." - Greg

Like any lesson plan, there has to be goals to ensure that learners are developing mentally and physically. Physical Education (PE) not only enhances physical well-being, but life skills as well. This notion was suggested by Thandi, Lerato and Calvin, in stating that exercising the brain and understanding that there is more to life, are key areas that need to be focused on when administrating PE lessons. These statements are supported by Spencer (2015b) who indicated that, to be able to make today's learning significant, integrated and transferable to

social life outside of school hours, PE needs to consider being more than subject-related content, materials and management of a class. Even the most sophisticated teaching programme or educators' manual will not guarantee the successful achievement of educational goals if it is not fit for the curriculum, designed in a pupil- friendly manner, age adjusted and most of all, content-attractive and related to real-life situations (Spencer, 2015b). Educators would have to consciously use cognitive strategies to enhance their teaching in a structured manner. Therefore, educators use PE as a platform to address life skills. On a similar note, Brent and Greg revealed that learning occurs through physical movement, such as developing social skills, conflict situation, navigating problems learners see in life, or doing something constructive. Problem solving, dealing with moral dilemmas, ability to cooperate and team-cohesion building are among the most desired social values that could be learnt in PE (Spencer, 2014). The PE period creates an environment where all of them have a very good chance to be learnt, if only the emphasis can be directed to social and moral goals instead of solely focusing on the physical aspects (Spencer, 2015b). These results are similar to the study from Akelaitis and Malinauskas (2016) where their results of the educational experiment concluded that high school learners have more developed social skills in PE classes. It was also noticed that after the end of the educational experiment experimental group learners displayed better communication, cooperation, assertiveness and social adaptation skills in PE classes (Akelaitis & Malinauskas, 2016). Thus social skills do play a part in the development of communication skills within the PE period.

Within the social aspect of life, physical culture has a role to play, with individuals of all ages participating in it for various reasons and on several levels (Spencer, 2015b). Many learners participate in sport purely for recreational purposes and appreciate the more social aspects of the sporting activity with their peers. Group sports are often able to expand friendship circles by bringing likeminded learners together. At the professional level of competition, only those that are mostly better equipped genetically are selected. Nevertheless the school PE curricula need to be able to cater for all kinds of learners (Akelaitis & Malinauskas, 2016; Spencer, 2015b).

The goals and components of have a quality PE programme depends on the structure and discipline of the PE class, the interest from learners to participate in physical movement and games, working together in teams and exercising, the allocation of PE on the timetable, the appointment of teachers that have a genuine interest in the subject, and having the basic

equipment. All these factors contribute to having a PE period that is goal orientated and where learners are able to learn the basic components of PE. These various topics were elaborated upon by the various interview participants, where it was stated:

> *"The first thing is team work and also to participate, to be active, to know it's not about studying. It's about also to exercise because some of them do not have time to exercise out there." – Thandi*

> *"Having the basic equipment, that's the first thing. Knowing what you must do because you might have the equipment but if you do not know what to do with the equipment then you putting yourself and the learners at danger. That's the basic thing." – Lerato*

> *"Number one, you must set aside enough time on the timetable of the school. Two, also you must appoint teachers who's really got an interest to make a contribution to the physical education of the learner and the third one is regular training programmes and workshops for teachers." – Calvin*

> *"I want to get them interested in physical movement. I want them to be interested in the different games if its indigenous games or different types of games that we are playing, different types of sports that we introduce to them.* Brent further mentioned that*, "...when we do the training it's more focused on I want to stimulate their mind to say that, "You can do it", like to overcome bridges mental blocks to say, "No I can't do this" or "No Sir, I can't do that". I try to bridge that."- Brent*

> *"structure and discipline as I said because of the fact that we have marks it makes it easier to maintain discipline form that point of view." – Greg*

As discussed by the educators, having a variety of components in a PE classroom can motivate learners to participate in the activities. These components can consist of exercises, having equipment to be able to administer the activities, regular workshops for teachers, and stimulation of the adolescent mind. The educators had various perspectives of what components they thought promote a quality PE lesson. Thandi stated that teamwork is an important component that is used to increase participation in the PE environment. This relates to the motivational component of relatedness in the SDT. Relatedness promotes a sense of belonging and cohesion between peers (Scrabis-Fletcher & Silverman, 2017). Thus teamwork in PE lessons is the ideal platform for the growth of relatedness due to the fact that learners are able to engage with another; creating positive attitudes and peer involvement. Another important component was suggested by Lerato and Calvin, where they stated that the allocation of time for PE, basic equipment and the appointment of PE educators, aid in the commencement of a quality PE period. Brent believes that by generating an interest in indigenous games amongst pupils helps to promote PE; these types of PE lessons relate to UPE. However, Greg suggested otherwise and stated that there should be structure and discipline in the PE period and will ultimately create a quality PE lesson; these types of lessons relate to SPE.

Therefore, the goals and components of a quality PE period depends on the perspective of the educator. However, it is of utmost importance that the goals, objectives, and content of PE and sports worldwide be re-examined (Chin, 2015). The reassessment will fundamentally provide an opportunity to revaluate the current structured sports culture and as a result provide new guidelines for PE and adolescent sports that reflect up-to-date times. One way of changing the view of PE is to view and renew the policies that the subject began with into more recent goals and objectives. These goals and objectives would hopefully motivate learners to participate in PE and sports. Policy makers play a significant role in creating and providing an environment in which these goals and objectives within the PE class environment can be achieved (Chin, 2015).

5.1.5 Theme 3: The importance and value of Physical Education in schools

PE is a valuable subject as it has many beneficial factors for learners. Although many policy makers would like to take PE out of the curriculum, the interview participants think otherwise. In this section, the participants highlight the importance and value of PE as being the only subject where learners are able to get out of class and run and play, socialise, and

interact and create social skills with one another. Additionally, the educators also mentioned that pupils are able to learn team work and accommodation of their peers, build self-esteem and increase health status, and level out teenage hormones, and lastly, PE releases pent up energy. Four out of the five educators believe that PE should remain in the curriculum due to the following reasons:

"We do need it, just to take their minds because they are the learners they need that space, that pause from the book to go outside because it's part of their health and its part of their own…sometimes you get some that are sometimes not good in books so you see them in PET and then they are good. So you can take them further if there are chances." – Thandi

"We definitely do need physical education because it's where you see the inner child, you know? It brings out the best in a child even with the introverts they start playing and you can see sometimes in primary school you learn how a learner is feeling to play okay? And also, it takes out, you know we dealing with teenagers and their hormones. Once they starting playing then the hormones go down and they able to settle down. It's quite enjoyable to see the learners to do something that they know they not going to be critically assessed."
Lerato further explained that, "*There is learning happening because it's a way to release their pent-up energy and frustration you know? Sometimes they don't have an outlet but exercising and playing at school, it's one of the ways that brings out the best in them."*

"It's natural that Phys Ed be the first thing to go because it's not an academic subject. However, that once or twice a week there are more children who look forward to Phys Ed than who don't. Okay so there are more who want to get out and run and play with a ball or whatever than who don't want to and so for those children it's just a time out from class. It is socialising with friends on a different level. It is interacting with people, because we combine various classes so

they interact with learners not in their register class or whatever the case is. They develop social skills, the develop things like team work, they develop the abilities to as I said earlier to accommodate others or just learn about other people on a different level. They are able to build self-esteem because they might be the better cricketer or football player or basketball player whatever and that gives them a bit of status amongst the group because academically they not strong but here they have an opportunity to shine. Plus, physical education there is a health component to it. So there is that and not just physical health but again the emotional of the self-esteem side that comes from the psychological and emotional health. That must also be looked after."

Greg further suggested that,

"*…there are lots and lots of benefits if they are big enough to make or to convince people not to discard Phys Ed that's a different story. Phys Ed has an important place..."*

It was voiced by Thandi, Lerato and Greg that PE should remain a subject in the school curriculum. Their reasons were similar in the sense that PE provides a space for learners to go outside and release pent-up energy and frustration. According to Greg, many learners look forward to having time outside of the classroom because it provides learners time to socialise and interact with their peers. Additionally, PE enhances self-esteem, social skills, and emotional and psychological well-being. Many a time there are hardly any outlets for learners to express themselves, however through exercising and playing sport at school, pupils are able to relax. Therefore, these reasons promote the existence of PE in the curriculum. However, Brent in his opinion disagrees and thinks that PE should be taken out of the curriculum, due to the following reasons:

"... I feel like PE should be taken out of schools for the following reasons, number one, what we are trying to achieve through PE is not being achieved because of the amount of hours that we have to do PE at schools, according to the CAPS documents. So we do PE once a

week. For an hour and if you thinking about what we trying to achieve through physical education and where we are at with physical education at once a week it's not on par at all. So for me a child is never gonna get fit if they train once a week for an hour. A child is not going to take anything serious if they going to do it for once a week and there are many times where the curriculum of life orientation overlaps because there are so many things they need to know for life orientation that the physical education period, it's either cut short or there are weeks that we also don't have it. So we just stay in class so that we can get done with the curricula of life orientation. So I feel like if there's a girl that's obese or a boy that's obese, that one hour is not going to save that persons' life at all. So my whole thing with physical education is each and every learner at the school must play a sport. Must play a physical sport that interest that learner so that, that learner will do that particular thing just to stay active. Even if it's table tennis for that game that goes until 11. He will be active for that period of time or if you're thinking about tug-of-war, let the child do that but not this one-hour cause in a term for Grade Eight's and Grade Nine's you take them out six times for a whole term for physical education. You can't achieve much but you can introduce them to things that you would want them to be interested in."

In contrast to the previous educators, Brent indicated that PE should be taken out of the curriculum due to the following reasons: time allocation to administer the PE lesson, the seriousness of the subject as perceived by learners, and the overlapping factor of LO. One hour a week in the PE lesson is not enough for a learner to obtain weight loss goals. Brent mentions that each learner should play a sport in order to prevent becoming obese, however, sport is not the only option to prevent obesity. Recreational activities such as walking and indigenous games are beneficial for health and psychological aspects (Hyndman et al., 2016; Eime et al., 2010). Nevertheless, educators can motivate and encourage their pupils to participate in afterschool PA (Taylor, 2012). As suggested by Brent, you cannot achieve much within one hour but if the educator could introduce learners to other possible PA or recreational interests, their goals could become a reality. This suggestion stated by Brent is

notable in the sense that one hour of PE is not enough, however generating an interest in learners to participate in after school sports and PA could help in goal achievement and increase a learners' PA levels.

There are many stakeholders that believe learning does not occur in PE class, however the perspectives derived from the educator's stated otherwise. This amplifies the importance of PE within the schools as there are important opportunities for adolescent growth through this subject. All the educators were in agreement in stating that, *"Yes",* learning does occur in PE. In support of this statement, the educators argued that,

> *"They learn. Like they learn about muscles and you know if you exercise, cardiovascular also it helps digestion all that things. It helps a lot for exercise. Those are the things we tell them. The reason for exercise. So they know now why they doing that." - Thandi*

> *"For example, in the physical education class, the learners they know their strengths and weaknesses. They able to ascertain, "I'm good at this, this is the direction I need to take", and they able to say if they're frustrated they take out their anger and frustration because they using energy so that energy is compressed inside but once you start doing a physical activity you release that energy and you more centred than before." – Lerato*

Thandi and Lerato were in agreement is stating that learning does occur in PE. Both teachers believe that learning about the health benefits of PE enhances learner's motivation to participate in the lesson. These physical health aspects include learning about exercising, cardiovascular health, digestion. The psychological health benefits that were mentioned related to ascertaining a learner's strengths and weaknesses, and being able to release their frustration and anger.

> *"Uhm I do think that learning occurs…",* Brent further stated that*, "So there are a lot of smalls which is general knowledge which they learn through physical education. Also a lot of them are not involved in teams and so for that hour, that short period of time, they are*

introduced as in how to team sport is. They get that sense of team work." – Brent

"…for me the physical education side teaches soft skills so things that you don't normally learn in a classroom. So how to be accommodating of other people or how to learn to work in a team, how to do these kinds of things uhm that you don't necessarily learn to do in a classroom because in a classroom the teacher is talking to you and spitting out facts and making you listen to stuff and watch a presentation on the board and you just like an inactive participant. Greg concluded with a valuable statement: *"There's something to learn from physical education."*

According to the notions of Brent and Greg, teamwork is one of the most important lessons to learn in PE. Working in teams allows soft skills and the accommodation of their fellow peers to be developed. The idea of teamwork can be related to the motivational component of relatedness in the SDT. Learners who are able to demonstrate soft skills and feelings of group satisfaction are highly motivated to work in teams (Niemiec & Ryan, 2009).

The importance of being physically healthy is declining. This issues begins at a very young age and as a result, learners in high school today are less physically active (Jacob, 2011). The importance of physical health is a topic that needs be part of any PE curriculum. In order for learners, specifically high school learners, to comprehensively understand the importance, there should to be some method for them to be able to associate what they are learning in PE to their own everyday life. Thus it noticed that learning does take place in the PE period, and especially what is being learnt is important. With more choices in the PE curriculum, pupils are able to comfortably participate in a fitness activity that matches their own needs. By paying attention to what it is that learners want as part of their fitness plan can only result in positive participation in PE in addition to positive attitudes surrounding the importance of physical health in their own personal life (Jacob, 2011). If the school itself does not model the importance of PA, then it can be very challenging for learners to feel positive about the need for PE (Jacob, 2011). Once learners are able to see the importance in what they are learning in PE and the benefits thereof, then they will have an understanding that PE is not just physical. It's a life lesson that they are able to use in their everyday life.

5.1.6 Theme 4: Structured Physical Education

Structured activities involve formal adult-led sporting activities that comprise of a number of organised training (Coutinho et al., 2016). Structured learning tasks may expose adolescents to situations where some of these skills can be nurtured, nevertheless the nature of these predetermined activities may set a boundary for the opportunity for individual expression and experience of unexpected outcomes (Thiessen, Gluth, & Corso, 2013).

Participants in this study indicated that every school has to have a SPE period as it is stated in the curriculum as to what should be done within those periods. Although the manner in which the PE period is conducted varies according to the respective educator. The teachers explained what a structured 30 – 45minute structured PE lesson entails:

> *"First thing before we go out they must open their books. Now we going to the PET. Then outside we divide them into groups so like we are going to play this term it is soccer, it's ball control so we divide them in groups. Two groups so each one, each group is going to mark another one and they must control the ball neh. So two groups one, one opposite sides and another group sometimes like 15 minutes, 15 minutes." – Thandi*

> *"Okay, in an ideal situation, first the teacher before the PET must, must talk about safety issues okay? But, in our school we just take the learners out and then they don't have the clothing, the necessary clothing because we have no restrooms for them to change. So, they wear their uniform and outside it's just a field. So, we struggling to get the perfect physical education lesson." – Lerato*

> *"…normally don't have enough time in the total number of learners that's one of the challenges because some learners feel excluded in their period because you must then work with a smaller group and you sit with a class of 50 – 60 learners. You can't observe all the activities, like for example the soccer for boys, netball for girls. So you need some assistance in that regard." – Calvin*

It is evident in the fact that Thandi, Lerato and Calvin have structured PE lessons. This structure entails learners entering the PE classroom and opening their books. The safety issues of the period are discussed. The class is then divided into two to more groups. This allows the learner to work with various pupils in the class. However, because there is a large amount of learner to keep an eye on throughout this lesson, smaller groups are easier to maintain control of.

> *"So depending on what activity we going to do, I like the course activities because then I can split them up in different groups then they going to run courses. So our courses, my courses entails them to do their agility, moving from the left to the right, jumping, bending moving to the front to the back and all this happens in running motion..." - Brent*

Brent further explained that, *"What happens is each term there's a task, a physical education task that must be done. So we actually build them up towards that task. So like if I take the third term for example they must dance but what I give my learners is that they must have a dance like where they incorporate five different moves and then they must do it as if it was a Tybo session..."*

> *"...it depends on the facilities that you have and the infrastructure like for us there is a swimming pool. So in summer when it's hot we make sure we use the swimming pool. And so we would try and advance their water safety and swimming abilities during that time. In term 2 and 3 it's winter so it rains more so we play more indoor games. We would do something that is a bit more dance related. We do maybe a bit more group work because it's not easy to go outside always and then in term 4 for example it's a little less structured. So it depends on your facilities. We fortunate we have a sports hall so we can do activities inside like group games or class against class sort of like… what are the names for the games? Where you sort of eliminate your opposition or you, things like dodgeball and that kinda stuff. Those elimination kinda games and then you have your team games*

like your basketballs and those kinds of things or your rounders' cricket. So there it depends on what equipment you have but if you can maybe have a different thing happening every second or third week then that keeps it interesting." – Greg

According to Brent and Greg, placing learner's indifferent groups and administering group work also helps to maintain supervision over the learners. Brent also mentioned that as part of his structured PE lesson he incorporates running with activities such as agility skills, jumping, and bending. On the other hand, Greg mentioned that a structured PE lesson is also determined by the type of resources and infrastructure the school has. If the school has the necessary resources such as a swimming pool to be able to teach swimming abilities, then that would be beneficial. However not all schools have the privilege of owning a swimming pool. A sports hall may also be used for indoor games that incorporate team sports, yet not all school in the WC have these types of recreational facilities.

Structured physical activities are what the PE classes are supposed to entail. These activities are guided by the curriculum where there are set guidelines of what to do each term followed by rules and marking assessments. It was indicated by some of the teachers such as Thandi and Lerato that they have to make do with whatever equipment and facilities they have in order to provide a structured lesson. On a similar note Greg indicated that having a structured lesson does indeed depend on the facilities and infrastructure that are available. The statement indicated by Greg regarding having the necessary infrastructure was related to Hyndman (2015) where it indicated that, there have been a number of school playground interventions that have used specify playground or activity locations such as playground markings, physical structures, allocated PA spaces, and activity zones, and teacher led activities. This could encompass fitness breaks, PE activities in the play-ground and games/sports equipment that are used to enable structured activities within these lessons. However, not all schools in the WC are fortunate enough to have sporting fields and facilities (Dieltiens & Motala, 2014). Evaluating a range of school playground interventions to encourage children's active PA levels during school could also be considered. This article also proposes that future interventions should assess the structure of PE within a school and conduct follow-up measurements, implement evaluation frameworks and highlight the importance of implementing cost-effectiveness facilities and infrastructure (Hyndman, 2015).

Having SPE entails having a controlled environment where the educator instructs the learners on what activities to do and when to do them. The results from this study present the types of benefits that SPE incorporate. Structured PE plays a role in the development of motor skills, being more alert and improves thinking abilities as well as improves health overall in a controlled manner, as indicated by the educators. The perspectives from the educators explained that they are in favour of having SPE due to the benefits thereof. These benefits include minimising injury, planning the lesson, building communication and team building skills, as well as obtaining knowledge about exercising. The benefits having a SPE lesson was further discussed by the teachers:

> *"The benefits are, it will minimise injury, it will give the learners knowledge of exercising is not about getting fit it's about your personal well-being, your spirituality, you connecting with your body. So, if we can have someone who's a specialist then it will make it easy and the learners and the school will take it seriously."* - Lerato

> "*here's an opportunity to make use of his skills which encourages other learners to get involved and learn a new skill. Also team building, learners can, because learners have the opportunity to communicate with each other. So at the end of the day you get a stronger learner, a more active learner, not only in sports as such but maybe some contribution to their academic performance." – Calvin*

> *"Well the immediate benefit is there's structure. There's a plan. There's direction. Which helps uhm because everyone knows what is expected, what the objectives are of that lesson. Teacher included cause sometimes lets' face it it's just a time for the children can run around and the teacher can watch. Uhm but so the structure and planning almost like an academic lessons' direction so there's safety…"* Greg further stated that, *"Uhm but structure as well because every Phys Ed lesson can't just be a free for all otherwise what's the point. Uhm they not learning anything. So with that structure obviously comes planning and having an idea."* Lastly, Greg concluded by stating that through SPE learning does occur:

"...So as to be able to learn something outside of the classroom in a safe sort of structured way." - Greg

Having a SPE lesson means that a plan has been developed to administer that lesson in a particular manner. This plan helps the SPE lesson be beneficial to learners. The benefits according to Lerato, Calvin and Greg suggested that through SPE learners minimise their risk of injury by teaching the learners about safety, exercising and personal well-being. Additionally, team building, communication and competence in learning new skills have been thought by the educators as being beneficial as well. Nevertheless, Brent stated that problems may arise if a PE lesson is not structured:

"Having a structured lesson is way better than going out there and letting the kids play whatever they want to and do whatever they want to because if you go out there and it's unplanned it takes very long to start, number one, also they, it's a disturbance to the rest of the school. It's just unorganised man. Uhm but when they do get started you can see they normally just play a sport and then everybody's involved in it and then there's a lot of kids that sit out because they don't like it when there's no structure." – Brent

As expressed by the educators, there are numerous benefits of having a SPE lesson. Topics that stood out were those that not only focused on the physical benefits of this type of lesson but also skills that involve personal well-being, having knowledge about their spirituality, managing team building activities, being able to take part in something different outside of the classroom as well as being able to communicate and socialise with one another. These benefits were comparable to a study conducted by Landolfi (2016) where it was indicated that the greatest joy learners experienced from school-based PE encompassed, according to educators was, "*being active and having fun while interacting with friends*." One teacher with 15 years' experience stated that: "*Socializing with friends and having opportunities to be fully engaged is really important to students*." One teacher with eight years' experience added: "*Students being able to participate and socialize without the added stress of having to be in a classroom and sitting down for an entire period. I think that's what gives students the greatest joy from physical education."* Furthermore, the teacher with 30 years' experience

expressed that enjoyment of school-based PE also included "*being part of a team" as well as being in a competitive environment* (Landolfi, 2016, p.7), this statement was similar to the notion mentioned by Calvin. Concerning what was most meaningful to learners' in PE class, teachers' explained that: "*socializing, being fully engaged while playing games, and having fun were most imperative."* (Landolfi, 2016, p. 7). This statement relates to the benefits mentioned by the educators and thus SPE is a period where learners are able to interact on another level.

5.1.7 Theme 5: Unstructured Physical Education Benefits

In the case of UPE, participants in this study indicated that UPE is beneficial if it is somehow combined to SPE as UPE cannot stand on its own. The thought of UPE made the eductaors think about a chaotic class environment where learners have a free period, however UPE can be beneficial if linked to SPE. These benefits would include learners being able to express themselves by thinking creativity in making up new games, playing their favourite games, interacting with other people, and being able to taking initiative. Lerato indicated that UPE has no benefits:

> *"No, no benefits."* Lerato continued to say that *by, "Having something unstructured it would cause chaos. You can tell when the teachers are sitting and chatting to them about LO, you can tell this teacher did not prepare for this lesson because the children are running haywire. But if it is something that is planned, we can see that this group is doing something exciting and the other group is doing constructive. So, it makes it easy. I don't think having an unstructured one, there needs to be structure so that they know from A they doing A, from B they doing B, from C they doing C." - Lerato*

However, Lerato concluded in saying that UPE does have some aspects that are beneficial for learners:

> *"But sometimes we use the learners if we don't have equipment, we use them, for example if we don't have a ball that time, we ask them to bring a ball or they create their own ball using plastic."*

"Remember the kids nowadays they don't play. That's the only time that they play and they enjoy themselves and especially when we are not that structured, "You doing this, you must do this! You going to get this mark". They playing because unaware that they getting marks, they being judged then they play but most of the time it's the unstructured part."

It is believed by Lerato that having UPE would cause chaos. If the educator did not prepare for the lesson the learners would be restless. Therefore, if there was structure in the PE period, learners would be participating in exciting and constructive activities. However, Lerato mentioned that even though UPE would not be advisable, there are some benefits in having a UPE class. These benefits would include creating their own games and resources to play with, and experiencing free play. Nevertheless, Thandi and Calvin on the other hand both agreed that UPE is beneficial for learners. The benefits include:

"...creative just like here. We do not have a field to do PET but sometimes you feel boetie hey it's not easy but you try to make things like clean up because if you try to do PET then you need a clean space and make sure it's safe." - Thandi.

"Yes, because there is always that learners, "no let us do the following". They take initiative. Some of them are very innovative. Then they make up their own games. I don't know if you saw the one was playing netball, the other was playing soccer and rugby. That was now in interval. So there's a mixture of both." *- Calvin*

Thandi and Calvin had similar statements regarding enhanced creativity, initiative and innovative thinking within UPE lessons. Brent agreed that UPE has benefits but those benefits are interlinked with SPE as they somewhat rely on each other. This was further explained by Brent:

"There are benefits because what they do is they play the sport or they would play seven-a-side or six-a-side in a quad and for me when a child is breaking a sweat then there's a benefit because he's

breaking a sweat which means his burning calories or he's doing something. When a child becomes active, those kids are not active at all so when they become active it's a benefit."

So the games we also build spirit because they play against each other so I'll play rover-rover or I would play hikkies or I would have them maybe all play with different tennis balls, hand tennis or id take them drie stokkies or id let them play that type of stuff right."

Whilst Greg also mentioned made a comment combining UPE and SPE and indicated that,

"We play sort of more free, free play time."

"...it just gets lose and the children self-discipline is just as free as the free games and free play that they're having. However, there are benefits to it. Children are able to be themselves. To play their favourite game. To interact with people on their level, if they playing football." Greg continued to mention that*, "Whereas if its structured games and so on sometimes you got very good sporty people against not so sporty people and it's a bit one-sided and so on and so in the end the children have to learn how to deal with both and that's the education aspect of it."*

The use of SPE and UPE combined was agreed upon by both Brent and Greg. Brent ultimately stated that even though a learner is playing games that he or she is interested in within the UPE lesson, does not mean that learners do not benefit from it. Brent believes that UPE is beneficial if a learner experiences sweating during free play. This means that playing games and sports have the same physical outcome as what a SPE lesson would – that is, to promote physical and emotional health. Greg suggested that learners need to understand how to incorporate both types of PE lessons. Ultimately, this would enhance a learners understanding of what SPE and UPE entails and how to incorporate both.

Physical activities play an important role in the development of children teenagers and athletes (Coutinho et al., 2016). The use of these unstructured physical activities at the social support level, is important to in order to spread awareness to parents, coaches, teachers, and administrators regarding the importance of children, teenagers and athletes' involvement in unstructured sporting activities (Coutinho et al., 2016) this statement was supported by Greg. Skills that pertain to creative thinking and positive behavioural patterns are the result of unstructured PA, which as a result has an effect on their future (Thiessen et al., 2013). A worthy component of unstructured activities is that they present an opportunity for learners to socialise and have fun playing games, which are often spontaneously created (Coutinho et al., 2016). Providing the appropriate UPE environment learners will be able to develop not only creative thinking and problem solving but also skills relating to physical, technical and tactical attributes, in addition to games conceptualisation that may be challenging to develop within a more formal, structured environment. Therefore, as suggested by Greg, the educational aspect of SPE and UPE is how to learn and deal with both in the PE lessons.

5.1.8 Theme 6: Promoting Physical Education in the community

It was stated by Eime, et al., (2010) that PE is the highlight for engaging in community-based sport for social interaction and connectedness (Eime et al., 2010). This study shows that the community setting has many factors that either allow or prevent PE involvement. These factors could relate to the danger level of the environment, the socio-economic standard, the maintenance of parks and recreational facilities, community interest in PE, the population, as well as prevalence or hindrance of opportunities for community growth. Calvin believes that if a community has the opportunity to be involved with any PA or PE initiative then it is a great way of generating interest amongst the population of that area:

> *"We had a marathon here at school where we also involved the communities and members and made it open. It was part of Old Mutual, the Two Ocean's Marathon to pass our school. So we said yes. It's an opportunity for our school and learners to involve other community members. And then also the community and schools can also with the Western Province Athletics we have street athletics and get kids involved on Saturday morning or afternoon and get the parents also involved."*

On a similar note to Calvin's statement regarding generating the interest of the community's population, Brent pointed out that,

> *"...we can only promote PE if we can at school build an interest for kids to do physical education. So in this community, they have a lot of games for the kids of the community in the parks and in the community halls for the kids and what I've noticed is that most of the kids that don't pay attention at school are normally at those activity days (laughter).* Brent concluded by saying that*, "...we must build the interest here at school and then when they see things like that outside happening from community leaders then they will get themselves involved in those activities that is taking place outside of school."*

However, Lerato and Greg offered different opinions to Brent and Calvin's and argued that,

> *"It's kind of difficult because the learners, those same learners that are playing sport in the community sometimes they don't want to practice in LO. They just lay back and chill but you find the ones that really enjoy sport then you will see they take over the class." - Lerato*

> *"It's a little bit difficult because a lot of children come from communities where they don't really want to be in the community or perhaps shouldn't be in the community because it's not safe or the community is socio-economically speaking isn't all that well off. So the community centres are the most viable option to practice some form of physical stuff. It gets a little bit difficult. I feel like encouraging children to play club sport and so on after hours is possibly the closest but those will be your sports .... I don't actually know how to encourage people to get outside, especially if it's not safe for them to be there." - Greg*

Calvin and Brent had similar ideas regarding community involvement with PE activities. Generating interest, not only with learners but with community members as well, would enhance the status of PE. Nevertheless, involving the community in PE or PA activities poses a challenge to educators such as Greg and Lerato. How are learners supposed to involve their community in PE activities if the learners do not feel safe in the area that they reside? The aim of participation in PE and community based projects is to empower people through human and social development, inclusive social change, local capacity building between communities, and trust and appreciation for each community member (Schulenkorf, 2012). Sporting events and sport-development initiatives have progressively been staged to contribute to intergroup togetherness, social cohesion and community equality. These types of projects are specifically used in developing nations where there are culturally or ethnically divided societies (Schulenkorf, 2012). This was similar to notion of if there are any supporting opportunities in the community such as a marathon, then community members should do their best to participate. This would be a method of creating social awareness for PE through the help of sports clubs. It is through these types of events that community growth is able to happen. Nonetheless, there are community norms that also have an effect on people's willingness to participate in community projects. This evident as Greg stated that there are communities that are not safe and hence learners, particularly, do not want to be outside.

5.1.9 Theme 7: Motivation for participation in Physical Education

Motivation plays a significant role in whether or not a learner participates in PE. Specifically, the motivational climate the teacher sets for the learners in this period is of utmost importance. PE learners' motivation to partake in class may originate from various underlying sources, such as their own personal beliefs, perceptions of others' beliefs (social influence), history and background, opportunities in which they have succeeded or failed, and talent (Williams & Weiss, 2018; Papaioannou, Marsh, & Theodorakis, 2004;).

The educators were asked how do they motivate their learners to participate in PE. Three out of the five educators indicated that one way of motivating learners is through the attainment of marks. Greg, Brent and Thandi all agreed in stating that allocating marks for performance in PE is a useful method for participation. Thandi and Greg reported that,

"...sometimes we harsh with them with the marks, honestly. So if you do not participate you are not going to get marks..." - Thandi

"It's a bit tricky because it depends on the personality that you're dealing with but ultimately I suppose the marks are the easiest way shall I say encourage participation but the, to try and sometimes I'm motivated from the point of view of learning something out of the experience whether it be an actual ability, physical ability that they might learn or just how to deal with a circumstance with people in a group that they don't like." - Greg

On a similar note, Brent also mentioned that,

"...the main thing physical education every period is for marks. So they all want to do it because they need to get the marks. They all wanna pass. So that is the one thing how I motivate. The other thing is that I get the other learners to encourage, I get learner to encourage each other to participate in the PE. Uhm if not, the learner still doesn't want to I'll have a one on one conversation with that learner telling them the benefits of this physical education activity that we going to do and more than the benefits is the fun that goes into the physical education that we are going to do."

However, Brent also explained that the use of rewards is also useful in motivating learners to participate:

These rewards *"...actually goes in with the motivation. So maybe like bompies or bunnaliks that types of thing for them at the end or a 2 litre Coke. That's not on all the days but yeah they feel like they need to put in the effort for their team on the day. They sometimes scold at each other so they take it serious. Especially when they need to compete with each other."*

Participation in PE by learners are driven through motivational factors such as the attainment of marks and rewards. The teachers indicated that the easiest way to enhance participation in PA is through marks. Greg mentioned that motivating pupils due to the various personalities, therefore the standardised technique of mark allocation would be used to motivate learners to pass PE. Additionally, rewards could also be used as stated by Brent. Lastly, having one-on-one conversations with pupils is also a method of motivation for learners. Discussing the benefits of PE with learners enhances their perceptions about the subject, which ultimately, encourages participation. However, Calvin and Lerato reported similar statements pertaining to motivating self-awareness, health and *"Me Time"* as one way to increase participation in PE class. Firstly, Lerato mentioned that,

> *"I always tell them that they are a child and when you get home you have chores to do. So, it's always best to use this opportunity that you have to play because children need to play. Children need to have 'Me Time', and free time so I always say, "Enjoy yourself.""*

Calvin, had a similar opinion in the sense that,

> *"...we have this major sports event in the beginning of the year, the athletics, so we encourage the learners and say, "do it for yourself, to be healthy, we not expecting you now to do the 100m sprint but it will also do and it's usually good for your own health". So that's also promoting self-awareness and a healthy lifestyle."*

Calvin concluded by saying that,

> *"Learners don't dress appropriately for the PE or for the LO period and then the other obstacle is some learners don't have interest in sports as such but with the necessary encouragement we can overcome that and also get the other classmates involved in their understanding in holistic development in terms of the subject as such."*

This points of view shared by both Lerato and Calvin suggested that motivating learners on a personal manner may be beneficial for participation in PA and PE. Promoting "*Me Time*" and holistic development through PE, enables the pupils a sense of encouragement. In order to apply these motivational techniques and other teaching methods, PE teachers need to pursue professional development opportunities which will enhance their instruction and teacher knowledge in the field of PE. This is essential because once these motivational factors are clarified, then schools can look at what the additional needs are to meet the needs of PE teachers to help them better their method of instruction (Brubaker Jr, 2011). Another focus area that needs to be studied is the importance of assessment in PE classes and how assessment measures are combined within the PE curriculum (Brubaker Jr, 2011). As a result of the perspectives gathered from the educators in this study, learners are able to express a sense of motivation to participate in PE class. These results are linked to the SDT where learners are able to demonstrate motivational behaviour within the PE lesson. Therefore, the role of the educator enhances a learners' motivation.

5.1.10 Theme 8: Autonomy

Throughout the interview process educators were asked if learners gain some sort of autonomy or independence within the PE classes. Another word for autonomy is self-determined (Standage et al., 2005). The role of the educator in designing the learning environment in terms of autonomy and enjoyment is vital in endorsing confident attitudes and perceptions of competence. Allowing learners the opportunity to be able to choose partners and demonstrate autonomy in various choices of activities and allowing for sufficient practice time may allow for positive feedback and positive social interaction (Scrabis-Fletcher & Silverman, 2017). The following statements were made as to how autonomy is displayed within the PE period:

> *"They show by, if I'm taking them sometimes the five of them, one by one then one is going to instruct us then the other one is going to instruct us then they feel, "no I can do it". They take initiative. Exactly like this group there must be a leader and the one who is going to instruct this group..." – Thandi*

> *"Yeah, it's their own way because when we doing let's say the dance or the fitness, in term one we do fitness, we don't say do it like this*

but take into cognisance that you need a warm up, main exercise and the cool down. So, they create their own and be able to demonstrate it without any assistance from anyone." - Lerato

"They make up new games on their own. Some of them even take the lead." – Calvin

It is evident in the fact that educators such as Thandi, Lerato and Calvin, witness how their pupils demonstrate autonomy in their PE lessons. Learners demonstrate autonomy through leadership positions when working in a group dynamic and taking initiative in creating new games without the help from anyone.

"...when we speak about autonomy then they very, very creative. So you will see they will go into their friend groups because they like similar things so if we must go out to PE they would choose in their minds already what they want to do or what games they would want to play so you will see this group of girls doing, playing this game or they want to do this, like they normally like to play hand tennis or they would like to play a combination of netball and touch rugby..." – Brent

"A lot of the time it's within a group dynamic so their creativity (I don't want to say be stifled) but their creativity will, they will have to motivate and give and take, "So your creativity in this instance, fine I accept but now you must accept mine" and again it's those soft skills. But they learn that through us giving them room, stepping back and saying, "those are the boarders you've been given, go and do something with that and we will assess you on what you got for us."" – Greg

Learners, according to Brent and Greg, are very creative when it comes to working in groups. They are able to motivate, enhance soft skills and assess their peers within the PE period. This allows for independent thinking to develop. Thinking independently stimulates

academic abilities (Ryan et al., 2008). This type of thinking creative promotes UPE, where learners are able to make up new games on their own.

The greater the perceived autonomy and personal competence to show certain behaviour the greater the likelihood of attaining the desired goal under the current situations. For instance, autonomy can be understood as the freedom to choose the goals independently, which implies that a learner has to be competent to execute the chosen goals and feels as part of a bigger whole (Blanke, Beder, & Klepal, 2017). Autonomy, as stated by the teachers, does play a role in the growth of a learner. By allowing some independence in PE periods, a pupil is able to take initiative and express themselves. It was also mentioned that learner often display autonomy when asked to participate in group work. By working in a group, learners often have a leader or someone who takes charge of the activity and often creates and demonstrates creative thinking ideas with no help needed from the teacher. This is how independence is grown. This is also a method of developing an individual's soft skills by accepting feedback from their peers and allowing different opinions to be heard. It was thus evident in the fact that learners were able to demonstrate their independence in PE class amongst their peers.

5.1.11 Theme 9: Competence

Competence is related to the feeling an individual feel when he or she has mastered a task or the PA, which as a result leads to more motivation to keep practising and doing the activity (Ryan & Deci, 1985). In this section, quotes from the educators will be presented as their perspectives around competence were expressed. A question regarding to how competence is displayed in PE was answered by the educators, where the following was mentioned:

> *"If there is two groups then they play each other, so the other one is going to be happy because they beat them." – Thandi*

> *"They mustn't do that one in class, do it out there", but if you look at our conditions then the best way is to do it in class. It brings enjoyment to the class because the looking at each other and they competing in a positive way to out win the other person." – Lerato*

"What I also pick up is some of these learners who show the necessary skills, the others who are involved in clubs outside of the school like your soccer clubs, these learners are being encouraged to be part of the soccer club. Not only be attracted to gangsterism but to be socially involved in sport, to keep them busy after school and also it helps in terms of discipline." – Calvin

Thandi and Lerato were in agreement in stating that competitive physical activities aids learners to become competent in their skills and abilities. Discipline was mentioned by Calvin, where he believes that having discipline affects a learner's competency levels. According to Calvin, the learner is competent enough to realise that there are PA opportunities to participate in, rather than becoming part of a gang. Thus, participation in afterschool PA opportunities will be beneficial for the development of UPE. On the other hand, Brent expressed that there are three types of learners who participate in the PE class and that their competency levels vary accordingly. He mentioned in the following quote that:

"So the ones that is very active, like your rugby players, your soccer players, your whatever players that train during you know in the afternoon, play for clubs, play at school, they do all physical education training they supposed to get full marks for that all the time because they can do everything to the best like you'd expect them to do it. And then you have your average learner that is not so involved with after school activities and they are not that fit but they have the ability to do it because somewhere along the line they did something. So they normally also get high marks, above average marks. Then the completely try but you can see that they are not that good as the kids that are training every day or twice a week after school on rugby or soccer or whatever." - Brent

Brent further suggested that,

"...you have your more academically strong kids and they don't do the activities like you want them to do it but for me if they are attempting to do it, I can see they are trying their best then that is

comforting to me. I do not take away a lot of marks just. I will just give them like an average mark that type of thing but a lot of them normally try because there's marks involved and the more academic learner is very focused on that they all tried. They all want to do it. And then you have the kid that is, doesn't have the body to do it they are unfit. So we normally keep them out of some activities. They just cannot do it at all or you also know that this child can't do it. Then the child needs to do something else and something that you feel that the child can do. So you vary your competency level with the type of learner that you are working with. You can see they trying their best." – Brent

Greg expressed that competence is demonstrated by learners through cheering and celebration of accomplished skills and abilities. He continued to say that,

"...our children are very spirited. So you'll very soon see if they believe that they've achieved something so you will hear the cheering and the happiness that goes along celebrating that one dance move that they managed to just get right now (laughter). So in term of competence they will receive the reinforcement from each other, their peers and hopefully some encouragement if they don't get it right and they will help each other until they do get it right and then obviously they will feel good about themselves but as I said they'll get that feedback from their friends." – Greg

Greg concluded and stated that,

"...their marks will soon tell them if teachers believe they were competent or not (laughter). But they themselves you will hear them talk about it afterwards, "yoh this looked nice or that was. I can do this. I've learnt to do this now, but that I still need to." And you'll just hear in their talking. They're pretty good at self-evaluation in terms of that." – Greg

Brent explains that a learners' competency depends of the type of pupil in the PE class. Therefore, their competency depends of their level of motivation. Accomplishing skills and abilities such as mastering a dance move, is demonstrated through the acts of cheering and reinforcement from peers. Greg mentions that learners in the PE class are able to self-evaluate and provide feedback on they can improve in the next class. Accordingly, their mark allocation will also prove if a learner has been competent in reaching a goal.

The social environment of PE can become crucial in terms of supporting competence (Blanke et al., 2017). This is true in the sense of when competition is used as a method of achieving competence. It was indicated by Thandi and Lerato that a learner feels competent when he or she is able to "*beat*" another learner at a particular skill or task. This gives them a sense of pride in their abilities; that they are able to master the task. However, the competitive factor is seen in a positive light as learners use this opportunity to evaluate which areas in the PE class they must work on. One way learners are also motivated to become competent in a skill or task is through the encouragement, cheering, happiness, and reinforcement from their peers. Learners also become very spirited when motivating their peers to perform better. This type of feedback makes the individual believe he or she is able to perform and therefore they attempt over and over again until they master the skill or task. Therefore, as Greg mentioned, the learners are very good at their self-evaluation, which already is a good sign of competence. Hence, it was clear that learners are able to demonstrate competence in PE classes.

5.1.12 Theme 10: Relatedness

Relatedness is also known as a sense of belonging, where learners are able to encourage and motivate one another. It creates an atmosphere where learners are able to engage with one another and support one another. A questioned was posed to the educators regarding how relatedness is displayed within their PE and/or LO classes and it was stated that it was a sense of give and take in a group setting, which is a display of relatedness because pupils feel a sense of belonging with their group members. It was expressed that,

> *"A lot, they encourage each other. There is a spirit amongst each other." – Thandi*

"Yes, because there is that type of comradeship between the people in the group so it makes them want to say, "Oh okay", sometimes, we did it a year ago so we took the best group from one class and they had a dance off with the other class and it made the learners go, "This is my class! This is my group!". So, it made them feel like there's teamwork." – Lerato

"There is learners who normally take the leadership and then there's also this learner who is coming here for a nice time. But the sense of what I pick up is, the attitude of how learners change because they are physically involved in sport because to be involved in sport you must number one have discipline and I think that is one of the aspects that needs more attention at home and school and sporting codes. Learners have more respect for each other, more respect for their peer learners." – Calvin

According to Thandi, Lerato and Calvin, relatedness amongst learners is demonstrated through encouragement, comradeship, teamwork, discipline, positive attitude, and self-respect with their peers. Brent and Greg further mentioned that,

"They cheer each other on and that's why I like the team. Everything that I do I normally try to focus on letting it be in a team so that they can encourage each other to do better. Uhm they encourage each other to work harder in the team because none of them like to lose and what I also normally like to do is I try to have like small rewards at the end of the sessions so that they also feel that they must work a bit harder." – Brent

"…they actually spend (in our context) they spend quite some time together a number of Phys Ed periods and also they are (thinking), they tend to go and be with their friends. We don't choose their groups for them which is something we could do because now you must get to know other people. Not just your friends from you are comfortable with. However, they feel part of the group because

they've chosen to be with those people. …Uhm and ja it does build some form of relatedness or spirit amongst them." – Greg

Learners show satisfaction when they are able to work together with peers in positive manner; one that involves teamwork, a sense of belonging and spirit. These factors enhance the development of relatedness amongst learners in a PE environment.

The need for relatedness relates to experiences of positive and mutually enjoyable relationships (Haerens et al., 2015), characterised by a sense of closeness and trust as well as a feeling of togetherness, social inclusivity and a sense of belonging (Ryan & Deci, 1985). This is evident in the fact that all the educators mentioned that relatedness is being displayed in their PE classes. The most obvious way of demonstrating relatedness is through the cheering that happens when an individual masters a task. The sense of peer encouragement is a motivational aspect for the learner. Learners have developed a sense of belonging with their peers where they are able to encourage one another, work as a team, make use of their leadership abilities and bond. There is a sense of comradeship that is formed when being involved in the same PE class or group activity. This is essential because the attitudes of learners are able to change positively once they become physically involved in the activity, which hence has a positive effect on the amount of respect and discipline they show towards one another. Therefore, learners are able to display their relatedness within the PE lessons.

5.1.13 Theme 11: Availability of Facilities and Equipment

"The absence of sport and recreation facilities in the disadvantaged communities must rank as one of the cruellest legacies of apartheid" (White Paper on Sport and Recreation, 2011, p.15). The availability of the necessary facilities and equipment was one of the themes that arose throughout the teacher's interviews. This includes the provision of appropriate coaching, training and competition programmes in addition to facilities, equipment, sport science/medicine and life skill support (White Paper on Sport and Recreation, 2011).

It was explained by all five educators that more needs to be done in order to provide learners with the best possible PE lesson and with the appropriate equipment in place these classes can generate more interest amongst the learners. It was further explained that,

"There's a lot, for example for exercise the poles like to run with and we need a ball, we need cones, and we also need a hoola hoop, whistles also to control, we need that also. A ball is the main thing and the space also. The space for recreation and maybe like a soccer field." – Thandi

Lerato stated that: "*Basically, our school doesn't have the necessary equipment…".* She continued to say that: *"The list is endless. Let's start with the cones, the balls, the apparatus in fact the uniform that they need, the basic netball or soccer field you know?"*

"…schools don't have the necessary funding to buy all this equipment but in some cases we ask learners to bring soccer balls. So funding is one of the obstacles." - Calvin

Calvin further stated that,

"…the facilities and equipment is in adequate. We only have one soccer ball but we have 22 boys. Girls the same thing. Sometimes we have to share. In our specific case there is no bathroom facility to get dressed, yes a dressing room to change and to get ready for the subject. The other obstacle is they need to shower after the period. Now they sweaty. That is also the reason because there is no shower."

"I feel like you need everything in the PE class. We speaking here of high cones, your small cones, tennis balls, cricket balls, soccer balls, like all types of balls that you can think about, mats, ropes, balancing beams, hoola hoops, netball hoops, the posts."

Basic equipment, facilities and resources are essential for the promotion of PE within high schools. It is evident, that as mentioned by the educators, there is a lack of available facilities and equipment. Basic equipment such as soccer balls, cones, whistles and hoola hoops are in need. Facilities such as sports fields, recreation areas, bathrooms for changing, and showers

are lacking throughout many high schools in WC. How are educators supposed to encourage learner to participate in PE, where there is not enough funding for basic equipment? Brent and Greg proclaimed that,

> *"…If they could have bean bags that would be amazing. That's the general things that we need. Step ladders, agility ladders, that poles that stand up from the group that we use for soccer training that they have to go through or the teacher needs whistles. Sometimes you need bibs." – Brent*

> *"Well basic equipment is pretty much the easiest so soccer balls, tennis balls, some bat like thing because even with a cricket bat or a soft ball bat of some sort there are lots of games that you can play and adapted games. You don't have to play traditional games if you don't have the infrastructure for it. So but basic things like soccer balls you could play soccer with a soccer ball, if there's a pool you could play some form of territory kind of netball/water polo kind of game." - Greg*

It was further expressed by Brent and Greg that basic equipment is a necessity. However, Greg suggested that if no infrastructure is available traditional games do not have to be played, but instead games could be adapted to the availability of resources.

Within SA, children from historically black communities and schools, previously disadvantaged by the apartheid era, have inadequate PA opportunities because of the marginalization of PE in the schooling curriculum, insufficient extra-curricular and community sports provision in addition to the poor standard of available facilities and equipment (Walter, 2014). These schools and communities were discriminated against and negatively shaped by the apartheid system of legislated and imposed racial segregation. Yet, even after 20 years of democracy, the legacy of apartheid is still evident as these schools are still underprivileged of basic resources for the promotion of PA (Walter, 2014). The results from this study is to this statement as the educators experienced and thus, deprived schools in SA are detrimentally affected by the pitiable state of school play grounds and the scarcity of facilities and equipment. These sports and recreational environments are not conducive to PE during recess and/or to participation in extra-curricular sports. This theme indicated that the

lack of equipment and facilities hinders learners from participating in PE. These results were similar to those of Mchunu & Le Roux (2010), where they stated that facilities seem to be the most notable aspect associated to non- participation in sport. Their results state that most pupils do not partake in physical activities is because of a lack of well-maintained and accessible facilities. It was also stated that if any grounds are available within the school or community, they are often subject to neglect or vandalism, as some schools cannot afford a security fence (Mchunu & Le Roux, 2010).

5.1.14 Theme 12: Reasons learners do not participate in Physical Education

Although PE is an interactive class there are still many learners who prefer not to participate in the activities with their peers. The PE and/or LO educators were asked about what the reasons were behind some learners not wanting to engage in the class. Their responses lead to topics such as a learner's lack of self-esteem and confidence, learners who are not bothered about PE or they do not care at all about the subject, and lastly the fear of judgement from their friends. These topics were further discussed by the educators below.

5.1.14.1 Self-Esteem and Self-Confidence

Psychological and emotional problems may cause a hindrance in PE participation and ultimately affects an individual's self-esteem and self-confidence. This may be due to underlying competencies of a learner that makes him or her feel inadequate to participate with the rest of the class. Greg explained that,

> *"I think it's all sort of psychological/ emotional issues. The feeling of competence that they don't believe that they are good enough to play and so whether that's true or not doesn't matter because that's what they believe and maybe they are not prepared to put themselves out there."*

It is evident that participating in PE may have some challenges. These challenges relate to the psychological and emotional issues of a learner. Some learners believe that they are incompetent to participate in PE, therefore they think that they are physically, psychologically and/or emotionally not suitable to engage with their peers in physical activities.

Body image disturbance in adolescents has negative implications for psychological and physical well-being (Kernera, Haerensb, Kirkc, & Kerner, 2017). The changing room within the PE environment impacts a pupils' motivation towards participating in the class (Ntoumanis, 2001b). It could thus be said that this environment is unavoidable and is a place where social comparison and body exposure are often met. It is therefore crucial that teachers play a significant role particularly in relation to the expected codes of behaviour and challenges of normative discourses pertaining to an individual's body (Kernera et al., 2017).

Self-esteem and self-confidence both play a key role in the participation of PE periods. For many pupils, these factors are stressful. High school learners often go through behavioural challenges, specifically with regards to their self-esteem and self-confidence. In PE class, a learners' confidence and esteem can either be uplifted or downgraded, for example, if a learner cannot do a certain type of PA, he or she would feel embarrassed or shy and thus a break in their confidence and esteem levels. On the other hand, if the learners' peers motivate the individual participate, it would an increase in levels. Thandi, Lerato, Brent and Greg all indicated that self-esteem and self-confidence does play a vital role in their PE classes and thus stated that,

> "*Some they are shy." and "…Sometimes its confidence…" – Thandi*

> *"It's that dance that you won't find them that much keen on but when it comes to the ball games and fitness then you find them participating but we don't allow the pregnant ones to participate at all. We do get that don't want to do it all, but it's quite few." – Lerato*

> *"…they think it's embarrassing to do PE with the rest of the kids…"* and that *"…they afraid to get competitive…" – Brent*

> *"…They don't have that self-esteem that will allow them to fail and to be laughed at and take it on the chin and carry on with life. They don't have that, if its emotional intelligence or as I said self-esteem or self-confidence or whatever it is to be prepared to be laughed at because they believe they're not competent. …" – Greg*

Not only does PE have an effect on students for health reasons and in terms of attention and behaviour, but it can also affect them emotionally and socially (Taylor, 2012). This relates to the findings presented by the educators, where it was suggested that learners are shy, have a lack of self-esteem and are afraid to interact with their peers within the PE class. Learners self-concept and self-esteem can be strongly impacted by their friends and teachers.

Negative issues surrounding a decrease in self-esteem caused by competitiveness can lead to an growth in inactivity by learners who partake in competitive sport and performance based PE classes (Taylor, 2012). Negative perceptions around the competitiveness of sport within PE may affect the perspectives of both parents and learners negatively. Nevertheless, PE provides learners who are not academically strong the opportunity to excel in another area, therefore creating a boost in confidence and self-esteem (Morgan & Hansen, 2008). Not only does PE enhance general wellbeing which could in turn help struggling students improve in the classroom (Morgan & Hansen, 2008) but it may also build character and thus it is worth considering how the social component of moral character can be developed (Taylor, 2011).

5.1.14.2 Learners who are not bothered about Physical Education

Nonparticipation in PE class can often be because of difficult, uncooperative learners who sometimes have the attitude of not wanting to partake or that think they are too old for a PE class, and thus it should be left for the younger learners. Another point that was made by Calvin indicated that pupils often feel that PE is a subject that only caters for a sports person. Hence, this affects the quality of PE-pupil experience and lack of motivation to engage in these periods (UNESCO, 2015). If an individual does not participate in sport then he or she will do poorly in the PE, and as a result they become unbothered and unwilling to give the exercise and/or game a try. Thandi and Lerato agreed to the statement that PE should be for the younger learners and stated that, that is the manner in which the older learners perceives it:

> *"Some they think it's for the young ones, the boeties, they think they can't play but at the end of the day they see it is not for a child it is for gaining something because we sit down and talk to them." – Thandi*

"It's always the ones we call the initiatives you know? The one that comes from the mountain. They always feel they are too old for that but some of them do actually play especially when it comes to ball games and fitness." – Lerato

These narratives indicate that older learners do not want to participate in PE because according to them, it is for the younger learners. However, PE is not grade specific. It is a subject throughout high school that allows for the participation of all learners. Thus, these perceptions derived from the learner's links to the status of PE. Many learners envision PE as not important and thus ae not bothered to engage in the subject. Calvin explained firstly that PE is a non-academic subject that a learner has to pass:

"Yes, in terms of PE, there's a notion from the learners' side it's not a subject that you need to pass. You don't need to write exams. So they see it as a burden."

Secondly, Calvin explained that learners have an attitude that one has to be a sports person to partake in PE:

"Some of them have this attitude is "You must be a sportsperson". I don't know here hey get that idea or notion in their mind or attitude but then also the other things is what you offer, I don't know if it was the primary school teacher, but what you offer. You should actually encourage them to have a mental change."

Greg and Brent had similar perspectives in the sense that learners become problematic and uncooperative as well as just not wanting to change thus they do not participate in the PE periods:

"They don't want to cause they don't want to change…" – Brent

"There are other who are just difficult and uncooperative and are just not bothered, they couldn't be bothered and they don't care…" – Calvin

The final reason as to why learners do not participate in PE is due to the lack of care about the subject from the learners' side. Discipline in these types of PA environments play a major role, however Greg agreed with the researcher in stating that learners think that PE is not that big of a deal and thus their discipline for the subject is lacking:

"… to deal with those ones, the ones who are unprepared or the ones who are just uncooperative. There's not a lot of room to discipline them and sometimes that gets tricky." – Greg

Many a time learners do not want to participate in PE is because there is a stigma that PE is only suitable for sports people. Thus the attitude of a non-sports person would be one of exclusion from PA. These preconceived ideas need to be changed mentally. Nevertheless, some learners do not want to change. Hence, they become uncooperative and difficult to manage.

Family members appear to play a significant role when it comes to reasons given for non-participation in sport and PE (Solomon, Kirk, Macdonald, & O'Sullivan, 2006). If learners do not get enough support and motivation from their siblings or parents, they tend to be uninterested in participating in the PE classes. Likewise, the culture and community also play a part in whether learners will participate in sport or not. Various cultures and communities have diverse expectations from the activities of their members and hence learners might not participate in these physical activities out of respect for or restrictions of cultural norms (Solomon et al., 2006).

5.1.14.3 Fear of judgement

Fear of judgment can be a strong motivator as why learner do not want to get involved in the PE class with their peers. The fear of making a mistake, being laughed at and being uncomfortable in doing exercises all relate to the fear of being judged by peers. The school curriculum can play a meaningful role in affecting how adolescents experience their bodies.

Within this schooling curriculum, PE lessons represent one of the only school subjects in which the body is emphasised as a curricular outcome (Kernera et al., 2017). In PE, the body is judged for physical ability but is also situated in a space that provides the potential for social comparisons and body judgements between peers (Kernera et al., 2017). This is due to the fact that the body is at the centre of experiences in PE. Hence, it is not unlikely that some teenagers may experience body image disturbance in PE. This ultimately could affect their self-confidence and the level of participation within the physical period (Kernera et al., 2017).

Learners are judged on their insecurities which could further decrease their self-esteem and confidence levels, this was explained by Brent when he stated that, *"...the don't want to be judged, insecurities."*. He or she may not feel confident in participating in the activities and thus other pupils will take this opportunity to instil fear. Fearful learners will therefore rather receive the punishment for not participating in the PE class than to be made fun of. This was explained by Thandi and Greg where they stated that,

> *"...judgement. Sometimes they say, "I can't do that, but I want to do that and then if I do and I make a mistake they are going to laugh at me."" – Thandi*

Greg indicated that,

> *"...However, their fear of judgement is bigger than their longing to be part of the group so they just don't do it."*

> *"...they will be laughed at they will be judged in a way that doesn't make them feel comfortable. So they will rather be punished and whether it be physical or some sort of writing out kind of punish or punishment by lack of marks. They'll rather accept that than the judgement of their friends and I think that is probably the majority of cases are that."*

Thandi and Greg's point of view, are those of learners having a fear of judgement. Judgement through the eyes of peers, educators, and even family members. Accordingly, this affects the

mental state of the learner. If the learner believes he or she will be judged and laughed at for their incapability to perform a physical activity, then their will to participate will decrease every PE period. Thandi further mentioned that,

> *"There's a lot but I'll mention two. There are those who do not, they are so shy to participate neh. There are those that have a problem like like they fat because they must jump, then they must do this and there are those in our culture boeties, so they can't play. So we struggle with that challenge."*

These explanations raised by Thanid and Greg were similar to study conducted by Landolfi (2016), where it was indicated that the fear of judgement in PE class is one of the reasons students do not participate in the physical activities and thus it was stated that, "If you are not good at something in school-based PE other people laugh and make you embarrassed" (Landolfi, 2016, p.6). Another study by Mchunu & Le Roux (2010) had similar ideas that learners who do not participate in sport are more concerned with how they present themselves to others and how that presentation will affect the thoughts and opinions of their peers. These learners seem to be too self-conscious about their looks and public image and thus do not want to be seen as failures or made fun of by their fellow learners (Mchunu & Le Roux, 2010). Therefore, the educator should administer PE periods that includes working together with diverse groups of learners, as not to exclude or eliminate anyone. This reduces the risk of embarrassment and/or rejection between peers and educators (Vosloo, 2014).

5.1.15 Theme 13: Educator overall perspective about Physical Education

Research has been able to confirm that PE still has an valuable part to play in education and may even improve students' learning capabilities (Taylor, 2011). Educators were asked what their general perspective was regarding PE as an overall subject. Common sub-themes that arose from this question was the importance of PE, and PE being a non-academic subject. The first sub-theme that was analysed was the importance of PE which was discussed by Greg, Thandi and Lerato. The second sub-theme which was PE being a non-academic subject was discussed by Calvin and Greg.

5.1.15.1 Importance of Physical Education

Despite the status of PE within schools, the importance of PE as an overall subject was agreed upon by Greg, Thandi and Lerato. This is evident in the following responses:

> *"It's really important. I really enjoy to participate. It's fine with the life orientation because it's about life. Activities and exercises is what we learn. It's what we born and bred whatever then you get from life orientation about life and also it is part and parcel about life.*" - *Thandi*

Thandi further stated that learners need to know the benefits and outcomes of PE as a subject and thus,

> "*...some students in the beginning don't want to do PET but then you see, you can't just take them out. You have to explain to them the benefits and the outcomes of that so if they are happy they are going to enjoy it."*

> *"No, I think it's important even though it's included in with LO curriculum it's still important because we have obese learners, sick learners who we just lost a learner to heart failure. So, such things we need learners to know that being healthy also affects mental and psychological health. Because we had a learner who was very big and the students were making fun of him and that affected his confidence. If that child exercised, he would've been fit and then he would not have been going through the bullying of being fat. More time should be allocated to PE." – Lerato*

> *"... But Phys Ed is important and if the school or institution has the infrastructure to be able to do it in a safe environment there's no reason for me why it should not happen." – Greg*

It is evident that all the educators acknowledge the fact that PE is important. Educators who indicated that they knew the importance of PE and who maybe participated in sport had some

ideas and understanding of the benefits of this subject. It was also stated by the educators that by providing the right time allocation, suitable teachers and infrastructure there should be no reason as to why PE should not happen. The subject of PE, whether it being SPE or UPE, contributes to an important factor in the lives of teenagers. The findings of this study are consistent with those of Woodson-Smith and colleagues (2015) who argued that, learners have the chance of participating in PA, where they are able to attain the developmental skills to partake in sports and daily activities of living, and develop a wealth of knowledge about healthy choices (Woodson-Smith, Dorwart, & Linder, 2015).

5.1.15.2 Physical Education being a non-academic subject

Learners perspectives surrounding the status of PE in relation to other school subjects were also discussed by two of the educators. Both teachers felt that PE was important compared to other examinable subjects such as science or mathematics. This can be seen in the following responses. Calvin believed that,

> *"Others enjoy it because this is the only opportunity they get to play now with a ball. To be socially involved and physically involved with the other learners because circumstances in different communities at home maybe they don't even have an opportunity to now play soccer because there's gangsterism or violence in the area. Make use of this opportunity. We encourage grade 12 learners for athletics, "it's your last year at school. Take part in the athletics." So yes definitely it is an important subject."*

Greg further agreed by saying,

> *"The fact that it's not academic subject doesn't mean the children can't learn."*

Although PE is not an academic subject, the benefits derived from physical movement are worthwhile as expressed by Calvin and Greg. Physical Education (PE) lessons are far more than physical fitness activities, instead it enables positive social relationships and social expression (Taylor, 2012; Toriola et al., 2010). When managed correctly, this subject can

help learners cultivate positive relationships with their classmates, ultimately increasing the motivational component of relatedness. It can also help to enhance the self-esteem of pupils who may find it challenging in other areas of school such as additional academic subjects (Taylor, 2012). The findings of this study are similar to those of Navidi (2016), where it was stated that the fun and pleasure of PE generates positive influences, which therefore has extensive health benefits mentally and physically. Thus as suggested by Greg, even though PE is not an academic subject, it does not mean that pupils cannot learn.

5.1.16 Theme 14: Challenges regarding Physical Education

High school periods and especially PE class pose daily challenges. The sub-themes that arose throughout the educator interviews indicated that there are issues such as the classroom being too small to be able to conduct PE classes, the lack of support from teachers, parents and even learners for PE as opposed to other academic subjects such as mathematics, science and/or physics, as well as, the general fact that learners do not necessary care about PE as subject as a whole.

5.1.16.1 Physical Education classroom setting

It was explained by the educators that the classroom environment poses a challenge, due to factors such as high noise levels, minimal space allocation for the administration of PE and mark allocations. This was justified by Lerato especially because,

> *"...we making a noise. It's noisy and you can't tell kids, "don't shout, don't scream!" but they enjoy themselves. But the nosier it is then they enjoying themselves. They doing something that they enjoying. It brings out the best in them. So, we have a problem with teacher complaining about those noise levels."*

Another challenge within the classroom setting was explained by Brent, where he voiced that the mark allocation in the PE class was a problem. He further suggested that,

> *"The physical education, how to allocate the marks is also... (thinking), it's not difficult but keeping track of the amount of learners and having to watch them all individually is not very realistic. That's the only challenge that I can think of. The amount of*

learners affects what you doing outside, affects how you allocate marks, affects when you can allocate marks..."

Mark allocation could become difficult when assessing learners on their physical abilities. Although there are guidelines in the CAPS documents regarding the assessment criteria, the final decision depends on the teacher. Brent continued to speak about the amount of learners in a PE class and indicated that,

"...we have very huge physical education classes so when I speak about huge classes I speaking about the number of learners that's in a class. So for many activities that you want to do and get it thoroughly done, you need them in small groups or smaller groups than what they're in now. So that you can pay individual attention to the ones that are not doing as you expect them to do it."

Lastly, Greg mentioned that PE is like any other academic subject, where similar everyday challenges are faced:

"... it would be similar challenges to in a classroom in the same way that children don't bring their books to school because they couldn't be bothered so they wouldn't bring their Phys Ed clothes so it's just amplified a little bit because of the fact that if you as the maths or science or biology teacher phone the parents and say that, "you child for the third time didn't have their book in class like what are you going to do about this?", like to might get more of a reaction than "this is the third time your child didn't bring their Phys Ed clothes here, what are going to do?""

The classroom setting is quite complicated when dealing with PE as there are always challenges such as noisy classrooms, how to correctly allocate marks for PE participation, being able to keep track of the amount of learners in the class and on the fields, in addition to learners who are unbothered about the subject thus they do not bring the necessary apparel.

5.1.16.2 Time-table provision

Being able to allocate the appropriate amount of time to PE within the curriculum has been an ongoing discussion. The PE and/or LO educators strongly agreed when asked if more time on the timetable is needed to be able to effectively teach PE. It was also indicated that there is not enough time to be able to administer all the physical activities that are needed to be done in such a short amount of time. Greg and Brent both explained that the time allocation for PE is a challenge. Greg suggested that,

> "*...provision should be made in timetables and so on at schools for children to be able to express themselves outside of the classroom."*

Greg further agreed and voiced that,

> *"I think it would depend on how often you have Phys Ed in your work week and how much time and by time I don't mean the 30-40 minutes. I mean do they come to school and they're already dressed and ready to go to Phys Ed or must they come to school and change for Phys Ed then arrive and then change back? Cause that takes already 20 minutes out of your lesson. So 30-40 minutes of just pure Phys Ed outside of all the other stuff."*

> *"...what if they can allocate more time to physical education and have the teacher that does physical education only teach physical education. So for me if it's a standalone period and they have more periods in the day it can work. But if I look at the curriculum and I look at the time allocated to each subject it's already not working completely. So if they want to have it as a standalone period they need to change our curriculum, this whole CAPS document. But as it stands now I would rather feel like it's a waste. Take it out. Take out physical education or take out the life orientation part and then just have the physical education."*

Brent expressed that,

> *"…our periods are a hour long. So what happens is they come into class, we put our bags down, the girls go change in the bathrooms and the boys change in class and that takes about 10 minutes. Then we go to the field that takes another 5-10 minutes. So we do have say 45 minutes on the field or least actually because they must still change back again. When we get there I do 10 minute warm up sessions. So I have them have, do short suicides, jumps, star jumps, high knees, leg lifts or I let them go around the field in a slow pace just to get the blood pumping a bit and then that would do for like 7 or 10 minutes and then we would do stretches."*

> *"…the things that they are learning in life orientation is more beneficial to the kids than that one hour of physical education that they are doing outside because they are learning about way more things in the class during life orientation than those co-curricula's and co things they ae learning outside when they are doing physical education. Also maybe the life orientation could then add more things to it if they took out physical education but yeah now that is my feeling about it. Not that I don't enjoy it. I enjoy having physical education. I enjoy being outside with them. There's a lot of things they learn outside but the time man. The time is not worked out lekker…"*

One subject that has often struggled to be incorporated into the timetable in PE as indicated by Greg and Brent. This also has an effect on the pupils learning. Throughout the years, various surveys' results have shown variations in the amounts prescribed or expected time allocated to PE and actually delivered (Hardman, 2008). The findings of this study are similar to the notion of Hardman (2008) where it was stated that, the manner in which the timetable for PE are set up at schools pose a challenge not only to learners but to teachers as well. There is simply not enough time to be able to incorporate all that needs to be done within a single period. From learners changing into their sports clothes, to explaining the content, to physically doing the activity, to changing back into school uniform, is all a daunting task.

Teachers and school administrators may consider the advantages and disadvantages of the time allocation for a PE period.

5.1.16.3 Support for Physical Education

Support for a non-academic subject such as PE has been questionable and has not been taken seriously as indicated by Lerato, Calvin and Greg. The status and development of PE and sports on the high school level after 1994 has changed over the years. Parents, teachers and even pupils do not take PE as a serious subject and thus the lack of interest in participation from the learners' side. This ultimately leads to learners bunking classes. The educators further explained this challenge:

> *"No, they must take LO and PE seriously. The department, they must take it seriously. If you look at LO and PE it looks at the learner holistically and sometimes you find out what is bothering the child. Even the ones that bunk classes, when it's LO or PE, you'll see them outside even if they don't belong to that class. They want to go and play." - Lerato*

Lerato continued to voice that,

> "*…most schools just regard LO or PE as a 'by the way subject' you know? Even the teachers that are in my department, I only have three people that are qualified to teach LO. The rest, the seven of them they're just teaching because they just a core subject but they don't have enough time or periods for it, so to add more."*

Lerato proclaimed that PE should be taken seriously by learners, educators and the PE department at the high schools. Qualified teachers are needed to improve the status and perception of PE, therefore through this support can be generated for the advancement of the subject. Calvin expressed that the development of sports after 1994 changed "*dramatically"*. There are high schools that receive support and funding for the development of PE and sport and there are those who do not. Unfortunately, those that do not have the support and funding are on their own. He continued to say that,

"The emphasis is on that the Department of Education to be honest it changed in such a way that those schools who want to continue with certain sporting codes, then unfortunately you are on your own. No funding from them, in the past more funds were made available for sporting codes as such. But if you look at the situation now-a-days, schools need to fund it or source funding on their own by means now of school fees. So they raise the school fees. Learners are interested but we don't have the necessary funds to cover the sports. Looking for a sponsor for our school is another challenge. Resources is the other thing. Like the LO teacher, siting with 60 learners out there. We need assistance."

It was further stated by Greg that,

"...so uhm the support from an academic point of view for children that are disinterested, the support for teachers there is a lot stronger than for Phys Ed which is non-academic hardly counts towards anything and "please don't waste my time. Is my child passing yes or no? Then be quiet because who cares.""

According to Calvin, the way PE and sport are being viewed at the school level has changed "*dramatically*". The development and status of PE in the South African school curriculum has followed much the same route as that of PE in developed and developing countries, specifically that of decline and termination. Along with this, the decline in the support with regards to PE being an important subject for adolescent growth. In 1994, PE was formally dropped from the South African National Curriculum. Now, in concordance with worldwide transformation trends and due to concerns regarding adolescent physical health, PE has been reinstated in the National Curriculum, as one part of the learning sections of LO (DuToit et al., 2007). However, as with any transformation, challenges and problem develop. One being the perspective and support of PE amongst teachers, parents and learners (DuToit et al., 2007) as indicated by the educators of this study. This statement is similar to Lerato and Greg's opinions where they mentioned that people in general do not take PE seriously. Due to this lack of support, learners will end up not participating in the classes. There is a preconceived idea that PE is a waste of time as voiced by Greg. Thus, if learners see that their

parents and some teachers think that PE is just a by-the-way subject, then what sort of motivation do they have to engage in the class?

5.2 SECTION B: INTEGRATED RESULTS

5.2.1 Introduction

This section encompasses the results from Chapter Four (the quantitative survey data) combined with the first section of Chapter Five (the qualitative interview data). This was done in order to follow the sequential mixed methodological research design. Therefore, the qualitative interview data are able to give an explanation to the quantitative data. The sections from Chapter Four will be used as a guideline throughout the combined results, where the interview data will be used as an explanation for that specific section, accompanied by literature and the discussion.

5.2.2 Learner and Educator perspectives of Structured and Unstructured Physical Education

This portion of integrated results within Section B, aims at answering two objectives, namely: to describe the types of structured and unstructured practices that are in place for Grade Eight and Grade Nine learners in CT high schools, and secondly to explore what the perceptions of structured and unstructured PE lessons are from educators and learners.

The traditional structured framework of the PE lesson gives a learner a sense of security and guidance which provides them and along with the educator with physical and mental support. This was agreed upon by all the educators that having SPE gives the learners some sort of plan, direction and guidance as to what the lesson entails. However, it does not challenge the routine, it is the routine that is repetitive and when it corresponds with poor quality such as unappealing content delivered in a domineering teaching style, it may result in learners dropping out of PE consequently, "contradicting what PE is all about – creating a physically active life style" (Spencer, 2015b, p.41).

From the survey results a large amount of learners strongly agreed that they are able to learn more skills in PE class than what they would in break time. The results also indicated that the majority of learners stated that in a SPE they are more alert and have energy on days when they have a PE period. The use of structured lessons also helps to improve the learners thinking abilities, as argued by pupils. Overall having a SPE lesson improves the health of the learners. This ultimately indicates that there are benefits to having a SPE lesson. This statement was further agreed upon by the educators in theme 2. Results derived from the surveys related to the educator's perspectives from theme 2: goals and components of a

quality PE programme, where it was declared that learners are able to practice skills, SPE minimises the risk of injuries, it provides learners with knowledge of exercising, and improves your personal well-being. These findings concur with those of Spencer (2015b) who suggest that to ensure that the lesson goes ahead in a structured and formal manner the educator has to consider the most suitable use of: 1) facilities and equipment, 2) organisational methods for teaching the lesson, 3) social skills and etiquette for behaviour, 4) lesson adjustment: techniques used to adapt certain lessons and activities to help pupils with special needs, such as changing the size of the playing environment, the use of various types of equipment for lessons or adjusting the rules of game to allow modifications in performance, expectations and outcomes of the lesson, 5) safety regulations and identifying potential unsafe hazards that could harm or inflict injury to learners or staff in the period, 6) rules (to be followed in particular settings and situations), 7) general teaching plans and clues that apply to the entire lesson (Spencer, 2015b).

Unstructured activities allows the freedom to play and exercise in an spontaneous manner in order to develop the skills needed for social engagement, creative thinking and problem-solving (Thiessen et al., 2013). It is through this type of activity that learners are able to learn how to work in unison, adjust to various situations, explore, construct meaning, learn what they like, what they are skilled at, as well as being able to express their individuality and autonomy. The results presented from the learner survey suggest similar conclusions. Findings from this study demonstrated that the majority of learners had experienced more fun and enjoyment during the recess period than in the PE class.

These sets of results from UPE are similar to those mentioned in the literature review chapter relating to the learner perspectives of PE. The survey results from Couturier et al., (2005) stated that learners would like more input into the choices being made about the types of PA used in the PE class. Therefore, the learners would like to participate in the development of what should be included in the PE curriculum, such as, being able to choose their own groups or partners and work at their own pace on certain activities, instead of a teacher deciding for them. Innovative, original movement play, games and sports can add flavour to everyday teaching, therefore making it more attractive and lively, whilst at the same time involving learners thoughtfully as they have to pay more attention to the things they haven't heard of before (Spencer, 2015b). Similarly, findings in this study indicated that creativity is enhanced during UPE as well as providing opportunities to free play games and interact with peers

socially. On a related note Greg also mentions that learners participate in free play and games when they have a UPE lesson and thus through this type of PE, learners are able to social and interact on a different level than what they would have in a SPE class.

As seen between the results from Phase 1 and Phase 2, SPE and UPE complement each other. Hence, a curriculum that augments SPE and UPE would be most beneficial. This statement was also agreed upon in theme 5: UPE benefits, where participants voiced that UPE has benefits but only if UPE is linked with SPE therefore they somewhat rely on each other to provide the best possible PE lesson. Therefore, the findings of this study illustrate that SPE may focus on certain areas such as motor development and increase in fitness but together with UPE, learners are able to improve their creative thinking, problem solving and social abilities. Combining the both types of would mean that there is more room created for different individuals with different abilities, for example, if one learner was able to think on his feet and make up a new game in an instant but lacks the physical ability to execute the activity could make a friend with another learner who has the physical ability and describe what the task entails and thus they could end up working together to accomplish the task. Hence, vice versa, if a learner was unable to make up a new game and was helped out by another peer whose skills lie in being innovative then this would create a suitable environment for both types of individuals to work in. This would not only benefit the SPE and UPE type of lesson but also to the individual learner's cognitively, socially, academically, physically growth. Therefore, the findings presented in this study suggest that the combination of SPE and UPE would also benefit learners in other life skills areas such as problem solving, being innovative, accepting of one another, communication skills, team work, creating a motivational climate amongst the learners in the PE period, and lastly social inclusion.

5.2.3 Physical Education overall

The overall results of resources available for a PE period was stated by participants where the majority of participants said they do not have resources for the PE period. This finding directly relates to results presented in to theme 11: availability of facilities and equipment, as all educators who participated in this study acknowledged that they do not have enough facilities and equipment for their PE class to work effectively. This is similar to results from the UNESCO study which revealed that the lack of resources was mentioned in the World Wide Survey of School PE (UNESCO, 2015), where teachers in Africa stated that they, "Do

not have facilities or resources" (UNESCO, 2015. p. 67). It was further stated that there are "widespread considerable inadequacies in facility and equipment supply and site maintenance, especially in economically developing (though not exclusively so) countries; a related issue in the facility-equipment concern is finance with some countries concerned about financial resources and under-funding of physical education" (UNESCO, 2015. p. 86). If there are hardly any fields or equipment to promote PE, how are educators supposed to encourage participation amongst pupils? It was suggested by Morgan and Hansen (2007) that a reduced amount of equipment leads to ineffective attainment of syllabus outcomes. Thus, resources play a significant role reducing inactivity and sedentary lifestyles of adolescents (UNESCO, 2014). One of the factors that emerged from this study was time allocation to shower and change after a PE class. This challenge still remains a social barrier for the participation in PE.

When learners were asked what they enjoyed most about PE one of the highest scores indicated that they enjoy being with their friends. A comprehensive meaning of this result could be related to results presented in theme 2, goals and components of a quality PE programme, where he suggested that, learners become socially involved in PE activities. This was also related to the social skills that a pupil is able to develop, where Calvin also stated that social skills are key aspects that provide growth in the PE classroom. The findings of this study are in conjunction with the statement that Toriola et al., (2010) stated, where it was established that PE lessons are much more that a physical fitness class. It enables learners to form positive social relationships and social bonds. Fostering social interactions between learners within environments such as PE classes, sports and communities, enhances healthy adolescent behaviour and healthy lifestyles overall (UNESCO, 1978).

After school PE and PA survey results showed that majority of learners do not participate in afterschool activities irrespective of being in Grade Eight or Grade Nine. This result was supported in theme 6, promoting PE in the community, where he declared that some learners come from communities where they do not want to be in or it is unsafe to be outside after hours. Thus making PE within schooling hours one of the only times a learner is exposed to PE. The findings presented by Kwon et al (2018), regarding afterschool programmes was reported by a learner where he suggested that, "maybe have us go for more afterschool programs" (Kwon et al., 2018, p. 229). Therefore, by developing additional afterschool programmes, the PA levels of adolescents would increase. The learner further suggested that,

"…you can go with your classmates, and you can all come up with afterschool programs" (Kwon et al., 2018, p. 229). Instead, of sitting in front of the television and being inactive, more physical afterschool programmes could be considered. This would promote relatedness as well; being socially included in activities and group settings. Educators also have a role to play when it comes to promoting afterschool PA, as it was stated by a pupil who spoke about the roles of the PE educator, "A physical education [teacher] should not only get students to want to be physically active in their lessons, but also include ways a student can live a healthy lifestyle and be active outside of the classroom. Whether it is before [-school] or afterschool programs…" (Kwon., et al, 2018, p. 230).

5.2.4 Learner and Educator perspectives to the components of the Self-determination theory

This portion of integrated results within Section B, aims at answering the objective of: to investigate the role of the SDT as a method of motivation for autonomy, competence and relatedness as shown through structured and unstructured PE lessons.

The theory of SD is made up of three basic psychological needs (BPNs), autonomy, competence and relatedness. These three BPNs have an impact on the level of motivation of an individual (Ryan & Deci, 1985). Within the PE setting, autonomy satisfaction develops when learners feel like the originators of their own behaviour and they participate voluntarily in the advised activities. Competence satisfaction signifies a feeling of effectively engaging with the environment, developing feelings of achievement when performing tasks and feeling a sense of competence when being able to accomplish those tasks. Lastly, related- ness satisfaction relates to experiencing positive connections with the rest of the classmates, maturing feelings of a sense of belonging in the class context (Sánchez-Oliva et al., 2017).

5.2.5 Motivation

Motivation is said to be a dynamic process that explains the interaction and filtration of information by the learner and the effect that, that information has on a learners' behaviour (Scrabis-Fletcher & Silverman, 2017). It is of utmost importance that educators create an autonomy-support environment, by shaping the PE setting and building a solid relationship with their learners. This encourages the growth of perceived autonomy, competence and relatedness of their learners (Van den Berghe et al., 2014). This ultimately relates to the methods of motivation educators use to encourage PE and PA participation.

When learners feel pleased with the infiltration of information, they become motivated learners as their needs have been satisfied (Xiang, Ağbuğa, Liu, & McBride, 2017). This, in turn, leads to increased levels of engagement, performance, and learning (Xiang, et al., 2017). The previous statement by Xiang and colleagues (2017), is linked to the survey and interview results. The learner survey results concluded that majority of learners felt that PE as a subject is important in the syllabus. A large amount of learners stated that PE keeps you fit and healthy and lastly, a great amount of pupils declared that the skills learnt in PE are important. A deeper understanding of these results were explained by the educators in theme 7, motivation for participation in PE. The perspectives of the educators denoted that all the teachers motivate their learners to participate in PE. One method of promoting participation in PE is through mark allocation. This method is used as learners know that in order to pass a subject their grades have to be above a 50%, so using marks as a method of motivation is one way for pupils to engage with one another.

5.2.6 Autonomy

Autonomy relates to learners themselves who are independent and are involved in decision-making, where they are able to make choices in their learning (Xiang et al., 2017). In present times, PE is managed and focused on drills and exercise run in an authoritarian-like style, as an alternative, it should allocate some freedom to the learners to be able to facilitate reflection and behaviour that matches their own imaginations and expressional needs, solving problems on their own and autonomously by means of creating new games, or other forms of playful activities (Spencer, 2015b). The statement made by Spencer (2015) relates to the results from the learner survey of this study, where it was shown that learners agreed and strongly agreed to being able to make up new games outside the PE class. Another autonomous statement was strongly agreed and agreed upon by learners where they indicated that the PE teacher allows learners a choice in the types of physical activities they would like to do. Lastly, learners responded strongly to being able to practice skills independently. In theme 8, autonomy, the educators were able to provide an in depth meaning as to how autonomy was displayed in PE lessons. Autonomy was displayed through learners being able to take initiative, exploring their innovativeness by creating their own games without any assistance from anyone, and working in a group dynamic.

These findings were related to a previous study conducted by Deci and Ryan (2000), where it was concluded that, if a PE teacher is too strict, as to how the PE period should be run, the lack of amotivation, independence and PA involvement amongst learners will continue to decrease. If one could only manage to increase motivation by presenting learners with emotionally and physically engaging tasks and challenges then as a results this would lead to the growth of self-esteem, self-autonomy and self-assurance in their own sport/health related abilities. Ultimately, this does not mean that educators have to let go of the traditional ways of teaching PE, merely supporting and creating new forms of PE along with the traditional sporting activities which are also an important part of education throughout all its facets (Spencer, 2015b). One method of enhancing autonomy is by providing learners a voice and choice in the types of activities they would like to participate in (Niemiec & Ryan, 2009).

5.2.7 Competence

Competence demonstrates that pupils have a need to become capable and to be able to succeed in learning activities (Xiang et al., 2017). Perceived competence and autonomy, work in conjunction with each other. From a teaching viewpoint, by allowing the pupils voices in decision making process may help to increase their perception of competence and henceforth inspire participation and motivation among learners. As a result, two factors the educator has power over that influences the perception of competence are the amount of autonomy provided to the pupils and the type of learning environment and learning goals set (Scrabis-Fletcher & Silverman, 2017; Standage et al., 2005). This will help PE teachers in creating programmes that are more pupil orientated, in accounting for present predispositions, and in creating learning experiences that offer learner autonomy and team work with peers, which could allow for an increase in learner attitude and experience of competence for all pupils (Scrabis-Fletcher & Silverman, 2017). The results from this study revealed that learners are able to demonstrate their competency through being happy with their performance in PE class and being able to encourage their friends to participate in PE lesson. Therefore, allowing learners to have a say in the types of physical activities they would like to participate in would generate a greater interest in the subject from pupils.

It was recorded in a study conducted by Sánchez-Oliva et al (2017), in order to facilitate competence, focus centred on individualising the content of the programmes with attainable challenges, achieving a balance between task difficulty and learners' skill, giving all the students the opportunity to achieve the goals, and allowing sufficient time to productively

complete the tasks, are all ways in which competence can be reached within the PE lesson. (Sánchez-Oliva et al., 2017). Learners from this study strongly agreed to feeling confident in doing the PE activities. These results are due to the fact that the educators voiced in theme 9, competence, that learners compete friendly with one another. That way they are able to practice on their skills and tasks in order to master them and to obtain a sense of accomplishment and competence in their abilities. The educators also mentioned that learners are very spirited and therefore they motivate, encourage and provide feedback to their peers on how to improve for the next class. Through this they are able to evaluate themselves and become competent in their abilities and skills.

One method in that influences the perceptions of competence within the PE lesson is perceived autonomy (Scrabis-Fletcher & Silverman, 2010). If learners feel autonomous in choosing and planning their own tasks and activities, the more likely they will participate and collaborate with one another. This allows learners the chance to master a new skill or activity, thus increasing their competency levels.

5.2.8 Relatedness

Relatedness proposes that learners need to feel connected or have a sense of belonging with their teachers, peers, and the school (Ryan & Deci, 1985). Evidence suggest that pupils' relationships with their friends at school are significant for feelings of relatedness and motivation (Cox et al., 2009). These statements by Deci, Ryan and Cox are accurate as results from this study revealed that learners experience a strong sense of relatedness. These experiences include learning skills and working together with classmates in a positive way, as well as using these skills ta home and with friends. The learners strongly stated that they are able to feel a sense of belonging with their peers. These survey components were linked to the perspectives that were generated by the educators in theme 10, relatedness. It was mentioned by some of the educators that learners do in fact encourage one another in the PE class. It was also agreed and stated by the teachers that there is a type of comradeship formed amongst them. Cheering, being comfortable in the PE environment, bonding, and spending some time with fellow pupils, are all the ways learners display relatedness in the PE period.

In a study conducted by Stormoen et al (2016) which focused on high school PE and what contributed to the experience of flow, relatedness was examined. The present study found that relatedness only contributed to the experience of flow and needs satisfaction in PE for

girls. Fewer girls than boys felt themselves to be skilled, something that likely contributed to feelings of vulnerability and embarrassment, which in turn helps explain why the presence of peer acceptance and relatedness was so important for them to experience flow (Stormoen, Urke, Tjomsland, Wold, & Deseth, 2016). This was not the focus of the current study and this aspect will not be further explored, however a recommendation will be provided for future studies. The results of this study according to relatedness is alike to Stormoen et al (2016)'s findings in the sense that Thandi, Lerato, Calvin, Brent and Greg stated in theme 10, relatedness, that the learners in the PE class want to be with their fellow pupils to be able to encourage one another, form a bond, a sense of teamwork and cohesion as well as respect for their peers. These findings were similar to those of Navidi (2016), where it was concluded that generating a sense of relatedness within the PE classroom, leads t broadening of connections and greater opportunities for social engagements in a joyous manner.

5.2.9 The role of the Self-determination theory in understanding Physical Education

This theory also suggests that school represents a social context that satisfies or hinders learners' needs for autonomy, competence, and relatedness (Ryan & Deci, 1985). Both teachers and pupils are considered important social factors in this context and what they say and do affects how well learners feel satisfied with the three needs. Accordingly, teachers are urged to support learners' needs for autonomy, competence, and relatedness by providing them with instructional choices, different activities in which to participate, enough time to learn and succeed, individualized assessment, constructive feedback, and opportunities for building social connections in class (Liu et al., 2016). This relates to the findings presented in Table 4.10 and Table 4.11, where it was stated that SPE and SDT had a moderate correlation and UPE and SDT had a weak correlation. Accordingly, this means that learners are not as self- motivated in a UPE class than what they are in a SPE period. The educators play a vital role in motivating their learners to partake in PE and thus in a SPE they are able to do so, whereas in an UPE class the learners have more control on what they do and how they do it; there is no educators to motivate them to do the activity. In theme 7, motivation, it was mentioned by the educators that one way of motivating learners to participate in SPE is through mark allocation. Learners need the marks in order to pass the subject, however if learners partake in a UPE lesson then mark allocation does not play a role, as it is free play. There is no basis mentioned by the educators on which free play can be assessed.

5.2.10 Quintiles

The allocation of a PE period within Q1 showed that a large percentage of learners indicated that they do not have a PE period, whilst learners in Q2 stated that they do have a PE period. This is due to the fact that some teachers took the initiative to be able to provide the learners with a quality PE class, for instance, in Q2 the PE educators made use of their personal sporting equipment to be able to provide various activities to the high school learners. However, in Q3 there was a decrease where learners stated that they do not have a PE period. In Q4 and Q5 learners indicated that they do have PE classes. This also relates to the significance between overall PE according to the quintile, where the results concluded that there is a significance that the PE class is determined by the quintile the school is situated.

Quintile 1, 2 and 3 are referred to as no-fee schools and are provided with substantial funding, and quintile 4 and 5 schools are affluent schools where state funding has been reduced considerably (Mestry & Ndhlovu, 2014). However even though Q1, Q2, and Q3 schools get government funding, resources such as facilities and equipment are still an issue as indicated by the survey results. In Q1, a large amount of learners revealed that they do not have resources for PE class. This also relates to statements made by the educators, where it was stated that schools do not have the necessary equipment and that there is a lot that is still needed to help schools provide the best possible PE lesson. However, in Q2 (which was based in a rural area where the teachers took the initiative to provide PE resources out of their own pockets for the learners) learners suggested that they do have resources. Whilst Q3, Q4 and Q5 indicated that they have resources for the PE period. Although there have been improvements in educational spending both between provinces and between schools as real funding interacts with pro-poor funding norms, much still needs to be done if equity of access to educational resources is to be accomplished (Sayed & Motala, 2012).

5.2.11 The association between Physical Education and Self-determination

Due to the aim and objectives of this study, SPE and UPE will be focused on throughout this section. The statistics derived from the correlation results in Table 4.10: association between SPE and self-determination components and Table 4.11: association between UPE and self-determination components, revealed that SPE had a weak but significant correlation to motivation, autonomy, competence and relatedness. However, UPE had no correlation to motivation, a moderate correlation to autonomy and a significant but weak correlation to competence and relatedness. Through SPE classes there is a motivational climate that is

created by the educator (as indicated in theme 7, motivation) hence this relates to the survey results of the correlation between SPE and SDT components. It was shown that in a UPE class there is no correlation to motivation, therefore meaning that in free play there is no educator to instruct the learner or to encourage the learner on how to play or what to do in specific activities. Thus motivation, competence, relatedness to engage with peers and self-motivation are factors that lacking in UPE. However, as explained in theme 5, unstructured physical education benefits, because learners experience independence, creativity and innovation in UPE, the correlation between UPE and autonomy is moderate.

5.3 SUMMARY OF CHAPTER FIVE

This chapter presented a discussion of the PE and/or LO educator perspective of the perceived benefits of structured and unstructured PE through the SDT. Each finding was discussed in order to create a broader picture of the themes and sub-themes as well as to link Phase 1: the quantitative phase to Phase 2: the qualitative phase. Throughout the educator interviews, 14 themes and subthemes arose which were firstly introduced, secondly, summarised and thirdly, discussed and supported with literature.

The mixed responses from the interview participants were all unique and different according to the educators' background, experience and perspective. It was found by Hardman (2008) that in economically under-developed and developing regions of Africa, Asia and South America, PE appeared to be under threat due to inadequate curriculum time allocation, apparent inferior subject status, insufficiently trained educators, the scarce provision of facilities and equipment, as well as poor community programmes and facilities outside of schools (Hardman, 2008). This was similar to the themes that arose from the perspectives from the educators. The PE and/or PE educators believe that more can be done in order to provide the best possible PE lesson for adolescents. The educators stated that the time-allocation for PE is insufficient, PE does have a lower status than other academic subjects but nevertheless learning still occurs through the use of physical activities, teachers should be well trained through workshops and guides, adequate amount of equipment and facilities to promote participation amongst pupils in addition to community engagement should be considered to promote PE and PA.

The use of SPE in conjunction with UPE would be the ideal PE class. Teaching PE in a structured manner can become monotonous and hence the reason why learner do not want to participate in the activities. However, combining SPE with UPE makes the PE class much more attractive and suitable to the learners. By allowing the learners to invent new games, think outside the box and developing communication skills, PE can be the ideal place to build relationships through physical activities as well as life skills such as team building, innovative thinking, and social inclusion. Therefore, PE works better when SPE and UPE are in unison.

Self-determination (SD) plays a part in the way educators and learners view PE. The manner in which educators motivate their learners to participate has an effect on the way learners view PE as a subject. If the teacher is not motivated and enthusiastic about the subject, how can he or she expect the pupil to be? Autonomy as described by the educators was displayed through learners taking initiative, being in leadership roles, expressing their independence as well as the development and growth of soft skills through communication in group work activities. The competence of learners was displayed through teachers observing how learners are able to compete with one another in a friendly manner in order to improve their abilities in a skill or task related activity. Learners are able motivate and encourage one another which as a result helps the learner try and master the activity. Through this feedback is given on how to improve their abilities for the future and is thus seen as a form of self-evaluation. Relatedness was demonstrated through team work, comradeship, leadership and bonding. Learners create a sense of belonging with one another by encouraging, motivation, cheering and being comfortable in the PE class. This has a positive effect on their attitudes when they are physically involved in the PE period. It affects their level of respect for their peers and level of enjoyment for the class.

The integrated results revealed that there are some comparisons and differences between the survey results and the interview results. It was declared that SPE and UPE cannot function without the use of one another thus by having both types of PE at school would be more beneficial than using one or the other. Furthermore, explanations from the PE and/or LO educator were provided for PE as an overall subject, such as afterschool PE and PA, and the lack of resource allocation. It was also concluded that each survey component was answered differently in each quintile. With regards to the SDT, the level of motivation provided by the educators for their learners has been thoroughly explained. It was found that learners

participate in PE if there is some sort of encouragement and reward allocated, such as their mark allocation. A strong amount of learners indicated that they strongly agree and agree to be independent in PE class. This was further explained in theme 8, autonomy. Competence was explained in theme 9 where it was also concluded from the survey results that learners strongly agree and agree to being able to content with their performance in PE, and encouraging their friends to partake. Relatedness, was determined by learners indicating that they are able to work with together with their classmates in a positive manner, are able to use their skills at home and with friends as well as having a sense of belonging in the PE class. These results were supported by the educators in theme 10. Quintiles play a part in whether or not PE period is administered as well as the resource allocation for these period are lacking; this was reinforced by the educators in theme 11, availability of facilities and equipment. Lastly, the correlations section indicated that whether being in a SPE or UPE class, learners have some sort of independence and competence in their physical abilities.

The chapter which follows is Chapter Six, conclusions and recommendations. This chapter provides a summary of the findings which were discussed in Chapter Four and Five, conclusions are drawn, the researchers' experience of the present study as well as recommendations for further research and practices are presented.

CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

"Through co-operation and the pursuit of mutual interests in the universal language of physical education and sport, all peoples will contribute to the preservation of lasting peace, mutual respect and friendship and will thus create a propitious climate for solving international problems. Close collaboration between all interested national and international governmental and non-governmental agencies, based on respect for the specific competence of each, will necessarily encourage the development of physical education and sport throughout the world." (UNESCO, 1978, p. 5).

6 INTRODUCTION

The aim of this study was guided by the research question which was to determine what the perceived benefits of structured and unstructured PE as perceived by Grade Eight and Grade Nine learners and PE educator in CT high schools. This manuscript comprises of six chapters. The researcher provided the background, introduction and motivation for the study in Chapter One. Chapter Two consisted of a review of literature which explored topics surrounding PE specifically in SA. Significant topics relating to SA's current status on PE, the importance and benefits for adolescents, SPE and UPE and the SDT were provided. In Chapter Three details the methodological process of the sequential explanatory research design which included the considerations for this study, research approach and research design. A mixed methods approach was selected as best suited for this research study. Chapter Four presented the results of Phase 1: the quantitative (learner surveys) section where the results are analysed and discussed. In Chapter Five the qualitative Phase (phase 2: interviews) are analysed and discussed in relation to Phase 1 and Phase 2. The results and findings were discussed and presented through the lens of the SDT. This chapter outlines the common themes and summarised the key findings that arose from the learner and educator perspectives about the perceived benefits of structured and unstructured PE lessons in high schools.

This study made use of a mixed methodological approach in order to determine what the perceived benefits of structured and unstructured PE are. The sequential mixed methodological approach consisting of quantitative and qualitative data was used to conduct

the research topic. Phase 1 being the quantitative was further explained by the Phase 2 which the qualitative component. Throughout this study quantitative data was collected and analysed to be able to conduct the qualitative phase of the research. In simpler terms, the qualitative phase further explained and brought insight perspectives to the numerical data of the quantitative phase. The researcher compiled surveys and interview questions (See Appendices G and I). This chapter will conclude the findings presented in Chapter Four and Five.

6.1 OVERVIEW OF RESEARCH QUESTIONS, AIMS AND, OBJECTIVES

6.1.1 Research Questions

This study intended to answer the following research questions:

Main question

- What are the perceived benefits of structured and unstructured PE as perceived by Grade Eight and Grade Nine learners and PE educators in CT high schools?

Sub- questions:

- What types of structured and unstructured practices are in place for Grade Eight and Grade Nine learners in CT high schools?
- What are the perceptions about structured and unstructured PE lessons from educators and learners?
- What role does the SDT play as a method of motivation for competence, relatedness and autonomy as shown through structured and unstructured PE lessons?

6.1.2 Aim and Objectives

The aim of this study is to investigate the perceived benefits of structured and unstructured PE lessons as perceived by Grade Eight and Grade Nine learners and PE educators in CT high schools.

In an effort to reach this aim, the following research objectives are:

- To describe the types of structured and unstructured practices that are in place for Grade Eight and Grade Nine learners in CT high schools.
- To explore what the perceptions of structured and unstructured PE lessons from educators and learners.
- To investigate the role of motivation for autonomy, competence, and relatedness as shown through structured and unstructured PE lessons.

6.2 CONCLUSIONS RELATED TO THE RESEARCH FINDINGS

The study set out to examine the research question: What are the perceived benefits of structured and unstructured PE as perceived by Grade Eight and Grade Nine learners and PE educators in Cape Town high schools?

To this end, participants, such as the learners, were invited to complete a survey as well as teachers who were invited to participate in one-on-one individual interviews, were the key informants of this study. The survey made use of a self-developed survey where random learners volunteered to participate (Phase 1). The semi-structured interview questions (Phase 2) were based on the results derived from the survey answers.

6.2.1 Summary of findings and conclusions

The study produced and in-depth understanding of the perspectives of the benefits of SPE and UPE from learners and educators, which would not be generated without a mixed methodological approach. Findings from this study show that through SPE, learners are able to obtain skills such as motor development, being more alert during class, having more energy, and doing activities that improve their health. These results indicate that SPE is beneficial for adolescent growth and development such as being able to learn new abilities and skills in a structured manner, improving thinking abilities and lastly, development in team work and cooperation abilities. Furthermore, the findings reveal that through UPE, learners are able to have more fun and free play, make use of the activities learnt on the playground in class, think creativity about new games and be more physically active. These results suggested that UPE is beneficial for adolescent maturity such as being able to think creatively, soft skills, social interaction, improvising new games, being innovation and taking initiative throughout various PA tasks.

Resources such as facilities and equipment are lacking in Q1, Q3 and are not lacking in Q2, Q4 and Q5, however there is still room for improvement, thus it was suggested by the educators of this study that basic equipment such as soccer balls, bib, cones and recreational facilities and fields, are needed. A PE class is significant to the quintile the school is located in, therefore certain schools across the quintiles offer a PE period and other do not. A large amount of learners does not participate in afterschool PE and PA. The educators mentioned that the communities in which the learners reside are most of the time not safe enough to be

outside in the streets. Thus, it was indicated by the educators that it is difficult to promote afterschool PA. However, the educators concluded in saying that there are pupils that participate in club sport afterschool.

The importance of PE as a subject is still exclaimed by the educators. It was concluded that PE is a valuable subject and that learning occurs through physical movement. However, there was a disagreement from one of the educators. He suggested that PE should be taken out of the CAPS curriculum due to the time allocation of the subject in the LO syllabus. Furthermore, the educator concluded in stating that PE can still be a learning subject, if the time allocated in the curriculum is suitable.

Creating goals for a PE lesson are essential for a SPE and UPE classes. This helps in determining aims and objectives for the advancement of SPE and UPE lessons The use of SPE combined with UPE would be the ideal PE lesson, instead of one or the other. Promoting PE in the community can seem like a challenge as many learners do not want to go outside if the area where they reside is unsafe or the socio-economic standards are unable to provide recreational facilities and equipment. Ultimately, decreasing PE and PA participation as well as community involvement.

The educator plays a vital role in creating a suitable motivational climate for their learners in the PE class, one way of getting pupils to participate is though mark allocation. Autonomy, competence and relatedness have been demonstrated by the learners and explained by the educators. Thus, combining all three BPNs will help learners develop mentally, physically, and emotionally. Educators experience a lack of facilities and equipment throughout each quintile.

The reasons as to why learners do not participate in PE are because of their low self-confidence and self-esteem, learners who are not bothered about PE as a subject, and fear of judgment. The overall perspective of the educators related to topics such as PE being important, and PE not being an academic subject, is still a challenge for most educators. It was concluded that PE has a lower status than other academic subjects, and hence it is of utmost importance that the status should be positively changed. This relates to challenges such as the classroom setting where the amount of children is too great for one PE educator to manage, the time allocation to be able to administer PE is insufficient, as well as the lack of

support from parents, teachers and learners for the subject. It was concluded that parents, teacher and learners should acknowledge the role and benefits that PE has in the curriculum. This would help decrease sedentary lifestyles amongst adolescents.

The next section of this chapter will present the recommendations for further research in addition to recommendation for practice.

6.3 RECOMMENDATIONS

Understanding some of the causes of adolescent culture will help to develop valuable intervention programmes of sustainable activity leading from childhood into active adulthood until old age and consequently reduce the risk of sedentary life style and health-related problems (Spencer, 2015b). The resulting recommendations are being made on the basis of the findings with regards to the perspectives relating to the perceived benefits of structured and unstructured PE lessons. Below are recommendations for practice and recommendations for further research.

6.3.1 Recommendations for Practice

- The value of UPE is beneficial in developing the necessary skills, such as creative thinking and independent involvement in games, that are used in a SPE class. The recommendation for this would be to consider incorporating more innovation and indigenous games and recreational activities in SPE environments.
- Community involvement plays a key role in UPE programmes. The recommendation to be able to include the community, by means of volunteers, within these UPE classes and organise fundraising opportunities to cater for facilities and equipment for their surrounding schools. Additional methods of incorporating the community would be through coaching practices, enrichment programmes, and/ or recreational games on weekends such as family/community fun runs over 5 kilometres, which could end with a social event.
- There are several misunderstandings about what PE lessons entail. It is not about going outside and throwing a ball. There is much more that PE educators engage in on a daily basis. They are specialists that cultivate skills, help learners develop teamwork, pursue team and individual goals, and provide guidance and re-direct behaviour to achieve positive results.

- It appears suitable to seek to design PE in such a manner that additional psychological needs also be attended to. The recommendation for his would be to provide new training for PE teachers for the purpose of providing them with the necessary tools to design PE programmes that address relatedness and competence. This type of training could include the offering of multiple options from which learners are able choose a certain activity in a given class, such as dance, yoga, aerobics. Furthermore, an emphasis on group cohesion activities may be required, like team building, and the teaching of games and sports that are unfamiliar to the learners and hence are not related with gender, such as Ultimate Frisbee, softball, field hockey or any additional games created by the teacher.

6.3.2 Recommendations for Further Research

- Primary schools did not form part of the study. The recommendation for this would be to consider using primary schools if a more robust analyses would like to be done throughout all schools in the CT and/or Western Cape.
- It is also important to consider the effect that UPE and SPE have on learner enjoyment, as enjoyment might play a role in the participation of learners in PE class. By being able to provide learners with various types of PE, this could allow an increase in participation in the subject. Therefore, the recommendation for this would be to conduct an in detail examination regarding the effects of UPE and SPE on enjoyment.
- Further research needs to be conducted regarding the integration of the components of the SDT into PE teacher training to support the needs of the teachers and learners.
- Further research can be conducted on the gender aspect according to relatedness in SDT within the PE environments.

6.3.3 Recommendations for Physical Education as a subject and for practice

What can educators do?

- Teacher education such as workshops and in-service training should be made accessible to high school educators so they can gain knowledge about the maintenance and adequate utilisation of their PE periods.
- Educators may increase learner motivation to participate in SPE and UPE by creating physical activities and content that are relevant to their lives, for example, classes

surrounding problem solving and social cohesion through SPE and UPE. Consequently, this will have an overall result on learner behaviour afterschool, such as reduced rates of adolescent crime and gangsterism.

- Teachers are the main change agent for adolescents in the PE environment thus, teachers need to enhance SPE and UPE strategies. This can be done through engagement between lower quintiles and higher quintiles so that educators are able to work together on methods that may be used to improve PE.
- Consideration of the type of PE lesson, SPE or UPE, administered to learners may enhance participation and experience of that class. If learners would like to choose their own activities and groups in which to work with, and do not want to be made fun of by their peers, educators can plan lessons to accommodate the choices voiced by their pupils.

What can the community do?

- To improve community participation with PE, outside support from relevant stakeholders, sporting clubs and Non-Government Organisations (NGO's) can help raise funds to provide PE facilities, resources and equipment to underprivileged schools.

What can policy revisions mean and what can policy makers do?

- The CAPS document needs to be revised and adapted to suit SPE and UPE where each type of PE has their own set of aims and objectives. Indigenous games can be incorporated in the CAPS curriculum making the curriculum more relatable to the games adolescents partake in. This would make the syllabus more relevant to what the learners partake in their everyday lives. By creating a curriculum that is appropriate, learners are given a voice and are empowered to learn new skills, games, and physical activities. This ultimately would enhance social cohesion, inclusivity and Ubuntu amongst pupils.
- Teaching and learning practices for PE educators should be be able to encompass critical thinking that allows the educators to be transformative and display innovation in their SPE and/or UPE classes. This would allow teachers to become transformative individuals that aid in the promotion or participation in both SPE and UPE.

- In order to incorporate UPE in the PE setting, need-support strategies should be included, where in-service training programmes could be used to help teachers account for the various needs of learners.

6.4 RESEARCHER'S EXPERIENCE AND REFLECTIONS OF THE MIXED METHODOLOGICAL RESEARCH PROCESS

The utilization of a sequential explanatory research design was necessary due to the nature of this study. The mixed methodological approach used to conduct the research was the most viable method for this study due to the nature of the information sought and the complexities and variations of PE and PA. The SDT was useful in the sense that it formed the theoretical framework for this study, and was used as a guide for the survey and interview questions. This study obtained the perspectives, views and opinions regarding SPE, UPE and motivation from high school learners and PE and/or LO educators.

The cooperation and willingness shown, by the learners and educators of this study, helped in facilitating the collected data. Learners were enthusiastic to complete the surveys as well as educators being eager to participate in an interview and agreeing to be recorded via a Dictaphone. It is essential to take note that the conclusions derived from this study only apply to a set of purposefully selected participants. The study's results are relevant to the Western Cape Province, specifically CT context and generalisations cannot be applied elsewhere. As a researcher, I believed that learners want to participate in PE, sport and PA. This research study was generated from the idea that different communities experience PE in different ways and could thus lead to the prevalence or hindrance of participation on PE. In addition, as the researcher I wanted to comprehend the motivation for learners participating or not participating in PE. However, there were problems regarding Phase 1. A problem arose when providing learners with surveys for them to take it home for their parent consent. Many surveys never returned, were returned but not filled in and/or returned but no parent consent was provided. The recommendation for this would be for policy makers to revise the challenges related to this. This research study had to broaden the age of the sample size as there was a sufficient amount of 16 year olds who partook in the study. When using grade 9's as part of the sample selection, researchers should incorporate the students that are 16 years old. Primary schools did not form part of this research study but may be considered for future research. It is essential to note that the survey results obtained from the high schools within their various quintiles that participated in the study, can only be assumed for the participating

high schools and not the entire SA. A broader study of research regarding high schools across SA pertaining to PE would have to be conducted, in order to obtain a more robust analysis.

Throughout the interview experience, - Phase 2 of this study, it was evident that during the interviews, the participants spoke openly and freely. This aided the researcher with a holistic idea of what the participant was trying to say. This resulted in an opportunity for conversation and an in depth understanding of the participant's perspectives. Participants spoke about the advantages and disadvantages surrounding PE as a school subject as well as the structured and/or unstructured effect it has on the school learners.

It was evident that throughout the data analysis process of the present research, SPE and UPE have definite correlations and deviances as well as the role the SDT played. These results were revealed in Chapter Four and Five of this study. In Chapter Five, the integrated results were also examined in order to create an in-depth meaning as to why the results from Chapter Four have been concluded in the manner that they are.

This study presents an opportunity for further research to be explored. A greater amount of schools, learners and educators could be asked to participate, therefore a broader field of research and results could be studied. A shortcoming of this research would possibly be that, as the researcher, I could have invited more PE and/or LO educators to participate in the interview phase. This would have broadened the results and findings of this study and would have provided an even deeper meaning to the data. This study provides important information with regards to the perceived benefits of SPE and UPE lessons in high schools and the influence motivation has on the participation or hindrance thereof in classes. This may provide an opportunity for stakeholders to create a better learning environment to be able to facilitate continued participation in PE. Due to my inexperience as a researcher, I missed the opportunity and insight to be able to motivate answers for questions around practical improvements that can be made, with the current resources that are available. Although I may have missed this opportunity, the results and conclusions presented in this study are notable enough for stakeholders to consider.

6.5 STUDY LIMITATIONS

The present study was not without challenges. Stated below are the trials the researcher faced;

- Throughout the 10 schools that participated in this study, a high dropout rate was encountered by the learners. A significant amount of documentation such as information sheets, assent forms, consent forms and surveys were all distributed amongst the 10 schools. However, many did not return the necessary forms to the researcher. As a result, these learners were unable to partake in the study, as no consent permission was given for them to be part of the study. Eight hundred (800) surveys were administered across the 10 high schools, however the final total resulted in N=321.
- The individual conducting the research should be mindful of the schooling environment and should thus be flexible to be able to meet with the learners and educators to collect data, especially the educators because they are busy teaching and the only time to conduct the interview was in their off period or after school hours.
- The researcher should also be mindful of the fact that numerous trips would have to be travelled to the school, for example, having a meeting with the principal, obtaining an appropriate time and date, coming back to the school to distribute the surveys, returning to the school to collect the surveys, and returning once more in case more surveys have been collected outside of the given time frame.
- It was found that some schools in the higher quintile ranking were hesitant to participate in the study. These schools were contacted via email and telephone calls on numerous occasions, simply to be told that they will not provide access to the school and do not want to be included in the study.

6.6 STUDY CONCLUSION

The study reveals that there are perceived benefits of SPE and UPE and that the use of both in the PE environment would be ideal. SDT plays a role in how adolescents perceive PE and what interest them to want to participate in the class activities. On another note, the quintile in which the school finds itself also has an impact on the administration of the PE period and the resources that are allocated to the school. The results of this study provided a deeper meaning of the perceived benefits of structured and unstructured PE. The learner's perspectives were gathered by means of a self-developed survey. The educator's perspectives were gathered by means of questions that were derived from the survey results and conclusions.

Findings from this study made numerous meaningful contributions to the contemporary literature as it takes into account the perceived benefits of SPE and UPE in CT high schools and what the learners' and educators' perspectives of PE are. Based on the conclusions from this study, a list of recommendations is presented which when implemented should contribute to a positive perspective around the concept of PE. In conclusion this study provides insight as to what the perceived benefits are of structured and unstructured PE through the eyes of Grade Eight and Grade Nine high school learners as well as five PE and/or LO educators. This research study aims to highlight surrounding the concept of PE, specifically SPE and UPE specifically in Cape Town.

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8 APPENDIX A: UNIVERSITY OF THE WESTERN CAPE ETHICS APPROVAL LETTER

UNIVERSITY of the WESTERN CAPE

OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 4111/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

30 October 2018

Ms C Johannes
SRES
Faculty of Community and Health Sciences

Ethics Reference Number: HS18/7/23

Project Title: The perceived benefits of structured and unstructured physical education lessons: Perspectives from selected high schools in Cape Town.

Approval Period: 30 October 2018 – 30 October 2019

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 in good time for annual renewal.

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

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

PROVISIONAL REC NUMBER - 130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE

9 APPENDIX B: WESTERN CAPE EDUCATION DEPARTMENT PERMISSION

Western Cape Government
Education

Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20181106-8239
ENQUIRIES: Dr A T Wyngaard

Ms Chanté Johannes
19 Chavone Street
Welgemoed
7530

Dear Ms Chanté Johannes

RESEARCH PROPOSAL: THE PERCEIVED BENEFITS OF STRUCTURED AND UNSTRUCTURED PHYSICAL EDUCATION LESSONS: PERSPECTIVES FROM SELECTED HIGH SCHOOLS IN CAPE TOWN

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from 14 January 2019 till 27 September 2019
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 06 November 2018

10 APPENDIX C: COVER LETTER FOR LEARNERS AND PARENTS

DEPARTMENT OF SPORT, RECREATION AND EXERCISE SCIENCE
University of the Western Cape, Robert Sobukwe Avenue, Bellville 7535
(021) 959 2409 / 2350 or (021) 959 3688
ntsoli@uwc.ac.za or dobowers@uwc.ac.za

Dear Student and Parent

The Master's student Chanté Johannes is conducting a research study at the University of the Western Cape titled: '***The Perceived Benefits of Structured and Unstructured Physical Education Lessons: Perspectives from selected high schools in Cape Town'***

Within the last ten years, adolescent activity has decreased in both developed and developing countries. One way of meeting desirable physical activity levels for adolescents in schools is through Physical Education. Physical Education in South Africa before 1994 was seen as a subject on its own and was later absorbed into a new subject called Life Orientation in 2000. In 2005 the implementation of the Outcome-based curriculum indicated that most subject areas were going to be transformed and reduced, one being Physical Education.

The aim of this study is to investigate the perceived benefits of Grade Eight and Grade Nine leaners and PE educators regarding structured and unstructured PE lessons in Cape Town high schools. Participants will be high school learners in Grade Eight and Grade Nine situated in Cape Town. Through the lens of the self-determination theory and using the sequential explanatory research design, this study focuses on Phase 1: Self-developed surveys conducted in 10 Cape Town high schools with male and female learners from a Grade Eight and Grade Nine Physical Education class and Phase 2: based on the results of the quantitative data analysis, interviews will be conducted with Physical Education or Life Orientation educators. Thus the qualitative data will be used to explain the quantitative data. This study takes ethical considerations into account, consent forms will be administered where surveys and interviews will be anonymous and voluntary to protect

the identity of the participants, in addition to data capturing in a non-bias/prejudice manner. The survey will take 15 minutes and the interview will take 30-45 minutes to complete.

Attached you will find a letter from the DoE providing permission to conduct the study through high schools. Also, you will find the ethics clearance letter and information sheet, assent form, consent form as well as the survey, that you need to complete should you willingly agree to participate. Should the learner consent to participate, I ask that you complete the survey and return it to the school by **22 February 2019**.

Your participation would be dearly appreciated.

Yours sincerely,

Chanté Johannes

UWC Master's student

11 APPENDIX D: PARTICIPANT INFORMATION SHEET

PARTICIPANT INFORMATION SHEET

Please take a few minutes to complete this survey. Your responses will assist the researcher to explore and evaluate the perceptions about physical education throughout various high schools. Your participation in this survey is voluntary and there will be no negative consequences should you decide to pull out. If you would like to participate, and wish to pull out at any stage, you will be welcomed to do so. No person will be identifiable or reported and you will remain anonymous throughout the process. Permission to conduct this survey has been obtained from the Biomedical Research Ethics Committee at the University of the Western Cape.

Project Title: ***The Perceived Benefits of Structured and Unstructured Physical Education Lessons: A Case from Selected High Schools in Cape Town***.

What is this study about?

This is a research project being conducted by Chante' Johannes, at the Sport, Recreation and Exercise Science department at the University of the Western Cape in connection with the Caring Society (CASO) project. I am inviting you to participate in this research project because you have been identified as potential participant. The purpose of this research project is investigating the perceived benefits of structured and unstructured physical education from educators and learners at various high schools situated in Cape Town.

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

You will be asked to read and submit a consent form. You will be required to participate in a random sample survey. The overall participation in answering the questions is estimated at 15 – 20 minutes.

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution. To ensure your anonymity, the surveys are anonymous and will not contain information that may personally identify you. To ensure your confidentiality Pseudonyms will be used to protect your identity. All participants will be asked to sign a consent form. Data collected for this study will be stored using password-protected files at the department of Sport, Recreation and Exercise Science at the University of the Western Cape. If I write a report or article about this research project, your identity will be protected.

What are the risks of this research?

There may be some risks from participating in this research study. All human interactions and talk about self or others carry some amount of risk. Nevertheless, I shall minimise such risks and act promptly to assist you if you experience any discomfort or psychological or otherwise, during the process of your participation in

this study. Where needed, an appropriate referral will be made to a suitable professional for further assistance.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about what the perceptions are from learners and educators about physical education. I hope that, in the future, other people might benefit from this study through improved understanding of the benefits of physical education and health.

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 at all. If you decide to participate in this research, 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 penalized or lose any benefits to which you otherwise qualify.

What if I have questions?

This research is being conducted by Chante' Johannes at the Sport, Recreation and Exercise Science department at the University of the Western Cape. If you have any questions about the research study itself, please contact Ms C. Johannes, 021 913 7789; 3450962@myuwc.ac.za.

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:

Dr Marié Young
Head of Department: SRES
University of the Western Cape
Private Bag X17
Bellville 7535
myoung@uwc.ac.za

Prof José Frantz
Dean of the Faculty of Community and Health Sciences
University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Research Ethics Committee.
(REFERENCE NUMBER: HSSREC, reference number: HS18/7/23)

12 APPENDIX E: PARENT/GUARDIAN CONSENT FORM

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-2350 Fax: 27 21-3688
E-mail: 3450962@myuwc.ac.za

CONSENT FORM

Learner's Parent/Guardian

Title of Research Project: The Perceived Benefits of Structured and Unstructured Physical Education Lessons: Perceptions from Selected High Schools in Cape Town

The study has been described to me in a language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to allow my child to participate. I understand that my identity nor will the identity of my child be disclosed to anyone. I understand that I may withdraw my child from the study at any given time without giving a reason and without fear of negative consequences or loss of benefits.

____I allow my child to participate in this study.

____I do not allow my child to participate in this study.

Parent/Guardian name .....

Parent/Guardian signature .....

Date .....

13 APPENDIX F: LEARNER ASSENT FORM

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959 2350, Fax: 27 21-959 3688
E-mail: sititus@uwc.ac.za

LEARNER ASSENT FORM

Title of Research Project: The Perceived Benefits of Structured and Unstructured Physical Education Lessons: Perspectives from Selected High Schools in Cape Town

I, _____ (Full Name) understand that my parents/guardian have/has given permission for me to participate in the above study under the direction of Chanté Johannes. My participation in this project is voluntary and I have been told that I may stop my participation in this study at any time without penalty and loss of benefit to myself.

Participant's name: _____

Participant's Signature: _____ Date: _____

Parent/Guardians Name: _____

Parent/Guardians Signature: _____ Date: _____

Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

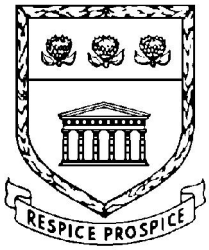
Study Coordinator's Name: Dr Simone Titus

Telephone: (021) 959- 2609

Fax: (021) 959- 3688

Email: sititus@uwc.ac.za

14 APPENDIX G: LEARNER SURVEY



PHYSICAL EDUCATION: LEARNER SURVEY
SECTION 1: Demographic Information

1. **Name of High School: ……**
2. **Answer the following questions (Please circle your answer)**

Age (circle your age)	13	14	15
I am:	Female	Male	
I am in grade:	8	9	
Do you have a physical education period?	Yes	No	
Does your school have resources (e.g. balls, fields, courts, sports equipment)?	Yes	No	

3. What do you enjoy about physical education?

4. Do you participate in sport or physical activities after school? If yes, please explain.
(Please tick your answer)

Yes ☐ ☐ **No**

5. Which activities do you play during physical education class? (please tick your answer)

Running		Soccer		Basketball	
Swimming		Tennis		Volleyball	
Tree climbing		Hopscotch		Netball	
Brisk walking		Gymnastics		Rugby	
Slow jogging		Dancing		Aerobics	
Skipping/jumping rope		Team-building		Yoga	
Tug-of -war		Handball		Hockey	

SECTION 2: Survey (Please tick your answer)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Structured Physical Education				
I learn more skills during physical education class than in break time.				
I am alert in class & have more energy on days when I have a physical education period.				
Structured lessons improves my thinking abilities.				
Structured lessons improves my health.				
Unstructured Physical Education				
I have more fun during break time than in a physical education class.				
The skills I learn in break time help me to do the activities in physical education class.				
I am able to think creatively about new physical activities and games during break time.				
I am more physically active during break time than during physical education period.				
Self-determination				
Motivation				
Physical education is important.				
Physical education is fun and exciting.				
Physical education keeps you fit and healthy.				
The skills I learn in physical education are important.				
Autonomy				
I am able to make up new games outside the physical education class.				
The physical education teacher lets me choose what physical activities I want to do.				
I can practice on my own physical skills.				
Competence				
I am happy with my performance in physical education class.				
I encourage my friends to do physical education.				
I feel confident doing physical education activities.				
Relatedness				
I learn skills and am able to work together with classmates in a positive way.				
I can use the skills I learn in class at home and with friends.				
I feel a sense of belonging with other learners				

15 APPENDIX H: INTERVIEW PARTICIPANT CONSENT FORM

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-2350 Fax: 27 21-3688
E-mail: 3450962@myuwc.ac.za

CONSENT FORM

Interview Participants

Title of Research Project: The Perceived Benefits of Structured and Unstructured Physical Education Lessons: A Case from Selected High Schools in Cape Town

The study has been described to me in a language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any given time without giving a reason and without fear of negative consequences or loss of benefits.

This research project involves recordings that will be used for research purposes and will be stored at the Department of Sport, Recreation and Exercise Science in a safe. Recordings will be destroyed after 5 years of completion of the study.

____I agree to be audiotaped during my participation in this study.

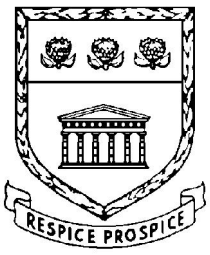
____I do not agree to be audiotaped during my participation in this study.

Participant's name .....

Participant's signature .....

Date .....

16 APPENDIX I: INTERVIEW SCHEDULE



Semi-Structured Interview Schedule:

Physical Education Educators

Welcome: Thank you once again for volunteering to participate in this interview discussion. You have been asked to participate because your perspective is of utmost importance. Thank you for taking time out of your schedule to participate in this study.

Introduction: This interview discussion is designed to evaluate what your thoughts and opinions are on the perceived benefits of structured and unstructured physical education. This interview will take no longer than 30 – 40 minutes. Lastly, may I tape this interview to use your exact words in the study?

Anonymity: Although you are being taped, I would like to emphasise that in the write up of this study your name and/or high school name will be mentioned. This discussion is completely anonymous. The tapes will be kept safely in a lock at the Sport, Recreation and Exercise Science Department at UWC. All tapes will be transcribed verbatim and thereafter destroyed. The transcribed notes will not make reference to you as the participant nor the high school. Please try and answer truthfully and accurately as possible.

Opening question: Firstly, would you mind telling me your name, and a little bit of your background please?

Main Questions:

1. Are you a LO or PE teacher?
2. No. of years as LO or PE teacher?
3. Why did you decide you were interested in becoming a PE teacher?
4. What would you say are the three major goals of a physical education program?
5. What is your best quality as a PE teacher right now? What do you need to work on the most?
6. What task do you find most difficult as a teacher? Please share with me why?
7. What are the components of a quality physical education program?

8. As always, there is talk of cutbacks, and it seems we always have to justify a few of our positions, PE being one of them. What would you do to convince those in decision making positions that PE in our high schools are important and children are learning valuable things in PE?
9. Can you briefly detail what a 30- 45-minute lesson would look like in your PE class?
10. How does SPE benefit learners?
11. How does UPE benefit learners?
12. Do you have any ideas on how we might promote PE programmes in the community?
13. Many of our teachers and parents don't think learning occurs in PE. Convince us that this happens and how you can demonstrate that learning will occur in your PE class?
14. How do you motivate learners to partake in PE?
15. How do you think learners' display autonomy in PE class?
16. How do you think learners' competence in PE class?
17. How do you think learners' display relatedness in PE class?
18. What type of facilities or equipment is needed to improve PE?
19. Why do students not partake in PE? General reasons.
20. What challenges do you face as a LO/ PE educator?
21. What is your overall perspective on PE? E.g. is it important? Should it be a standalone subject? Is it a waste of time?

***Ending question*:** Is there any other comment, suggestion, issues or thoughts you would like to add to any of the above mentioned questions?

Conclusion: Thank you kindly for your participation in this interview discussion and the overall study. Your time and effort is truly appreciated. Your opinions and perspectives are of great value to this study. If there is anything that you wish to add or you are unhappy with, please feel free to contact me. I would like to remind you that all opinions voiced in this interview shall remain anonymous. Thank you once again.